**DID YOU KNOW?**

**Student Portal**

The full-service Student Portal provides you with access to your academic administrative information, including:
- an online calendar,
- timetable,
- academic results,
- module content,
- financial account, and so much more!

**Module Guides or Module Manuals**

When you log into the Student Portal, the ‘Module Information’ page displays the ‘Module Purpose’ and ‘Textbook Information’ including the online ‘Module Guides or ‘Module Manuals’ and assignments for each module for which you are registered.

**Supplementary Materials**

For certain modules, electronic supplementary material is available to you via the ‘Supplementary Module Material’ link.

**Module Discussion Forum**

The ‘Module Discussion Forum’ may be used by your lecturer to discuss any topics with you related to any supplementary materials and activities such as ICE, etc.

To view, print and annotate these related PDF documents, download Adobe Reader at following link below:

www.adobe.com/products/reader.html
**IIE Library Online Databases**

The following Library Online Databases are available to you. Please contact your librarian if you are unable to access any of these. Use the same username and password as for student portal.

**EBSCOhost**

This database contains full text online articles.

http://web.a.ebscohost.com.ezproxy.iielearn.ac.za/ehost/search/basic?sid=88be21e8-f916-45ee-a5ba-0dd69d55bbe4%40sessionmgr4008&vid=1&hid=4104

**EBSCO eBook Collection**

This database contains full text online ebooks.

http://web.a.ebscohost.com.ezproxy.iielearn.ac.za/ehost/search/basic?sid=60f3de15-fec1-42cf-a039-edfbc8be6152@sessionmgr4007&vid=0&tid=2003EB

**Library Website**

This library website gives access to various online resources and study support guides

http://www.iie.ac.za/IIE%20Library/Pages/default.aspx

**LibraryConnect**

The Online Public Access Catalogue. Here you will be able to search for books that are available in all the IIE campus libraries.


**SABINET**

This database will provide you with books available in other libraries across South Africa.

http://reference.sabinet.co.za.ezproxy.iielearn.ac.za/

**DOAJ**

DOAJ is an online directory that indexes and provides access to high quality, open access, peer-reviewed journals.

https://doaj.org.ezproxy.iielearn.ac.za/

**DOAB**

Directory of open access books.

http://www.doabooks.org/
# Table of Contents

Introduction ........................................................................................................................................5  
Using this Guide ..................................................................................................................................6  
This Module on Learn .........................................................................................................................7  
Module Resources ...............................................................................................................................8  
Module Purpose ....................................................................................................................................14  
Module Outcomes ...............................................................................................................................14  
Module Pacer .......................................................................................................................................15  
Assessments .........................................................................................................................................17  
Icons Used in Learn .............................................................................................................................19  
Learning Unit 1: Overview of Leadership ..........................................................................................20  
Learning Unit 2: Macro and Sociological Perspectives ......................................................................24  
Learning Unit 3: Leadership and Relationships .................................................................................31  
Learning Unit 4: Political and philosophical perspectives ..................................................................37  
Learning Unit 5: Psychological Perspectives ......................................................................................43  
Learning Unit 6: Emerging Perspectives ............................................................................................50  
Intellectual Property .........................................................................................................................57
Introduction

Welcome to Management and Leadership (MALE8411). We hope you enjoy this module and find yourself developing the ability to someday influence the organisational worlds in which you live and work. This module guide is the starting point to your learning journey.

Read the module outcomes section and the Learning Unit (LU) objectives section in the pacer. These outcomes and objectives form the framework of what you will learn in this module. A series of activities have been included in this module guide to further guide you in your learning journey. We encourage you to complete these activities and actively participate in discussions and debates. You will learn more effectively if you actively engage with the module material.

The term ‘crisis of leadership’ has been coined to describe the current situation in South Africa. Events such as the Marikana crisis, the management of the illegal landing at the Waterkloof Airforce base, the ignored high court order regarding Omar al-Bashir, the perceived external influences on parliamentary processes, and a failure by the country’s leaders to uphold the Constitution, all contribute to the ‘crisis’.

It is important that you read the relevant chapters prior to class. While reading, make notes and jot down questions if something is unclear; so you can ask your lecturer in class.
Using this Guide

This guide has been developed to support your learning. Please note that the content of this module is in Learn and in the prescribed work. You will not succeed in this module if you focus on this guide alone.

- This guide is not identical to the versions on Learn as it does not contain the images and URLs (links) to the online resources, nor the specific instructions for the group and individual activities. However, it will indicate where online resources are provided in Learn, what type of activities you will find in Learn, as well as the estimated time it will take you to complete each of the activities.
- Some of the graphics are interactive in the Learn version, providing additional information to support your learning.
- Your lecturer will decide when activities are available/open for submission and when these submissions or contributions are due. Ensure that you take note of announcements made during lectures and/or posted within Learn in this regard.
This Module on Learn

Learn is an online space, designed to support and maximise your learning in an active fashion. Its main purpose is to guide and pace you through the module. In addition to the information provided in this guide, you will find the following when you access Learn:

- A variety of online resources (articles, videos, audio, interactive graphics, etc.) to explain theoretical concepts;
- Questions to guide you through the theory;
- Collaborative and individual activities (all of which are gradable) with time-on-task estimates to assist you in managing your time around these.

Kindly note:
- Learn does not replace your contact time with your lecturers and/ or tutors.
- Your lecturer will communicate submission dates for specific activities in class and/ or in Learn.
**Module Resources**

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<tr>
<td></td>
<td>• Neider, LL. and Schriesheim, CA. 2012 <em>Research in Management: Perspectives on Justice and Trust in Organizations</em>. eBook., Database: eBook Business Collection (EBSCOhost)</td>
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<td></td>
<td>• Neider, LL. and Schriesheim, CA. 2012 <em>Research in Management: Perspectives on Justice and Trust in Organizations</em>. eBook., Database: eBook Business Collection (EBSCOhost)</td>
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<td><em>People and Strategy</em>, 36(4), pp. 4-6</td>
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<tr>
<td>- Mabey, C., 2013. Leadership Development in Organizations: Multiple Discourses</td>
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<td>and Diverse Practice. <em>International Journal of Management Reviews</em>, Volume</td>
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<td>Bring About Organizational Learning and Outcomes?. <em>Personnel Psychology</em>,</td>
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<td>Volume 68, p. 79–108.</td>
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<td>Psychological Capital and Their Authentic Leadership. *Journal of</td>
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<td>Emotions in the Relationship between Authentic Leadership and Employee</td>
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<tr>
<td>- Clark, K. &amp; Maggitti, P., 2012. TMT Potency and Strategic Decision-Making in</td>
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<tr>
<td>- Daspit, J., Ramachandran, I. &amp; D'Souza, D., 2014. TMT Shared Leadership and</td>
</tr>
<tr>
<td>Firm Performance: Investigating the Mediating Role of Absorptive Capacity.</td>
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<tr>
<td><em>Journal of Managerial Issues</em>, XXVI(3), pp. 219-239.</td>
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<tr>
<td>- Men, L. and Stacks, D., 2014. The Effects of Authentic Leadership on Strategic</td>
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<td>Internal Communication and Employee-Organization Relationships. <em>Journal of</em></td>
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Learning Unit 3:


**Learning Unit 4:**


Learning Unit 5:

**Learning Unit 6:**
<table>
<thead>
<tr>
<th>Module Overview</th>
<th>You will find an overview of this module in Learn under the Module Information link in the Course Menu.</th>
</tr>
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<tbody>
<tr>
<td>Assessments</td>
<td>Find more information regarding assessments for this module in this guide, in Learn under the Module Information link in the Course Menu and on the Student Portal.</td>
</tr>
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### Module Purpose
The purpose of this module is to provide students with an in-depth innovative exploration of leadership and management in business, focusing mainly on the interrelationship of leadership and management in business, with consideration to both the national and international environment.

### Module Outcomes

<table>
<thead>
<tr>
<th>MO1</th>
<th>Critically analyse the concepts of and approaches to leadership and management and their application in organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>MO2</td>
<td>Analyse the impact of leadership and management in strategy development and implementation</td>
</tr>
<tr>
<td>MO3</td>
<td>Evaluate approaches to the formulation and implementation of leadership and management development strategies</td>
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<td>Module Pacer</td>
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<td>Theme: Overview Perspectives</td>
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<td>Sessions:1 - 9</td>
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<td>Related Outcomes:</td>
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<td>Sessions: 7 - 12</td>
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<td>Theme: Leadership and Relationships</td>
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<td>Sessions: 19 - 27</td>
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<td>Sessions: 13 - 18</td>
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<td>Theme: Political and philosophical perspectives</td>
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</tr>
<tr>
<td>MALE8411:</td>
<td>Learning Content:</td>
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<tr>
<td>Sessions:28 - 36</td>
<td>• Critically analyse Critical Leadership Studies as an approach to studying leadership</td>
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<tr>
<td>MALE8411p:</td>
<td>• Debate the relationship between leadership and power</td>
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<tr>
<td>Sessions:19 - 24</td>
<td>• Build a case for the importance of ethics in leadership</td>
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<td>Related Outcomes:</td>
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<tr>
<th>Learning Unit 5</th>
<th>Theme: Psychological Perspectives</th>
<th>Notes on this LU</th>
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<tbody>
<tr>
<td>MALE8411:</td>
<td>Learning Content:</td>
<td>Prescribed textbook:</td>
</tr>
<tr>
<td>Sessions:37 - 48</td>
<td>• Critically analyse the transformational leadership theory</td>
<td>Pages 299-310; Pages 352-364; Pages 405-422</td>
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<tr>
<td>MALE8411p:</td>
<td>• Assess the applicability of authentic leadership within the context of the modern business environment</td>
<td>Articles indicated under Critical Thinking</td>
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<tr>
<td>Sessions:25 - 32</td>
<td>• Critically analyse the relationship between creativity innovation and leadership</td>
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<td>Related Outcomes:</td>
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75% of ICE Tasks to be completed by this point.

<table>
<thead>
<tr>
<th>Learning Unit 6</th>
<th>Theme: Emerging Perspectives</th>
<th>Notes on this LU</th>
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<tbody>
<tr>
<td>MALE8411:</td>
<td>Learning Content:</td>
<td>Prescribed textbook:</td>
</tr>
<tr>
<td>Sessions: 49 - 56</td>
<td>• Critically assess the validity of followership and follower-centred approaches within in the context of the post-2010 organisation</td>
<td>Pages 425-436</td>
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<tr>
<td>MALE8411p:</td>
<td>• Build a business case for spiritual leadership</td>
<td>Pages 483-494</td>
</tr>
<tr>
<td>Sessions: 33 - 37</td>
<td></td>
<td>Articles indicated under Critical Thinking</td>
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<tr>
<td>Related Outcomes:</td>
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<td>• MO1</td>
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100% of ICE Tasks to be completed by this point.

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<tr>
<th></th>
<th>These sessions are to be used in between sessions where necessary for students to present presentations and do revision.</th>
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<td>MALE8411:</td>
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<td>Sessions: 57 – 62</td>
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<tr>
<td>Sessions:38 - 41</td>
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These sessions are to be used in between sessions where necessary for students to present presentations and do revision.
## Assessments

### Integrated Curriculum Engagement (ICE)

| Minimum number of ICE activities to complete | 4 |
| Weighting towards the final module mark | 10% |

### Assignments/ Projects

<table>
<thead>
<tr>
<th></th>
<th>Written Assignment 1</th>
<th>Written Assignment 2</th>
<th>Written Assignment and Presentation 3</th>
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<tr>
<td><strong>Duration</strong></td>
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<td>15 Hours</td>
<td>15 Hours</td>
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<tr>
<td><strong>Submit after</strong></td>
<td>LU 3</td>
<td>LU 4</td>
<td>LU 5</td>
</tr>
<tr>
<td><strong>Learning Units covered</strong></td>
<td>LU 1 - 2</td>
<td>LU 2 - 3</td>
<td>LU 3</td>
</tr>
<tr>
<td><strong>Resources required</strong></td>
<td>The prescribed textbook and recommended readings, relevant textbooks, e-books or academic journal articles. You will require library and web access.</td>
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### Examination

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<tr>
<td><strong>Weighting</strong></td>
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</tr>
<tr>
<td><strong>Duration</strong></td>
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</tr>
<tr>
<td><strong>Total marks</strong></td>
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<tr>
<td><strong>Open/ closed book</strong></td>
<td>Closed</td>
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<tr>
<td><strong>Resources required</strong></td>
<td>The prescribed textbook and recommended readings, relevant textbooks, e-books or academic journal articles. You will require library and web access.</td>
</tr>
<tr>
<td><strong>Learning Units covered</strong></td>
<td>All Learning Units</td>
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### Assessment Preparation Guidelines

<table>
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<tr>
<th>Format of the Assessment (The Focus/ Approach/ Objectives)</th>
<th>Preparation Hints (How to Prepare, Resources to Use, etc.)</th>
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<tbody>
<tr>
<td><strong>Assignment</strong></td>
<td>The assignments are designed around the basis of student having to conduct research and to read beyond the textbook. Students will be challenged in various ways such as critical thinking, innovativeness, academic writing and presentations of the work completed. The assignments would be essay type questions in which student’s ability to formulate arguments and argue around the topic will be assessed. The use of case studies and real life examples would be used to assess.</td>
</tr>
<tr>
<td><strong>Examination</strong></td>
<td>The scope for examination includes all the Learning Units that you have covered. Questions will be based on application of the theory, criticizing statements, evaluating organisations and building arguments for or against topics provided. These higher order questions will test your ability to synthesise or combine everything you have studied in this module. The use of case studies and real life examples would be used to assess the application and higher order thinking.</td>
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</table>
Icons Used in Learn

The following icons are used in all your modules in Learn:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Objective Icon" /></td>
<td>A list of what you should be able to do after working through the learning unit.</td>
</tr>
<tr>
<td><img src="image" alt="Textbook Icon" /></td>
<td>Specific reference to sections in the prescribed textbook (if the module has one) or the printed manual (if the module has one).</td>
</tr>
<tr>
<td><img src="image" alt="Think about... Icon" /></td>
<td>Questions to help you recognise or think about the application of the theory in the world around you or in the world of work.</td>
</tr>
<tr>
<td><img src="image" alt="Active Learning Icon" /></td>
<td>Sections where you get to grapple with the content/ theory. This is mainly presented in the form of questions which focus your attention and are aimed at helping you to understand the content better. You will be presented with online resources to work through (in addition to the textbook or manual references) and find some of the answers to the questions posed.</td>
</tr>
<tr>
<td><img src="image" alt="Connect the dots Icon" /></td>
<td>Opportunities to make connections between different chunks of theory in the module or to real life.</td>
</tr>
<tr>
<td><img src="image" alt="That's life Icon" /></td>
<td>More real life or world of work information or examples of application of theory, using online resources for self-exploration.</td>
</tr>
</tbody>
</table>
| ![Learn Icon](image) | You have to log onto Learn to:  
  - Access online resources such as articles, (interactive graphics, explanations, video clips, etc. which will assist you in mastering the content; and  
  - View instructions and submit or post your contributions to individual or group activities which are managed and tracked on Learn. |
Learning Unit 1: Overview of Leadership

The modern management leadership reality, is one that is increasingly complex, diverse, and uncertain. Contributing to this complexity is an operating environment that can only be described as flat, fast, interdependent and risky (Dotlich, et al., 2009). Recently the acronym VUCA (volatile, uncertain, complex, and ambiguous) has been suggested to describe the operating environment post-2010 (Johansen and Voto, 2014) (Horney, et al., 2010).

A new model of management and leadership therefore needs to be envisaged to fit this new world reality. Determining the essence of this model will require research on multiple fronts, using a range of methodologies.

In this learning unit, we will look at leadership in terms of its background as well as its development.

No. of activities: 2
Time on task for activities: 4 hours

Learning Unit Objectives

On completion of this learning unit, you should be able to:

- Analyse the various research methods in the study of leadership;
- Critically examine leadership development.

Theme 1: Leadership, the background

The Mo Ibrahim Foundation awards exceptional leaders in Africa a Prize for Achievement in Leadership. Since 2007, the Foundation has only awarded the Prize five times. The Foundation claims that this is due to the extremely high standards for the Prize. Conversely, others see it as proof of poor leadership on the continent.

- Do you think leadership requires small or grand gestures to be classed as exceptional? Why/Why not?
- What do you think would count as an example of exceptional leadership?
- Do you think questionnaires would be a good way to determine whether a leader is exceptional? Why/Why not?
- If you had to select a winner of the prize, what information would you gather to help you decide?
- How would you collect and analyse this information?
- How would you know if the information was reliable?
- Do you think the Foundation has used the correct criteria and methods to determine its...
The Background of Leadership

- What are the most common leadership research methods? Discuss your answer.
  - Nelson Rolihlahla Mandela was awarded an Honorary Laureate in 2007. Compare and Contrast Mandela’s leadership with that of South Africa’s current president, Jacob Gedleyihlekisa Zuma, and state whether it is justified that Mandela received the award whereas Zuma has not. Justify your answer with relevant examples/articles.
- Which approach - a mixed methods research or a single research method such as observation or interviews - would be appropriate for investigating their leadership styles? Justify your answer with relevant examples/articles.

Refer to these articles for assistance with some of the answers:
- Why we haven’t given Africa’s most prestigious leadership award this year
- The sad story of Africa’s most prestigious prize

Find the rest of the answers and learn more about leadership in Chapter 2 of the textbook.

Recommended additional readings:
Activity 1.1.1: The background of leadership

In this activity, you will apply your knowledge and insight into the various research methods in the study of leadership.

Time on task: 2 hours

Theme 2: Developing leadership

American Apparel, a clothing company, has a history of controversial policies. Its advertisements are infamously provocative, and its hiring policies are seen by many as problematic. It has been reported that the company hires and promotes people based largely on their full body photographs, and it has been accused of firing employees considered to be too ugly. A manager also claimed that she was told to hire “classy black girls, with nice hair”, “not the trashy kind”. Internal documents and photographs seem to corroborate these policies, which were spearheaded by the controversial CEO, Dov Charney, who has a sordid history including sexual harassment lawsuits. The company claimed to be screening for personal style to check that it conformed with the brand’s aesthetic.

- Do you think American Apparel (AA) identified the correct employees for employment and promotion? Why/Why not?
- Do you think any stereotypes influenced AA’s decisions when appointing and promoting people?
  - Do you think these stereotypes are accurate? Why/ Why not?
- Does being good at a particular role, such as selling clothing, automatically mean someone will be good at managing others in a similar role?
- One employee claimed that most of her initial training session was spent “putting outfits together” so that her personal style would reflect the brand. The person chosen to manage the store had “zero management experience”, but “bore a striking resemblance to Ke$ha”. Do you think AA prepared the staff of the store well enough to sell clothing and manage the store?
- Some research indicates that more attractive people are more successful and bring in more money for their companies. According to an ex-employee, American Apparel CEO, Dov Charney, believed that employees he deemed...
ugly went against the ‘AA aesthetic’ and were harming AA’s profit margin. To what extent is Charney firing people he thinks are unattractive, justified? Provide reasons and examples for your view.

**Leadership Development**

- How would you differentiate between leader development and leadership development?
- How would you explain/discuss/differentiate the general approaches to leadership development?
  - To what extent do these approaches, include leader development? **Justify** your answer with relevant examples.
- What are some of the factors that can cause leadership development programmes to fail?
  - Review these factors and make recommendations as to how failure can be avoided.
- What recommendations would you apply to the future direction for the three interrelated areas in the leadership discipline?

Refer to these articles for assistance with some of the answers:
- *Why Leadership Development Programs Fail*
- *Attractive People Are Simply More Successful*
- *The “Beauty Bias” - Can You Hire Based on Looks?*
- *Model workers: The clothes shops that only hire beautiful people*

Find the rest of the answers and learn more about developing leadership in Chapter 4 of the textbook.

**Recommended additional readings for this chapter:**

**Activity 1.2.1: Developing leadership**

In this activity, you will critically examine leadership development.

**Time on task: 2 hours**
Learning Unit 2: Macro and Sociological Perspectives

“The fundamental task of leaders, is to prime good feeling in those they lead” (Goleman et al., 2013). The importance of priming good feeling is most evident within the context of modern organisations, where employees are widely considered as the most important resource in establishing a competitive advantage (Chuang et al., 2016; Luthans et al., 2007; Rodriguez and Shaw, 2014). The diverse nature of modern staff complements poses a particular challenge for the leadership of organisations. In this learning unit, we will look at leadership and organisational theory, different perspectives on strategic leadership, and the relationship between gender and leadership.

No. of activities: 3
Time on task for activities: 4.5 hours

Learning Unit Objectives

On completion of this learning unit, you should be able to:

- Critically analyse the impact of leadership on organisational theory;
- Analyse the perspectives on strategic leadership; and
- Analyse the relationship between gender and leadership.

Theme 1: Leadership and organisation theory

Steve Jobs is seen by many as an iconic and visionary leader. After he was fired from Apple in 1985, Apple’s earnings dropped dramatically. They picked up just as dramatically after he returned in 1997. The company has remained exceptionally profitable under Tim Cook since Jobs’ death in 2011.

- Do you think Apple suffered without Jobs’ leadership between 1985 and 1997? Why/Why not?
- What do you think contributed to Apple’s revival after 1997?
- Apple has remained one of the most successful companies in the world since Jobs’ death. Do you think this is the result of:
  - Jobs’ legacy?
  - Cook’s leadership?
  - a combination of the two?
  - or something different?
- Do you think a company will automatically stop being successful if it loses an influential leader? Justify your answer with examples.

Some argue that strong leaders are essential for an organisation’s success, others claim that it is more complicated, and that a company’s history, structure and environment are important factors. This might seem counterintuitive, as the media is
full of examples of exceptional leaders, like Steve Jobs. This article explores how the company Zappos has adopted ‘holacracy’, a system where self-organising, manager-less teams have the authority to make decisions. The creators of the system claim it has many benefits.

Leadership and Organisation Theory

Read up on the differences between Apple and Google in terms of leadership and organisational success.

- What effect did Jobs’ leadership have on his organisation?  
  o How would you compare this to the effect of Google’s organisational leadership?

Some would argue that Jobs was a good leader based on the financial success of Apple under his leadership. This is despite the fact that he was known for mistreating his employees. Does this imply that employee morale does not matter?

Critically analyse this question, comparing the attitudes towards employees and associated successes/ failures of other organisational leaders.

- How would you criticise the three trends that have emerged regarding leadership and organisation theory?

Refer to the following articles for some of the answers:

- How do leaders and their teams bring about organisational learning and outcomes?
- Mediating role of employee emotions in the relationship between authentic leadership and employee innovation
- The CEO’s role in leading transformation
Activity 2.1.1: Leadership and organisation theory

In this activity, you will discuss concepts relating to the leadership and organisation theory.

**Time on task: 1.5 hours**

**Theme 2: Perspectives on strategic leadership**

Leaders have been known to employ specific strategies in war. For example, Alexander the Great conquered the area in the picture above, including Persia and Egypt, and never lost a battle in 15 years by always leading from the front and attacking in a wedge position. The Soviet Union was able to stave off the pursuit of Germany in WWII by employing the scorched earth strategy.

- Why do you think such strategies worked in war?
- Have the leaders of armies that have had no strategy ever been successful?
- What happens when there is a lack of strategic leadership?
- How does this apply to today’s approach to leadership in business?

**Recommended additional readings for this theme:**


**Strategic Leadership Perspectives**

Roald Amundsen and Robert Scott and their teams raced to be the first to reach the South Pole. Amundsen’s team took 55 days to reach their goal: Scott’s took 89. Scott and his men did not survive the return trip. This article explores some of the key differences in the two explorers’ strategy and leadership.
The *Art of War* is a book commonly read by leaders, but it was written in the 5th century about military strategy and tactics.

- Critically analyse the relevance of this book to strategic leadership in the modern organisation.
- How do the perspectives of strategic leadership in *The Art of War* compare to those discussed in your textbook?

Refer to these articles for some of the answers:
- *The effects of authentic leadership on strategic internal communication and employee-organization relationships*
- *When do CEOs versus top management teams matter in explaining strategic decision-making processes?*
- *Five key trends in strategic leadership and management*

Find the rest of the answers and learn more about strategic leadership in Chapter 6 of the textbook.

**Recommended additional readings for this theme:**


**Activity 2.2.1: Perspectives on strategic leadership**

In this activity, you will put your knowledge about strategic leadership perspectives to the test.

**Time on task: 1.5 hours**
Theme 3: Gender and leadership

Think about some women you have heard of that occupied positions of leadership. Perhaps you remember hearing about Catherine the Great, Cleopatra, or Joan of Arc. More recently, names such as Indira Gandhi (the first female prime minister of India), Margaret Thatcher (the female prime minister of Great Britain), or even Oprah Winfrey might come to mind. However, this is just a handful of names and historically one would more often find men in leadership positions. To put this in perspective, when Theresa May became the prime minister of Britain in 2016 that the country became only the 6th in Europe and 17th in the world to have had more than one female leader.

It seems that, throughout history, the percentage of well-regarded female leaders exceeds that of male leaders.

- Do you think that female leaders are better than their male counterparts, or are most female leaders as good as they are because only the truly exceptional are able to rise to the top due to historical discrimination?
- Do you think that there is a fundamental difference between the leadership style and capability of the two genders? Why / Why not?
- Refer to the That’s Life example alongside. Do you think well accomplished female leaders, such as the ones highlighted above, are still subjected to the objectification of women and gender stereotypes? Why / Why not?

Early in 2016, Cell C’s CEO made comments about women that objectified them, exhibited gender stereotypes, were insulting, and negatively highlighted aggressive behaviour that has often been praised in male employees. This is an example of the double-bind dilemma women face, that is, they are either too soft or too tough. Some responded that people who took the CEO to task over his comments were ‘overreacting’, because Cell C has a good record of empowering female employees (though this does not automatically negate the problematic comments). This article is a good example of the mixed, confusing messages that people still send about women.
Leadership and Gender

Research into gender inequality in the workplace has examined topics such as differences in traits displayed by male and female leaders (Carli and Eagly, 2011; Gergen et al., 2014), preferences in leadership styles adopted by the different genders (Gergen et al., 2014), gender stereotyping and the “think manager – think male” point of view (Cuadrado et al., 2015; Schein, 1973, 2001), the existence of gender bias (Ely et al., 2011), and the need to balance male and female leaders in global organisations (Javidan et al., 2016).

- Politics aside, in the American elections of 2016, do you think some people would have voted for Hilary Clinton specifically because she is a woman? Why/Why not?
  - Do you think some people would have not voted for her because she is a woman? Why/Why not?
- Are there differences between the ways in which men and women lead?
- How is personality said to play a role with regards to gender differences in leadership?
- How do issues such as education, preference for advancement and career commitment play a role in gender differences amongst people in positions of leadership?
- What is the significance of evolutionary psychology in the debate about why women are underrepresented at high levels of leadership?
- How does the “double bind” affect women in positions of leadership?

Refer to these articles for some of the answers:
- Gender-typing of leadership: Evaluations of real and ideal managers
- Mind the gap: Gender differences in global leadership self-efficacies
- Why women are more effective leaders than men

Find the rest of the answers and learn more about gender and leadership in Chapter 8 of the textbook.
Activity 2.3.1: Gender and leadership

In this activity, you will look at the relationship between gender and leadership.

Recommended additional readings for this theme:


Time on task: 1.5 hours
Learning Unit 3: Leadership and Relationships

Leadership is about relationships. The essence of relationships, in return, is founded on trust. One of the most challenging things about trust is to find a single all-encompassing definition of the term (Kramer, 2011). Because of this difficulty authors instead turn to the essential dimensions of trust to clarify it as a concept. These dimensions are: integrity, competence, consistency, loyalty, and openness (Butler and Cantrell, 1984). In essence, leadership attempts to use the trust as an essential feature of guiding follower behaviour. Trust is also an essential feature of getting buy-in to an organisation’s culture. Organisational culture, in turn, has a role in guiding employee behaviour (Alvesson, 2011). Finally, trust is also an essential feature of cross-cultural leadership.

In this learning unit, we will look at leadership in terms of its effectiveness when considering the impact of trust and distrust, its relationship with organisation culture as well as cross-cultural leadership.

No. of activities: 3
Time on task for activities: 5.5 hours

Learning Unit Objectives

On completion of this learning unit, you should be able to:

- Contrast the impact of trust versus distrust on leadership effectiveness;
- Debate the relationship between leadership and organisational culture; and
- Build a case for cross-cultural leadership.

Theme 1: Trust and distrust in the leadership process

Warren Buffet, the CEO of Berkshire Hathaway, is considered by many to be one of the most trusted business leaders in the world. Buffet purchased McLane Distribution from Wal-Mart in 2003. Multi-billion dollar deals usually take over a year to complete, and cost millions in due diligence, but Berkshire sent the $23 billion payment within 29 days without performing the normal checks. It only took a two-hour meeting, after which both parties shook hands. Commenters put the success of the deal down to a lot of trust. Buffett, in a letter to his shareholders, highlighted that Berkshire did no due diligence because they knew Wal-Mart acted with integrity; things were the way they said they would be.

- What would the effect have been if things weren’t the way Wal-Mart said they would be?

Gaining trust from employees can be difficult when stepping into a new leadership role, particularly if you have been brought in from outside.
If you owned a company, and were doing business with Wal-Mart, what would your reaction be?
- Is there anything Wal-Mart could do to repair the loss of trust? **Justify** your answer with relevant examples.
- Do you think the deal **would have played out this way** if different companies and leaders were involved? **Why/Why not?**
- Would you have **done the same thing** as Buffet in this situation? **Justify/defend** your answer.
- Would you do something similar than Mr Buffet with **every business deal** coming your way?

### Trust, Distrust and Leadership

Leaders play a **significant role** in gathering **employee trust** (Kramer, 2011). Leadership is a process of influencing employee behaviour, and trust can act as a **positive mediator** between the use of **transformational leadership** and **employee well-being** (Kellowaya et al., 2012).

- Why is **Warren Buffet** considered to be one of the **most trustworthy** corporate leaders?
  - What other effects does this trust have? Be sure to conduct your own **research** and **elaborate**.
- Why has **trust** become an **essential feature** of the **relationship** with a **leader**?
  - What are the **benefits** or advantages of **trust** in the **leadership process**?
- What differentiates **voluntary deference** from **appropriate compliance**?
  - How are they related to **trust** in leadership? Provide justified reasons.
- What are the **foundations of trust** between a **leader** and his/her **constituents**? Discuss **trust-building behaviours** and **role-based trust** by relating them to an example.

Refer to these articles for some of the answers:
- **When your boss says no! The effects of leadership style and trust on employee reactions to managerial explanations**
- **Transformational leadership and employee psychological well-being: The mediating role of employee trust in leadership**
- **How leaders build trust**

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Page 32 of 60
Activity 3.1.1: Trust and distrust in leadership

In this activity, you will contrast the impact of trust and distrust on leadership effectiveness.

Time on task: 2 hours

Theme 2: Leadership and organisational culture

**Think about…**

**Sir Alex Ferguson** is regarded by many as one of the greatest and most successful (soccer team) managers of all time. During his 26 years as the manager of **Manchester United**, he won 38 trophies. He retired in 2013.

- Sir Alex Ferguson led the club for a long time. To what extent, do you think, does leadership effect organisational culture?
- What happens when a new leader enters an existing organisation / organisational culture?
- In your opinion, does the organisation adapt to the new leader OR does the new leader adapt to the organisation? Motivate your answer.
- How easy/difficult do you think it would be for a new leader to take over?
- If you played soccer for Manchester United, would you still want to play for them after Sir Alex Ferguson left? Why/ why not?

Leaders affect organisational culture, which in turn affects leaders. This is not always obvious, though, as leaders have often been glorified, and culture overlooked. It can be particularly difficult for an organisation when culture and leaders are misaligned. This article focuses on the story of Julie, a project manager, and her relationship with the organisation’s culture.

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**Recommended additional readings for this chapter:**

Organisational Culture and Leadership

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**Organisational culture guides** every aspect of **life** in an **organisation** (Alvesson, 2011). Specific **benefits** of the interaction between leadership and organisational culture include **higher levels of performance** and **employee commitment** (Gokce et al., 2014; Simiosia and Xenikou, 2010).

After a short interim where **Ryan Giggs** stood-in as manager, **Louis van Gaal** was appointed as **team manager**. However, he lasted only **2 years** and has since been replaced by **José Mourinho**.

- What was the **organisational culture before** and how did it **change** following the appointment of **Louis van Gaal**?
  - If it changed, was the change **directly related** to the leadership by Louis van Gaal? Justify your answer.
  - How did the **organisational culture change** following the appointment of **José Mourinho**?
- With the **above example** in mind:
  - How would you explain the **role** of the leader in creating the **ideal organisational culture**?
  - What is the impact of **organisational culture** on **leadership**?
- Considering the description of **organisational culture** above, what effect did the **interaction between leadership and organisational culture** have on **levels of performance** and **employee commitment** when one considers the players in **Manchester United** under the two new managers?

Refer to these articles for some of the answers:
- Leadership style, job satisfaction and organizational culture in the Greek banking organization
- Understanding the effects of leadership development on the creation of organizational culture change: A research approach
- What is organizational culture? And why should we care?

Find the rest of the answers and learn more about **leadership and organisational culture** in **Chapter 11** of the textbook.
Activity 3.2.1: Leadership and organisational culture

In this activity, you will investigate the relationship between organisational culture and leadership.

**Time on task: 2 hours**

**Theme 3: Cross-cultural leadership**

Jeremy is from South Africa, and has just been appointed as a manager for a remote team from Japan. His first meeting is held over a video chat. He is quite taken aback when members from the team bow to him. The team spend about 10 minutes trying to engage in polite conversation, which annoys Jeremy, as he wants to get down to business. During the meeting, Jeremy gets increasingly frustrated that the team do not maintain eye contact with him, or laugh at his jokes. At the end of the meeting, he thinks the call has ended, and complains to his colleague that the team members are weird. The team hears him.

- Why was this not a good first meeting?
- What kind of impression do you think Jeremy made on the team from Japan?
- Is there anything you think Jeremy needed to do before this meeting?
- Is there anything you think Jeremy could have done differently during the meeting?
- What do you think Jeremy should do before his next meeting with the team from Japan?
- Is there anything the company could have done to prepare Jeremy for this meeting?
- Generally speaking, to what extent is the above scenario, or other cross-cultural matters, a reality in organisations?
  - In your opinion, what impact would it have on an organisation if cross-cultural leadership is done well?

**Recommended additional readings for this theme:**


In an ever more globalized business environment, how can culturally diverse teams learn to work together? In this article, Professor Ben Bryant and Research Fellow Karsten Jonsen, explain how an unusual leadership development program helped one global organization to cross the cultural divide.
Cross-cultural Leadership

In today’s global economic world there are, just like with Jeremy in the scenario on the previous screen, many instances where leaders need to be cognisant of different cultures.

- What happens when cross-cultural leadership is done well?
  - What happens if it is done badly? Defend your answer with examples.
- Examine what the impact might be if Jeremy continues to be oblivious to the culture of his team?
- How can Jeremy become a better leader? Building and argument using Hofstede’s five value dimensions.
- Do you subscribe to Hofstede’s view, the perspective of the GLOBE study, or do you have another view of cross-cultural leadership? Please elaborate.

Refer to these articles for some of the answers:
- Research on cross-cultural leadership and management in construction: A review and directions for future research
- The other cross-cultural leadership is creative collaboration

https://www.youtube.com/watch?v=6qJzRS0I7tA

Find the rest of the answers and learn more about cross-cultural leadership in Chapter 12 of the textbook.

Recommended additional readings for this theme:


Activity 3.3.1: Cross-cultural leadership

In this activity, you will build a case for cross-cultural leadership.

Time on task: 1.5 hours
Learning Unit 4: Political and philosophical perspectives

Ray Kroc, the initial driving force behind McDonald’s, captured the essence of this learning unit through his statement, “The quality of a leader is reflected in the standards they set for themselves”. Ethics is an essential component of these standards (Ciulla and Forsyth, 2011). Furthermore, leaders can be found anywhere in an organisation, from the highest to the lowest levels (Collinson, 2011).

In this learning unit, we will look at leadership in terms of its background as well as its development.

Learning Unit Objectives

On completion of this learning unit, you should be able to:

- Critically analyse Critical Leadership Studies (CLS) as an approach to studying leadership;
- Debate the relationship between leadership and power; and
- Build a case for the importance of ethics in leadership.

Theme 1: Critical Leadership Studies (CLS)

Suppose there is a young project manager who recently graduated with a well-recognised project management qualification. This project manager manages a team of people, one of whom is an older web developer, with over a decade of experience. The project manager tends to consult with the team members first when making decisions, while the web developer presents his ideas forcefully, often speaking over others. During an important discussion, the project manager, after consultation and deliberation, puts forward a relatively new idea to solve a problem, while the web developer argues for another, more traditional one that is used often.

- What factors do you think would count in the project manager’s favour here?
  - What factors count against him?
- Can you think of factors that count in the web developer’s favour? What would these be?
  - What factors count against him?
- Can you see any tension between any of these factors? Motivate your answer.
- How easy do you think it would be for team members to decide who to follow? Why?
- If you were a member of the team, what factors would influence your decision?
- What do you think the project manager should do in this situation?

Leaders can sometimes assume that employees agree with them because they are loyal. Employees can, however, agree (or appear to agree) because they are worried about what might happen if they disagree. In other cases, leaders might surround themselves
with ‘yes people’, which can suppress different ideas, and allow mistakes to slip through. This article explores the ideas that it is important to encourage employees to disagree with their bosses, and that power does not always sit in the hands of the leader.

Critical Leadership Studies

DID YOU KNOW? Critical Leadership Studies (CLS) considers the concepts and processes of leadership and management as in separably linked, with many of the elements considered in the study of management and leadership essential features of each (Collinson, 2011). Leadership, therefore, forms an essential part of the management process (Doeleman et al., 2012).

- What is the difference between Critical Leadership Studies (CLS) and Critical Management Studies (CMS)?
- How can essentialism, romanticism and dualism be defined within a management and leadership context?
  - What is the relationship/fit of the above concepts to leadership studies?
- Using the scenario of the project manager and outspoken web developer on the previous screen:
  - How would you describe the difference between dissent and consent?
  - If you were to make a case for when employee resistance is more likely to occur, why and how would dissent and consent feature in your argument?
  - If you were to critically analyse CLS as an approach to studying leadership, what aspects would you include in your analysis? Why?

Refer to these articles for some of the answers:
- The moderating role of leadership in the relationship between management control and business excellence
- Proactiveness directed toward the team and organization: The role of leadership, commitment and role-breadth self-efficacy
Activity 4.1.1: Critical Leadership Studies

In this activity, you will critique a statement made about Critical Leadership Studies.

Time on task: 1.5 hours

Theme 2: Leadership and power

Consider the leaders Robert Gabriel Mugabe and Mohandas (Mahatma) Karamchand Gandhi.

- Would you consider both to be good leaders? Why/why not?
- Would you consider both to have great power? Why/why not?
- What do you normally think of when you hear the word ‘power’?
- If you consider the first great leader that comes to mind, were they powerful? Why/why not?
- Does having a lot of power necessarily make a person a leader? Why/why not?
  - To what extent does having power, influence whether or not someone is a great leader?
- If a person is a leader, would (s)he automatically gain power?

Having faith in yourself and believing that you have some control over events is a good thing. Managers who have power can use it to influence employee’s attitudes and behaviour. They can use it to determine a course of events, and deal with resistance. What happens, though, when your sense of control becomes extreme? Some studies indicate that people in powerful positions overestimate what
they can do with their power. This article explores research that suggests the more power a business leader thinks they have, the worse they get at making decisions.

Leadership and Power

**DID YOU KNOW?**

Recent research into leadership has been based on the assumption that power is a natural consequence of being a leader (Singh, 2009), with most of the studies making no reference to power whatsoever (Gordon, 2011).

- How would you compare and contrast Robert Mugabe and Mahatma Gandhi in terms of leadership and power?
- With reference to Robert Mugabe and Mahatma Gandhi, how would you argue the statement ‘Power is necessary for good leadership’?
- Why do most people consider power to be an essential component of leadership?
- How can ‘charisma’ be defined?
  - How did it come to being related to leadership?
- What are the differences and similarities between new approaches and traditional approaches to leadership?
- How would you differentiate between self and team-based leadership?
- What are the structured tensions and paradoxes between leadership and power?
- What suggestions can be made in terms of overcoming the challenges in conducting research on leadership and power?

Refer to these articles for some of the answers:

- Teaching leadership critically: New directions for leadership pedagogy
- Trait and behavioural theories of leadership: An integration and meta-analytic test of their relative validity
- Organizational power in perspective

Find the rest of the answers and learn more about leadership and power in Chapter 7 of the textbook.
Activity 4.2.1: Leadership and power

In this activity, you will debate the relationship between leadership and power.

Time on task: 1.5 hours

Theme 3: Leadership ethics

Consider Volkswagen’s emissions scandal (VW confessed on September 3, 2015 to cheating emissions tests). VW claimed that its diesel cars were environmentally friendly when it tried to increase its sales in the USA. The cars, however, were fitted with software that hid VW’s true emissions, which were 40 times higher than the acceptable levels for the pollutant nitrous oxide. Some argue that this may be worse than the Enron scandal, one of the worst corporate scandals to date.

- Do you think people looking for environmentally friendly cars will consider buying a VW after this scandal?
- Why do you think VW faked their emissions tests?
- VW’s CEO was informed about the company’s illegal emissions crisis more than a year before the company acknowledged it was cheating on tests. What do you think of his behaviour?
- What do you think he should have done when he was informed?
- If those in the top level of the company know about unethical behaviour, and do nothing, do you think it is easier or harder for normal employees to go against the flow or speak out?

Leadership, some would argue, is in crisis. Ethical scandals around the world do not seem to be lessening. People are under the impression that leaders are not doing enough to solve the world’s problems. Many say that we need strong ethical leadership to meet the challenges of the modern, interconnected world. This article explores some of the principles leaders can follow to be ethical.
Leadership Ethics

- Do some research and find out what the benefits and shortcomings were of VW and Enron’s leaders behaving in unethical ways.
- To what extent has the emissions scandal affected VW’s overall sales and profits? Justify your answer with examples.
- Does a person need to have strong morals in order to be a good leader? Provide justified reasons.
- Why is it that in some places the belief exists that the concepts of leadership and ethics don’t necessarily go hand-in-hand?
- How would self-interest impact on ethical leadership? Relate this to the example of VW.
- If you were to build a case for the importance of ethics in leadership, what would you include in your argument?

Refer to these articles for some of the answers:
- Relationships between authentic leadership, moral courage, and ethical and pro-social behaviors
- Embedding ethical leadership within and across organization level
- Ethical leaders and their followers: The transmission of moral identity and moral attentiveness
- Measuring the Return on Character

Find the rest of the answers and learn more about leadership ethics in Chapter 17 of the textbook.

Recommended additional readings for this theme:

Activity 4.3.1: Leadership ethics

In this activity, you will put your knowledge about leadership ethics to the test.

Time on task: 3 hours
Learning Unit 5: Psychological Perspectives

Truly great leaders leave their mark by the change they bring to society. Mahatma Gandhi and his role in freeing India from colonial rule, Martin Luther King and his contribution to making the US a fairer society and our own Nelson Mandela, who not only brought democracy to South Africa, but showed the world what true forgiveness truly is. From a commercial perspective, we think about Steve Jobs, who after being fired from the company he founded, returned to make Apple one of the most recognisable and valuable brands in the world. We can argue that these leaders are excellent examples of what transformational leadership truly is. Not only were these people such as Ghandi, King and Mandela transformational leaders, they also share a level of authenticity in their leadership that is sometimes missing in modern political leaders. Jobs, on the other hand, is an excellent example of a transformational leader that had an ability to push the boundaries of innovation unlike many before him (and some people argue after him).

In this learning unit, we will look at transformational leadership, authentic leadership, and the relationship between creativity, innovation and leadership.

Learning Unit Objectives

On completion of this learning unit, you should be able to:

- Examine the transformational leadership theory;
- Assess the applicability of authentic leadership within the context of the modern business environment; and
- Critically analyse the relationship between creativity innovation and leadership

No. of activities: 3
Time on task for activities: 6 hours

Theme 1: Theme one: Transformational leadership

Elon Musk, founder and CEO of numerous companies (including Tesla Motors, SpaceX, and Solar City), has been tipped as one of the most likely from our generation to be remembered for his work. His vision is to change the future of humanity and the world. He is able to make people believe in his vision; he leads by example and cultivates a culture of innovation, morality and excellence. Employees at SpaceX are said to be willing to follow Musk “into the sun”, and will work extremely hard (sometimes 100 hours a week) to realise his vision.

- To what extent do you think Musk is a transformational leader?
  - Musk wants to make the world better. Do you think transformational leadership can also be used to pursue unethical or selfish goals?
- If Musk left the companies he runs, do you think his vision would be enough to sustain them?
- How do you **reconcile** transformational leadership with the **bottom line**?
  - Should a leader **invest** in his/her employees or view them as **cogs in the machine**?
- Would **you** want to **work for Musk**? Why/why not?

Numerous Most Powerful Women lists. Her main mission after becoming CEO was to achieve ‘performance with purpose’ – to make profit while being socially responsible.

Nooyi inspires. She listens to others, includes them in decision making, and inspires employees and members of the public to follow her vision.

In this interview, Nooyi elaborates on her views about the changing nature of leadership.
Transformational Leadership

- Research the leader of one of Tesla’s competitors, then compare and contrast their leadership style and success to that of Musk.
  - Why it is necessary to be a transformational leader in the modern business world? Be sure to support your argument.
- How effective is the Multifactor Leadership Questionnaire for measuring transformational leadership? Ensure that you can justify your answer with examples.
- How well does transformational leadership translate in other countries? Provide justified reasons.
- How effective is transformational leadership in companies with virtual teams? Support your answer with examples.
- What is the link between emotional intelligence and transformational leadership?
- How can problems associated with transformational leadership, be addressed? Be sure to support your argument with academic literature.

For some of the answers, refer to this article, which discusses transformational leadership in the South African public sector, and the video below which looks at transformational leadership.

https://www.youtube.com/watch?v=n3sEybeRzZI

Find the rest of the answers and learn more about transformational leadership in Chapter 22 of the textbook.

Recommended additional readings for this theme:


Activity 5.1.1: Transformational leadership

In this activity, you will put your knowledge about transformational leadership theory to the test.

Time on task: 2 hours
Theme 2: Authentic leadership

Theranos, a company that makes blood tests, was going to “change the world”, according to its founder and CEO, Elizabeth Holmes. Its technology was supposed to be able to test for hundreds of diseases with blood from a mere pinprick. The company was valued at $9 billion, and Holmes was seen as the next Steve Jobs, until it all collapsed under the news that most tests were conducted on competitors’ machines, and their own tests were sometimes inaccurate and inconsistent.

Theranos is now under criminal and civil investigation for allegedly misleading government officials and investors about its technology. It reportedly failed a second inspection, and is closing its last blood-testing facility. Holmes was very secretive, and often could not explain her company’s technology clearly. She denied any wrongdoing, claimed the accusations were baseless, and then claimed that she was devastated that she did not discover and fix the problems sooner.

- Holmes said of Theranos’ technology: ‘a chemistry is performed so that a chemical reaction occurs and generates a signal from the chemical interaction with the sample, which is translated into a result, which is then reviewed by certified laboratory personnel’. Does this strike you as authentic?
  - Do you think leaders should keep some of their company’s secrets?
- Holmes also said: “We’ve stopped testing and we’ve taken the approach of saying ‘let’s rebuild this entire laboratory from scratch so that we can ensure it never happens again’… I feel devastated that we did not catch and fix these issues faster”.
  - If she is telling the truth, is it acceptable for a CEO to make such a statement, and not know whether the company’s products and services work?
- What do you think of the statement ‘companies that give the appearance of being truthful are more profitable’?
  - Is it really authenticity that is important, or rather the appearance of authenticity?

Some have commented that authentic leadership is a requirement in the modern business world, especially considering the numerous recent business scandals (think about VW from earlier). Facebook’s COO Sheryl Sandberg is considered by many to be an authentic leader. One example of this, mentioned by Bill George, is how she shared a Facebook post about her husband’s death in the hopes that it would help others.

In this video, Sandberg discusses the importance of authentic communication.
Authentic Leadersh

- ‘Fake it until you make it’ is a common refrain in the corporate world. Do you think there is merit in this idea? Why/Why not?
- What are the consequences of authentic leadership?
- What is the role of emotion in authentic leadership?
- How reliable are the empirical findings relating to authentic leadership? Motivate your answer.
- What are the disadvantages of authenticity?

Find some of the answers in this article and in the video below which looks at authentic leadership.

https://www.youtube.com/watch?v=r6FdIVZJfzg

Activity 5.2.1: Authentic leadership

In this activity, you will put your knowledge about the applicability of authentic leadership to the test.

Time on task: 2 hours

Recommended additional readings for this chapter:

Theme 3: Creativity, innovation and leadership

Blackberry used to be a dominant player in the smartphone market, particularly in governments and businesses. After it was introduced, Apple’s iPhone contributed significantly to the decline of Blackberry’s stock price and sales. Blackberry continued to focus on features like its secure network and physical keyboard, while Apple and Android smartphones switched to apps and features like touch and swipe typing. Blackberry has gone from enjoying 37% of the American smartphone market in 2010 to just 0.8% in 2016. The company recently announced that it is going to stop making smartphones altogether.

- Some commentators have put the demise of Blackberry down to the prioritising of nostalgia over innovation. To what extent do you think this is correct?
  - Do you think there is room for nostalgia when creating services and products?
- Android has had some infamous security problems; security was a strongpoint of Blackberry. Is innovation always a good thing?
  - Do you think Blackberry should have abandoned their phones and focused on their security software sooner, or should they have tried to innovate more with their phones?
- When Blackberry lost nearly $1 billion and planned to lay off 40% of its workforce, some questioned whether the global creative director should have lost her job (singer-songwriter Alicia Keys was in the role at the time). Is creativity and innovation, or lack thereof, solely the responsibility of a leader (or leaders)?
  - If one’s employees are creative and innovative, what is required of a leader in order to take advantage of their ideas?

To inspire creativity and innovation, Atlassian, a software company, implemented what came to be known as ShipIt Days (after FedEx, as they have to deliver something in 24 hours). Their engineers are allowed to work on whatever they want for a period of 24 hours, provided they present what they worked on. Google has a similar policy, where engineers can spend 20% of their work time on whatever they want (Atlassian have also implemented this policy). Numerous new products at both companies have come out of this time.

Have a look at the ShipIt page on Atlassian’s website to see the motivation and results of this policy.
Creativity, Innovation and Leadership

- What is the best way to study creativity?
- Is creativity the result of a ‘spark of genius’ or habit? Justify your answer.
- To what extent does a person’s context affect their creativity?

Consider these two takes on innovation and leadership: **Valve Corporation’s flat, boss-free structure** to **Zappos holacracy**.
- How do these two examples compare?
- Taking the two examples into consideration, what is the relationship between creativity, innovation and leadership?
  - What is the success of these measures?

Refer to this article, which discusses innovation leadership and how it can be used to drive results, and this article, which looks at creativity and the role of the leader, for some of the answers.

Activity 5.3.1: Innovation and leadership

In this activity, you will critically analyse the relationship between innovation and leadership.

Time on task: 2 hours
Learning Unit 6: Emerging Perspectives

Leadership is, and will always be, an essential component of an organisation, regardless how modern the organisation becomes. Terms such as empowerment and self-direction are at the core of modern best practice discussions. The real challenge comes however when employees are faced with ethical dilemmas often in the absence of a management safety net. This is when employees need a new way of thinking and doing.

In this learning unit, we will look at transformational leadership, authentic leadership, and the relationship between creativity, innovation and leadership.

No. of activities: 3
Time on task for activities: 6 hours

Learning Unit Objectives

On completion of this learning unit, you should be able to:

- Critically assess the validity of followership and follower-centred approaches within the context of the post-2010 organisation;
- Build a business case for spiritual leadership; and
- Build a business case for the use of virtual leadership within the context of virtual organisations.

Theme 1: Followership and following-centred approaches

“He who controls the army wins“ is an old Roman saying that highlights the importance of a strong relationship between leaders and followers. Marissa Mayer, some have argued, did not win over her followers at Yahoo. As one commenter put it, ‘She chose to pontificate, posture and spin rather than listen, learn and understand’. One of her infamous early management decisions was to ban telecommuting in an attempt to bring everyone at the company together. It arguably was not the solution to the company’s troubles (Yahoo’s stocks have fallen dramatically since she took over). Another decision was to institute a bell curve performance ranking system, with low performing staff being fired. An employee has since sued the company, claiming the policy is illegal.

- Do you think Mayer’s decisions were follower-centred? Give justified reasons.
- Do you think Mayer’s decisions had an impact on employee performance? How?
- How do you think Mayer could have won over the employees at Yahoo?

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Followship and Following-centred Approaches

- How follower-centred do you think leaders should be?
- How loyal should leaders expect followers to be?
- To what extent does the success of a leader depend on his/her followers?
- What interrelatedness are there between leadership and followership?
- Which theory of followership would you make use of, and why?

Refer to this article and this article, which discuss leadership and followship and their interdependent relationship.

Find the rest of the answers and learn more about followship and following-centred approaches in Chapter 31 of the textbook.

Recommended additional readings for this chapter:

Activity 6.1.1: Followship

In this activity, you will put your knowledge about followership and following-centred approaches to the test.

**NOTE:**
- You are required to comment on at least three student’s questionnaires.
- When commenting on other students’ posts, always be respectful and clearly motivate your contributions.

**Time on task: 2 hours**

### Theme 2: Spirituality and leadership

**Howard Schultz** (CEO of Starbucks) has been repeatedly recognised for his ethical leadership. Starbucks is often considered to be one of the world’s most ethical companies. Schultz balances the bottom line with a drive to contribute to the wellbeing of society and Starbucks’ workforce. He contributed to the relief efforts after Hurricane Katrina, and he instituted healthcare and education options for his staff. He motivates and inspires workers through an altruistic vision and culture, which can consequently lead to improved performance.

- What effect do you think Schultz’s actions after Hurricane Katrina had on people’s perceptions of him and on Starbucks?
- How would you feel if you were an employee at Starbucks after Schultz instituted healthcare and education benefits?
- Do you think Schultz’s actions have had an effect on Starbucks’ profit?
  - Do you think Schultz was thinking about the bottom line when he undertook these actions?
  - Would you want to work for Schultz if you found out he only performed these actions because he thought they would make him more money?

There are times when it seems as if it is impossible to separate religion and politics. The relationship between the two is complex. South Africa’s current president, Jacob Zuma, has vilified Christianity in the past (in 2011 he blamed the religion for the problems in the country). Recently he has asked people to pray for the
government because ‘Satan is always around trying to derail us’, and has said that the ANC will succeed in the 2019 elections because ‘God is on the side of the ANC’. Situations like this remind us that spiritual leadership has to be genuine.

### Spirituality and Leadership

- To what extent does a leader need to be **religious** to be **ethical**?
- To what extent does a leader need to be **spiritual** to be **successful**?
  - What are the **best research methods** to use to **determine the link** between spirituality and success?
- Does your spirituality influence your leadership style and practice? Give justified reasons.
- What are some of the **emerging trends** in the field of spirituality and leadership?

Refer to this article, which discusses the spiritual leadership model, and this article, which looks at the **difference** between religion and spirituality, for some of the answers.

Find the rest of the answers and learn more about spirituality and leadership in Chapter 35 of the textbook.

### Recommended additional readings for this chapter:


Activity 6.2.1: Spirituality and leadership

In this activity, you will put your knowledge about spirituality and leadership to the test.

NOTE:
• You are required to respond to the post of at least one of your peers.
• When commenting on other students’ posts, always be respectful and clearly motivate your contributions.

Time on task: 2 hours

Theme 3: The virtual leader

Uncle Sam is the personification of the United States, and the manifestation of patriotism. His image was used on posters to recruit soldiers for the two World Wars, and to encourage people to help the United States with its war efforts. He also appeared often in political cartoons. During the 2016 US presidential election, numerous memes appeared using Uncle Sam’s image again, either to imply that Trump would make America great, or ruin it.

• How effective do you think the use of Uncle Sam is?
  o Would you respond more to Uncle Sam or to a physical leader asking you to do something? Motivate your answer.
  o How well do you think Trump measures up to Uncle Sam?
• What do you think companies can learn from the use of Uncle Sam in the latest US election?
Africa’s main opposition party) aired an advert using Mandela’s words and voice. The advert sparked heated debate over the use of Mandela’s legacy.

The Virtual Leader

- Which of the three orders of virtual leadership do you think is the most effective? Motivate your answer.
- To what extent do you agree with the claim that virtual leadership is still heavily gendered?
  - To what extent do you think virtual leadership can go beyond the gender stereotypes prevalent in leadership research?
- Do you think virtual leadership has the potential to be beneficial to virtual organisations? Give justified reasons.

Refer to this article and the video below which looks at virtual leadership, for some of the answers.

https://www.youtube.com/watch?v=vKL1ex91J6s

Find the rest of the answers and learn more about virtual leadership in Chapter 38 of the textbook.

Recommended additional readings for this chapter:

Activity 6.3.1: The virtual leader

In this activity, you will put your knowledge about the virtual leader to the test.

NOTE:
- Remember to include references to the material you used to create your argument.
- You are required to respond to the post of at least one of your peers.
- When commenting on other students’ posts, always be respectful and clearly motivate your contributions.
Intellectual Property

Plagiarism is any use of the words, ideas or images of another person without acknowledging the source using the required conventions. Below is a description of plagiarism and referencing. Please make sure that you are familiar with this information before attempting your assignment.

Introduction to Referencing and Plagiarism

What is ‘Plagiarism’?

‘Plagiarism’ is the act of taking someone’s words or ideas and presenting them as your own.

What is ‘Referencing’?

‘Referencing’ is the act of referring to or consulting. A ‘reference’ is a publication or passage from a publication that is referred to.

Referencing is the acknowledgment of any work that is not your own, but is used by you in an academic document. It is simply a way of giving credit to and acknowledging the ideas and words of others.

When writing assignments, students are required to acknowledge the work, words or ideas of others, through the technique of referencing. Referencing occurs in the text at the place where the work of others is being cited, and at the end of the document, in the bibliography.

Cumming (2007) describes the bibliography as a list of all the work (published and unpublished) that a writer has read in the course of preparing a piece of writing. This includes items that are not directly cited in the work.

A reference is required when you:

- **Quote directly:** when you use the exact words as they appear in the source;
- **Copy directly:** when you copy data, figures, tables, images, music, videos or frameworks;
- **Summarise:** when you write a short account of what is in the source;
- **Paraphrase:** when you state the work, words and ideas of someone else in your own words.
It is standard practice in the academic world to recognise and respect the ownership of ideas through good referencing techniques. However, there are other reasons why referencing is useful.

Good Reasons for Referencing

It is good academic practice to reference because:

- It enhances the quality of your writing;
- It demonstrates the scope, depth and breadth of your research;
- It gives structure and strength to the aims of your article or paper;
- It endorses your arguments;
- It allows readers to access source documents relating to your work, quickly and easily (Neville, 2007, p.7).

Sources

The following would count as ‘sources’:

- Books,
- Chapters from books,
- Encyclopaedia,
- Articles,
- Journals,
- Magazines,
- Periodicals,
- Newspaper articles,
- Items from the Internet (images, videos, etc.),
- Pictures,
- Unpublished notes, articles, papers, books, manuscripts, dissertations, theses, etc.,
- Diagrams,
- Videos,
- Films,
- Music,
- Works of fiction (novels, short stories or poetry).

What You Need to Document from the Hard Copy Source You are Using

(Not every detail will be applicable in every case. However, the following lists provide a guide to what information is needed.)
You need to acknowledge:
- The words or work of the author(s),
- The author(s)'s or editor(s)'s full names,
- If your source is a group/ organisation/ body, you need all the details,
- Name of the journal, periodical, magazine, book, etc.,
- Edition,
- Publisher’s name,
- Place of publication (i.e. the city of publication),
- Year of publication,
- Volume number,
- Issue number,
- Page numbers.

What You Need to Document if you are Citing Electronic Sources

- Author(s)'s/ editor(s)'s name,
- Title of the page,
- Title of the site,
- Copyright date, or the date that the page was last updated,
- Full Internet address of page(s),
- Date you accessed/ viewed the source,
- Any other relevant information pertaining to the web page or website.

Referencing Systems

There are a number of referencing systems in use and each has its own consistent rules. While these may differ from system-to-system, the referencing system followed needs to be used consistently, throughout the text. Different referencing systems cannot be mixed in the same piece of work.

A detailed guide to referencing, entitled Referencing and Plagiarism Guide is available from your library. Please refer to it if you require further assistance.

When is Referencing Not Necessary?

This is a difficult question to answer – usually when something is ‘common knowledge’. However, it is not always clear what ‘common knowledge’ is.

Examples of ‘common knowledge’ are:
- Nelson Mandela was released from prison in 1990;
- The world’s largest diamond was found in South Africa;
- South Africa is divided into nine (9) provinces;
- The lion is also known as ‘The King of the Jungle’.
- $E = mc^2$
- Jan Van Riebeeck was the first person to settle in the Southern Cape.
Usually, all of the above examples would not be referenced. The equation $E = mc^2$ is Einstein’s famous equation for calculations of total energy and has become so familiar that it is not referenced to Einstein.

Sometimes what we think is ‘common knowledge’, is not. E.g. the above statement about Van Riebeeck is only partly true – he was the first European to settle in the Cape. It was, however, not an ‘uninhabited’ area when he got there. The Khoisan, the original inhabitants of the Cape, had been living in the area for some time. It is not entirely accurate then to claim that Van Riebeeck was the first inhabitant. (Crampton, 2004, p.57)

It is thus generally safer to always check your facts and try to find a reputable source for your claim.

**Important Plagiarism Reminders**

The IIE respects the intellectual property of other people and requires its students to be familiar with the necessary referencing conventions. Please ensure that you seek assistance in this regard before submitting work if you are uncertain.

If you fail to acknowledge the work or ideas of others or do so inadequately this will be handled in terms of the Plagiarism Policy (available in the library) and/or the Student Code of Conduct – dependent on whether or not plagiarism and/or cheating (passing off the work of other people as your own by copying the work of other students or copying off the Internet or from another source) is suspected.

This campus offers individual and group training on referencing conventions – please speak to your librarian or ADC/ Campus Co-Navigator in this regard.

**Reiteration of the Declaration you have signed:**

1. I have been informed about the seriousness of acts of plagiarism.
2. I understand what plagiarism is.
3. I am aware that The Independent Institute of Education (IIE) has a policy regarding plagiarism and that it does not accept acts of plagiarism.
4. I am aware that the Plagiarism Policy and the Student Code of Conduct prescribe the consequences of plagiarism.
5. I am aware that referencing guides are available in my student handbook or equivalent and in the library and that following them is a requirement for successful completion of my programme.
6. I am aware that should I require support or assistance in using referencing guides to avoid plagiarism I may speak to the lecturers, the librarian or the campus ADC/ Campus Co-Navigator.
7. I am aware of the consequences of plagiarism.

Please ask for assistance prior to submitting work if you are at all unsure.