Tutorial Letter 101/3/2018

Psychology of Leadership

IOP3707

Semester 1 & 2

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION
Please register on myUnisa, activate your myLife e-mail address and make sure that you have regular access to the myUnisa module website, IOP3707-S1/S2, as well as your group website.

Note: This is an online module and therefore it is available on myUnisa. However, in order to support you in your learning process, you will also receive some study material in printed format.

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CONTENTS

Page

1 INTRODUCTION AND WELCOME 4
1.1 Getting started **…** 4
2 Purpose OF and outcomes FOR the module 14
2.1 Purpose 14
2.2 Link to other modules 14
2.3 Outcomes 14
3 LECTURER AND CONTACT DETAILS 15
3.1 Lecturer 15
3.2 Department 16
3.3 University 16
4 MODULE RELATED RESOURCES 16
4.1 Joining myUnisa 16
4.2 Other resources – printed support material 16
4.3 Library services and resource information 17
4.4 Prescribed books 17
4.5 Recommended books 17
4.6 Electronic Reserves (e-Reserves) 18
5 HOW TO STUDY ONLINE 18
6 STUDENT SUPPORT SERVICES FOR THE MODULE 18
7 MODULE SPECIFIC STUDY PLAN 19
8 MODULE PRACTICAL WORK AND WORK INTEGRATED LEARNING 21
9 ASSESSMENT 21
9.1 Assessment plan 21
9.1.1 Examination admission 21
9.1.2 The assessment system 22
9.2 General information on assignments 23
9.2.1 Unique assignment numbers 23
9.2.2 Due dates of assignments 23
9.3 Submission of assignments 24
9.4 Assignments 24
9.4.1 Assignment 01: For BOTH Semester 1 and 2 24

9.4.2 Tips on how to approach a case study 26
9.4.3 Assignment 02: Only for Semester 1 26
9.4.4 Assignment 02: Only for Semester 2 32
10 EXAMINATIONS 38
11 OTHER ASSESSMENT METHODS 39
12 FREQUENTLY ASKED QUESTIONS 39

1 INTRODUCTION AND WELCOME

Dear Student

It is a great pleasure for us to welcome you to the *Psychology of Leadership* module, which is offered over a semester period of **fifteen weeks.** To make sure that you share our enthusiasm about this field of study, we urge you to read this overview thoroughly. Refer back to it as often as you need to since it will certainly make studying this module a lot easier.

The field of leadership is extremely dynamic and challenging. The learning content and activities contained in your study material will therefore provide you with opportunities to explore the latest developments in this field and help you to discover the field of leadership as it is practiced today.

Leadership has been studied and written about over many years by scholars in various disciplines. However, despite its importance to South Africa and the world, the study of leadership is a neglected field within psychology. For this reason we are going to emphasise the psychological aspects of leadership in this module, which means that there will be a focus on the behavioural aspects of leadership. We thus sincerely hope that you will enjoy this module.

Because this is a fully online module, you will need to use myUnisa to study and complete the learning activities for this course. Visit the website for IOP3707 on myUnisa frequently.

1.1 Getting started …

Owing to the nature of this module, you can read about the module and find your study material online. Go to the website at https://my.unisa.ac.za and log in using your student number and password. You will see IOP3707-18-S1/S2 in the row of modules displayed in the orange blocks at the top of the webpage. Select the **More** tab if you cannot find the module you require in the orange blocks. Then click on the module you want to open.

You will receive this tutorial letter and a printed copy of the online study material for your module. While the printed material may appear different from the online study material, it is the same, as it has been copied from the myUnisa website.

Layout of the Online Study Material

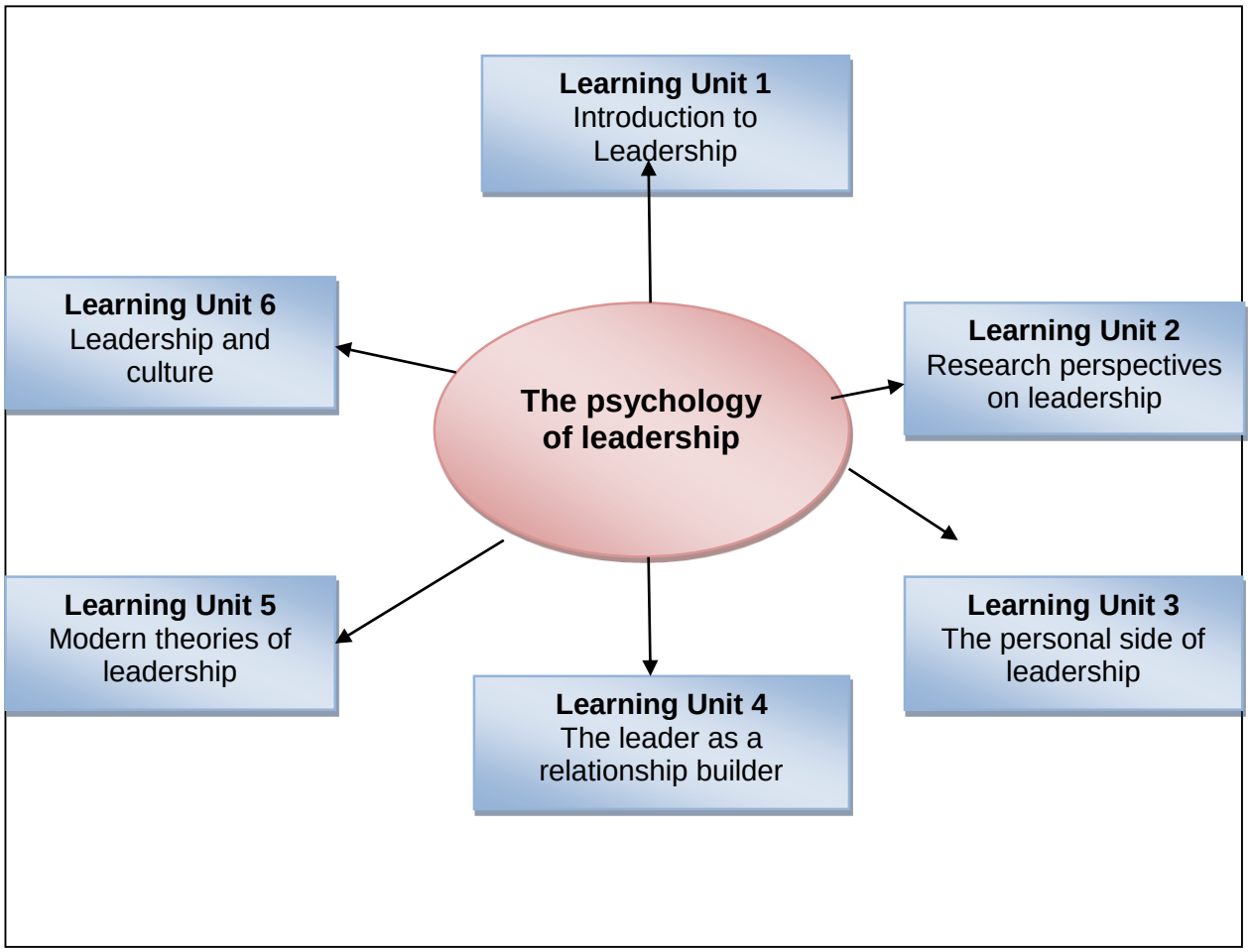
You will notice that the learning outcomes and assessment criteria cover the main material that you have to study and know in the various chapters of your prescribed book and the learning units in online study material. The module comprises **six learning units** that are presented in the online study material, while the prescribed book consists of 15 chapters. The following table indicates the topic of each learning unit plus the specific chapters from the prescribed book that are covered in each learning unit:

Learning Unit	Topic	Prescribed book
1	Introduction to leadership	Chapter 1
2	Research perspectives on leadership	Chapter 2 & 3
3	The personal side of leadership	Chapter 4, 5, 6 & 7
4	The leader as a relationship builder	Chapter 8, 9, 10, 11 & 12
5	Contemporary theories of leadership	None
6	Leadership and culture	None

You will see that the prescribed book does not cover Learning unit 5: *Contemporary theories of leadership* and Learning unit 6: *Leadership and culture*, but the learning units contain sufficient material on their own to adequately cover these topics.

As you work through the online study material, you will find that it in fact guides you through the various chapters of the prescribed book. This is so because this module is based extensively on the content of the prescribed book.

The diagram below is a visual exposition of how the module is made up of the above mentioned six learning units.



Other learning resources

Other learning resources for this module will be the various tutorial letters that you will receive in the course of the year. A tutorial letter is our way of communicating with you about teaching, learning and assessment. Examples of the tutorial letters which you will receive are:

- Tutorial Letter 101. You will receive this tutorial letter once you have registered at Unisa for this module. It contains important information about the scheme of work and the resources and assignments for this module. You will need to read it carefully and keep it at hand while working through the online study material, doing the assignment(s), preparing for the examination and addressing questions to your lecturers.

- Tutorial Letter 201. This tutorial letter will give you feedback on your assignments and will also contain guidelines for the examination.

- IOPALLA Tutorial Letters 301 (this tutorial letter provides guidelines on the learner support available to you)

You must purchase your prescribed book as soon as possible at a recognised academic bookstore while they still have sufficient numbers available.

Some of the abovementioned tutorial letter may not be available when you register. Tutorial letter that is not available when you register will be posted to you as soon as possible, but is also available on myUnisa.

Teaching and learning principles underlying the module

The online study material was designed to help you with the learning themes to be studied and is developed on the basis of outcomes-based principles. Unisa being an ODL institution follows a student-centered approach to our teaching and your learning. Real-life examples are provided in certain parts of the online study material to make the module practical and to give you the opportunity to become involved in analysing relevant problems and issues. We provide you with a solid, theoretical knowledge base that will enable you to understand the context of this subject. We want you to continuously apply a process of reflection by asking the following important question: *What can I do with what I have learned in this process?* You will note that in each learning unit you will have an opportunity to complete a set of self-evaluation questions to guide your self-reflection.

Outcomes-based principles

The strategy that we follow, which supports the assessment part of this module, is based on you achieving four outcomes. This means that, in answering questions, be it in activities, the self-assessment part, assignments or the examination, you must be able to prove with regard to the course content that you:

- Can explain why (knowledge).
- Can do something (skills).
- Want to make a positive difference (values).
- Want to do it well (attitudes).

Applied competence entails applying your knowledge, skills, values and attitudes in the following three ways:

(I) **Practical competence**: the demonstrated ability to consider a range of options/possibilities and make decisions about practice.

(2) **Foundational competence**: the demonstrated understanding about what we do and why.

(3) **Reflexive competence**: the demonstrated ability to connect our understanding with our performance in such a way that we learn from our actions and are able to adapt to changes and unforeseen circumstances.

Developing your graduateness as an undergraduate student in this module

The discipline-specific knowledge and applied competencies that you will gain from your studies in this module will enable you to specialise and develop your proficiency as a candidate human resource practitioner and/or counsellor (on honours level), and if you continue to master's level, as an aspiring professionally qualified industrial psychologist and/or human resource practitioner. However, you will realise in the course of your studies that the increasing internationalisation, the growing proportion of knowledge-intensive work, increasing use of rapidly evolving information technology, and a new organisation of work based on global networks, teams, and multi-cultural diversity have extended the range of capabilities needed in professional work. The general expectation is that a graduate of the University of South Africa (Unisa) will have developed as a person and acquired in addition to his/her discipline-specific knowledge, skills and applied competencies, and broader attributes which equip Unisa graduates to be innovative and effective in the workplace, and active and informed citizens.

Unisa generally expects its graduates to have distinctive graduate qualities which characterise their *graduateness*. These qualities are included in the following statement on the graduateness of a Unisa student (Unisa Curriculum Policy, pp. 10 - 11).

Unisa graduates:

(i) Are independent, resilient, responsible and caring citizens who are able to fulfil and serve in multiple roles in their immediate and future local, national and global communities.

(ii) Have a critical understanding of their location on the African continent with its histories, challenges and potential in relation to globally diverse contexts.

(iii) Are able to critically analyse and evaluate the credibility and usefulness of information and data from multiple sources in a globalised world with its ever increasing information and data flows and competing worldviews.

(iv) Know how to apply their discipline-specific knowledge competently, ethically and creatively to solve real-life problems.

(v) Are critically aware of their own learning and developmental needs and future potential.

Being a student of the Department of Industrial and Organisational Psychology, and enrolling for this module, you have become part of the College of Economic and Management Sciences (CEMS).

The CEMS aims to create graduates that are responsible, accountable, relevant and ethical (RARE) as citizens in every community where they operate. In support of the Unisa statement on its students' graduateness, the CEMS focuses on imparting to their students in addition to the discipline-specific knowledge of a course or module, a specific set of generic transferable meta-skills and personal attributes (generally referred to as graduateness skills and attributes) that transcend disciplinary-specific outcomes. These skills and attributes are regarded as enabling outcomes that will assist students to become competent and professional graduates who have the potential to make sustained positive contributions to society, to their professions, and in their workplaces.

The CEMS framework of graduateness skills and attributes addresses three holistic overarching attributes which are regarded as important transdisciplinary enabling outcomes of university education: (1) *scholarship* (students' attitude or stance towards knowledge, *the way they think and work, and the tools they use to work effectively*), (2) *global citizenship* (students' attitude or stance towards the world and *living in the world*), and (3) *lifelong learning* (students' attitude or stance towards themselves and *living in the world*).

- As *scholars*, graduates should be leaders in the production of new knowledge and understanding through inquiry, critique and synthesis. They should be able to apply their knowledge to solve consequential and complex problems, and communicate their knowledge confidently and effectively.

- As *global citizens*, graduates must aspire to contribute to society in a full, meaningful, ethical and responsible way through their roles as members of local, national and global communities.

- As *lifelong learners*, graduates must be committed to and capable of continuous learning for the purpose of furthering their understanding of the world and their place in it.

The CEMS generic transferable meta-skills and personal attributes form an integral part of the generic critical cross-field outcomes listed by the South African government as learning outcomes that are relevant throughout life for all South African citizens. Forming an integral part of the CEMS framework of graduateness skills and attributes, these generic learning outcomes enable graduates to continue to be proactive, enterprising life-long learners, flexible, and able to adapt to change throughout their careers and professional lives.

Apart from helping you to develop the required applied competences outlined in the module purpose statement, the learning outcomes, and learning and assessment activities for this module have been designed to enable you to develop the graduateness skills and attributes expected from a CEMS graduate.

You will note that developing and applying the graduateness skills and attributes by completing the various learning and assessment activities in your study material and in the assignments will help you to master the disciplinary-specific learning outcomes and applied competences specified for this module.

While studying, working through the study material activities, doing your assignments or implementing learned theory in the work situation, you should try to be constantly aware of your effectiveness at displaying and using the applied competencies listed above in the course purpose statement and the graduateness skills and attributes summarised in the table below. This will give you a broader understanding of your own skills and acquired effectiveness as a Unisa graduate. Each assignment will also require you to evaluate your development of the graduate skills and attributes. You will note that in some parts of the online study material you will have the opportunity to reflect on your development of these skills and attributes by completing the learning and assessment activities in a particular learning unit.

The CEMS generic transferable meta-skills and personal attributes:

- ***Interactive skills***: These skills relate to: (1) the effective and efficient use of the English language and technology when communicating with others and (2) the ability to function effectively and efficiently as a person in communicating and interacting with people from diverse cultures, backgrounds, and authority levels.
- ***Problem-solving and decision making skills***: These skills relate to being creative and proactive in the process of producing a solution to a recognised often ill-defined problem or problematic complex situation.
- ***Continuous learning orientation***: This involves having a cognitive openness toward lifelong learning and the willingness to proactively engage in the process of acquiring new knowledge, skills and abilities throughout one's life and career in reaction to, and in anticipation of, changing technology and performance criteria.
- ***Enterprising skills***: These skills involve being venturesome and applying critical thinking, initiative and proactivity when engaging in economic activities or undertakings either to create and operate an enterprise of one's own, or be a substantial contributor to an enterprise as an employee. Being enterprising also means that one is able to recognise and be adept at dealing with organisational or team politics.
- ***Presenting & applying information skills****:* These skills refer to the ability to clearly and convincingly communicate knowledge, facts, ideas, and opinions (oral and written) with the view to offer solutions for one's personal benefit, or for the benefit of one's community or workplace.
- ***Goal-directed behaviour*****:** This refers to the ability to be proactive and apply initiative to achieve one's goals, accomplish tasks, or meet deadlines. Setting realistic goals, developing plans and taking action to achieve one's goals, accomplish tasks and meeting deadlines are core elements of goal-directed behaviour.
- ***Ethical & responsible behaviour***: This involves accepting full responsibility for, and taking the lead in upholding the code of moral beliefs and values of one's profession, community, and/or workplace in all one does.
- ***Analytical thinking skills***: Analytical thinking implies being skilful in employing logical reasoning and analysis in explaining information and data, and drawing insightful conclusions from the data analysis.

The diagram below (Figure 1) gives an excellent idea of the type of graduate we would like you to be when graduating**.** In a global knowledge-based economy and society employers' perceptions about the quality of graduates from higher education institutions such as Unisa, their employability and general work readiness increasingly influence graduates' transition into employment. Your employability as a graduate is an important aspect of your overall graduateness.

As an aspect of your graduateness, employability relates to your subjective career which involves a sense of self-directedness or personal agency in retaining or securing a job or form of employment based on a set of personal career-related attributes and dispositions generally promoted by employers and researchers as an alternative to job security in an uncertain employment context. In this module you will learn more about these employability attributes. As shown in the Table below, developing your graduateness skills and attributes will provide you with the tools necessary to be regarded as a valuable employee or candidate in the 21st century world of work. Research has shown that graduates' graduateness significantly predicts their employability.

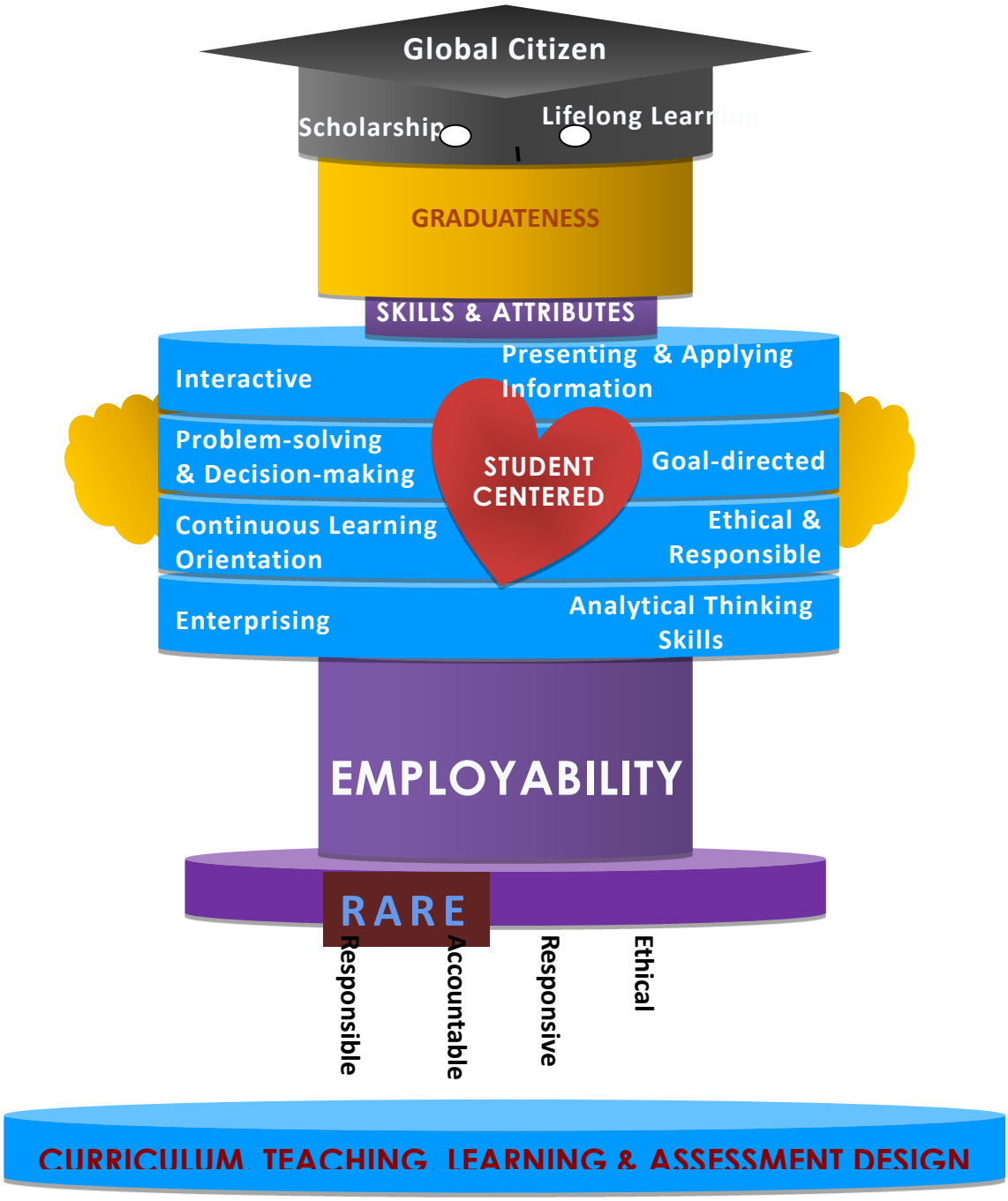


Figure 1: *Student graduateness skills and attributes (Holtzhausen, 2011)*

Overview of the CEMS graduateness skills and attributes and their link with the three trans-disciplinary enabling outcomes, SAQA critical cross-field outcomes, and Unisa statement on graduate attributes

Overarching trans-disciplinary enabling outcomes of university education	**CEMS Graduateness skills and attributes**	**Link with the South African twelve critical cross-field outcomes (SAQA)**	**Link with the Unisa graduateness statement (Unisa curriculum policy)**
Ways of thinking	• Problem-solving/decision making skills • Enterprising skills • Analytical thinking skills	• Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made • Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation • Developing entrepreneurial opportunities • Collect, analyse, organise and critically evaluate information	Unisa graduates: (i) are independent, resilient, responsible and caring citizens who are able to fulfil and serve in multiple roles in their immediate and future local, national and global communities. (ii) have a critical understanding of their location on the African continent with its histories, challenges and potential in relation to globally diverse contexts.

Overarching trans-disciplinary enabling outcomes of university education	**CEMS Graduateness skills and attributes**	**Link with the South African twelve critical cross-field outcomes (SAQA)**	**Link with the Unisa graduateness statement (Unisa curriculum policy)**
			(iii) are able to critically analyse and evaluate the credibility and usefulness of information and data from multiple sources in a globalised world with its ever increasing information and data flows and competing worldviews (iv) know how to apply their discipline-specific knowledge competently, ethically and creatively to solve real-life problems
Ways of and tools for working	• Interactive skills • Presenting and applying information skills	• Work effectively with others as a member of a team, group, organisation, community • Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation • Use science and technology effectively and critically, showing responsibility towards the environment and health of others • Being culturally and aesthetically sensitive across a range of social contexts	Unisa graduates: (i) are independent, resilient, responsible and caring citizens who are able to fulfil and serve in multiple roles in their immediate and future local, national and global communities

Overarching trans-disciplinary enabling outcomes of university education	**CEMS Graduateness skills and attributes**	**Link with the South African twelve critical cross-field outcomes (SAQA)**	**Link with the Unisa graduateness statement (Unisa curriculum policy)**
Living in the world	• Continuous learning orientation • Goal-directed behaviour • Ethical and responsible behaviour	• Reflecting on and exploring a variety of strategies to learn more effectively • Organise and manage oneself and one's activities responsibly and effectively • Exploring education and career opportunities • Participating as responsible citizens in the life of local, national and global communities • Use science and technology effectively and critically, showing responsibility towards the environment and health of others	Unisa graduates: (i) are independent, resilient, responsible and caring citizens who are able to fulfil and serve in multiple roles in their immediate and future local, national and global communities (ii) are critically aware of their own learning and developmental needs and future potential

While studying, working through the activities in the online study material, doing your assignments or implementing learned theory in the work situation, you should try to be constantly aware of your effectiveness at displaying and using the graduateness skills and attributes and the applied competencies listed above. This will give you a broader understanding of your own graduateness, employability or work readiness, and acquired effectiveness in the field of leadership.

From the above it is clear that there is an emphasis on various levels of involvement relating to the course in psychology of leadership. This means that you have to be able to do more than simply reproduce or know the theory.

You may also consult the *Study @ Unisa* brochure and website (these contain an A-Z guide to assist you with any additional information you might require).

2 Purpose OF and outcomes FOR the module

2.1 Purpose

The purpose of this module is for students to acquire foundational concepts, approaches and principles in the field of *leadership and leadership development*. More specifically this module will introduce you to the principles and theories of leadership behaviour in an organisational context for the purpose of evaluating and developing leadership behaviour for improved organisational effectiveness.

2.2 Link to other modules

This module is offered as a semester course and constitutes a compulsory module at third year level of the B.Com in Industrial and Organisational Psychology qualification. Successful completion of Semester 1 or 2 of the module IOP2602 (Organisational Psychology) is a prerequisite for being admitted to the *Psychology of Leadership* module.

2.3 Outcomes

In order for you to achieve the overall purpose of this module, you should be able to show that you have achieved the specific outcomes set for the module based on your learning. The assessment criteria are descriptions of what will count as evidence that you have achieved this learning or that you are able to demonstrate your ability in respect of a specific outcome. When you have completed this module you should be able to demonstrate the following learning outcomes:

Learning Outcome 1: Reason about the concept of leadership in an individual, group and organisational context.

Assessment Criteria

- Definitions of leadership discussed.
- Leadership differentiated from management.
- Executive leadership discussed.
- Team and organisational leadership discussed.
- Self-leadership discussed.

Learning Outcome 2: Critically discuss the principles of leadership in an organisational context.

Assessment Criteria

- Principles underlying effective leader behaviour in an organisational context discussed.
- The role and function of the leaders in the organisation discussed.
- Leadership competence in terms of knowledge, skill and attributes (personal and personality characteristics) of leaders discussed.
- The impact of leader behaviour on team and organisational culture and climate (as applied to organisational development) evaluated and discussed.

Learning outcome 3: Differentiate between the traditional and modern theories of leadership.

Assessment criteria

- The meaning of the traditional and modern theories of leadership in the contemporary workplace context explained.
- The trait, states and skills, group and exchange, contingency and path-goal theories of leadership evaluated and discussed.
- The charismatic, transformational, social cognitive and authentic theories of leadership evaluated and discussed.
- The neuro-leadership approach evaluated and discussed.
- Western versus European leadership models compared.
- The benefits and disadvantages of the various theories compared and discussed.
- Leadership in the South African context evaluated and discussed.

Learning outcome 4: Integrate relevant leadership theories for their application in an organisational context.

Assessment criteria

- Traditional leadership theories integrated with the modern theories of leadership towards forming a personal leadership theory.
- Principles underlying an integrated leadership theory applied within the workplace context to address contemporary issues related to leader effectiveness.
- A new leadership model is designed relevant to the present-day post-modern, new economy organisation.

3 Lecturer and contact details

3.1 Lecturer

Your lecturer for IOP3707 is **Mr Vuyani Muleya**; I would like to help you complete your studies successfully, so please do not hesitate to contact me if you feel uncertain about anything in the study material or should you experience any difficulties with your studies. I am here to help you and to give support where I can, ***but it is your responsibility to contact me in good time***. My experience indicates that your eventual success in this course depends greatly on your willingness to contact me whenever you need direction or support.

LECTURER AVAILABILITY

The lecturer for this module will be available to take phone calls on academic matters and/or to attend to students who may prefer to visit personally for academic engagement. However, the days and times of lecturer's availability will be communicated in the module page on myUnisa. These days and times are subject to change from time to time in order to accommodate the lecturer's work schedule and other commitments. The changes on the days and times will be communicated by the lecturer in advance through the announcement option on myUnisa as and when this happen. Students are advised to check the module page on myUnisa before making phone calls or visiting the lecturer's office for academic enquiries/engagements.

Name	Telephone	E-mail
Minkie Zumba (IOP Help Desk)	(012) 429-8054/8033	zumbawh@unisa.ac.za

3.2 Department

The general contact details for the Department for Industrial and Organisational Psychology are:

- **Help Desk(s)** : +27 12 429 8033 or +27 12 429 8054
- **Fax** : +27 12 429 8368
- **Email** : DeptIOP@unisa.ac.za

3.3 University

To contact the University follow the instructions in the brochure ***Study @ Unisa***. Remember to have your student number available whenever you contact the University.

Whenever you write to a lecturer, please include your student number to enable the lecturer to help you more effectively.

4 MODULE RELATED RESOURCES

4.1 Joining myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The myUnisa learning management system is the University's online campus that will help you communicate with your lecturers, with other students and with the administrative departments at Unisa – all through the computer and the internet.

You can start at the main Unisa website at http://www.unisa.ac.za and then click on the myUnisa orange block. This will take you to the myUnisa website. To go to the myUnisa website directly, go to https://my.unisa.ac.za. Click on the **Claim UNISA Login** on the right-hand side of the screen on the myUnisa website. You will then be prompted to give your student number in order to claim your initial myUnisa details as well as your myLife e-mail login details.

For more information on myUnisa, consult the brochure ***Study @ Unisa***, which you received with your study material.

4.2 Other resources – printed support material

Because we want you to be successful in this online module, we also provide you with some of the study material in printed format. This will allow you to read the study material even if you are not online.

The printed study material will be sent to you at the beginning of the semester, but you do not have to wait for it before you start studying – you can go online as soon as you have registered and find all your study material there. The material we will send you is an **offline** copy of the formal content for the online module. Having an offline copy will enable you to study for this module WITHOUT having to use the internet or to go to an internet café. It will save you time and money, and you will be able to read and re-read the material and start doing the activities.

It is very important that you log in to myUnisa regularly. We recommend that you log in at least once a week or every 10 days to do the following:

- **Check for new announcements.** You can also set your myLife e-mail account to receive the announcement e-mails on your cellphone.
- **Read the Discussion Forum.** This is the place where the online discussion forums take place and where you can share your ideas and insights with other students in your group as well as your lecturer.

We hope that by giving you extra ways to study the material and practise all of the activities, this system will help you succeed in the online module. To get the most out of the online course you **MUST** go online regularly to complete the activities and assignments on time.

Remember, the printed support material is back-up material for everything that is found online on myUnisa. It does not contain any extra information. **In other words, do NOT wait for the printed support material to arrive before you start studying.**

4.3 Library services and resource information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to the Unisa website at http://www.unisa.ac.za/ and click on **Library**.

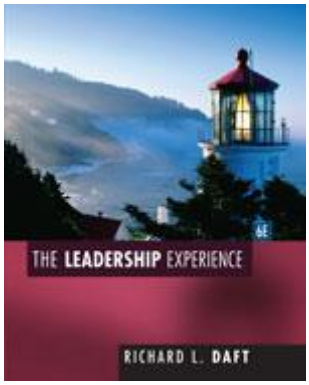
For research support and services of personal librarians, go to http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102.

The Library has compiled numerous library guides:

- finding recommended reading in the print collection and e-reserves – http://libguides.unisa.ac.za/request/undergrad
- requesting material – http://libguides.unisa.ac.za/request/request
- postgraduate information services – http://libguides.unisa.ac.za/request/postgrad
- finding, obtaining and using library resources and tools to assist in research – http://libguides.unisa.ac.za/Research_Skills
- contacting the Library/finding us on social media/frequently asked questions – http://libguides.unisa.ac.za/ask

4.4 Prescribed books

The prescribed book for this module, which you should purchase as soon as possible, is:



Daft, R.L. (2015). *The leadership experience* (6th edition). Stamford, CT: Cengage Learning. ISBN-13: 978-1-4354-6285-4. ISBN-10: 1-4354-6285-8.

4.5 Recommended books

There are no recommended books for this module.

4.6 Electronic Reserves (e-Reserves)

5 HOW TO STUDY ONLINE

Studying fully online modules differs completely from studying some of your other modules at Unisa.

- ***All your study material and learning activities for online modules are designed to be delivered online on myUnisa.*** Although we give you a printed copy to support your studies, the module is designed to be delivered online.
- ***All of your assignments can be submitted online*****.** This means that you can do all your activities and can submit all your assignments on myUnisa without having to use the South African Post Office. However, you may still post an assignment to Unisa should you choose to do so.
- ***All of the communication between you and the University happens online.*** Lecturers will communicate to you by e-mail, and using the **Announcements** and the **Discussion Forums** tools. You can also use all of these ways to ask questions and contact your lecturers.

6 STUDENT SUPPORT SERVICES FOR THE MODULE

The *Study @ Unisa* brochure will show you how to plan your year, how to connect with Unisa and other students and how to approach your studies in an open distance learning (ODL) environment. Make sure that you work through the *Study @ Unisa* brochure as it provides a road map to help you navigate your way through the Unisa system. Useful tips are also provided to help you get connected (via facebook or twitter) to other students and student groups. The brochure also provides valuable guidelines on working through the online study material, planning your study, completing the assignments and preparing for the examination.

Registering and familiarising yourself with the *Study @ Unisa* website is important. This site will help you to gain access to the module specific home page. Your lecturers will from time to time communicate with you on the module specific website.

What you can expect from the lecturer

You can expect the lecturer to do the following:

- Provide you with updated and relevant online study material which is regularly compared with and benchmarked against similar local and international programmes.
- Keep the online study material in line with the needs of industry and commerce by consulting regularly with the profession and the leaders in industry.
- Provide learning and assessment activities that enable you, as student, to successfully master the learning outcomes for the module.
- Provide learning and assessment activities that help you develop the graduateness skills and attributes relevant to the module to enhance your employability in the field of Leadership Psychology.

- Assist you as students by giving you the opportunity to develop competencies and skills at a certain level. The outcomes correspond to the National Qualifications Framework (NQF) level 7. You will be assessed taking the level descriptors of the NQF into account.
- Support you whenever you require academic assistance. You may contact me as your lecturer by making personal appointments; by phoning me or contacting me via e-mail or the internet. I understand that studying through distance education is more challenging than attending a residential university.
- Provide you with clear indications of what I expect from you in terms of your assessment.
- Give as promptly as possible feedback on the assignments and clear examination guidelines.

I trust that you will find the outcomes-based format a new challenge and a personal growth experience. I look forward to being a collaborative partner in this ODL teaching and learning endeavour.

7 MODULE SPECIFIC STUDY PLAN

This Tutorial Letter 101, along with the online study material and the *Study @ Unisa* brochure will guide you through the study material for this module. I suggest that you work through all the learning units in the online study material by also following the content in the relevant chapter of the prescribed textbook for the module. The learning and assessment activities, and the assignments outlined in Section 9.4 below will help you develop an understanding of the learning content. The case studies and activities in the online study material as well as the assignments and examination questions will also help you to apply the content in different contexts. Once again, I would like to emphasise that you have to demonstrate your ability to master the learning outcomes for the module to successfully complete it. Apart from the assignments, the online study material activities will help you to develop the competencies you need to master the learning outcomes. Some of the assignments and examination questions will assess your ability to integrate a number of the learning outcomes and it is therefore important that you develop a thorough understanding of the study material and learning themes.

How to benefit from the learning approach to this module

Tutorial Letter 101 and the online study material will direct you on how to approach the learning and all other resources and apply your mind to how you may use these to your benefit, for example SMS, peer collaboration groups, learning centres and career counselling. As a distance education student it is important that you know whom to contact for academic and administrative matters, and know how to manage your time, etc.

You may wish to read more widely than just the online study material and the prescribed textbook. When you read information in the prescribed textbook or in other sources you should not simply accept it without question, but should question the ideas and information that you come across. To test your understanding of the ideas that you learn about in this module, you should try to apply them to real situations.

Importance of completing activities, assignments and self-assessment questions

You will come across various types of activities in the online study material:

- Applying case studies.
- Reflecting on work covered.

- Completing assessment questions.

I consider your completion of the activities in the online study material as crucial to your successful completion of this module, as these activities will ensure that you master the contents of a specific section before you attempt to master the contents of the next section.

This module requires more or less 120 notional hours. Your semester runs approximately 15 weeks. This means you have to study about 1¼ hours a day, seven days a week. Note that this means ± eight hours of study per week.

Please start early and work through the material systematically. The due dates for assignments should give you enough time to work through the relevant literature and prepare for the examination. If you stick to your time frame, you will not need to cram the night before the examination.

Planning for your year is crucial. Since this module covers a wide field, we suggest that you draw up a time-line that includes your study time, assignment dates and examination period. The deadlines given for completing the two assignments will give you an indication of your work schedule. To assist you we provide you with essential aspects that you should be aware of.

The module is 6 months long. If you take the registration period in consideration, it may be less. There are four specific outcomes and six learning units in the online study material that you have to cover. Thus, in the time as specified above you have to gain knowledge of the study material, complete two compulsory assignments and write one 2-hour examination.

Each student's circumstances vary. You should also take this into account and firstly identify how much study material you must cover. Look at the assignment dates. The 1st assignment is due on the 15th March 2018 for Semester 1 and 30 August 2018 for Semester 2, while the 2nd assignment is due on 12 April 2018 for Semester 1 and 25 September 2018 for Semester 2. This is only one month later, so as soon as you have submitted Assignment 1 you must start working on Assignment 2. After that you must start revising for the examination which takes place in either May/June for Semester 1 or October/November for Semester 2. Below is a suggested work schedule to assist you in planning your studies for the year.

Semester 1	WORK SCHEDULE - Activities per month	Semester 2
January/ February	• Read and understand Tutorial Letter 101 • Complete registration for myUnisa • Work through Learning Units 1- 2 in the online study material Login to on myUnisa: • Check for important new messages • Check for discussions with fellow students • Check for additional resources which may have been uploaded to help your understanding of the material	**June/July**
March	• Work through Learning Unit 3 in the online study material • Complete and submit Assignment 01(Written) • Check myUnisa at least once a week	**Aug**
April	• Work through Learning Units 4 – 6 in the online study material • Complete and submit Assignment 02 (MCQ). Check myUnisa at least once a week	**Sep**
May/June	• Revise Learning Units 1 – 6 in the online study material **STUDY FOR THE EXAMS** • Study the answers to all the assessments given at the end of each Learning Unit in the online study material • Study answers to all your assignments • Study the guidelines given in Tutorial Letter 201 • Check myUnisa at least once a week for announcements and examination guidance.	**Oct/Nov**

8 MODULE PRACTICAL WORK AND WORK INTEGRATED LEARNING

There are no practicals for this module.

9 ASSESSMENT

9.1 Assessment plan

9.1.1 Examination admission

Students can be admitted to the exam in the following ways:

- Being a registered student, and having complied with all the set requirements and having paid all relevant fees as stipulated for every module, and/or

- Having fulfilled a module's specific requirements by submitting both assignments. The pass mark for an assignment is 50% and to pass an examination it is also 50%, while a mark of at least 75% in an examination is required for a distinction.

9.1.2 The assessment system

You will be assessed during the year on your assignments and in the examination at the end of the year against transparent assessment criteria that link directly to the outcomes of the module. Each assignment contributes 50% towards the year mark which again contributes 20% towards the final mark. The examination contributes 80% towards the final mark.

To ensure that you successfully master the learning outcomes of this module and deliver the quality of work that is required to pass this module, we suggest that you do the following:

- Study the prescribed study material conscientiously and make sufficient time for working through the online study material and assignments.
- Relate what you are learning to your work situation and personal life and apply your knowledge in practice.
- Plan your studies according to the time schedule available for the module.
- Use the online study material and prescribed textbook according to the guidelines provided.
- Take ownership of your studies and accept responsibility for getting help if you find yourself struggling with certain concepts, principles or processes. Contact your lecturers or form a study group. Make use of the Discussion Forum on myUnisa or connect with fellow students via facebook, twitter or Whatsapp.
- Submit the assignments by the due dates and carefully study the feedback on assignments to ensure that you understand your work thoroughly and that you are well-prepared for the examination.
- Complete the activities and assessments in the online study material.
- Assess your own progress continuously by completing the questions and activities provided in the online study material.

For this module formative assessment will be by means of two assignments. All the assignments must be submitted in order to obtain admission to the examination. The year mark, based on the mark obtained for the compulsory assignments, contributes 20% towards the final mark.

Summative assessment will be done through a two-hour examination at the end of the year. The examination mark contributes 80% towards the final mark. A 40% subminimum applies, which means that a student must obtain a minimum of 40% for the exam before the year mark is taken into account. To pass this module a student must obtain a final mark of at least 50%.

It is compulsory for you to do *both assignments*. Please ensure that each assignment reaches the University on or before the due date – late submission of an assignment could result in you not being admitted to the examination.

You will receive feedback on your assignments by means of written remarks on each marked assignment book as well as by means of a Tutorial Letter 201 which will be despatched to you during the year after both assignments have been submitted.

Assignments and examinations will be compiled and assessed in line with the assessment criteria set out in paragraph 2.3 above.

The calculation of the final mark is set out below:

FINAL MARK = YEAR MARK + EXAMINATION MARK

Your year mark, based on the mark obtained for the compulsory assignments, contributes 20% toward your final mark, while your examination mark contributes 80%.

The combined weighted average of your year mark and examination mark must be 50% or higher for you to pass the module/subject. However, you must obtain a minimum of 40% in the examination, regardless of your year mark. If you obtain less than 40% in the examination, you will fail.

For example:
Assignment marks = 70% and 70% = 140/2 = 70%
20% of the assignment marks = 14%

Examination mark = 50%
80% of the examination mark = 40%

Final mark = (20% assignment marks) + (80% examination mark)
= 14% + 40%
= 54%

9.2 General information on assignments

Assignments differ from examinations in that you will have more time and space to explore and understand facts and apply your knowledge. The assignment questions are set in such a manner to allow you to work through or revise module contents. This will provide you with a knowledge and understanding of the facts, principles, assumptions and applications in each module. The assignments will also help to prepare you for the examination in each module.

9.2.1 Unique assignment numbers

The unique assignment numbers for the two assignments, which must be indicated on your assignments with submission, are as follows:

ASSIGNMENT NUMBER	UNIQUE NUMBER
01 for Semester 1 (Written)	885807
02 for Semester 1 (MCQ)	779910
01 for Semester 2 (Written)	676125
02 for Semester 2 (MCQ)	657750

9.2.2 Due dates of assignments

The due dates for the two compulsory assignments are as follows:

SEMESTER	ASSIGNMENT NUMBER	DUE DATE	RESPONSIBLE LECTURER
1	01 (Written: Compulsory) 02 (MCQ: Compulsory)	15 March 2018 12 April 2018	Mr V Muleya
2	01 (Written: Compulsory) 02 (MCQ: Compulsory)	30 August 2018 25 September 2018	Mr V Muleya

9.3 Submission of assignments

Assignment 01, which is a written assignment, must be submitted in readable written or typed format. Your assignment will be returned to you should we not be able to read your handwriting. Assignments may be submitted by post or electronically by means of myUnisa.

Assignment 02, which is a MCQ assignment, must be submitted on the MARK READING SHEET provided and submitted by post or electronically via myUnisa or by cell phone. See the brochure *Study @ Unisa* for more detail in this regard.

No assignment may be submitted by fax or e-mail. Guidelines for the written assignment are:

- It must contain **all** the relevant information on the front page/cover.
- It may not exceed 20 typed pages.
- It does **not** have to have a Table of Contents and Reference List.
- It must have page numbering.
- The text must be justified full.
- Use the question numbers and headings provided.
- You may underline your headings or make them bold if you wish to do so.
- It must be 1.5 typed spacing.

If you mail your assignments, post it to the following address:

Assignments Department
PO Box 392
UNISA
0003

For detailed information on assignments, including how to submit an assignment via myUnisa, please refer to the *Study @ Unisa* brochure, which you receive with your study package.

9.4 Assignments

9.4.1 Assignment 01: For BOTH Semester 1 and 2

- Assignment 1 consists of a case study and questions that must be answered regarding the case study, which is based on the entire syllabus and must be submitted by the due date specified in paragraph 9.2.2. above.
- Also note that Assignment 2 will not be marked until the submission date has passed.
- This assignment is based on the format of the formal examination and thus gives you an opportunity to experience an examination paper and at the same time receive feedback on your efforts.
- Review the tips on answering a case study in paragraph 9.4.2 below.
- Read the case studies below then answer all the questions that follow.
- Remember to support your answers with suitable examples from the case study.

INSTRUCTIONS: PLEASE READ THE FOLLOWING CASE STUDY AND ANSWER THE QUESTIONS THAT FOLLOW.

CASE STUDY: A New South Africa Multi-Media Company – Sentech

(Adapted from Corporate Research Foundation Business Report (2004) *South Africa's Leading Managers*.) Please note that the content of the case study has been changed for the purpose of this examination and is not necessarily a fair reflection of the real situation at the company.)

Dr Mokone-Matabane became the chief executive officer of Sentech in 2000 and manages a staff of 550. The board was on the look-out for someone who knew the industry, who had a vision for the direction in which information and communication technologies (ICT) was going, and who could transform the organisation from an old school, government-owned parastatal into a competitive company with diversity, a good skills base and a strong work ethic.

"I think my skills include listening, letting people know their jobs and leading them without looking over their shoulders. I delegate; I give people the space to grow and learn, to make mistakes and take risks", she says. Dr Mokone-Matabane is impatient with people who are "just getting by" and who don't apply themselves, she adds. As someone who is passionate about her work, she wants to deal with people who have a dream and are prepared to strive for it.

The company has changed immensely since 2000. Some of the values that Dr Mokone-Matabane has tried to instil include diversity, an appreciation for differences in gender, race and culture, good communication, a hard-working ethic, a strong customer service focus, space for debate and an excitement about learning and new opportunities.

Sentech used to be a broadcast distribution company made up of engineers and technical staff. It was termed "a national key point" by the apartheid government and was conservative and hierarchical. It is now a multi-media company that is very much part of the new South Africa. To facilitate the change in values and culture, the chief executive tries to boost internal communication with visits to Sentech's nationwide sites as often as time allows.

Lobbying government about legislation is a vital task for the chief executive. But she can't be everywhere at once. What with having to deal with so many stakeholders, Dr Mokone-Matabane delegates many of the customer meetings to the chief operating officer, Gladwin Marumo. However, she does get involved when customer meetings involve the SABC, the Gauteng Online project (which aims to connect all the schools in Gauteng to the internet) and meetings with potential customers in other parts of Africa.

Dr Mokone-Matabane finds time to get involved in coaching and mentoring. She is especially interested in programmes that promote women, and as such has overseen Sentech's Khulisa programme, which takes on young female professionals as interns. Sentech then tries to place the qualified personnel in permanent jobs.

However, attracting and retaining staff has not been easy in the cut-throat ICT sector. *"It's important to create a comfortable environment because it's not all about the money. The challenge and thrill of working for such a large multi-media company make people stay, as well as the probability perceived by the individual that exerting a given amount of effort will lead to performance"*, says Dr Mokone-Matabane. She adds that in 2003 the board approved a bonus scheme as another way to motivate employees who meet the required performance levels, and she would like to engage government in discussions about offering a share scheme to high performing staff members. Dr Mokone-Matabane says she doesn't need incentives or special ways to stay motivated. *"I just am"*, she says, *"I am passionate about what I do. I love to see things succeed and I have a positive outlook"*.

Recruiting the right staff has also been a challenge, especially when it came to black economic empowerment. *"I realised that adverts in the papers didn't work, so I had to convince the board to go out and headhunt. We have also ensured that managers in the business have to train and hire for diversity. The performance management system is linked to black economic empowerment of women"*. Dr Mokone-Matabane's long-term vision is that Sentech should become an international company, taking advantage of opportunities around the globe but remaining focused on Africa and offering broadband wireless services. Difficulties she expects to face are retaining staff and securing sufficient capital to grow.

QUESTION 1

Define leadership; and outline the six key elements of leadership in your definition. **(8)**

QUESTION 2

2.1 Discuss the differences between leadership and management. **(10)**

2.2 Predominantly, is Dr Mokone-Matabane a leader or a manager? **(2)**

QUESTION 3

The competencies and abilities of emotional intelligence are grouped into four fundamental categories. Use these four categories to discuss Dr Mokone-Matabane's emotional intelligence. First discuss what each category entails, and then state whether Dr Mokone-Matabane displayed these categories of emotional intelligence or not, using examples from the case study to support your discussion. **(20)**

QUESTION 4

Analyse the leadership style of Dr Mokone-Matabane in terms of transactional and transformational leadership. Indicate into which category you think that he belongs, justifying your answer by providing suitable examples from the case study. **(10)**

9.4.2 Tips on how to approach a case study

- Read through the case study without studying it. Ensure that you have a basic understanding of it.
- Read through the questions in the assignment. Be sure that you have a good understanding of what is asked in the questions.
- Be sure that you understand the theoretical basis of each question. Please do not try to find a solution before you are absolutely sure what the question requires from you.
- Now start to answer each question. First give a theoretical discussion of the aspect by using the information in your prescribed text book.
- Then look for suitable examples in the case study to substantiate your answer (when required to do so).
- Come to a conclusion regarding the aspect if so required by the question.

9.4.3 Assignment 02: Only for Semester 1

Please answer the following 40 X questions based on Learning Units 1 - 3 in the online study material and Tutorial Letter 101/2018 on the MARK READING SHEET and submit by the due date specified in paragraph 9.2.2 above. Note: You may submit this assignment by post or

electronically via myUnisa or by cell phone. See the brochure *Study @ Unisa* for more detail in this regard.

Each of the following multiple-choice questions has alternatives from which you need to choose ONLY ONE answer. Only one answer is thus correct. Choose the alternative which you think is correct and fill in the MARK READING SHEET according to its instructions. Do not choose more than one alternative, as you will then be allocated a mark of zero for that question, even if one of the chosen alternatives was correct. Each answer counts one mark.

Note that the Mark Reading Sheet has alternatives 1 – 5 for each question, while the multiple-choice questions below have alternatives a – d. In this case a = 1, b = 2, c = 3 and d = 4 on the Mark reading Sheet.

1. Strong leadership is needed because _____.

    a. leadership calls for the caring about and engaging the whole employee
    b. managers learn a set of skills for planning, organizing, directing and controlling
    c. of globalization, e-commerce, telecommuting, virtual teams and outsourcing
    d. giving workers clear job assignments is the main task of a business executive

2. Leadership does NOT involve _____.

    a. creating change
    b. influencing followers
    c. shared purpose
    d. maintaining stability

3. In the new paradigm, leaders do NOT emphasis _____.

    a. accountability
    b. responsibility
    c. self-interest
    d. integrity

4. Leadership is an art because _____.

    a. it is a growing body of objective facts and knowledge
    b. it has skills that cannot be learnt from a textbook
    c. it takes practice
    d. both b and c

5. The leader-member exchange theory explores all EXCEPT _____.

    a. value agreement
    b. traits
    c. communication frequency
    d. job satisfaction

6. Your lecturer/s for this module is/are _____.

    a. Ms W Zumba
    b. Prof Von der Ohe
    c. Mr V Muleya
    d. Dr Khumalo

7. Leadership vision is _____.

   a. a picture of the future
   b. a desired future
   c. an ambitious view of the future
   d. all of the above

8. The examination for this module consists of _____.

   a. 60 multiple choice questions.
   b. 50 multiple choice questions and two case studies.
   c. 25 multiple choice questions and one case study.
   d. 30 multiple choice questions and one case study.

9. Active leaders need self-confidence because _____.

   a. leaders could be paralyzed into inaction without confidence
   b. followers will not cooperate if the leader is not confident
   c. they initiate changes and must make decisions without adequate information
   d. all of the choices

10. Whereas management calls for keeping an eye on short-term results, leadership means keeping an eye on _____.

    a. the horizon
    b. the long-term future
    c. a compelling vision
    d. all of the above

11. Managers and leaders are different because _____.

    a. leadership calls for the caring about and engaging the whole employee
    b. managers maintain stability while leaders promote change
    c. leaders must find the capacity to help create a vision of what the organization can be
    d. managers learn a set of skills for planning, organizing, directing and controlling

12. Drive is considered essential to effective leadership because _____.

    a. leaders with drive seek achievement
    b. leaders with drive actively pursue goals
    c. leaders with drive have stamina
    d. all of the choices

13. Team management is _____.

    a. considered the most effective style
    b. recommended because organization members work together to accomplish tasks
    c. used when efficiency in operations is the dominant orientation
    d. both recommended because organisation members work together to accomplish tasks *and* considered the most effective style

14. “High-high” leadership behaviour is generally considered desirable because _____.

    a. leaders display concern for both people and production
    b. leaders will meet people-oriented and task-oriented needs simultaneously
    c. leaders display concern for both people and production and leaders will meet people-oriented and task-oriented needs simultaneously
    d. task-oriented behaviour is associated with higher productivity

15. Collaborative leaders _____.

    a. exhibit extreme flexibility
    b. need excellent people skills
    c. are highly proactive and tenacious
    d. all of the above

16. In terms of Hersey and Blanchard’s model, the delegating style can be effective _____.

    a. when followers lack experience and education
    b. when followers have very high levels of education, experience and readiness
    c. when followers are at a moderate readiness level
    d. when followers have poor ability and skills

17. A person with an internal locus of control _____.

    a. feels that there is little control over events
    b. believes they are “master of their own fate”
    c. places responsibility on outside forces
    d. believes that luck is the key to success

18. Researchers have observed that leaders frequently behave situationally – that is, _____.

    a. they adjust their leadership style
    b. factors in the situation change leadership style
    c. leaders do not change leadership style
    d. both they adjust their leadership style and factors in the situation change leadership style

19. Contingency approaches can best be described as _____.

    a. leadership styles that seek to delineate the characteristics of situations
    b. leadership styles appropriate for one situation which may not work in another
    c. leadership traits or behaviours that can improve performance in all situations
    d. leadership styles that seek to delineate the characteristics of situations as well as leadership styles appropriate for one situation which may not work in another

20. Hersey and Blanchard’s situational theory focuses on _____.

    a. the characteristics of followers as an important element of the situation
    b. the readiness of the leader
    c. the characteristics of the leader
    d. whether the situation is favourable or unfavourable to the leader.

21. Highly educated, professional subordinates who know their tasks do not need a leader. This is an example of _____.

    a. the path-goal theory
    b. the readiness level of subordinates
    c. a substitute for leadership
    d. participative leadership

22. Researchers found that with regard to CEOs in turnaround situations – where companies must improve results quickly _____.

    a. relationship skills were more valuable leader qualities
    b. teamwork was the most valuable leader quality
    c. task-focused characteristics were more valuable leader qualities
    d. analytical skills were not valuable leader qualities

23. The job-centred leader focuses on _____.

    a. accomplishing tasks
    b. the human needs of their subordinates
    c. efficiency
    d. both accomplishing tasks and efficiency

24. Recent studies have examined how substitutes (the situation) can be designed to have _____.

    a. less impact than leader behaviours on outcomes
    b. the same impact as leader behaviours on outcomes
    c. more impact than leader behaviours on outcomes
    d. no impact on outcomes

25. The Myers-Briggs type indicator (MBTI) _____.

    a. expresses the belief that workers dislike their jobs
    b. suggests that leaders have specific traits
    c. is a personality test that measures how individuals solve problems
    d. determines whether a situation is favourable or unfavourable

26. The degree to which a person has a broad range of interests and is imaginative, creative and willing to consider new ideas is called _____.

    a. emotional stability
    b. extroversion
    c. agreeableness
    d. openness to experience

27. A trait that is closely related to authoritarianism is _____.

    a. theory Y
    b. agreeableness
    c. charisma
    d. dogmatism

28. By understanding their MBTI type, leaders can learn to _____.

    a. select workers with certain traits
    b. avoid the fundamental attribution error
    c. maximise their strengths and minimise their weaknesses
    d. use theory X

29. In the workplace, love _____.

    a. energises employees in their jobs
    b. involves caring for people and work
    c. is motivating
    d. all these choices

30. Personal vision, facing reality and holding creative tension are the components of _____.

    a. perceptual distortion
    b. stereotyping
    c. emotional intelligence
    d. personal mastery

31. The ethical pressures that challenge leaders include _____.

    a. finding new products and services to remain competitive
    b. doing the right thing despite pressure to increase profits
    c. carrying out the leadership vision
    d. selecting employees with the right technical skills

32. Specific characteristics such as _____ enable leaders to behave morally in the face of opposition.

    a. ego strength
    b. self-confidence
    c. a sense of independence
    d. all these choices

33. A follower can provide strength to the leader by _____.

    a. submissively following others
    b. contributing to the organization in areas that complement the leader's position
    c. supporting the leader
    d. both supporting the leader and contributing to the organisation in areas that complement the leader's position

34. Many fears _____.

    a. are learnt
    b. prevent people from doing what they want to
    c. are learnt and prevent people from doing what they want to do
    d. are proof of cowardice

35. If a leader's actions and decisions contradict the best interests of the organisation, effective followers _____.

    a. take a stand
    b. follow the leader
    c. sacrifice their personal integrity
    d. follow passively

36. Effective interdependence includes _____.

    a. authority
    b. knowledge
    c. power
    d. empathetic listening

37. Effective feedback describes all EXCEPT _____.

    a. why the leader thinks there is a need for improvement
    b. the nature of the leader-follower relationship
    c. the precise behaviour and its consequences
    d. why the leader wither approves of the behaviour

38. Synergy is the combined action that occurs when people _____.

    a. renew the physical, mental, spiritual and social aspects of their lives
    b. work together to create new alternatives and solutions
    c. blame others
    d. focus on preserving and enhancing relationships

39. The alienated follower _____.

    a. is active in the organisation
    b. is a passive, yet independent, critical thinker
    c. does not try to avoid risk or conflict
    d. does not utilise critical thinking skills

40. Each assignment contributes _____% towards the year mark.

    a. 10
    b. 20
    c. 50
    d. 75

9.4.4 Assignment 02: Only for Semester 2

Please answer the following 40 X questions based on Learning Units 1 - 3 in the online study material and Tutorial Letter 101/2018 on the MARK READING SHEET and submit by the due date specified in paragraph 9.2.2 above. Note: You may submit this assignment by post or electronically via myUnisa or by cell phone. See the brochure *Study @ Unisa* for more detail in this regard.

Each of the following multiple-choice questions has alternatives from which you need to choose ONLY ONE answer. Only one answer is thus correct. Choose the alternative which you think is correct and fill in the MARK READING SHEET according to its instructions. Do not choose more than one alternative, as you will then be allocated a mark of zero for that question, even if one of the chosen alternatives was correct. Each answer counts one mark. Note that the Mark Reading Sheet has alternatives 1 – 5 for each question, while the multiple-choice questions below have alternatives a – d. In this case a = 1, b = 2, c = 3 and d = 4 on the Mark reading Sheet.

1. Which of the following Tutorial Letters contain the assignment questions for this module?

    a. Tutorial Letter 301
    b. Tutorial Letter 201
    c. Tutorial Letter 101
    d. all of the above

2. Charismatic leadership is included under _____.

    a. behavioural theories
    b. influence theories
    c. rait theories
    d. contingency theories

3. Whereas management calls for keeping an eye on short-term results, leadership means keeping an eye on all EXCEPT _____.

    a. a compelling vision
    b. the long-term future
    c. the horizon
    d. the bottom line

4. Leadership vision is _____.

    a. a picture of the future
    b. a desired future
    c. an ambitious view of the future
    d. all of these choices

5. A learning leader emphasises _____.

    a. stability
    b. relationships
    c. competition within the organisation
    d. rational management

6. Your lecturer/s for this module is/are _____.

    a. Ms W Zumba
    b. Prof Von der Ohe
    c. Mr V Muleya
    d. Dr Khumalo

7. Self-directed teams _____.

   a. use strict top-down control
   b. do not share power
   c. break down boundaries between departments
   d. have structured jobs and work processes

8. Entrepreneurs are _____.

   a. autocratic leaders
   b. leaders of innovation and change
   c. not risk takers
   d. “high-high” leaders

9. Leaders can develop performance and productivity gains if they _____.

   a. use an operational role
   b. develop positive relationships one-on-one with each subordinate
   c. are independent
   d. maintains the status quo

10. Many people think a leader has _____.

    a. to be “all things to all people”
    b. to handle any problem that comes along
    c. both to be “all things to all people” and to handle any problem that comes along
    d. to maintain the status quo

11. To use Fiedler’s Contigency Theory, a leader needs to know _____.

    a. whether his leadership style is relationship oriented
    b. whether his leadership style is task oriented
    c. the organizational situation
    d. all of these choices

12. Highly educated, professional subordinates who know their tasks do not need a leader. This is an example of _____.

    a. path-goal theory
    b. the readiness level of subordinates
    c. a substitute for leadership
    d. participative leadership

13. Team management is _____.

    a. considered the most effective style
    b. recommended because organization members work together to accomplish tasks
    c. used when efficiency in operations is the dominant orientation
    d. both recommended because organisation members work together to accomplish tasks *and* considered the most effective style

14. “High-high” leadership behaviour is generally considered desirable because _____.

    a. leaders display concern for both people and production
    b. leaders will meet people-oriented and task-oriented needs simultaneously
    c. leaders display concern for both people and production and leaders will meet people-oriented and task-oriented needs simultaneously
    d. task-oriented behaviour is associated with higher productivity

15. In today’s multigenerational workplace, with people of widely different ages and readiness levels working side-by-side, many leaders find that they have to use _____ style.

    a. the selling
    b. telling
    c. the delegating
    d. multiple

16. The Vroom-Jago model added _____.

    a. concern for time constraints
    b. concern for production
    c. concern for follower development
    d. both concern for time constraints and concern for follower development

17. In terms of Hersey and Blanchard’s model, the delegating style can be effective _____.

    a. when followers lack experience and education
    b. when followers have poor ability and skills
    c. when followers are at a moderate readiness level
    d. when followers have very high levels of education, experience and readiness

18. Researchers have observed that leaders frequently behave situationally – that is, _____.

    a. they adjust their leadership style
    b. factors in the situation change leadership style
    c. leaders do not change leadership style
    d. both they adjust their leadership style and factors in the situation change leadership style

19. Contingency approaches can best be described as _____.

    a. leadership styles that seek to delineate the characteristics of situations
    b. leadership styles appropriate for one situation which may not work in another
    c. leadership traits or behaviours that can improve performance in all situations
    d. leadership styles that seek to delineate the characteristics of situations as well as leadership styles appropriate for one situation which may not work in another

20. Hersey and Blanchard’s situational theory focuses on _____.

    a. the characteristics of followers as an important element of the situation
    b. the readiness of the leader
    c. the characteristics of the leader
    d. whether the situation is favourable or unfavourable to the leader.

21. Which one of the following is NOT a diagnostic question in the Vroom-Jago contingency model? _____.

    a. how significant is this decision for the project or organization?
    b. how skilled and committed are group members to working together as a team to solve problems?
    c. how important is subordinate commitment to carrying out the decision?
    d. what decision making style does the leader use?

22. Researchers found that with regard to CEOs in turnaround situations – where companies must improve results quickly _____.

    a. relationship skills were more valuable leader qualities
    b. teamwork was the most valuable leader quality
    c. task-focused characteristics were more valuable leader qualities
    d. analytical skills were not valuable leader qualities

23. The job-centred leader focuses on _____.

    a. accomplishing tasks
    b. the human needs of their subordinates
    c. efficiency
    d. both accomplishing tasks and efficiency

24. The Big Five personality dimensions do NOT include _____.

    a. extroversion
    b. emotional stability
    c. openness to experience
    d. education

25. The Myers-Briggs type indicator (MBTI) _____.

    a. expresses the belief that workers dislike their jobs
    b. suggests that leaders have specific traits
    c. is a personality test that measures how individuals solve problems
    d. determines whether a situation is favourable or unfavourable

26. The degree to which a person has a broad range of interests and is imaginative, creative and willing to consider new ideas is called _____.

    a. emotional stability
    b. extroversion
    c. agreeableness
    d. openness to experience

27. A trait that is closely related to authoritarianism is _____.

    a. theory Y
    b. agreeableness
    c. charisma
    d. dogmatism

28. By understanding their MBTI type, leaders can learn to _____.

    a. select workers with certain traits
    b. avoid the fundamental attribution error
    c. maximise their strengths and minimise their weaknesses
    d. use theory X

29. When the perceiver develops an overall impression of a person or situation based on one characteristic, _____ occurs.

    a. projection
    b. perceptual defence
    c. the halo effect
    d. external attribution

30. People tend to overestimate the contribution of internal factors to their success and overestimate the contribution of external factors to their failures. This tendency is called _____.

    a. self-serving bias
    b. stereotyping
    c. fundamental attribution error
    d. attribution theory

31. Personal values affect how leaders perceive all of the following EXCEPT _____.

    a. situations
    b. authoritarianism
    c. problems
    d. opportunities

32. Specific characteristics such as _____ enable leaders to behave morally in the face of opposition.

    a. ego strength
    b. self-confidence
    c. a sense of independence
    d. all these choices

33. Some researchers suggest that _____ more than cognitive ability drives our thinking and decision making, as well as our interpersonal relationships.

    a. education
    b. emotion
    c. vision
    d. neutralisers

34. Many fears _____.

    a. are learnt
    b. prevent people from doing what they want to
    c. are learnt and prevent people from doing what they want to do
    d. are proof of cowardice

35. Servant leadership can best be described as the belief that _____.

    a. leaders are deeply accountable to others
    b. employee participation should be increased through teams
    c. self-interest should be replaced by serving the needs of others
    d. power, purpose and privilege reside with those at the top of the organisation

36. Synergy is the combined action that occurs when people _____.

    a. renew the physical, mental, spiritual and social aspects of their lives
    b. work together to create new alternatives and solutions
    c. blame others
    d. focus on preserving an enhacing relationships

37. Supportive coaching does NOT involve _____.

    a. asking questions
    b. serving as a resource
    c. helping others create their own solutions
    d. telling a person what needs to be done

38. Assumptions can be dangerous because _____.

    a. people tend to accept them as the truth
    b. they cannot be changed
    c. they can be changed
    d. people lack self-management

39. A leader who is achievement-oriented might assume that subordinates are also achievement-oriented. This perceptual distortion is called _____.

    a. the halo effect
    b. projection
    c. intuition
    d. stereotyping

40. Each assignment contributes _____% towards the year mark.

    a. 10
    b. 20
    c. 5 0
    d. 75

10 EXAMINATIONS

This module is offered in a semester period of **fifteen weeks.** This means that if you are registered for the first semester, you will write the examination in May/June 2018. If you are registered for the second semester you will write the examination in October/November 2018.

During the semester in which you are registered for this module, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times. You can also consult your *Study @ Unisa* brochure.

The pass mark is 50%. If you do not pass but obtain at least 40%, you will be admitted to the supplementary examination. If you fail with less than 40%, however, you will have to register for this module again.

The two-hour examination will consist of 25 multiple-choice questions (MCQs) and a case study for 50 marks. The total is thus 75. Furthermore, all the Multiple Choice questions asked in the examination will be taken out of the multiple-choice assessments at the end of each Learning Unit in the online study material. It is thus in your own interest to work through these assessment questions.

The examination questions will be answered on a mark-reading sheet (MCQs) as well as in an examination answer book (written case study)

11 OTHER ASSESSMENT METHODS

There are no other assessment methods for this programme

12 FREQUENTLY ASKED QUESTIONS

Please refer to the *Study @ Unisa* brochure which contains an A-Z guide of the most relevant study information.

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