

### Module 3: Leadership

Subject Outcomes	Assessment Standards	Learning Outcomes
<p>1. Describe the different leadership styles with reference to interaction between a leader and a team</p>	<p>Different leadership styles are described with the reference to interaction between a leader and a team</p>	<ul style="list-style-type: none"> <li>▪ Define leadership;</li> <li>▪ Describe the different leadership styles (authoritarian, democratic, laissez-faire, humanistic);</li> <li>▪ Discuss each leadership style in relation to the associated behaviour;</li> <li>▪ Describe principles of leadership as formal measure of performance of a group effort.</li> </ul>
<p>2. Describe the relationship between the follower and the leader within different contexts as per the range statement. 3. Identify how the role of leader impacts on the relationship between the leader and other members.</p>	<p>The relationship between the follower and a leader is described for different contexts. Range: Sports and recreation, voluntary organizations, community projects, study, work and personal life</p>	<ul style="list-style-type: none"> <li>▪ Indicate, within different contexts as per the range statement, how a leader can empower and dis-empower members of a group;</li> <li>▪ Define: Neutrality, unfair influence and favoritism;</li> <li>▪ Describe behaviour patterns of individuals in these given contexts;</li> <li>▪ Identify and explain the role of leader within the context of the above definitions;</li> <li>▪ Explain how the leadership style can impact on the relationships and performance of the team.</li> </ul>

<b>Subject: Life Orientation Level 3</b>				
<b>Module Name: Leadership</b>				
<b>Subject Outcome 1:</b>	<b>Module</b>	<b>Exercises</b>	<b>Assessment methods</b>	<b>Portfolio of Evidence Activity</b>
<b>Describe the different leadership styles with reference to interaction between a leader and a team</b>	<b>Module 3</b>			
<b>Learning Outcome 1</b>				
Define leadership	<b>Unit 1:</b> Definitions of leadership	Learner @play.learn: Follow the leader	Test based Assessment Activity 1: Leader, oh lead!  <b>Module Assessment:</b> Role-play Knowledge Test	Assessment Activity 1: Leader, oh lead! <b>Module Assessment:</b> Roleplay Knowledge Test
<b>Learning Outcome 2</b>				
Describe the different leadership styles (authoritarian, democratic, laissez-faire, humanistic)	<b>Unit 1:</b> Different leadership styles	Discover and Learn 1: Leadership styles!	Test based Assessment Activity 1: Leader, oh lead!  <b>Module Assessment:</b> Role-play Knowledge Test	Assessment Activity 1: Leader, oh lead!  <b>Module Assessment:</b> Roleplay Knowledge Test
<b>Learning Outcome 3</b>				

Discuss each leadership style in relation to the associated behaviour	<b>Unit 1:</b> Different leadership styles	Assessment Activity 1: Leader, oh lead!	Test based Assessment Activity 1: Leader, oh lead! <b>Module Assessment:</b> Role-play Knowledge Test	Assessment Activity 1: Leader, oh lead! <b>Module Assessment:</b> Roleplay Knowledge Test
<b>Learning Outcome 4</b>				
Describe principles of leadership as formal measure of performance of a group effort	<b>Unit 1:</b> Principles of leadership	Discover and Learn 2: Discussing leadership!	Test based Assessment Activity 1: Leader, oh lead! <b>Module Assessment:</b> Role-play Knowledge Test	Assessment Activity 1: Leader, oh lead! <b>Module Assessment:</b> Roleplay Knowledge Test
<b>Subject Outcomes 2 and 3:</b>				
<b>Describe the relationship between the follower and the leader within different contexts as per the range statement. Identify how the role of leader impacts on the relationship between the leader and other members.</b>	<b>Module 3</b>			
<b>Learning Outcome 1</b>				

Indicate, within different contexts as per the range statement, how a leader can empower and dis-empower members of a group	<b>Unit 2:</b> Relationships in teams!	Discover and Learn 3: Leadership week! Discover and Learn 4: Great teams have great leaders! Discover and Learn 5: Empowerment or not?	Test based Assessment Activity 2: Behaviour, behaviour!  <b>Module Assessment:</b> Role play Knowledge Test	Assessment Activity 1: Behaviour, behaviour!  <b>Module Assessment:</b> Role play Knowledge Test
<b>Learning Outcome 2</b>				
Define: Neutrality, unfair influence and favouritism	<b>Unit 2:</b> Influence of Leadership Styles and Behaviour	Discover and Learn 6: Leaders in your life! Discover and Learn 7: How do I lead!	Test based Assessment Activity 2: Behaviour, Behaviour!  <b>Module Assessment:</b> Role-play Knowledge Test	Assessment Activity 1: Behaviour, behaviour!  <b>Module Assessment:</b> Roleplay Knowledge Test
<b>Learning Outcome 3</b>				
Describe behaviour patterns of individuals in these given contexts		Discover and Learn 6: Leaders in your life! Discover and Learn : How do I lead!	Test based Assessment Activity 1: Behaviour, Behaviour!  <b>Module</b>	Assessment Activity 1: Behaviour, behaviour!  <b>Module Assessment:</b>

			<b>Assessment:</b> Role-play Knowledge Test	Roleplay Knowledge Test
<b>Learning Outcome 4</b>				
Identify and explain the role of leader within the context of the above definitions	<b>Unit 2 &amp; 3:</b>	Discover and Learn 6: Leaders in your life! Discover and Learn 7: How do I lead!	Test based Assessment Activity 2: Behaviour, Behaviour!  <b>Module Assessment:</b> Role-play Knowledge Test	Assessment Activity 1: Behaviour, behaviour!  <b>Module Assessment:</b> Roleplay Knowledge Test
<b>Learning Outcome 5</b>				
Explain how the leadership style can impact on the relationships and performance of the team			Test based Assessment Activity 2:Behaviour, Behaviour!  <b>Module Assessment:</b> Role-play Knowledge Test	Assessment Activity 1: Behaviour, behaviour!  <b>Module Assessment:</b> Roleplay Knowledge Test

**1. Tips for you!**

Leaders have been with us since history began. Not everybody aspires to lead but much can be done to bring out the leadership qualities that lay dormant in your students. You can assist your students to identify and develop their leadership skills.

You will enjoy assisting your students to develop their leadership skills so that they will be able to influence others to reach their full potential and goals.  
Enjoy it!!

## 2. Guidelines for Activities

### 2.1 Unit 1: Different Leadership Styles

**Life@play.learn: Follow the leader!**

**Game Objective:** To understand the place and importance of leadership in a team or group.

**Equipment needed:** Blindfolds (buy a piece of material and tear it into strips), desks, boxes, tables, chairs, ropes, plants, anything to build an obstacle course inside a hall or classroom.

*OR: This activity can take place outside around trees, shrubs, etc.*

**What will they do?**

**Team members MUST NOT see the course beforehand.**

**Step 1:** Choose teams of 4 or 5 and a team leader.

**Step 2:** Blindfold the team but not the team leader.

**Step 3:** The team must hold hands to stay together.

**Step 4:** The leader must “talk” his team through the course; he/she is not allowed to touch them. The leader talks to the first member, every member guides the one behind him/her. After completing the course a group discussion takes place and you must complete the Activity, Learning Points and Applications document that will be handed to you by your lecturer or facilitator. You can place this document in your PoE.

- Teams discuss their experience and write down learning points coming from the team.
- Each member writes down his or her own personal learning points.
- Write down how you are going to apply what you have learned.

**Possible learning points:**

**Experiences can be:** felt hopeless, someone else is in control, have to believe and trust the leader, trust the person in front of you, lead the person behind you, rely on each other, listen to leader, must have leader, must work together, there must be vision, listen to team members, ask questions if you don't know, etc.

**Applications:**

**Can be:** learn to trust, must listen, lead other people like the person behind me, work together

**Media to use:**

Blindfolds, boxes, ropes, Activity, Learning Points and Application form.

### Discover and Learn Activity 1: Leadership styles!

The following leadership styles are associated with the statement in the block.

Statement	Leadership style
1. Leader and members socialise a lot	Humanistic
2. There is good interaction in the group	Democratic
3. These leaders are often seen as lazy	Laissez-faire
4. The leader is focused on the task	Autocratic
5. This style can work in support groups	Laissez-Faire / humanistic
6. The group shares ideas and plans	Democratic
7. People feel part of the team	Democratic
8. People are not loyal and can become negative	Autocratic
9. It is all about the people and not at all the task	Humanistic
10. It works well to coach a sports team	Autocratic
11. Encourage full participation	Democratic
12. They are good listeners	Democratic
13. There is no direction given	Laissez-faire
14. There is good interaction between members and the leader	Democratic
15. He/she encourages the team or group	Democratic
16. Keeps people happy	Humanistic
17. Can cause a lot of frustration	Laissez-faire
18. A business will show a very good profit and satisfied workers	Democratic
19. Very little or no interaction between leader and group or team	Autocratic
20. Members are motivated and enthusiastic	Democratic

### Discover and Learn 2: Discussing leadership

Choose a few good leader from local communities, at college level or people that are currently in the news. Have a class discussion about what qualities and behaviour make great leaders, Students make a list of the qualities of these leaders like integrity, honesty, good leadership, listens to people, democratic leader, laizzes-faire, etc.



Good qualities are:

- Inspiring and motivating to others.
- A good listener.
- A visionary (have long term perspectives).
- Creative and innovative.
- Supportive.
- Assertive.
- Well-spoken.
- Patient.
- Open-minded.
- Fair.
- Consistent.

**He or she should have:**

- Good communication skills.
- Good interpersonal skills.
- Good problem solving skills.
- Integrity.
- Respect for people's views, ideas and cultures.

**He or she must be able to:**

- Acknowledge peoples ideas and skills.
- Trust and support members of the team.
- Acknowledge achievements.
- Get the members to commit to each other and the team.
- Involve every individual in goal setting and problem-solving.
- Give responsibility to members.
- Maintain good relationships in the group
- Provide opportunities for members to get to know each other.
- Make team work enjoyable.
- Keep their team members informed about matters and facts.
- Ensure participation in the team by helping people to see that their ideas are accepted which will make them work hard towards the goal.
- Are quick to give credit and praise where it is due.
- Set standards and maintain them.

**Assessment Activity 1: Leader, oh lead!**

Photocopy and hand the assessment **Handout 1** to the students. It can be found in the section Handouts.

## 2.2 Unit 2: Relationships in teamwork and leadership.

### Discover and Learn 3: Leadership week!

Students bring their pictures and photos to show the class and discuss these leaders and vote for the leader of the week.

### Discover and Learn 4: Great teams have great leaders!

Students read the scenario given and answer the questions that follow. The answers can be:

1. Why do you think the sales figures were low?
  - **Workers were not motivated because the manager does not motivate them. (any appropriate answer)**
  - **They do not share the vision**
  - **Autocratic leader –gives instructions**
2. What behaviour does the manager display towards his sales team?
  - **He gets cross and tells them he will fire them. (any appropriate answer).**
  - **He is negative**
  - **Shouts at them**
3. Quote from the passage why the sales team are not motivated.
  - **“Negative towards them”**
  - **“shouts at them look for another job”**
  - **threatens them**
4. Did the manager empower his team? Give your reasons.
  - **No, does not involve the team, no shared decisions, gives instructions, shows disgust and shouts**
5. What kind of leader is the manager?
  - **Autocratic**
6. If the team is having problems why would they replace the manager (coach)?  
**He does not motivate or inspire them, does not share his vision, does not involve them in teamwork, etc, (any appropriate answer).**

### Discover and Learn 5: Empowerment or not?

Students analyse their group or team experiences and complete the table.

### Discover and Learn 6: Leaders in your life!

Students think of the ‘leaders’ they had or that are still featuring in their lives.

- They write down the type of leadership style.
- They describe the influence they had or are still having on their lives.
- They tick if the impact was positive or negative.

### Discover and Learn 7: How do I lead?

Students analyse their lives and discover their leadership styles.

### Assessment Activity 2: Behaviour, behaviour!

Photocopy **Handout 2** and hand students the case study that they should read and then answer the questions that follow. This is evidence that must be filed in their PoEs.

### **3. Module Assessment: Good Leadership Role-play**

#### **3.1 Role-play:**

1. Divide the class into groups of 4-5.
2. Photocopy **Handout 3** and give it to the students. They should read and follow the instructions to discuss and **write TWO** different scenarios to role-play.

##### **Scenario 1:**

-Demonstrate how a leader can empower the team. They should demonstrate at least 5 ways the leader can empower the team.

-They must also demonstrate the relationship between the leader and the team.

##### **Scenario 2:**

Demonstrate a leadership style.

Demonstrate good leadership principles, qualities and good behaviour.

3. Students will have to act out these role-plays in class or videotape them.
4. They can use scenarios like a meeting or discussions in a sports team/ choir/ at work/ student council meeting/ amongst friends, etc.
5. They should give a short background to their scenario.
6. Everybody **MUST HAVE A ROLE**.
7. Discuss a date and time when they should present their role play.
8. The written dialogue of the two scenarios must be handed in as part of the evidence and assessment of the roleplay.

#### **Evaluation:**

1. Evaluation will be done by peers (other students) as well as the lecturer.
2. This evidence must be filed in their PoE's as evidence of their competency.
3. It is important that all the members of the group should take part in deciding about the scenario and that every member must take part in the role-plays.
4. Add the Educator and Peer Assessments and work out the average.
5. Competency will be if the team has scored at least 5

#### **Remember:**

1. The group will be assessed and every member will be declared competent or not, based on the performance of the group.
2. Their written dialogue will not be assessed for language; the focus is on the content of the role-plays and what they demonstrate.
3. **Peer assessment and educator assessment must be done. You can choose 4 or 5 peers to assess each roleplay.**

### 3.2 Knowledge Test

Students write a knowledge test as part of the Module Assessment.

#### Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

*Competency is achieved with at least a rating of 5*

### 3.3

#### Reflection Time!

Read the following statements and decide if it is TRUE or FALSE.

1. To build a strong team you should make use of member's skills and talents. TRUE
2. Trust is a minor factor in most team situations. FALSE
3. When the whole team achieves success, so will all of its members. TRUE
2. Selecting qualified people who works well with others is not important. FALSE
3. Successful teams have little need for recognition and praise. FALSE
4. People are more productive when they feel a sense of ownership. TRUE
5. The leader does not influence the characteristics and behaviour of the team. FALSE
6. If people are not involved they will be committed to the team. FALSE
7. Teams can operate effectively without a leader. FALSE
8. To favour some members above others, works well. FALSE
9. A leader can empower or dis-empower each member and the team. TRUE
10. A Laissez faire manager is very involved with his team. FALSE
11. A democratic leader 'tells' his team what to do. FALSE

### 3. HANDOUTS

#### Handout 1

#### Assessment Activity 1: Leader, oh lead!

Name: \_\_\_\_\_

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Read the following scenario and answer the questions that follow:

Daniel and Gabrielle have just been appointed as supervisors. During lunch they shared their plans of how they will go about their new tasks.

Daniel said that he wanted to involve his group in day to day planning, organising and problem solving. He feels that individuals need the satisfaction that comes from being involved with setting goals, decision-making, planning, etc. He feels that every member of his team is competent and that they can make important contributions to the effectiveness of the group.

Gabrielle said that she wanted to plan everything that must be done herself. She will work out everything, put it on paper and then provide her group with goals, time schedules and what must be done. This means that she will have the control she needs to get the job done. She feels this will ensure that goals are met.

#### Questions:

1. Which of these supervisors would you rather work for? \_\_\_\_\_ (1)

2. What type of leader is Daniel? \_\_\_\_\_ (2)

Explain why: \_\_\_\_\_

\_\_\_\_\_ (2)

3. What type of leader is Gabrielle? \_\_\_\_\_ (1)

Explain why: \_\_\_\_\_

\_\_\_\_\_ (2)

4. Describe the leadership style that you like: \_\_\_\_\_

\_\_\_\_\_ (4)

5. Describe **two other leadership styles** that you have not mentioned already:

5.1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.2

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(4x2=8)

6. Which leadership style is the better of the 4 styles? \_\_\_\_\_ (1)

**TOTAL: 20**

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
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2	Elementary	30 – 39
1	Not achieved	0 – 29

*Competency is achieved with at least a rating of 5*

**Memo for Assessment Activity 1: Leader, oh lead!**

1. Which of these supervisors would you rather work for?  
**Daniel** (1)
2. What type of leader is Daniel?  
**Democratic / participative** (2)  
Explain why: **because he involves his team members in planning, organising and problem solving.** (2)
3. What type of leader is Gabrielle? **Autocratic** (1)  
Explain why: **She want to do everything herself, does not involve the team, she gives instructions, etc.** (2)
4. Describe the leadership style that you like: **any style that they prefer** (4)
5. Describe the two other leadership styles: **They describe any other two leadership styles that they have not discussed above.** (2x4=8)

**TOTAL: 20**

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
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1	Not achieved	0 – 29

*Competency is achieved with at least a rating of 5* Handout 2

**Handout 2**

**Assessment Activity 2: Behaviour, behaviour!**

Name: \_\_\_\_\_



Read the following case study and answer the questions that follow.

**Case study**

In the team that works for *Not-so-Good Business* there are typists, clerks and secretaries that work for the manager. There have been some problems in this team but also some good team work..... To get the job done David, the manager shuts himself in his office and concentrates on special projects. He does not discuss issues with his team; he gives them orders to follow. He convinces his team that his ideas are right and they must accept it. He expects his staff to support him and gets disappointed if it does not happen. He found three of the team members, two clerks and a secretary, that he could get on with and shared information with them only and gave them an opportunity to give their input. The other members became very upset and formed a group of their own where they influenced each other negatively. The team members started arguing and accusing each other of not passing on information and that some are ignoring them. The manager stormed out of the office and told the one member, Anna, that she is stupid. She burst into tears and stormed out of the office and put a letter of resignation on his table that afternoon. Anna desperately wants a job at *Good Business* where her friend is working because their manager wants them to share ideas and skills and take part in decision making.

1. Which management style does David have? \_\_\_\_\_ (1)

2. Write down a sentence that will support your answer.  
\_\_\_\_\_  
\_\_\_\_\_ (1)

3. Will David's staff support him? \_\_\_\_\_ (1)  
Why not? \_\_\_\_\_  
\_\_\_\_\_ (1)

4. What will you call it if David only talks to three of his team members?  
\_\_\_\_\_ (1)

5. Why did the team start arguing and accusing each other? \_\_\_\_\_ (4)



**Pick the most suitable answers**

- Because they do not trust the leader and each other.
- Because the manager is a good leader.
- Because they like their manager.
- Because they are motivated.
- Because the manager displays bad behaviour.
- They are not motivated.
- They are disempowered.
- They feel needed.

6. What happens to you if you join a negative group?

\_\_\_\_\_ (1)

7. Why does Anna want a job at Good Business?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (2)

8. What kind of leadership style does the manager at Good Business have?

\_\_\_\_\_ (1)

9. When the manager influences the team to take them to higher levels it is called:

**Bad leadership, good leadership, manipulation** (1)

10. Describe the democratic leadership style.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3)

11. Describe the laissez faire leadership style.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3)

**TOTAL 20**

## Memo of Assessment Activity 2: Behaviour, behaviour!

1. Which management style does David have? (1)  
**Autocratic**
2. Write down a sentence that will support your answer. (1)  
**He does not discuss issues with his team,  
He gives them orders to follow.  
He convinces his team that his ideas are right and they must accept it.**
3. Will David's staff support him? **No** (1)  
Why not?  
**He does not allow them to take part  
There is no loyalty, Any appropriate answer**
4. What will you call it if David only talks to three of his team members? (1)  
**Favouritism / bias (any appropriate answer)**
5. Why did the team start arguing and accusing each other? (4)  
**Pick the most suitable answers**
  - a. Because they do not trust the leader and each other.
  - b. Because the manager displays bad behaviour.
  - c. They are not motivated.
  - d. They are disempowered.
6. What happens to you if you join a negative group? (1)  
**You can become negative as well; there will not be good teamwork**
7. Why does Anna want a job at Good Business? (2)  
**-Because the manager wants them to share ideas and skills and  
-take part in decision making.**
8. What kind of leadership style does the manager at Good Business have? (1)  
**Democratic**
9. When the manager influences the team to take them to higher levels is called: (1)  
**Good leadership**
10. Describe the democratic leadership style (3)
  - **Democratic (participative) leaders try to guide rather than direct a group.**
  - **All group members participate in decision-making.**
  - **They are people orientated.**
  - **They guide rather than tell.**
  - **They draw from the pool of their member's strong points.**
  - **They provide direction but the group progresses the way it wishes.**
  - **They share decision making with members of the group.**

- There is an open door policy meaning any staff member is allowed to talk to management.
- Problem solving is effective because there are more ideas (creativity).
- They encourage full participation by all members to share their opinions and ideas.
- They offer *reinforcement* and suggestions for alternative (other) courses.
- They spent time to hear all opinions and ideas.
- They are good listeners.
- They act *empathetically* towards fellow team members.

11. Laissez-faire leadership style: (3)

- Very informal leadership style and can cause a lot of frustration.
- Not effective and not widely used because it is not successful in most cases.
- They exercise little control over their groups or teams, leaving them to sort out their roles.
- They provide only general rules
- He/she leaves the team to tackle their work without taking part.
- They take no *initiative* in directing the group or giving suggestions.
- They provide general rules, goals and guidelines to the team but do not take part in decision making.
- They provide no leadership and are often seen as lazy, weak and inefficient.

(3)

**TOTAL 20**

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
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6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

*Competency is achieved with at least a rating of 5*

### **Handout 3**

#### **Module Assessment: Good Leadership Role-play**

##### **Role-play:**

1. You will be divided into groups of 4-5.
2. Your lecturer or facilitator will instruct you to discuss **write TWO** different scenarios to role-play.

##### **Scenario 1:**

-Demonstrate how a leader can empower the team. You should demonstrate at least 5 ways of how the leader can empower the team.

-You must also demonstrate the relationship between the leader and the team.

##### **Scenario 2:**

Demonstrate a leadership style.

Demonstrate good leadership principles, qualities and good behaviour.

3. You will have to act out these role-plays in class or videotape them.
4. You can use scenarios like a meeting or discussions in a sports team/ choir/ at work/ student council meeting/ amongst friends, etc.
5. Give a short background to your scenario.
6. **PRACTISE YOUR ROLEPLAY!** See to it that everybody knows what to do and say.
7. Your lecturer will give you a date and time when you should present your role play.
8. The written dialogue of the two scenarios must be handed in as part of the evidence and assessment of your roleplay.

##### **Evaluation:**

1. You will be evaluated by your peers (other students watching you) as well as your lecturer.
2. This evidence will be filed in your PoE as evidence of your competency.
4. It is important that all the members of the group should take part in deciding about the scenario and that every member must take part in the role-plays.

##### **Remember:**

1. The group will be assessed and every member will be declared competent or not, based on your performance as a group. Good teamwork will make you competent or not yet competent.
2. You really need to apply what you have learned about teamwork to make this assessment a success. Make sure that all team members take part and do their best.
3. Your written dialogue will not be assessed for language; the focus is on the content of the role-plays and what they demonstrate.

Make use of the Performance Checklist that your lecturer will hand out you to see if you are on the right track with your role-plays.

### Handout 3a

#### PEER ASSESSMENT

Peer Performance Assessment	Mark Allocation	Comments
<b>Scenario 1: Empowerment and relationships</b>		
1. Do we give a short background (what is it about)? (1)		
2. Does everybody have a role to play? (1)		
3. Are there 5 demonstrations of how a leader can empower the team? (1)		
4. Do we display this empowering in the role-play? (1)		
5. What does the leader do to empower the team? <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p style="text-align: right;">(5)</p>		
<b>Scenario 2: Leadership style, qualities, principles and behaviour</b>		
1. Do we give a short background (what is it about)? (1)		
2. Is a leadership style demonstrated? (1)		
3. What is the leadership style demonstrated in the roleplay? (1) Humanistic Democratic Laissez-faire Autocratic		
4. Do we display good behaviour? (1)		
5. Is the influence of the leader's principles and behaviour displayed clearly? (1)		
6. Will people watching be able to identify the leader's qualities? (1)		
7. Do we know our roles? (1)		
<b>Written dialogue</b>		
<b>Scenario 1:</b>		
1. Is there a short background? (1)		
2. Are the roles allocated to each member of the team? (1)		

3. Do we make it clear how a leader can empower the team? (1)		
4. Does the dialogue enable the leader to empower the team? (1)		
5. Is a leadership style demonstrated? (1)		
6. Is the written dialogue ready to be handed in? (1)		
<b>Written dialogue</b>		
<b>Scenario 2:</b>		
1. Is there a short background? (1)		
2. Are the roles allocated to each member of the team? (1)		
3. Is a leadership style demonstrated? (1)		
4. What is the leadership style demonstrated in the roleplay? (1) Humanistic Democratic Laissez-faire Autocratic		
5. Does the leader display good behaviour? (1)		
6. Can you see the influence of the leader's principles and behaviour clearly? (1)		
7. Can we identify the leader's qualities? (1)		
8. Does the group know their roles? (1)		
	<b>Total:</b>	

**TOTAL: 30**

**Competency is achieved with at least a competency rating of 5.**



<b>Scenario 1:</b>		
1. Is there a short background? (1)		
2. Are the roles allocated to each member of the team? (1)		
3. Do they make it clear how a leader can empower the team? (1)		
4. Does the dialogue enable the leader to empower the team? (1)		
Is a leadership style demonstrated? (1)		
Is the written dialogue handed in? (1)		
<b>Written dialogue</b>		
<b>Scenario 2:</b>		
1. Is there a short background? (1)		
2. Are the roles allocated to each member of the team? (1)		
2. Is a leadership style demonstrated? (1)		
3. What is the leadership style demonstrated in the roleplay? (1) Humanistic Democratic Laissez-faire Autocratic		
4. Do they display good behaviour? (1)		
5. Can you see the influence of the leader's principles and behaviour clearly? (1)		
6. Can you identify the leader's qualities? (1)		
7. Did the group know their roles? (1)		

**TOTAL: 30**

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

*Competency is achieved with at least a rating of 5*

**TOTAL: 30**



**Handout 3c**

**Module Knowledge Test**

**Name:** \_\_\_\_\_

**C**

**NYC**

1. Read the following scenario and identify the good and bad qualities of the two leaders. (2x3=6)

There are two team leaders in Serious Business, Peter and Siphon. Peter thinks it is a waste of time to talk to his team because they are not as talented as he is. He decides what to do and instructs them to do certain tasks. Siphon likes to involve his team and are interested in their well being as well.

Good qualities: \_\_\_\_\_  
\_\_\_\_\_

Bad qualities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Are the following statements good qualities that a leader should possess?

**Answer True or False.** (12)

- 2.1 The leader uses only one member's ideas. \_\_\_\_\_
- 2.2 The leader listens to his group. \_\_\_\_\_
- 2.3 The leader talks on his cell phone while a member shares his ideas. \_\_\_\_\_
- 2.4 The leader is very negative about his job. \_\_\_\_\_
- 2.5 It is good to be an autocratic leader. \_\_\_\_\_
- 2.6 A leader should not share his vision with the team or group. \_\_\_\_\_
- 2.7 You can sometimes swear at people when they do not do their job. \_\_\_\_\_
- 2.8 The leader should not be involved with his group. \_\_\_\_\_
- 2.9 You can ignore members of the team that you don't like. \_\_\_\_\_
- 2.10 The leader should take time to build a strong team. \_\_\_\_\_
- 2.11 You don't have to respect everybody's personalities and characteristics \_\_\_\_\_
- 2.12 You should communicate openly and honestly \_\_\_\_\_

3. The leader's leadership style can have a good or bad influence on the team. Mention 7 good qualities that a good leader should have. (7)

4. Mention about 3 ways of behaviour that the leader will display if he or she shows: (9)

Favouritism (3)

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Unfair influence (3)

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Neutrality (3)

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5. Describe the different leadership styles: 4x4=16

Authoritarian leadership style:

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Democratic leadership style:

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Laissez-faire leadership style:

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Humanistic leadership style:

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**TOTAL: 50**

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

*Competency is achieved with at least a rating of 5*

## Memo of Module Knowledge Test

Name: \_\_\_\_\_

C

NYC

### 1. Read the following scenario and identify the good and/or bad qualities of the two leaders.

There are two team leaders in Serious Business, Peter and Siphon. Peter talks to everybody socially but he thinks it is a waste of time to talk to his team because they are not as talented as he is. He decides what to do and instructs them to do certain tasks. Siphon likes to involve his team and are interested in their well being as well. He uses his team to get new ideas and to find solutions to problems that the business might experience.

#### Good qualities:

**Peter: talks to people socially**

**Siphon:**

**Involves his team**

**are interested in their well being**

**He gets new ideas and**

**finds solutions to problems that the business might experience.**

(3)

#### Bad qualities:

**Peter: Waste of time to talk to his team**

**He thinks they are not as talented as he is**

**He decides what to do**

**Instructs the team what to do**

**Siphon: None**

(3)

### 2. Are the following statements good qualities that a leader should possess?

Answer True or False.

- |     |   |   |
|-----|---|---|
| 2.1 | The leader uses only one member's ideas.                            | F |
| 2.2 | The leader listens to his group.                                    | T |
| 2.3 | The leader talks on his cell phone while a member shares his ideas. | F |
| 2.4 | The leader is very negative about his job.                          | F |
| 2.5 | It is good to be an autocratic leader.                              | F |
| 2.6 | A leader should not share his vision with the team or group.        | T |
| 2.7 | You can sometimes swear at people when they do not do their job.    | F |
| 2.8 | The leader should not be involved with his group.                   | F |
| 2.9 | You can ignore members of the team that you don't like.             | F |

- |      |   |   |
|------|---|---|
| 2.10 | The leader should take time to build a strong team.               | T |
| 2.11 | You have to respect everybody's personalities and characteristics | T |
| 2.12 | You should communicate openly and honestly                        | T |
- (12)

3. The leader's leadership style can have a good or bad influence on the team. Mention 7 good qualities that a good leader should have.

- **Inspiring and motivating to others.**
- **A good listener.**
- **A visionary (have long term perspectives).**
- **Creative and innovative.**
- **Supportive.**
- **Assertive.**
- **Well-spoken.**
- **Patient.**
- **Open-minded.**
- **Fair.**
- **Consistent.**

**He or she should have:**

- **Good communication skills.**
- **Good interpersonal skills.**
- **Good problem solving skills.**
- **Integrity.**
- **Respect for people's views, ideas and cultures.**

**He or she must be able to:**

- **Acknowledge peoples ideas and skills.**
- **Trust and support members of the team.**
- **Acknowledge achievements.**
- **Get the members to commit to each other and the team.**
- **Involve every individual in goal setting and problem-solving.**
- **Give responsibility to members.**
- **Maintain good relationships in the group**
- **Provide opportunities for members to get to know each other.**
- **Make team work enjoyable.**
- **Keep their team members informed about matters and facts.**
- **Ensure participation in the team by helping people to see that their ideas are accepted which will make them work hard towards the goal.**
- **Are quick to give credit and praise where it is due.**
- **Set standards and maintain them.**

(Any 7)

4. Mention about 2 ways of behaviour that the leader will display if he or she shows:

**Unfair influence:** (3)

The leader's behaviour will be as follows:

- He/she are biased and discriminate against certain members.
- He/she will over rule the decisions of the team.
- Influences the team to accept only his/her ideas, plans, solutions, etc.
- Uses his/her power to turn the team in the direction he/she wants.
- He/she influences the team to be dishonest and do unethical things.
- He/she can influence the team to do wrongful things.
- He/she will not develop and empower people which are unfair.
- He/she *bribes* people to do favours for them.
- He/she favours certain members above others and shows it openly.
- He/she only listens to certain members.
- He/she only uses certain member's ideas, solutions and skills.
- He/she has a close relationship with certain members.
- He/she allows certain people to break rules but other are penalised.

**Favouritism:** (3)

The leader's behaviour will be as follows:

- He/she favours certain members above others and shows it openly.
- He/she only listens to certain members.
- He/she only uses certain member's ideas, solutions and skills.
- He/she has a close relationship with certain members.
- He/she allows certain people to break rules but other are penalised.

**Neutrality:** (3)

He or she:

- Is not involved, doesn't take part in the team activities.
- Is not interested in who is doing their share and who not in the team.
- Is not interested in the team, what they are doing or in its members.
- Does not support anybody or anything.
- Does not give praise or corrective criticism.
- Does not clarify the roles that team players must fulfil, anybody can do anything!
- Does not lead the team - leaves them to do their own thing.

5. Different leadership styles:

**Authoritarian leadership style:**

- Decisions are usually made and announced without the input or opinions of the team or staff members.
- They are focused on the task that must be done and not so much on the needs and feelings of people involved (task orientated).
- They are often rigid (set in their ideas), unbending and demanding.

- They are not good listeners.
- They are not empathetic (shows no understanding of peoples feelings).

**Democratic leadership style:**

- They are people orientated.
- They guide rather than tell.
- They draw from the pool of their member's strong points.
- They provide direction but the group progresses the way it wishes.
- They share decision making with members of the group.
- There is an open door policy meaning any staff member is allowed to talk to management.
- Problem solving is effective because there are more ideas (creativity).
- They encourage full participation by all members to share their opinions and ideas.
- They offer reinforcement and suggestions for alternative (other) courses.
- They spent time to hear all opinions and ideas.
- They are good listeners.

**Laissez-faire leadership style:**

- They exercise little control over their groups or teams, leaving them to sort out their roles.
- They provide only general rules
- He/she leaves the team to tackle their work without taking part.
- They take no *initiative* in directing the group or giving suggestions.
- They provide general rules, goals and guidelines to the team but do not take part in decision making.
- They provide no leadership and are often seen as lazy, weak and inefficient.

**Humanistic leadership style:**

- They are gentle, kind-hearted, sympathetic and understanding towards their members.
- They are more concerned about the people than the task that must be done.
- They prefer a casual style of leadership.
- They like long discussions.
- They avoid conflict.
- They don't make decisions.

**TOTAL: 50**

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

*Competency is achieved with at least a rating of 5*



#### 4. Bibliography and Websites

These books were used or can be used as resources:

1. Badenhorst JA, Cant MC, Cronje, GJ de J, Du Toit GS, Erasmus BJ, Grobler PA, Kruger LP, Machado R, Marais A de K, Marx J, Strydom JW, *Introduction into Business Management*, 2004, Oxford University Press, South Africa.
2. Cleary S, Harran M, Luck J, Potgieter S, Schekle E, van der Merwe R, Van Heerden, K, *The Communication Handbook*. 2003, Landsdown, Juta & Company
3. Erasmus – Kritzinger L, Swart, Mona V, 2000. *Advanced Communication skills*, Lynwood Ridge, AFRITECH
2. Heim P, Chapman EN, *Learning to lead*, 1990. United States of America, Crisp Publications
3. Louis AA Associates, Inc. The Allen guide for Management Leaders, 1989, *Louis Allen Associates, Inc*, California, U.S.A.
6. Maddox R., *Teambuilding*, 1988. United States of America, Crisp Publications

#### Websites to visit:

*Use the key words “leadership” and you will find websites such as these. Explore them.*

- [www.leadership.info](http://www.leadership.info)
- [www.managementupdate.info](http://www.managementupdate.info)
- [www.secretsofsuccess.com](http://www.secretsofsuccess.com)

## **5. Sample Lesson Presentation**

See PowerPoint Presentation in PowerPoint Presentation folder