242824 FORMATIVE ASSESSMENT

Formative assessment: SO1, AC 1-2 Group activity

Select two of the leaders discussed in the learner guide, or any other two leaders and, in your groups, decide on the qualities and roles that each leader exhibits.

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Develop a definition of leadership as you understand it.

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You have to present your findings to the rest of the class for discussion.

Formative Assessment SO2, AC1-2 Group activity

Discuss the difference between the role and qualities of a leader and a manager.

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How would these roles complement each other in your workplace?

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Discuss responsibility and accountability as it applies to your manager or supervisor: what is s/he responsible for and who does s/he report to?

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Present your findings to the rest of the class for discussion.

Formative Assessment SO3, AC 1-2 Group activity

**Discuss the differences between the different leadership theories:**

How does the traits approach to leadership differ from Blake and Mouton’s managerial grid?

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How does servant leadership differ from transformational leadership?

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How does transformational leadership differ from visionary leadership?

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Give one example of a leader who is/was a:

Servant leader

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Visionary leader

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Transformational leader

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Diagnose the leadership approach of your work team or your study group. How does this approach affect the needs of individuals in the team, as well as the requirements expected of the team?

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Present your findings to the rest of the class for discussion.

### Formative assessments SO4 AC 1-3; SO3 AC 3: Evaluate Leadership

All the following case studies are group activities.

#### Case study 1

Arthur Abrahams is the manager of the data processing department of a medium sized company. He has called a special meeting of his staff.

"Well, I know that we have been up to our ears in work and we have been pushing for a bigger system and more people. Now, we finally have the approval. The system we want is on order, and we can begin bringing in two or three new people in each department. Of course, you know what that means ‑ each of you will have to reorganise."

As Arthur went on to explain the details of the new system and the requirements for the reorganisation, Bob Alien, supervisor of Database Management, and Stephen Clark, supervisor of Systems Design, both had similar thoughts weighing heavily on their minds.

As they left the meeting, Stephen spoke first. "You know, my people are really going to have a problem with this. We've all wanted a new system, but reorganisation is always a problem."

On the day selected for the announcement to be made, Stephen railed his group together. "Well, gang, we have the approval to get the system we've been hoping for. It will mean some reorganisation of our department, and here's how we'll do it."

At this point Stephen handed out a new organisation chart and showed each person in the department their new function and reporting structure.

"Are there any questions?" he asked.

After answering a few questions about the technical details of the system, he closed the meeting by saying, "Here are copies of your current project assignments. You can begin exchanging files and status reports of the projects you are working on whenever you like."

At the same time Bob Alien had called his department together. 'Well, it's official; we got the new system we've been hoping for. It doesn't have all the features you recommended, but I think that it will still work well for us. Of course, this means that we will have to do some reorganising in the department. Here is a list of projects we are working on now, or which are projected for the new system. It looks like they fall into four major areas."

During the discussion, several of Bob's people made comments.

After the meeting, Bob spent some time deciding how his area should be organised. Then, one by one, he called his people in to show them the new organisation and discussed it with them. He answered questions about their individual duties and responsibilities. Bob then diarised another meeting to make the new organisation announcements official, and to discuss plans for the immediate future.

The reorganisation and preparation for the new system went smoothly in both Stephen and Bob's departments.

For each of the following questions about the leadership qualities of the supervisors Stephen and Bob, indicate with a tick for Stephen or a tick for Bob which supervisor you feel:

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| Activity | Stephen | Bob |
| Took the least amount of time to put the organisational changes into effect |  |  |
| Offered the greater opportunity for his people to participate in the decision-making process. |  |  |
| Received the better understanding of the changes from his people |  |  |
| Received the greater opposition to the changes from his people? |  |  |
| Received the most cooperation from his people? |  |  |
| Has the higher morale as a result of the changes? |  |  |
| Will now get the greater productivity from his people? |  |  |
| Who acted in the best company interests? |  |  |
| Which supervisor got the most satisfaction? |  |  |

Discuss the roles and qualities of leadership that each leader exhibited.

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What leadership style do you think each leader used?

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Prepare a presentation of your findings to discuss with the rest of the class.

#### Case study 2

Select a current prominent political or business leader in South Africa today. Analyse the style of leadership of this person to decide which leadership s/he adopts. Is this person a good role model to the rest of the country? What effect does his/her leadership style have on the rest of the country?

Compare this person’s leadership style with that of Nelson Mandela. Who is the better role model? Who is the better leader in your opinion? Why do you think this?

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#### Case study 3

Select a manager from your organisation.

Analyse the style of leadership of this person to decide which leadership s/he adopts. Is this person a good role model to the rest of the country? What effect does his/her leadership style have on the rest of the country?

Compare this person’s leadership style with that of the person from case study 2. Who is the better role model? Who is the better leader in your opinion? Why do you think this?

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#### Group discussion

Refer to case study 3

Evaluate the impact of this manager’s leadership style against the requirements of the organisation you work for:

* Does this leadership technique improve teamwork in your team?
* Does this leadership technique assist the team with meeting deadlines?
* Does this leadership technique improve relations within the team?
* Does this leadership technique improve cooperation between teams and departments?
* Do you feel this manager has the of welfare of the organisation as well as the team at heart?

Evaluate the practical application of this management technique against the theory of this technique. Does the practical application achieve what is stated in theory?

What corrective actions do you think can be taken to improve the effectiveness of individuals in the team and the team as a whole?

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Individual Exercise: self-assessment

#### Are you a good leader?

Are you a good leader?

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| **Please complete this questionnaire by placing a cross (X) in either the ‘yes’ or ‘no’ box. You need not show the answers to anyone else so you can be brutally honest!** | **YES** | **NO** |
| I set aside planned time for talking with the people I am responsible for – and do it. |  |  |
| Before taking any significant decision I always the people who will be affected. |  |  |
| I listen patiently and sympathetically to any of my staff who has a problem and I give support. |  |  |
| I always obtain the facts before taking a decision- even if the fact-finding is something of a bore |  |  |
| I suppress my natural instinct to oppose new ideas and always give them proper consideration. |  |  |
| My staff regularly come to me with new ideas. |  |  |
| There is a history of successful change which I can point to in my area of responsibility. |  |  |
| I have a regular programme of self-development. For example, learning new skills or technology and can list my learning achievements over the past two years. |  |  |
| There is a written development and training plan for all the people who report to me. They are all aware of it and I monitor progress regularly. |  |  |
| The work in my area is carried out in a systematic way. The systems are reviewed at regular intervals with the people concerned. |  |  |
| Both I and my subordinates have clear objectives and plans to achieve them. Objectives and plans are reviewed regularly. |  |  |
| All my people know what my personal objectives are and the reason for them. |  |  |
| All objectives and plans have been put together with the involvement of the people affected. |  |  |
| I never brush aside problems, dump them on someone else or just ignore them. |  |  |
| At least 50 per cent of my time is spent on managing my team rather than technical work. |  |  |
| I have learned and evaluated management techniques such as appraisal, delegation, objective setting and analytical methods and apply them when appropriate. |  |  |

Now add up the number of crosses in the ‘Yes’ boxes

The results of your score

* If you have scored sixteen out of sixteen you are either kidding yourself or you are the world’s most balanced leader.
* Anything over twelve is a very good score but clearly there is room for improvement.
* A score of less than eight suggest that you have a long way to go.

#### Analyse your boss

Having done this self-check you can now repeat the process in respect to your boss. How does he or she match up? The chances are that you will find much to criticise – and that is likely to reflect how your subordinates also see you! Few of us can afford to be complacent.

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| **Please complete this questionnaire by placing a cross (X) in either the ‘yes’ or ‘no’ box. This questionnaire applies to your boss.** | **YES** | **NO** |
| I set aside planned time for talking with the people I am responsible for – and do it. |  |  |
| Before taking any significant decision I always the people who will be affected. |  |  |
| I listen patiently and sympathetically to any of my staff who has a problem and I give support. |  |  |
| I always obtain the facts before taking a decision- even if the fact-finding is something of a bore |  |  |
| I suppress my natural instinct to oppose new ideas and always give them proper consideration. |  |  |
| My staff regularly come to me with new ideas. |  |  |
| There is a history of successful change which I can point to in my area of responsibility. |  |  |
| I have a regular programme of self-development. For example, learning new skills or technology and can list my learning achievements over the past two years. |  |  |
| There is a written development and training plan for all the people who report to me. They are all aware of it and I monitor progress regularly. |  |  |
| The work in my area is carried out in a systematic way. The systems are reviewed at regular intervals with the people concerned. |  |  |
| Both I and my subordinates have clear objectives and plans to achieve them. Objectives and plans are reviewed regularly. |  |  |
| All my people know what my personal objectives are and the reason for them. |  |  |
| All objectives and plans have been put together with the involvement of the people affected. |  |  |
| I never brush aside problems, dump them on someone else or just ignore them. |  |  |
| At least 50 per cent of my time is spent on managing my team rather than technical work. |  |  |
| I have learned and evaluated management techniques such as appraisal, delegation, objective setting and analytical methods and apply them when appropriate. |  |  |