1. The groups will be announced by your lecturer. Ensure that you know to which group you were allocated. Share contact details with one another in the groups and arrange that you meet regularly in order to distribute responsibilities and deadlines. Communicate regularly through Whatsapp, e-mail or sms communications networks.

2. The lecturer will divide the FT class into 5 (FIVE) groups. The PT class will likewise also be divided into five groups.

3. The FT groups (F to J) and PT groups (A to E) will function as independent teams.

4. Students from both the FT & PT modalities whose names appear on the NUST ITS system immediately after the conclusion of the normal registration period will be considered for membership to the six respective FT or PT groups.

5. Students who change between the FT and PT modalities after the finalisation of the normal registration period will remain as members of their originally allocated groups (alternatively, as agreed by bilateral e-mail confirmation between lecturer and student).

6. A student who registers late has the responsibility to notify the lecturer by email of his/her registration status. The lecturer will allocate the student on an *ad hoc* basis to any of the relevant six groups.

7. It remains the responsibility of the respective groups to distribute or allocate group functions to respective group members (fairly) according to the group assignment instructions. The lecturer will not intervene in this dynamic process.

8. Group members who do not comply or perform according to their respective group responsibilities would sacrifice their group assignment marks (or portions thereof) as determined by a majority group/team decision.

9. Read, comprehend and summarise the key issues of team dynamics from the following journal articles on “team dynamics”:


10. Evaluate each of your team members and characterize each in terms of Belbin’s team roles. Distribute and allocate team tasks associated with your assignment to each individual team member according to the guidelines provided by Belbin’s team dynamics and characterization.

11. Suggest and justify an ideal SME Leadership Model (according to your group’s perspectives) which could ideally consist out of any combination of factors from the following leadership models (LM): Self-leadership LM; Charismatic LM; Transformational LM; Transactional LM and Entrepreneurial LM. Each group should be able to respond to questions regarding the suggested Leadership Model within group context as well as individually.

12. The theoretical foundation for this assignment should be based on the prescribed journal articles available on the Moodle platform, other course related contents and discussions during scheduled lectures.

13. Additionally, each group should familiarise themselves with the typical questions and answers from the following listed journal articles:

**Bank of Namibia Report (2010)**
- Characterise and evaluate the typical Namibian SME owner-manager according to: access to finance; gender; education & qualifications; culture; location (region); industry; support systems (banking/government/marketing/societies/etc.); import/export activities; formal/informal businesses; paying tax; number of employees; NEEEF;...etc...
- Characterise and evaluate the contemporary Namibian market conditions for SMEs (all aspects regarding the market...customers; competitors; suppliers; government regulation; social values; economic conditions; technology access and performance...).

**Campbell (2007)**
- Describe the components of Campbell’s holistic leadership model and how they are related to each other.
- Express the interconnectedness of the components of Campbell’s holistic leadership model by means of a descriptive illustration.
- Define authentic leadership.
- Discuss the role of cognition in Campbell’s holistic leadership model.
- Define the attribution theory.
- Discuss the role of spirituality in Campbell’s holistic leadership model.
- Discuss the role of emotion in Campbell’s holistic leadership model.
- Discuss the role of relationships in Campbell’s holistic leadership model.
- Discuss the role of behaviour in Campbell’s holistic leadership model.
Carmeli et al. (2006)

- Define self-leadership.
- Describe how the three complementary cognitive and behavioural strategies of self-leadership interact in order to achieve favourable outcomes.
- Define innovative behaviour.
- Describe the three stages of creative self-leadership.
- Discuss how self-leadership could influence innovative behaviour.

Chung et al. (2011)

- Define self-leadership.
- Define charismatic leadership.
- Discuss how self-leadership and charismatic leadership could benefit change in an organisation.
- Discuss why the self-leadership and charismatic leadership styles are effective in turbulent and highly volatile environments.

Courtney et al. (2007)

- What are the key elements that will help knowledge-worker teams become effective or successful in complex and changing environments?
- Define the elements of the Dynamic Organic Transformational team model.
- Explain how the Dynamic Organic Transformational team model could improve a team’s strive for excellence, success and peak performance.

DiLiello & Houghton (2006)

- Distinguish between the creative potential and creative behaviour of an individual.
- Describe how the components of Amabile’s (1988, 1996) creativity model contribute towards creative behaviour.
- Describe how the components of Woodman and Schoenfeldt’s (1989) creativity model contribute towards creative behaviour.
- Describe how the components of Ford’s (1996) creativity model contribute towards creative behaviour.
- Discuss the similarities of Amabile’s (1988, 1996); Woodman et al.’s (1993) and Ford’s (1996) creativity models relative to that of the Manz & Sims (2001) self-leadership model. Tabulate the mentioned similarities. What benefits could be derived from these similarities?

Dionne et al. (2004)

- Which market conditions require transformational leadership to improve team performance?
- Discuss the characteristics of an ideal team performance.
- Discuss cohesion, communication and conflict management as teamwork processes.
What is transformational leadership?
Describe how transformational leadership could influence teamwork processes.

Finsterwalder & Tuzovic (2010)

- Distinguish between three ways to define a group (or a team).
- Tabulate the group dynamics in a group service experience in order to distinguish between the different phases of team formation, group task activities and group social structure.

Fisher et al. (2000)

- Distinguish between the eight “natural” team roles within teams according to Belbin’s (1981) theory.

Fisher et al. (2001)

- How do power and control influence team performance? Consider advantages and disadvantages of leader styles or personalities to answer this question.

GEM Report 2015/2016

- Characterise global and national market conditions and entrepreneurial requirements as a backdrop for an effective SME leadership model.

Ha-Brookshire (2009)

- Smaller entrepreneurial firms have more advantages with regards to speed, flexibility and niche filling capabilities in fast changing and competitive market environments. What, according to your own perceptions, is the role of the entrepreneurial leader in this context?

Hay & Hodgkinson (2006)

- What are the four chronological phases of leadership theory according to Bryman (1996)?
- Distinguish between the systems-control and process-relational perspectives of leadership in a tabular format.

Horner (1997)

- Discuss the link between leadership and motivation to act.
- Distinguish between the transformational, transactional and self-leadership models.
- What are the characteristics of a typical leader?
- Which team leadership behaviours are important for team performance?
Jauch (2010)
- Characterise the Namibian SME market environments.

Marcketti & Kozar (2007)
- Explain what is meant by the term relational leadership.
- What are the components of a relational leadership framework?
- Discuss the beliefs, strategies and skills of relational leadership.

Neck & Houghton (2006)
- Provide an overview of the self-leadership concept.
- What are the criticisms of the self-leadership concept?
- How is self-leadership and self-regulation theory related?
- How is self-leadership and social cognitive theory related?
- What are the relationships between self-leadership, self-management and self-control?
- Describe the relationship between self-leadership and intrinsic motivation.
- Are certain personalities more acceptable to apply self-leadership?
- What kind of outcomes/results/performances could one expect from someone with strong self-leadership skills?

Nzitunga (2009)
- Characterise global and national market conditions and entrepreneurial requirements as a backdrop for an effective SME leadership model.

Oshagbemi (2004)
- Distinguish between the behaviours of young leaders versus the behaviours of older leaders.

Oshagbemi & Gill (2003)
- Distinguish between the behaviours of male leaders versus the behaviours of female leaders.

Papalexandris & Galanaki (2009)
- List the different theories and the related leadership models which are based on these theories.
- What are the similarities between the charismatic, transformational and visionary leadership models?
- Describe the shared leadership model.
- Describe the entrepreneurial leadership model.
Pearce et al. (2003)

- Distinguish between directive, transactional, transformational and empowering leadership models according to the theoretical foundations as well as the typical behaviours associated with each leadership type.
- Define the following theories that are associated with leadership models: Theory X; Expectancy theory; Path-goal theory; Equity theory; Exchange theory; Reinforcement theory; Charismatic leadership theory and Social cognitive theory.

Puplampu (2010)

- What are the “gaps” in contemporary leadership theories from a context point of view?

Robie et al. (2001)

- Discuss the similarities and differences between countries with regards to cultural differences in leadership performance.

Rucinski & Bauch (2006)

- What is the relevance of reflective thought in leadership performance?
- Discuss the ethical and moral leadership phenomenon with special reference to leadership performance.

Schynes & Saunders (2005)

- What are the perceived gender differences with regards to the transformational leadership model?
- Describe how a leader's self-efficacy could influence transformational leadership performance.

Simpson et al. (2012)

- Distinguish between the traditional (current) and a new proposed way to measure small and micro enterprise (SME) performance. Highlight the role of the leader in the new more balanced structure of enterprise performance assessment.

Svensson & Wood (2006)

- Present and defend a typology of leadership effectiveness in organisational performance. Describe the different components in the typology and how this typology could be used and interpreted.

Xeniko & Simosi (2006)

- Describe the effects of transformational leadership and organisational culture on enterprise performance.
14. If any Tables or Figures are to be included in this group assignment, the following formats should be applied:

**Table 1.0: Leadership developments**

<table>
<thead>
<tr>
<th>Emphasis of studies</th>
<th>Approaches</th>
<th>Time period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader personality</td>
<td>Leader traits</td>
<td>1900 – 1950</td>
</tr>
<tr>
<td>Leader behaviour</td>
<td>Leader styles</td>
<td>1980’s</td>
</tr>
<tr>
<td>Leader rationality</td>
<td>Cognitive models</td>
<td>1970’s &amp; 1990’s</td>
</tr>
<tr>
<td>Leader context</td>
<td>Situational leadership</td>
<td>1970’s</td>
</tr>
<tr>
<td>Leader-follower transaction</td>
<td>Transactional leadership</td>
<td>Mid-1970’s</td>
</tr>
<tr>
<td>Leader-follower service process</td>
<td>Servant leadership</td>
<td>1990’s</td>
</tr>
<tr>
<td>Leader-follower influence process</td>
<td>Transformational leadership</td>
<td>Mid-1970’s to date</td>
</tr>
</tbody>
</table>

Source: Adapted from Gonzalez and Guillen (2002: 160).

**Figure 1.0: The effect of feelings on important human functions**

Source: Adapted from George (2000: 1029-1030).
15. The different groups will present the questions/answers to the journal articles listed next to each group in the table below. Each group has to answer the questions related to the following articles apart from a set of group specific journal articles: Bank of Namibia Report (2010); Campbell (2007); DiLiello & Houghton (2006); GEM Report 2015/2016; Papalexandris & Galanaki (2009); Pearce et al. (2003).

<table>
<thead>
<tr>
<th>Full Time students</th>
<th>Part-Time students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grp G: Bank of Namibia Report (2010); Campbell (2007); DiLiello &amp; Houghton (2006); GEM Report 2015/2016; Papalexandris &amp; Galanaki (2009); Pearce et al. (2003); Courtney et al. (2007); Dionne et al. (2004); Finsterwalder &amp; Tuzovic (2010); Fisher et al. (2000); Fisher et al. (2001).</td>
<td>Grp B: Bank of Namibia Report (2010); Campbell (2007); DiLiello &amp; Houghton (2006); GEM Report 2015/2016; Papalexandris &amp; Galanaki (2009); Pearce et al. (2003); Courtney et al. (2007); Dionne et al. (2004); Finsterwalder &amp; Tuzovic (2010); Fisher et al. (2000); Fisher et al. (2001).</td>
</tr>
<tr>
<td>Grp H: Bank of Namibia Report (2010); Campbell (2007); DiLiello &amp; Houghton (2006); GEM Report 2015/2016; Papalexandris &amp; Galanaki (2009); Pearce et al. (2003); Carmeli et al. (2006); Chung et al. (2011); Dionne et al. (2004); Hay &amp; Hodgkinson (2006); Horner (1997); Marchetti &amp; Kozar (2007); Neck &amp; Houghton (2006); Puplampu (2010).</td>
<td>Grp C: Bank of Namibia Report (2010); Campbell (2007); DiLiello &amp; Houghton (2006); GEM Report 2015/2016; Papalexandris &amp; Galanaki (2009); Pearce et al. (2003); Carmeli et al. (2006); Chung et al. (2011); Dionne et al. (2004); Hay &amp; Hodgkinson (2006); Horner (1997); Marchetti &amp; Kozar (2007); Neck &amp; Houghton (2006); Puplampu (2010).</td>
</tr>
</tbody>
</table>

16. Group presentation dates:

<table>
<thead>
<tr>
<th>Grp F</th>
<th>Grp A</th>
</tr>
</thead>
<tbody>
<tr>
<td>18th April</td>
<td>19th April</td>
</tr>
<tr>
<td>Grp G</td>
<td>Grp B</td>
</tr>
<tr>
<td>20th April</td>
<td>21st April</td>
</tr>
<tr>
<td>Grp H</td>
<td>Grp C</td>
</tr>
<tr>
<td>25th April</td>
<td>26th April</td>
</tr>
<tr>
<td>Grp I</td>
<td>Grp D</td>
</tr>
<tr>
<td>27th April</td>
<td>28th April</td>
</tr>
<tr>
<td>Grp J</td>
<td>Grp E</td>
</tr>
<tr>
<td>11th May</td>
<td>12th May</td>
</tr>
</tbody>
</table>

17. Each group’s questions & answers should be typed in MS Word, Font type: Arial; Font size: 12; left and right borders justified; 1.5 spacing. It should have a cover letter containing all the student numbers; surnames & initials of contributing group members.
as well as the group number. It should also be submitted *electronically* to your course coordinator not later than the 15th April 2016 @ 24:00.

18. Each group should also prepare not more than 12 PowerPoint slides on the questions and answers that were prepared above for their presentation. These PowerPoint slides need to be submitted electronically together with the MS Word text on the 15th April 2016 to the course coordinator. Each group will present their respective cases between the 18th April and the 11th May 2016 in class.

19. All group members must be present when their respective cases are presented. Each group member should be prepared to answer all related questions to the development of the case study. Marks will be allocated for the group submission of the assignment as well as for individual responses to questions during the presentation of the case study in class. Group members who are absent from the presentation of their assignment questions/answers will forfeit their individual presentation marks. All other students need to be present when the respective groups present their assignment findings. Any student who fails to attend all the presentations will be penalised when the final year mark is calculated (See the Course Outline and the institutional General Rules & Regulations in this regard).

Course coordinator: Chris van Zyl – cvanzyl@nust.na

Lecturers (FT): Ms Virginia Kaimu

(PT): Mr Hippy Tjivikua