ORGANIZATION LEADERSHIP & DEVELOPMENT QUARTERLY

Centre for Organization Leadership & Development

2020

Professional Membership

Leading Zombies

Pedagogical Interfacing

Responsible Leadership

Welcome to the 2020 OLDQ Edition!

The Organization Leadership & Development Quarterly (OLDQ) adheres to its Editorial Mission and strives to publish scholar-practitioner articles with deep philosophical orientation and transformative value. – *Dr. Justine Chinoperekweyi*

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EDITOR'S NOTE

It is with pleasure that we bring to you the OLDQ Volume 2, Issue 4 during these difficult times of the Covid-19 pandemic. The year 2020 has been marred with disturbing global challenges with negative effects recorded across economic sectors. Through the Organization Leadership and Development Network (OLDN), the mission of OLDQ has been ignited as in such times insightful conversations restore hope and facilitates transformation. As a scholar-practitioner publication, the OLDQ continued to make calls for articles contribution as a way to ensure consistency of our publication efforts. The OLDQ Board conducted two Roundtable meetings during the past 3 months – on 3rd July and 25th September 2020. The Board reinforced the need for Editorial Rigour and committed to uphold the OLDQ Editorial Mission. As highlighted in the previous Edition we are working on the process of *indexing and abstracting* all our publications on numerous databases including Cite Factor, Research Bible, Index Copernicus, Directory of Research Journals Indexing, African Journals Online, Erih Plus, and COPE. The OLDQ Editorial Board is focused on enhancing real scholarship in the field of organization leadership and development.

The Centre for Organization Leadership and Development (COLD) finalized the affiliation agreement with International Society for Organization Development & Change (ISODC). This affiliation strengthens our Editorial Mission as the standards our engagement has been raised. In this Issue, I personally contributed to clarify the topic on professional membership, particularly the independent OLDN Membership. This is in recognition of the fact that the OLDQ is targeted at members and stakeholders of OLDN. Dr. Christine Mushibwe tackled the leadership crisis topic on leading zombies. The article is a wake-up call for leaders to value people. The article on pedagogical interfacing of teacher's exertion implicitly tackles OD and Leadership principles in a Full Service School. Responsible leadership is fundamental to leading transformation and sustainable strategic change.

Please note that most of the OLDQ articles and findings will be discussed on the **OLDN Conversations and Publications Club**. Thank you so much for taking time to read this *Issue*. The world is no better place without engaging into insightful and transformation-focused conversations. Hence, we welcome your feedback and OD & Leadership success stories.

Managing Editor

Dr. Justine Chinoperekweyi

OLDN Membership: Reimagining Professional Networking through OD Lenses

Justine Chinoperekweyi, Ph.D.

Abstract

The focus of this article is to elaborate on the professional membership and certification model guiding the Organization Leadership and Development Network (OLDN). The article serves to guide scholars, professionals and students wishing to be part of professional organizations such as the OLDN. The OLDN professional membership model is explored, including the tangible and expressive benefits of joining such independent membership scheme. Developing mentoring and networking opportunities via conventional seminars as well as online discussion boards provide a forum for members to exchange ideas, validate professional role expectations, and understand emerging trends and professional norms.

Keywords: Professional Membership, OLDN

Professional membership is an imperative for mission-critical professionals as a way to globally network with peers in a specific field and contribute towards advancing that field through active participation in customized discussions and debates. Being part of a professional community has been touted as an important aspect for career advancement (Cottrell, Girvan, & McKenzie, 2009). However, the professional community should be mission-critical and values-guided. An important role of the professional association is the construction and maintenance of intra-professional agreement over boundaries, membership, and behavior.

Professional associations act as negotiating or representative agencies, shaping and redefining appropriate practices of interaction for their respective memberships. They act as the means whereby communities represent themselves to others in the field. The act of representation is partly a process of social construction: the act of portrayal clarifies membership and, usually, leads to reciprocal behaviors from others that confirm, through acceptance or contestation, the legitimacy of the projected identity and role. But it is also partly a process of social negotiation, a claim upon jurisdiction with attendant rights of membership and exclusivity of practice (Cant & Sharma, 1995; Evetts, 1995).

Professional associations can play an important role in monitoring compliance with normatively and coercively sanctioned expectations. The argument within institutional theory as to why collective beliefs develop is, initially at least, partly a functional one (Tolbert & Zucker, 1996). But, once established, these beliefs and the practices associated with them become taken-for-granted and reproduced through processes such as training and education, hiring and certification, and ceremonies of celebration. Professional associations are particularly active in these processes.

The Organization Leadership and Development Network (OLDN) is an emerging community of scholars and practitioners committed to members' personal and professional development in OD, Leadership, Governance, Human Resource Management and other related fields. As a mission-critical community of global scholar-practitioners, the OLDN members are guided by the pillars and fundamental principles of Organization Development (OD). Since OD is a multi-disciplinary field, the OLDN community comprises members from diverse fields and sectors. As a mission-critical community of scholar-practitioners, OLDN members are grounded on the OLDN mission, pillars and fundamental values of the OD field.

The mission statement of OLDN reads:

> *"The OLDN exist to facilitate leading edge insight and practice in OD through OD-informed publications, the provision of a platform for information exchange, a forum for debate on organization leadership & development issues and a network of emerging and existing OD professionals. The network promotes competency-based networking, education and collaboration in organization leadership and development."*

In the context of Appreciative Inquiry (AI), contextual intelligence and the fundamental themes of reflexivity and questioning the taken-for-granted; OLDN encourages existing and prospective members to ask critical questions about the community's existence and the essence of OD, Leadership, Governance and other fields. Some of the questions that most people ask regarding the OLDN professional membership are: *"Why should I become a member? How can this professional membership benefit us? What is the ROI from this professional membership?"* *"When did this professional membership scheme start?"* *"What are the membership categories and membership fees?"* *"What are the distinctive features of OLDN?"*

The fundamental answer to all these questions is that by joining the OLDN community one will become an enlightened professional and will develop at both personal and professional level. In our quest to address the dilemma of professional mediocrity or institutional complacency, seemingly perpetuated by some instrumental ideologies in professional bodies, the OLDN community makes use of two main instruments to promote personal and professional development of its members:

24 Standard Continuous Personal and Professional Development (CPPD) Scheme

The OLDN CPPD Scheme, referred to as *my*-**CPPD**, recognizes the commitment of OLDN members in undertaking CPPD on an hourly basis leading to the development and improvement of OD, Leadership and Governance practice. The scheme also recognizes that a key part of the role of Organization Leadership and Development scholar-practitioners lies in the production of transformational outputs premised at igniting insightful conversations. Credit cannot be claimed for the development of the outputs themselves, but credit can be claimed for the reflection and development leading to the output. Such development must be described in a reflective statement as evidence of CPPD. The OLDN CPPD framework sets out how credit may be received for professional development leading to outputs. This framework recognizes that CPPD can come from 24 of activities and outputs. OLDN Members should be reflective and reflexive practitioners. *my*-**CPPD** focuses on Career Foresight – "an ongoing process that allows us to translate the weak signals in our external environment into multiple patterns and narratives, revealing hidden opportunities and uncovering potential threats."

The 24 standards CPPD scheme is premised on five (5) OLDN strategic objectives:

- To promote structures, systems, processes, and practices that strengthen the corporate sector
- To strengthen the capacity of OD professionals in leading consistent and sustainable transformation in the corporate sector
- To motivate, unify and empower existing and aspiring OD professionals to be active in OD&L activities and implementation
- To strengthen synergies and collaboration among OD professionals in different countries and globally
- To research and share knowledge, know-how and best practices in the field of OD&L
- To contribute to sustainable prosperity of societies through the creation of high-performance organizations.

6 annual Member Impact-Influence Reflections (MI-IR)

The MI-IR is a bi-monthly Impact & Influence reflection focused at members' self-assessment of real leadership, sound governance, and application of OD principles, models, and practices. The MI-IR feeds into the 24 standards CPPD Scheme. Members are encouraged to reflect on the extent of transformational impact at Self, Family & Friends, Organization, and Societal level. The basic idea around the OLDN MI-IR Scheme is to encourage members to shun mediocrity or conformity paralysis in their areas of practice.

The OLDN community makes use of a user-friendly membership portal, *my*-**OLDN**. *my*-**OLDN** platform allows members to download membership documents, other study materials, and access OLDN e-Library.

The selection decision for a professional association is based on perceived instrumental and expressive attributes of benefits to members. Instrumental benefits are defined as those factors which provide tangible benefits such as information exchange, access to association resources, and network contacts (Higgins & Kram, 2001). Expressive benefits relate to the value that members derive from the social interaction facilitated by professional associations. Expressive provide a sense of belonging and fostering an enduring commitment to an organization (Hayton, Carnabuci, & Einsenberger, 2012). Expressive benefits include factors which provide intangible benefits such as personal support, involvement, or inclusion in a professional association

OLDN Membership comes with the following benefits:
1. Participation in at least 2 monthly knowledge-exchange conversations with opportunity to lead the conversations.
2. Networking with global mission-critical scholar-practitioners grounded in OD & leadership fundamentals.
3. Emphasis on authenticity, impact and influence as essential qualities for transformational presence.
4. Great learning opportunities within a professional network that emphasizes collaboration above competition.
5. Continuous Personal and Professional Development through 24 Standards-CPPD activities to be completed every 12 months through the member management portal (my-OLDN).
6. Bi-monthly completion of at least 6 Member Impact-Influence Reflections (MI-IR) with developmental feedback from peer members and Fellows. The reflections are essential to ensure members' grounding on the essential aspects of personal and professional development.
7. Access to the OLDQ scholar-practitioner publications, a global OD and leadership Journal from Zimbabwe.
8. Collaborative and mutually beneficial corporate affiliation scheme hinged on collaborative capital and evidence-based practices.
9. Access to the OD library and other research outputs in the field.
10. Great exposure to the global OD community.
11. Peer mentorship opportunities as a way to promote diversity, inclusion and global intelligence.

What are some of our distinctive competencies as an independent professional community? We are grounded on our mission. As a mission critical professional community OLDN is grounded in advancing OD, Leadership and Governance field through membership engagement **activities that ignite insightful conversations**. OLDN prides in **diversity and inclusion and foster global intelligence** among all members.

In all membership engagements, we prioritize the **depth of customization** to each individual, discipline, or organization. We achieve this customization through open-ended dialogic inquiry to elicit responses specific to each individual, discipline or organization, particularly with respect to strengths and areas for improvement. OLDN is guided by the essential principles underlying effective Use of Self (UoS). We also **embed the responses in the OLDN conversations or program structure and feedback**. OLDN, through its Board, International Directors and National Executive Council strive to **build rapport and trust** in order to create an environment conducive for collaborative engagement. All our **actions are informed by organization development theory and practice**. We continually advocate for the thinking and incorporation of OD theory, practice and interventions as strategic imperative for growth and development. In order to profile every member in their areas of practice, our **customized method of conversations** which include 360° assessment, along with other additional assessments that provide a comprehensive view of the individual, team, or organization.

Professional organizations such as OLDN performs essential roles such as reproduction of prevailing logics through repetitive routines, hosting of intra-professional discourse and represent the profession to non-members. The professional association should also facilitate debate over which services and activities fall within the field they represent.

In an environment characterized by an over-reliance on pedantic rules based approaches, the OLDN point of departure from traditional professional bodies is the integration of form and essence in the development of professional communities. Most traditional professional bodies are characterized by the gross deepening of old paradigms in their fields of engagement. As such the majority prides in their years of existence and probably accreditation processes. However, there are significant flaws in relying on pedantic rules based methodologies and linear models in the administration of professional communities. It's worrisome to note that membership certificates and plaques of most professional bodies hang in numerous office walls yet their focal fields are buried in a deep rut. The emergence of new paradigms that enlightens and empowers members through effective Use of Self (UoS) is paramount to sustainable development in any field.

In the spirit of not celebrating mediocrity or fetishizing irrelevance, OLDN members are encouraged to not ignorantly value membership certificates, dubious awards, and fancy events which are deficient of transformative value and are not connected to the emergence of 'Self' and the field they represent.

New to the OLDN model is the OLDN TV; an Online Educational, Professional, and Evidence-based TV. OLDN TV is a pre-recorded and/or live streaming platform for events, news, discussions, and debates on Organization Development (OD), Leadership and Governance. The TV covers OLDN members' application of OD, effective leadership and sound governance concepts, Member Impact-Influence Reflections (MI-IR), members' entrepreneurial ventures, OLDN Conversations/Masterclasses, pre-conversations or Masterclass interviews and interviews with global OD and Leadership

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scholar-practitioners. The channel focuses on the following OD & Leadership educational programs:

- *Instructional Programs*: these are programs designed to present either a subject or a subject piece. OLDN TV will cover tools, techniques, models and frameworks that OD practitioners can use to achieve broader OD outcomes. The instructional programs will therefore give useful and practical information that scholar-practitioners can use in their areas of engagement. The OLDN TV team or a specialist in a certain field will prepare and present text through the OLDN TV studios.
- *Informational Programs*: under these programs either a subject or a subject piece is presented to the audience in a longer time period with indirect way. Instructional programs expect behavioral changes and are presented usually in documentary forms. These programs will also include programs covering upcoming OD and leadership events globally. Informational programs also include interviews with OLDN members or other Guest Presenters.
- *Motivational Programs*: these programs carry characters of first two programs and its content contains social problems with a dramatic structure, (especially with using entertaining element) audience is educated while entertained.
- *Publications Programs*: these are programs that focus on authors discussing their publications, such as books, journal articles, blog posts, or other literary works. The publications programs will also include discussions on publications in the field of OD and Leadership with special emphasis on the practical implications of the published work.

The mission statement of OLDN TV reads:

"OLDN TV is a professional and educational knowledge-exchange channel for discussions and debates focused at globally advancing the field of OD and effective leadership in order to improve the human condition. The Channel exists to ignite insightful conversations through sharing professional educational information about developments and activities in the OD & Leadership sphere."

"Television, with its capabilities of video, audio and motion, is a strong, modern mass medium of transferring information to mass audience in the current age. Television can be used for supporting education, gathering attention, attracting direction, filling the blanks, reaching the masses, presenting the facts for both students and adults in terms of decreasing the problems of education"

- Streaming of OD & Leadership activities or events from COLD and all its affiliate institutions
- Share new insights and models in the field of OD and Leadership
- Delivering OD & Leadership content over-the-top on the internet
- Conduct talk shows related to OD & Leadership and other related fields
- Deliberate on the practical implications of OLDN Conversations' topics and publications club
- Discuss OLDQ publications and other OD related publications with
- Conduct expert interviews with OLDN members and other international OD & Leadership scholar-practitioners
- Raise awareness on OD & Leadership events or activities across the globe
- Discuss OD and leadership qualifications from aligned institutions globally
- Profiling of OLDN members and other global OD & Leadership scholar-

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practitioners and their entrepreneurial ventures.

Current Reach

The OLDN is a global community of scholar-practitioners. The community has members in seven African countries, India, Afghanistan, Uzbekistan, Philippines, and Pakistan. By virtue of being a subsidiary of Centre for Organization Leadership and Development (COLD), OLDN is connected to the International Society for Organization Development & Change (ISODC), USA. The OLDN also works with affiliate companies in different countries.

Being part of a professional community is an evolutionary process involving: registration and joining the community, attending and presenting at membership conversations and conferences; networking, skills building and mentoring; and increased personal and professional development, increased collaboration, and increased capacity for advocacy (Mata, Latham and Ransome, 2010). In view of the expanding reach of OLDN, members are exposed to networking opportunities, service opportunities, and mentoring opportunities which will fine-tune advocacy skills in their fields of practice.

Operating Structures

Professional associations are identification and organizing bodies for fields of professional practice. They are "professional" because they facilitate field knowledge, provide normative frameworks for practice, and serve as change catalysts (Rusaw, 1995). Friedman and Phillips (2004) go so far as to say that such associations are "an essential component of professionalism" (p. 187), providing the identity necessary for workers to gain standing in their field. They are "associations" because they serve members and rely on members for the coproduction of benefits. Gruen, Summers, and Acito (2000) note that members of professional associations create and deliver

much of the value enjoyed by the membership (i.e., "coproduction"). The COLD Board oversees the activities of OLDN. The Board is supported by a committee of International Directors from each country represented on the Network. The International Directors work with National Executive Council (NEC) in each country and each NEC comprises one independent member from other countries.

Conclusion

Professional membership supports personal and professional development through providing opportunities to learn, share and grow individually and collectively. Professionals who join mission-critical professional organizations, chartered or independent, gain access to a broader network of scholars and practitioners. This enables the members to be more aware of the breadth and depth of the profession and the diverse professional opportunities available in that field. Professional communities should provide inspiring and invigorating experiences for existing and emerging professionals. The OLDN community is founded on the multi-disciplinary OD field, hence promotes intra- and interdisciplinary collaboration. The OLDN model also emphasizes the need to close the academe-practice divide through helping members understand how research informs practice and how practice informs research. In the spirit of diversity and inclusion, which is one defining characteristic of OLDN, all members have opportunities to share their experiences and insights. Professional bodies should have mentors who play a critical role in the professional development of other members. The OLDN Model makes use of CPPD Assessors.

The OLDN model recognizes that members are at different levels of career development, hence the common thread is the facilitation of professional development through professional organization membership and conversations or meetings attendance. OLDN Membership Conversations are the fertile training ground for all members. Membership Conversations foster open communication, professional development, and networking opportunities.

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Where is the Pride in Leading Zombies? A Leadership Crisis

Christine Phiri Mushibwe, Ph.D.

Introduction

I visited a company, where my father was the General Manager, a year before completing my GCSE. I gladly toured the factory where the batteries where being made and I was impressed by the workers. The skill they displayed overwhelmed me. After the factory tour, I went back to my father's office with many questions. I had always wanted to be a leader like him but that day, I fell in love with the hands-on skill. I thought it was satisfying to see the final product of one's hard work than sitting in the office the whole time. My father was, disappointed of course, and possibly regretted inviting me to the company when I told him this. For him, the team in the factory comprised a bunch of people with limited or no education at all that needed a leader to tell them what to do. Five years later, I graduated as a secondary school teacher.

The first leader I served under had made the school environment his kingdom. Everyone visibly feared him. I avoided contact with him as much as possible. The day I went into his office, I received a transfer letter to another school. Why? I had objected to his demands. I have since served under a number of leaders with varying leadership styles. Some of these leaders have left indelible marks in my life, thus pushing me to question the very purpose of leadership.

Who is a follower? This article will demonstrate the disconnect there is between leadership and followers[1]. The disconnect continues to create more falls in organisations when leadership is portrayed as the most key variable in the equation of the success of the organisation.

Partners in the success story

What conceit is in a leader who prides in followers that have nothing in them desiring to follow except for the very fact that they signed a contract to work for the establishment? Such leaders are useless, because in essence, they have no following but mere beings under their leadership spell taking orders and following for the sake of their existence.

So much has been written on leadership as noted by Crossman and Crossman (2011) and Ford and Harding (2015), with so little about the followership. In confirmation, French, et al., (2011) argue that strong leadership skills are required throughout the organisational hierarchy for the organisation to flourish. Similarly, DuBrin (2013) advances the argument that profitability, productivity and efficient customer service in an organisation are dependent on effective leadership. Devoid of followers, the equation of success is fatally flawed, no matter how important and effective the leadership skills.

It is obvious that the majority of individuals in a work environment are underlings, working, supporting and making some of these leaders great. Crossman and Crossman (2011) find that the reason why so much attention is paid on the leadership facet

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[1] Follower will be used interchangeably with underlings, and subordinates

seem to suggest that followership is an instinct, which simply means that followers instinctively know how to follow, therefore, no need to teach them how to follow. Such an argument is plausible in most if not all contexts, hence, not applicable in a majority of organisations.

The importance placed on leadership as a subject in a number of literature publications demonstrates how followers are of little concern. However, the same level of focus given to training a leader should be the same level of focus given towards training the follower, in order to sharpen their knowledge, abilities and skills at what they do for the good of the organisation. The performance of the organisation is a burden borne by both the leader and the follower. Suffice to say, the greatness of the leader is in the followers that he leads. Here, Ford and Harding (2015), emphasize that it is in the interaction of the leader and the follower that strongly enables the leader to emerge. To romanticize leadership at the expense of the follower is, therefore, not realistic.

Additionally, Hurwitz and Hurwitz (2020) argue that all are followers, including the leaders while positing that the leadership-followership relationship is dynamic, contextually specific, and constantly changing. Hamlin (2016) argues that we have created a leader-centric culture whose focus is continually on how to achieve or make great leadership positions or how to lead well, a situation that portrays leadership as the mark of success. It should, however, be emphasized that leaders are not superheroes and that both the leader and follower serve a common purpose (Ford and Harding, 2015), hence, leadership cannot emerge on its own without the follower.

In an article titled "Employees don't leave Companies, they leave Managers" Hyacinth (2017) gives the following statistic: 1 million employed U.S. workers concluded that the No. 1 reason people quit their jobs is a bad boss or immediate supervisors and that 75% of workers voluntarily left their jobs, because of their bosses not the position itself. Hyacinth further observes that a good job cannot be reason to retain an employee. Unhealthy reporting relationships are life chocking and the best thing to do is to leave to avoid ill health or even death. As it were, followers should neither be ruled nor made to feel like they are doing an act of kindness to the leader by following. Similarly, leaders should understand that they are not doing the followers a favour by leading.

Human Resource Management (HRM) emerged in mid-1980s from the then industrial welfare, which was the first form of HRM in the 18th century. The focus was on the people side of management. Despite this, there is more on managing and little on the managed. It is more on what the manager needs to do to get the best out of the followership; recruiting them, organizing them, leading them, controlling them, auditing them, training and developing them etc. While there is nothing wrong with that, it indicates the tendency to concentrate on 'what to do to/with' the followers to make them function, without which they will remain passive. Here, Hyman (1987) argues that followers are the most vexatious of all the resources in an organisation. In a similar vein, Ford and Harding (2015) provides an interesting perspective many have of the followership: 'seen as passive, helpless, *unintelligent* (added by author), conforming individuals, with little or no drive or aspiration until the leader persuades them out of their sloth'. Robbins, (2020), in differentiating a leader from a follower, states that, followers:

i. have to be forced to drive a project and rarely, if ever, volunteer to take on a project, insisting, that followers are happy to go through life maintaining the "status quo";

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ii. want directions and need systematic instruction. They require constant assurance and approval;

iii. are reactive, content with inactivity, and obstacles throw them off course looking to leaders to build their confidence;

iv. are dragged across the finish line, some kicking and screaming; and

v. they stop when things get a little rough, allow unjustified fear to affect their decision-making process as an excuse to walk away from a challenge.

These kinds of generalization do not sit well with … The characteristics confirm a 'zombie-like' kind of an individual and one wonders how they were employed with all the literature available on recruitment. Such characteristics of a follower are a reflection of a leader. The romanticism of the leader in the same article (Robbin, 2020) is beyond realism. In contrast, Robbins, (2000) gives a superfluous description of a leader as one who is; ingenious, energetic, challenge taker, proactive, unstoppable, change embracer, not given to fear etc.

A follower is a normal intelligent human being, ready to support, influence and move along with the leader, in any circumstances. The leader is equally a normal intelligent human being, tasked with a responsibility to influence and lead fellow beings. Hyacinth (2017), however, gives a "Superman" description of a leader who seem to conclude that organisations gyrate around them alone, forgetting that they too are employees. Townsend and Gebhart, (1997, pg. 5) in Crossman and Crossman (2011, pg.4) provides a definition of followership from a military point of view:

Followership can be defined as a process in which subordinates recognize their responsibility to comply with the orders of leaders and take appropriate action consistent with the situation to carry out those orders to the best of their ability. In the absence of orders, they estimate the proper action to contribute to mission performance.

The above definition is relative, applying only to the military context but not to other work environments. Outside the military world, followers cannot just be ordered to take up their responsibility. The art of influencing should work wonders to bring out the best out of the followership and the leader for the sole purpose of contributing to the growth of the organisation. Accordingly, even the followers have the ability to influence leadership.

Taking the position of leadership does not automatically make one a leader. Even the widely celebrated leadership styles do not make one a leader until that individual identifies the important position of the followers. A dyadic relationship exists, which creates a conducive working environment instead of a life-chocking one, when subordinates get treated as partners in the success of the organisation.

Ford and Harding (2015) highlight that "[l]eadership theory is underpinned by the desire for power and control over the potentially dangerous masses, now labelled 'followers'." Here, some leaders could be equated to evil stepmothers whose aim is to prove their authentication as mothers and better wives, and while at it, causing untold misery to the stepchildren. A leader need not prove their position for any reason.

According to Hyacinth (2017), "a bad manager/leader can take a good staff and destroy it, causing the best employees to flee and the remainder to lose all motivation." This summarizes the reason the current HR leaders need to change their perspective of HR from

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mere workers to partners, from labourers[2] to employees. Referencing other studies, Hyacinth concludes, "having a bad boss raises a worker's chances of having a heart attack by as much as 60 percent".

Leadership is not getting things done. It is not the ability to make individuals do what you want them to. Leadership is an art that brings out the best out of others and self, for achieving organisational goals. How that is done is relative and a skill that the leader and followers develop together. Leaders should not be oblivious to the value that followers hold to the establishments[3] because the act of following is not enough, neither is their presence. Following demands more than just merely following, because it is crucial to the success of the organisation. This article presents the sheer irrationality of a leader leading a people who, in actual fact, are not followers.

Model of followership

Leadership has evolved based on the characteristics of the follower. The leadership styles are an attempt to fit into the followership. As such, leadership styles keep changing in response to the followers. While leadership styles have changed with each era, and there is huge literature out there continually epitomizing the best leadership style, the followership styles are least on the agenda.

Kelley (1992) presents five followership styles in an attempt to demonstrate that followers are not one kind. One passive, unintelligent, demotivated follower does not represent all followers. It is also worth noting that followers

mirror the leadership served. A brief discussion of Kelley's model of followership follows below.

1. **Exemplary style:** Such followers are idyllic, capable of thinking for themselves and can challenge leaders by providing alternative solutions. Additionally, they tend to work well with others, are supportive of organizational goals and leader decisions consistent with their principles. According to Blanchard et al., (2009, p. 112-113), these followers "assume responsibilities beyond their minimum job requirements and exert considerable effort to accomplish goals". Such followers are independent, energetic and significant in the establishment.

2. **Conformist style:** These followers are high in active engagement though dependent uncritical thinkers. They are a "yes people", yet very active doers that will unquestioningly follow directions of a leader.

3. **Passive style:** Low in active engagement and dependent uncritical thinkers, passive followers are considered as sheep that unquestioningly follow the leader and have to constantly be given direction. The passive follower will typically wait for direction after completing a given task before beginning the next one.

4. **Alienated style:** These are highly independent critical thinkers who are low in engagement. As the name suggests, alienated followers think for themselves, are negative critical sceptics, who consider themselves as eccentrics, non-conformist and willing to oppose management.

5. **Pragmatist styles:** These followers are wide-ranging players with a reasonable level of engagement and portray a moderate level of critical thinking. Zawawe (2012) argues that

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[2] *The concept of labourer has a connotation of a general worker (doing manual work) since colonial times, never as just an employee/partner. Those working in the offices where then referred to as officers.*
[3] *Concepts such as organisation, company and establishment will be used interchangeably to mean one and the same thing*

pragmatist 'have the quality of all four extreme attributions, depending on which style fits the prevalent situation. They use any style, which benefits their position, and reduce risks. They appear when difficulty arises and will do anything to help.'

(see also Latour & Rast, 2004; Bjugstad et al., 2006 and Kelley, 1992; 2008, Zawawe, 2012)

According to Kelley (1992), the noted followership styles are "based on a combination of two different followership dimensions, namely engagement and critical thinking. He further identifies the range between passive and active. Passive engagement followers will wait for direction from the leader before reactively taking action, a sentiment that is also supported by Latour & Rast (2004). The active engagement followers, however, comprise those that take initiative to engage in the organization's tasks actively (Bjugstad, et al., 2006). The critical thinking range includes both dependent uncritical thinking as well as independent critical thinking follower. Here, Kelley (2008) finds that dependent uncritical thinkers tend to accept information provided to them at face value. They lack the skill of evaluation or questioning. Further still, the independent critical thinkers will not accept information without questioning. These followers will evaluate and analyse information while identifying the consequences and opportunities that can lead to increased performance.

The perspective of Robbin (2020) above is a clear demonstration of the low opinion held by many on followers. Kelley's model of followership, however, demonstrates the different types of followers there are in every establishment. Again, leadership remains crucial to contributing to the outcome of followers. The above styles of followership further demonstrate that followers are followers, despite their style; they will follow,

given that, the authority vested in the leader compels to them.

Zombie-like followers

A zombie is a dead person believed to be revived by supernatural powers. Webster's New World College Dictionary (2010) describes an individual likened to a zombie, as one that has their face or behaviour lacking feelings, understanding and interest in what they do and in what goes on around them. They are in a trance-like state and made to obey orders of the person exercising the power over them. Zombies are by far, not independent critical thinkers. They are low in engagement. The Dictionary posits that, zombie-like individuals are indolent, in mechanical behaviour, creepy and unusual. The fact is that zombies are dead. Despite reviving zombies to life, they remain unproductive and inoperable followers. Those that are in charge of zombies are equally unproductive and useless. It is definitely hard work to get zombies to function productively despite reviving them.

The good question is, why introduce 'zombie-like followers' here? The perception of most leaders and authors of books on leadership tend to view followers as such; unintelligent, passive, helpless, conforming individuals, with little or no drive or aspiration until they are persuaded out of their sloth by the leader as noted by Ford and Harding (2015), Hyacinth (2017) and Robbins, (2020) and many others. Followers that will not question the leaders' decisions, that will not stand their ground when something wrong is going on, a 'yes boss', followers that work unquestioningly. Such a description of followers befits zombie-like followers. Andy Stanley, a church minister rightly puts it that "[l]eaders who don't listen will eventually be surrounded by people who have nothing to say." It suffices to say that, leaders who do not consider followers as key variables in the

success equation of the organisation are guilty of birthing zombie-like followers.

Zombie-like followers are the style of followers a number of leaders seem to lead. How would a leader be proud of such followers? Followers who act when told to and wake up when the wand is passed over them, without which they are inactive. Where is the pride in leadership?

Conclusion

The intention of this article is not to consider how useless the position of leadership is nor the role that it plays in any given establishment. The duty of this paper is to demonstrate the uselessness of a leader in a position of leadership, leading followers that are following for the sake of following. Leadership is useless if those following are all minions, low dependent, uncritical thinkers, people pleasers to drag across the finish line, kicking and screaming. Leadership is useless if those following are zombie-like individuals who only move when given orders, have no will of their own, barely exist, and cannot function in the absence of the leader. Then leadership is hard work and frustrating. Who can aspire for such a job?

Followers are a key variable in the equation of a successful establishment just as a leader is. A follower, as defined, is an individual who follows. This article adds that a follower is an individual who *wittingly* follows. A follower who is unwittingly following is not a follower at all. Such an individual is a 'Zombie-like follower' and those that lead such followers are useless leaders. So, the big question is, Whom are you leading?

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Untying the Knots of Dual Pedagogical Interfacing of Teachers' Exertion in a Full Service School

Nadira Maharaj, Ph.D.

Abstract

South Africa has emerged united after years of oppression into a nation where transformation in education moved at lightning speed to level the playing fields to amalgamate 19 education departments into a unitary education department. The agonizing, difficult and controversial history of education pre 1994 has transferred incongruences and complexities that certainly affects management and control of government schools posing acute difficulties to suit all role-players in terms of crafting a picture-perfect model. Studies of the workplace of teachers, classroom spaces, teacher shortage, teacher absenteeism or professional development, have been given tremendous mileage and investigation but the dynamics or forces of work at a Full Service School (FSS)[4] that has a specified or a bounded entity has not been explored. This new unexplored terrain of creating a balancing act between teachers working in mainstream schools and Full Service Schools (FFS) is absent. In this interpretative ethnographic topological approach the portrayal of untying the taut knots which is a derivative from Wittgenstein's view is depicted and unraveled in the capacities of teachers work, at Lighthouse Full Service School (LFSS)[5]. The depiction of their multidimensional exertion is presented to highlight the encumbrances that teachers at FSS experience. This software of how teachers' work can be reconfigured at any Full Service School creates opportunities for further research in teaching and learning.

Introduction

A Full Service School (FSS) can be branded as a learning organization which resonates as systems theory. Three appropriate philosophers have aggregated their meaning to this conceptual framework. Firstly, learning organization fits seamlessly with Senge's (1990) model of the fives disciplines. This study concurs with both Senge's philosophies that firstly

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[4] *This is a state school that caters for the teaching of mainstream and Inclusive Education needs concurrently and simultaneously at a workplace. These schools comprise of interagency collaborative that more effectively integrate school and human service systems by an increase service use, and a promotion of a   positive developmental outcomes for learning with learning difficulties. FSS are a shared commitment of developing a learner positively.*

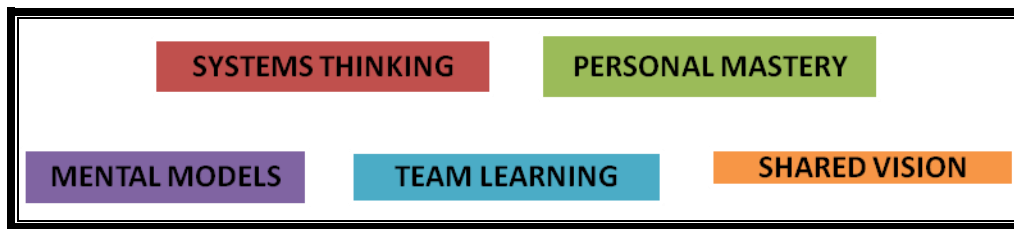[5] *A pseudonym is used to protect an anonymous image of the actual school and their staff.*

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A FSS being a learning organization fits the characteristics of the above five disciplines being appreciated and developed. Secondly Senge (1990, p14) sums up a learning organisation as being "continually expanding its capacity to create its future".

There is a second accepted description of a learning organisation. Leithwood and Aitken (1995, p.63) describe a learning organisation as, a group of people following common purposes (individual purposes as well) with a collective commitment to regularly weighing the value of those purposes, modifying them when that makes sense, and continuously developing more effective and efficient ways of accomplishing those purposes.

Thirdly, the most commonly stated elements of a learning organisation can be précised as: synchronized group effort concerning commonly shared goals; active obligation to continuous improvement and to the dissemination of best practices throughout the organisation; horizontal linkages of information flow to beneficially bring together expertise as well as associations with the external world; and, the ability to understand, analyse, and use the dynamic system within which they are functioning (Keating, 1995).

Stemming from the theoretical reinforcement of a learning organisation I will continue to expand on the actualities of a Full Service School. At the outset I will describe a Full Service School (FSS) briefly to strengthen the underpinning of this discourse of the compound work demands sited in terms of teachers striking a medium to address mainstream teaching and Inclusive Education (IE)[6] simultaneously merely because the regulatory anticipations presumes teachers adapting and adjusting their teaching to fulfill the curriculum demands according to that of FSS. Teachers at FSS schools are not handpicked to handle the multi-layered demands but authorities measure these teacher professional proficiency exactly the same as any other teachers in South Africa in terms of rank and monetary advantages.

This interpretative ethnographic portrayal of teachers work in a Full Service School discloses the complexity and demanding nature of expectations outlined by education watchdogs. South African schools have

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[6] *Inclusive Education is provisions within mainstream class to deal with the existent diverse needs of its learners. It is the inclusion of persons with disability into the mainstream education system.*

espoused Inclusive Education (IE), a neocolonial education plan that is imbedded in the education policies and a roadmap of Euro-American countries from the Global North. Walton (2018) is examined through the lens Inclusive Education as the fundamental goal of the South African Constitution (1996) to embrace inclusion, social justice and equal citizenship from an Afrocentric perspective that hones into transformation in education. This transformative process of creating several policies by the government, intended at providing equal education opportunities to all children in South Africa means so *much more* in a Full Service School (FSS). The introduction of inclusive education into mainstream schools; means teaching learners with a wide-ranging array of educational needs. Barriers to learning' refer to any factors, both internal and external to the learner, that cause an interference to that learners or individual's ability to benefit from the teaching design. This paper sets out to interrogate the multifaceted and multidimensional roles teachers at Full Service Schools have to undertake to ensure that from policy to practice Inclusive Education meets with the regulatory policies set out to address learners with learning barriers.

Setting the scene

In this portrayal of teachers' work at a Full Service School(FSS) in South Africa the multifaceted knots of actual work is untied to define the subtleties of what the actual teaching entails. The new educational transformational approach changed the face of education after ushering in democracy in 1994. In keeping with one of the cornerstones of the Constitution of South Africa in 1996 that quality education be provided for learners a new curriculum dispensation stemmed, Inclusive Education (IE) which was designed to cater for the inclusion of learners with disabilities[7] in the mainstream education system. Inclusive education is about shifting awareness and organization of school systems and environments, placing greater emphasis on diversity of learning needs and capabilities. Be that as it may have been anticipated by the doyens of democracy two major elements were not taken into account. Firstly our new democracy adopted a labour force that varied in terms of the quality of pedagogical training and secondly not all teachers had inclusive education background to cater for their learners with multiple diversity. Counter to this deficit that exists at schools transactions of teaching and learning differs considerably from mainstream school to Full Service School (FSS).

Teachers at a FSS are compelled to face the subtleties of inclusion amongst learners in their classrooms. Inclusive Education (IE) has its roots embedded in international policies that addresses inclusivity of learners and the right to education. Two articles in The United Nations Convention on the Rights of the Child (UNCRC), European Convention on Human Rights (ECHR) and Inclusive education was illuminated in

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[7]

Education for All launched by UNESCO in 2005 which clearly stated that, "...it involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. Guidelines for Inclusion, UNESCO, p. 14, 2005." This actually reinforced the idea that learners with disabilities should not be excluded socially as well as they should be treated equally.

Teachers at Full Service Schools (FSS) in South Africa are compelled to immerse themselves in a learning situation that is multifaceted, diverse and demanding. These teachers not only have to engage in an interdependent collaborative interactions for curriculum delivery but socio-emotional needs too have to be addressed. The underlying expectation from regulatory watchdogs is to provide pedagogical support by coordinating a variety of activities through inter-reliant dependence only if the School Based Support Team (SBST) and the District Based Support Team (DBST) work in partnership on a continual basis to ensure that learners that are facing barriers to learning are given exclusive support through an inclusive education compendium of back-up. This provision resonates with Education for All strategy which becomes a compass because it stimulates a wide range of learners' needs that are addressed by their teachers.

The ultimate engagement between teachers, educational stakeholders, and parents including the educational proceedings that comprises of undertakings are indeed unpredictably diverse. Teachers in a Full Service School have to succumb to a vast difference in their professional execution of teaching whereby government or state education department (Department of Basic Education) has a detailed programme to deal with the variety of dynamics forces to make up the special needs that requires instantaneous appraisal and assessment from constant feedback to government and senior management. Full Service School teachers are duty-bound to strategize suitably to with crucial aspects unique to each school in terms of operation to meet the punctuated demands of teaching and learning that fluctuates immensely on a daily basis.

Teachers on staff of FSS have to intensify their planning, motivation of learners and colleagues by constructing a productive learning community in both the mainstream CAPS demands as well as incorporating or introducing an individualized creative inclusive and multi-levelled learning programme. Strategic planning in a FSS is no easy task or undertaking since "a one size fits all "approach will be inappropriate. A teaching design and the stance of leadership has to be created and recreated as varying needs and demands from learners require an individualized support plan or programme to cater for the inclusive and diverse need of every learner under the teaching microscope. Teaching designs and leadership perspective, in a conventional government school is

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exclusive to teachers, essentially to their work situation as explain lengthily by Maharaj (2019). This capacity for Full Service School teachers is far greater. The combination of dissimilar instruction style is exceptional from classroom to classroom as well as school to school. Mastery to strike a harmonious answer to find a balance for each classroom's teaching and learning situation becomes challenging.

The knots that exist in a FSS classroom is multifaceted and demanding. However greater scrutiny into how these knots can united by extracting valuable information from the agents of educational change reveals a new scenario of how teaching and learning is adapted by a teaching force that engages in a professional immersion to make their work meaningful and effective. The loosened knots demonstrate how inclusive education is immersed in classroom that serves a dual pedagogical encumbrances for teachers at a Full Service School. Later in this discourse the evidence depicts how teachers adjust and adapt their pedagogy to suit the requirement of FSS from their perceptions of the buy in to the demands of the Department of Basic Education (DBE).

Purpose of study

This study sets out to explore the subtleties of teachers executing the CAPS curriculum in a state Full Service School in Kwazulu Natal with the intention of explicitly drawing attention to the interchangeable interplay of mainstream and inclusive education teaching flairs and procedures.

The construction of this study mirrors McGregor's (2003) study that explicates that workspaces of teachers cannot be taken for granted. The emphasis in this study finds mutual foundation in my discourse pointing out that FSS is not a fixed self-reliant entity but it is an institution that is constantly shaped by intersecting both mainstream and inclusive education interactions and practices.

Methods

The study is fixed in a qualitative interpretative ethnographic context that is located at Lighthouse Full Service School (LFSS) that serves both mainstream learning and those experiencing learning barriers at a state school in Kwazulu Natal. Information was drawn from informal interviews, focus group interviews, and document analysis. The study was directed and analysed through data coding, unitizing, categorizing and the emergence of themes that collectively dovetailed into the findings of this study.

Teachers at this particular school volunteered to participate in semi structured interviews to provide hands on feedback since they have been at this Full Service School for many years. The teaching experience of teachers ranged from two years to twenty seven years. Eleven teachers from level one participated in the interviews voluntarily. Four of the teachers had any formal inclusion education training. Some responses from the participants has shed light into the complexity and multidimensionality of tasks positioned at

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Full Service School that results in uncertainty and resentment during the execution of duty.

The participants that wished to remain anonymous contributed to this study by pointing out their experiences at this particular school through the set of questions that were probed to gain insight on the dynamics of the teaching software at Lighthouse Full Service School.
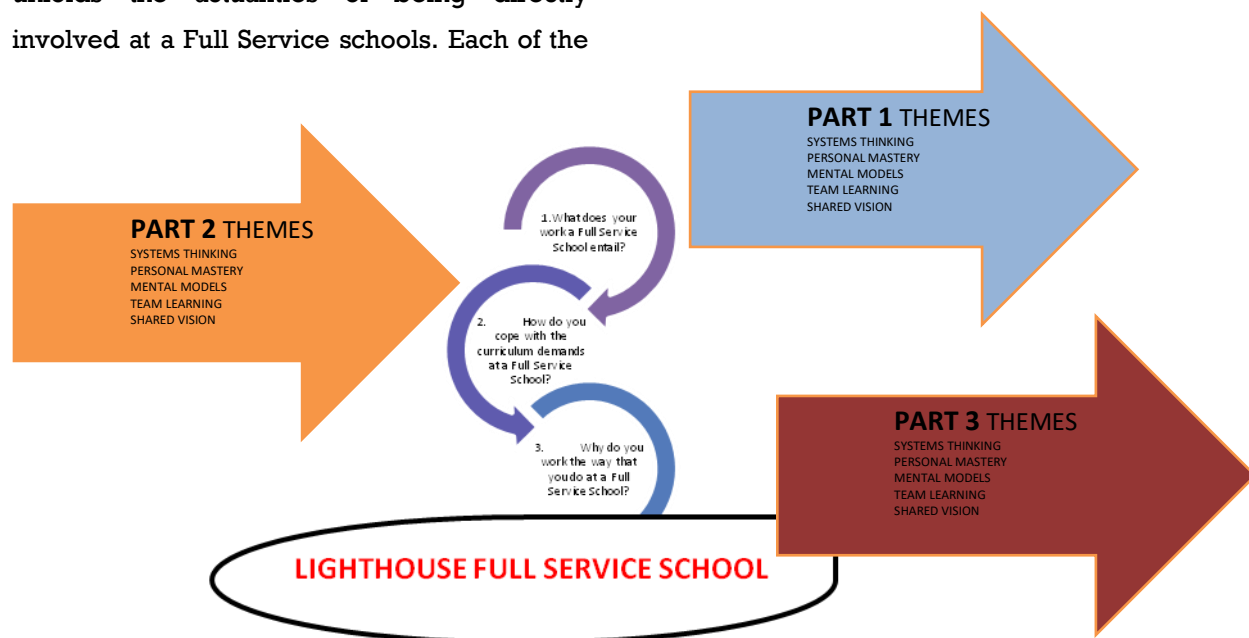
Research questions

1. What does your work a Full Service School entail?
2. How do you cope with the curriculum demands at a Full Service School?
3. Why do you work the way that you do at a Full Service School?

Research Design

The response to the three research questions forms the nub of the discussion that unfolds the actualities of being directly involved at a Full Service schools. Each of the focus questions aims at unfolding the learning organizations' dynamics that fleshes out the typology of the workplace space at Lighthouse Full Service School (LFSS). The school is submerged in a community that serves learners that come from households that are impoverished. These learners are provided with hot meals at school and the teachers [have to negotiate their work practices engagement by interconnecting interactions and practices with various stakeholders on a continuous basis. The diagram below highlights how each research question unties the knots of what it means to teach in a Full Service School. Each research question forms one part of the discussion together with the themes that emanated from the focus group discussions. The themes are accountability, policies and laws, incidental work, time at work and work on time.

PART 2 THEMES
SYSTEMS THINKING
PERSONAL MASTERY
MENTAL MODELS
TEAM LEARNING
SHARED VISION

1. What does your work a Full Service School entail?
2. How do you cope with the curriculum demands at a Full Service School?
3. Why do you work the way that you do at a Full Service School?

PART 1 THEMES
SYSTEMS THINKING
PERSONAL MASTERY
MENTAL MODELS
TEAM LEARNING
SHARED VISION

PART 3 THEMES
SYSTEMS THINKING
PERSONAL MASTERY
MENTAL MODELS
TEAM LEARNING
SHARED VISION

LIGHTHOUSE FULL SERVICE SCHOOL

Findings

Part 1: *What does your work a Full Service School entail?*

In this article I will select the practices at LFSS and the inputs given by teachers about their work practices. This published examples gives an insight of what it means to work at LFSS which is a reputable school that is fully involved in catering for learners that have diverse learning needs

The participants' actually provided an impetus for teachers that are faced with learners in a diverse classroom because the information provided explains the multiple tasks and accountability that hinges on the shoulders of a teacher at a Full Service School. I will plot the balance of interactions undertaken by the teachers in their classrooms where diverse learner needs are addressed. The tendencies and differences among the agents of the Department of Basic Education (DBE) as the classroom management is uncovered and revealed.

> As a teacher I find that I have to do more than just teach the work that is set for the actual lesson material…. I have to work with learners that have multiple barriers and difficulties just grasping simple aspects of the curriculum. (Participant 1)

Commentary

The response from participant one unties the knot of both dual pedagogical instruction that requires the teacher to blends

in systems thinking, personal mastery and a shared vision of how to make teaching meaning for the learners at LFSS.

> I try to brainstorm as many ways to teach my learners because the transition from one phase to the next is so challenging. What makes the nature of my teaching difficult is actually preparing the learners to switch from a mother tongue (isiZulu) medium of instruction in the foundation years to a first additional language as the medium of instruction. Not only is the language a challenge but the problem that begins is that now three more subjects are introduced with the new FAL(First Additional Language)(English) as a means of interaction and communication. (Participant 7)

Commentary

The participant is has to use mental models, personal mastery and systems thinking intertwined to adapt to the learners that have to transit from foundation phase to intermediate phase.

> (As a)Teacher assistance, partnering with (class) teachers to help slow with cognitive barriers (learners) get support. To achieve better results and building their (learner) confidence towards school work. . (Participant 3)

> The inclusive education syllabus needs more teaching time especially when we have differentiated teaching methods applied in the very lesson. The diversity in terms of learner development have to satisfy and teaching programmes have to be tailored to suit all learners. I find this a challenge and very tough. When management have short deadlines for

final assessments the pressure of keeping up is very multi-factorial (Participant 10)

Commentary

The above contributory evidence from teachers at a Full Service School clearly indicate that there are instances where teaching strategies interfaces with teaching and learning at a level of interactions beyond execution of curriculum of a one size fits all model. Systems thinking, personal mastery, team learning, mental models and a shared vision are interlocked to make teaching meaningful for learners at LFSS. The interloping of additional support be it from the parameters of the teacher within the class or getting additional support from within and outside the school becomes necessary to meet up the demands of learners that have diverse learning needs.

The teachers have added that there work has transformed tremendously through the years and some of their contributions to this focus group have illuminated the interactive interchange within support structures that form a significant domain resulting in Full Service Schools becoming "progressive" practices of serving and addressing learners with diverse educational needs.

The day to day activities of individualized support becomes ever-changing because each learner has a different learning potential. As a teacher I have to adjust according to the learner and not the curriculum expectation. (Participant 6)

There are various policies from internal and external stakeholders which has obligatory implications therefore as a teacher there is no compromise but to re-plan and adjust to enforce the changes. (Participant 8)

There is obligations from our senior management and department officials that needs to be carried out. As the teacher in charge of such a learner I have no choice but to implement the rules. (Participant 11)

Commentary

All three of the above responses signposts systems thinking, personal mastery, team learning, mental models and a shared vision from teachers to make their work effective and operational to meet the demands of the CAPS policy set out for FSS.

The changing face of FSS is very reassuring but teachers at LFSS vented their concerns of the two divergent streams of catering for the mainstream learners and learners that are envisaging learning difficulties. This reworking of their teaching strategies is an auxiliary bloating of the workload demands of teachers at a FSS.

Part 2: *How do you cope with the curriculum demands at a Full Service School?*

As previously mentioned teachers at Lighthouse FSS were not trained in Inclusive Education formally to undertake the regulatory demands but by the virtue of the fact these teachers were members of the staff when it was a primary school like any other state school they were absorbed into the new model of the curriculum adopted by the DBE.

Teachers at this school have confirmed that there was preliminary training offered to them to introduce the requirements and expectations of screening learners with special needs but induction for new staff has been absent. Hence it becomes the initiated efforts of the School Based Support Team (SBST) and the School Management Team (SMT) to constantly implement policies set out for FSS.

The supporting information beneath from the participants clearly indicates the encounters and difficulties they withstand to keep up to the rapid pace that is relentlessly shifting.

In order to feel satisfied as a teacher I have to make an added effort to ensure I address the cognitive, social and emotional development in terms of the growth of each learner placed under my care. (Participant 1)

Workshops that are done within a fraction of the day sets out great volumes of new materials which has to be enforced promptly. (Participant 5)

There are various policies from internal and external stakeholders which has obligatory implications therefore as a teacher there is no compromise but to re-plan and adjust to enforce the changes. (Participant 9)

Commentary

The above retorts from the three participants clearly indicates that at a FSS it is without a doubt that systems thinking with regards to the holistic development together with personal mastery of catering for all learners are utilized by teachers. Teacher unlocking curriculum demands have to embrace team learning, and a shared vision to make their work operational and efficacious. Working through great volumes of material certainly requires FSS teachers to have suitable mental models to continue to remain focused

Teachers have identified the work changes that infringes in the teaching plans. In terms of the not adhering to the changes it will result in further complications therefore it becomes necessary to reconfigure their methodologies and viewpoint.

Researchers and academics are constantly making new findings and judgments and in order to improve our standards the officials choose to follow these academic suggestions to raise focus and engagements so that our performance amid the international arena is in par. (Participant 6)

The change of curriculum demands and the top up programmes introduced by the subject specialists from the department of education. The strengthening course of action introduced from …District has to be followed accordingly therefore as a teacher I have no choice but to keep up the newly formulated demands imposed on our schools at subject committee and cluster meetings. (Participant 7)

Commentary

The above responses from the participants illuminate how teachers at LFSS have to incorporate Senge's systems thinking, personal mastery, team learning, mental models and a shared vision in order to keep their focus on track to meet up with the requisites of curriculum burdens.

As the researcher and listening to participants talk about keeping abreast of global archetypes I tested the waters to find out if Lighthouse Full Service School will be able to deal with the much discussed Fourth Industrial Revolution (4IR) and to my astonishment I evidently established that LFSS will certainly have to readjust and realign to global change gradually to suite the pace of the learners and their learners abilities. There was undoubtedly an indication that the participants were technologically savvy but this knowledge and skills would take a longer time to be incorporated in daily functioning and operations at LFSS. Some of the insightful response to this were thought provoking.

> The 4th industrial revelation is changing how we live, work and communicate. It's also reshaping government , education , healthcare and commerce .Almost every aspects of life needs to adjust to these changes but our learners at this FSS has to become aware of technology and how it helps them study. This will be a very long term process of being a teaching method that will be successful. (Participant 3)

The 4IR message that is making great strides across the globe is not workable in our FSS because we have learners that have diverse needs to learning. They have challenging setbacks to grasp the ordinary curriculum demands that is overwhelming. The introduction of technology to enhance their work will become very difficult and hard to achieve. (Participant 4)

4IR is only workable if we are using it as an ISP for a few learners to make teaching and learning meaningful and fun to stimulate learners that have cognitive barriers. The infrastructure and organisational arrangements for every learners will certainly pose a huge problem for the entire school cohort. (Participant 6).

Commentary

The teachers 'upfront responses indicates that all five organisational demands of systems thinking, personal mastery, team learning, mental models and a shared vision is required from the teachers at a FSS to make teaching and learning real and productive.

Part 3: *Why do you work the way that you do at a Full Service School?*

The participants described their experiences at LFSS as very demanding and complex but their positive responses to how they recreate and adapt their teaching send out a clear message teaching and learning at this school is carried productively and

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effectively for at no point did any participant state that they disregarded work demands.

> *As a head of the grade I am expected to assist my peers in times when problems arise during class time. I am forced to master the art of problem solving so that I help the majority that are really battling to cope with the volume of work expected at their grade level. I have to make a really great effort to support not only the teachers but some serious problems that the learners give their class teacher. (Participant 7)*

> *I have been trained in Exclusive Education and I can see how it is required in LFSS therefore I want to pass on enough information to my learners so that education can be superior in terms of interaction and confidence. (Participant 8)*

> *The forthcoming generation needs to be confident and capable of handling the challenges of the world. I want to always give my learners all the information and confidence to make them powerful and great leaders who will be of value to the nation. (Participant 11)*

Commentary

The above three answers from my participants undoubtedly confirmed to me that Senge's five systems thinking, personal mastery, team learning, mental models and a shared vision is knotted when one has to look at the type of work that teachers undertake at a Full Service School.

The reassuring opinions from the participants coerced me to further enquire as to why those strategies chosen by the agents of educational transformation, the teachers at this teaching site chose strategies on the whole carefully. There profound answers will certainly give other teacher some ideas of the dimensions of creativities that teachers at LFSS apply to their teaching and learning situation.

> *This type of strategy will make our community become strong and productive in the great space of life. (Participant 5)*
> *My strategy is my branding and I will like to be an exemplary role model that will make my community proud of the achievements of my learners. (Participation 10)*
> *My strategies are adapted and fine tunes from me constantly getting fresh information and abiding to the laws and policies therefore I know that my learners are always receiving the best they can. These learners depend on the school to grow them. They will lead SA when we are no more. (Participant 11)*
> *Because it is working for me and it is a good way to conquer whatever may come my way. (Participant 2)*
> *To change South African Education system. To make our nation a leading nation. (Participant 3)*

Commentary

The response from the participants above indicates the personal mastery, systems thinking shared vision , mental model and team teaching goes hand in glove to make teaching effective at a Full Service School.

As I was unravelling and untying the knots of these participants I clearly resolved that teaching can one of many things to employees of the state employed to undertake this vital basic need and the implementation of states demands can also be divergent from school to school. The dual pedagogical loyalty from teachers at LFSS allows for a degree of comfort that additional work is ongoing but the endurance from teachers is different at FSS as opposed to mainstream schools.

In addition to the research questions that were posed to teachers at LFSS some trepidations that emanated from participants undoubtedly requires intervention from the relevant stakeholders in order to give Full Service Schools its desired distance to redress the inequalities of the apartheid era under the democratic transformation process. Teachers without restrictions expressed the unequal weighting of learners in terms of staff composition at their schools which created difficulties when physically impaired learners were not catered for as is with other state schools that have such cases. The large class sizes as well emanated as a subject that has been disregarded by education authorities yet it has a significant impact on the way that teachers complete their time on tasks and their tasks on time at LFSS.

There are so many learners with such diverse needs that I have to attend to and the assistance that I receive is minimal or nothing at all when the TA (teacher assistance) is not available. (Participant 5)

If only I had a teacher assistant given to me in my large class of 49 learners I think I will make a large difference to the type of output in my service delivery. (Participant 9)

The management of a LFSS is always adding new ideas and methods of coping with the 2 streams of learning at school. Mainstream demands from CAPS is synchronized with SNA learners and their demands. Sometimes I really don't know which one to focus on. Although it's exciting and different I feel that each class should have a teacher assistant to keep all the vital records and activities according to national and provincial norms and standards. (Participant 6)

I have to constantly switch my attention to moving forward with those that grasp the concepts and work but in a short space of time within the very same period I have to cater for those learners that have different learning abilities to be added in the tasks and activities. . (Participant 8)

As a teacher assistant I had to management 16 classes in a week doing a wide range of learner needs with a

governing body salary (R1000-00 per month). (Participant 2)

Commentary

The participants themselves have not only opted to execute the CAPS curriculum in the way that they choose to meet the demands of the state and DBE but also to ensure that learners with barriers to learning are accommodated concurrently. This type of provision and overhaul comes at the expense of teachers utilizing all five strategies namely, systems thinking, personal mastery, team learning, mental models and a shared vision entwined to make their teaching appropriate.

Implications for researching and learning

The evidence from all three parts of the exploratory enquiry of how Full Service Schools are to a certain degree different from mainstream state schools having teachers that are equally the same as other state mainstream schools allows for deeper examination and investigation as to how the impediments executing the curriculum design for Full Service Schools. The curriculum implementation plan needs exigent deliberation in terms of reconfiguring and addressing the workload demands of teachers' workload together with the times on tasks and tasks on time that gets altered when dealing with learners that have diverse educational or learning barriers.

The main indicator to address this key area of concern is firstly to sharpen the focus into teachers' construction of their work programmes in terms of their learners' distinctive needs. Secondly emphasis and focus must be directed to the innumerable ways in which learning takes place on the part of learners with diverse needs. Thirdly an inventory of the manifold learning programmes that are created and sustained to accommodate the different learning styles must be collated and scrutinized to either assist FSS teachers or endorse their initiatives to create a bank of pedagogic methodologies for teachers in training to benefit during their study. Fourthly it has to be settled that there is a vast expectation level of accountability for FSS teachers in their workspace that is not present in mainstream schools.

Findings and conclusion

This study serves as a valuable reserve to plot the balance of interactions undertaken in a FSS classroom in terms of different learner needs. The tendencies and differences that teacher apply in terms of the dynamics of what it really means to execute curriculum demands forms a software that reshapes and reconfigures the teaching and learning design at a Full Service School.

As already stated that a study of this magnitude with untangle and untie the knots that are prevalent in terms of the dynamics of professional execution of curriculum in a Full Service School as set out by national regulators of the schooling system in South Africa but my findings from the research provides vital information that has been unearth from the agents themselves of how

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their work is undertaken in reality. This is uncovering of new knowledge.

The research questions enabled this study using the lens of the researcher and participants to shape the pathway of a teacher that has to work at a Full Service School. The response from the participants synchronizes with both Wittgenstein theory of untying knots and Senge's model of the five disciplines of a learning organisation impeccably. In terms of interaction sheds light on a multivariate approach adopted by the teachers where systems thinking, mental models, team learning, personal mastery and a shared vision are the combined constituents of teaching at a Full Service School.

This multidimensional approach can be of vital importance to policy and curriculum implementation stakeholders. The dual approach to adjusting tertiary training of teachers and the accommodations and concessions of Full Service School guidelines and guiding principles can be in sync with the multiplicity of actualities at the work station. This approach that is embraced by the teachers requires a sustained instructional effort with organisational intricacies. These intricacies comprises of grouping of learners', differentiating tasks, accommodation of punctuated incidental occurrences and adjusting and acclimatizing to regulatory changes and demands continually.

Teaching at a Full Service School directs teachers towards both formal and informal instructional demands during the actual interaction with the diverse learner needs at school. Hence the power of the dual "pedagogical clock" is determined by the collaborative and interactive tasks to keeps the learners' time on a task attuned. The pacesetting from the teacher is in sync with time constraints which partially neglect some key aspects of delivering curriculum as preferred.

The organisational pace, interactive pace and cognitive pace in an classroom where learners have diverse needs to education requires a well sought out teaching design that allows for support structures that are readily available for teachers so that the continuity of teaching can continue effective with assistants being assigned to complete activities and tasks under direction and command of the class teacher.

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Responsible Leadership and Downsizing in Difficult Times

Babatunde Ayoola Fajimi, Ph.D.

Abstract

Executive management is the top echelon in organizational hierarchy. Organizations downsize as an executive management decision mostly during difficult times to redress internal inefficiencies and survive bankruptcy or macroeconomic crises. Difficult times are forces of technology, competition, intellectual capital migration, globalization, or pandemic which create disruptive changes in a volatile, uncertain, complex and ambiguous (VUCA) environment for the organization. These forces come suddenly and they are least expected and unplanned.

Keywords: Leadership, Downsizing, Executive Management, VUCA

Introduction

Leadership Role in Executive Management

Executive management is the top echelon in organizational hierarchy. It is vested with the responsibility for strategy, leadership, decision making and administration of their organizations. In everyday life, members of the management team are usually busy with managing day-to-day business operations that when difficult times come, they are caught unprepared. They often panic (even when they do not show such emotion), and roll out business models that Sucher and Gupta (2018) described as episodic restructuring or routine layoffs. This response is predictable and tends to follow Atilola (2017) argument that every organization is entitled to choose what it considers the best fit business model or transformation agenda that aligns with its corporate objectives and reinforces its brand equity or share of the market for profitability and sustainability.

Downsizing in Difficult Times

As simple and innocuous as this management responsibility and choice of decision in VUCA environment during difficult times may seem, academic literature and industry practice have documented the inadequacies and failure of downsizing in

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terms of the effectiveness of its implementation and impact on key stakeholders from laid-off employees and surviving employees to the executive management itself and the market where the organizations operate. A review of these works of literature further reveals a missing link in the management practice of downsizing for organizations in the VUCA environment during difficult times: leadership that is effective and responsible leadership. Organizations may rethink their strategy and choose favourable business models that resonate with their corporate ethos. But Alan Downs (2002) who theorized the concept of downsizing with dignity argued that management cannot afford to abdicate its leadership responsibility and roles in handing downsizing function to either the legal department or human resources team given its importance and the post-downsizing implications on the sustainability of organizations and wellbeing of the workforce. It is against this background that this paper will weigh the role and importance of responsible leadership to downsizing with dignity during difficult times for organizational effectiveness and business continuity.

Downsizing is not a novel idea that came with the disruptive technology of the third or fourth industrial revolutions. The concept emerged in corporate America in the 70s as a management principle and strategic response, albeit a convenience but an uneasy one to reverse misfortunes among organizations, particularly the large corporations. When the wildfire of downsizing swept through the business landscape, corporations such as AT&T, Verizon Wireless, Chase Manhattan, General Motors, Boeing, Wells Fargo, Macy's, J C Penney, General Electric and Toys R Us to mention but a few have downsized their workforce and laid off not less than 200,000 employees. A 1999 survey of 75 CEOs by Christian and Timbers, a retained executive search firm in Cleveland revealed that 69 percent of respondents expected continual rightsizing as the wave of the future as organizations make continual adjustments in their constantly evolving operating environment against the backdrop of new technologies, shifting markets and mergers and acquisitions.

Prior to this period, massive layoffs of the workforce were not commonplace. Whenever layoffs occurred, they were

considered the failure of leadership, and a minus on the part of the organizations. Over the years, as technology became pervasive and downsizing became a routine and convenient-to-apply management practice, responsible leadership recede to the background until recent times when the frequent failures of the rationale for downsizing in organizations is forcing a reconsideration of responsible leadership as the critical link between downsizing with dignity to achieve organizational effectiveness and sustainability in a VUCA environment since macroeconomic uncertainties may continue to shrink profitability, worsen employment or job security and escalate downsizing in organizations.

Downsizing Goes Wrong: A Case Study

A reference case study involved the National Electric Power Authority (NEPA) that issued a letter of retirement to its employee, Isieveore in August 1991. The organization considered this retirement as a case of downsizing premised on redundancy and reorganization. The employee instituted a legal action to challenge the organization and pleaded for reinstatement with damages at the

High Court in Benin. The employee had been employed as a meter reader at Sapele in 1982 but later redeployed to Benin City. He was promoted from meter reader grade II to meter reader grade I in January 1988 despite some queries and warnings he had received because his work and conduct were adjudged satisfactory. In a twist of events, he was suddenly retired prematurely without notice or reason on August 15, 1991, through a letter served on him on July 29, 1991. As at the time of retirement, he was 30 years old whereas the retirement age in his conditions of service was 60 years old.

In its defense, the organization admitted to the premature retirement of the employee. It averred that its action was motivated by its reorganization in the system. It pleaded that it had experienced losses and dwindling subventions from the federal government. Consequently, it had to downsize its workforce to streamline its operations for operational efficiency and viability. The retirement was part of its reorganization drive to curtail redundant and unproductive staff. The trial judge at the High Court in Benin could not find any evidence of reorganization as the principal reason for the premature

retirement of Isieveore and awarded a judgment of wrongful termination with damages against the organization which was upheld by the Appeal Court in 1997. The question here is could responsible leadership and the intent to downsize with dignity have averted this constructive dismissal and consequent industrial action? Had responsible leadership been involved, the termination under reference and the post-exit relationship between the employer and employee could have been managed to reflect the corporate culture of the organization and respect for the dignity of the laid-off employee as well as the productivity of the surviving employees.

Dynamics of Organizational Downsizing

Downsizing is an exit management or employee offboarding function of executive management for releasing people in organizations. It involves workforce reduction, organizational redesign and systemic downsizing usually at the instance of the organizations with heavy consequences on the workforce. Given limited records of successful implementations, academic literature have considered it downsizing as a reactive exit management tactics in corporate strategy whereby organizations eliminate positions or job roles and consequently reduce their workforce in an attempt to improve profitability so that they can survive adverse operational or economic situations in their operating environment. Positions or job roles are usually axed through redundancy and employees reduced with layoffs, retrenchments, retirements or in recent times, casualization. In most cases, downsizing is usually aimed at rightsizing the workforce for gains. The gains could mean operational efficiency, restructuring, and competitiveness (internal or market) through daunting macroeconomic crises or other uncertainties in the operating environment (Duran, 1998; Akdogan, 2009; Sayed, 2013; Ogunbote, 2018; Frone and Blais, 2020).

Impact of COVID-19 on Organizational Downsizing

The emergence of COVID-19 pandemic with its adverse effects on the global economy and families since the last quarter of 2019 has heightened the VUCA environments where organizations operate. This has necessitated the need for discourse and conversations around downsizing and the factor that can minimize its ominous effects on

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people and families through responsible leadership and downsizing with dignity. The pandemic shut down businesses for more than six months, and this resulted in a global economic recession with a projected loss of output US$2.7 trillion in 2020. The Sub-Saharan Africa growth forecast for 2020 was adjusted downward from 3.5% to 1.3%, according to Renaissance Capital. Nigeria domestic economy might have experienced the loss of N2.27 trillion of exports to the COVID-19 pandemic because its top trading partners and import sources such as China, USA, Spain and the Netherlands which accounted for over 45% of its imports implemented economic lockdown to roll back the spread of the pandemic.

This COVID-19 pandemic induced VUCA environment puts organizations, large and small, at a crossroad and stretches their viability as well as their intellectual capital. As a result, they have had to rethink their sustainability strategy and the continued employment of their workforce. Faced with the prospects of imminent collapse, organizations have been compelled to toe the path of organizational downsizing and layoffs of their employees in large numbers. A 2020 Q2

survey conducted by Lagos Chamber of Commerce and Industry (LCCI) revealed that 83 percent of employers in the organized private sector would downsize operations, retrench employees, and reduce salaries to save cost and survive because of high business mortality rate in the operating environment as a result of COVID-19 pandemic. In Q1, Renmoney Microfinance Bank had closed its Direct Sales channels and laid off all its 391 direct sales agents. In Q2, Arik Airline which suffered 98% loss of revenue after the suspension of operations for one month decided to send 90% of its workforce on indefinite leave without pay. In Q3, Air Peace announced the termination of 70 pilots and salary reduction of salaries of surviving workforce because of losses in the aviation industry. All sectors of the economy were negatively affected, particularly hospitality, education, entertainment, media, and fashion and styles according to a Q2 COVID-19 survey carried out by McTimothy Associates.

In a time like this, the question is not whether an organization should downsize or not. The failure or near-success implementation documented in the works of

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academic literature may not provide adequate motivation to dissuade organizations from considering downsizing as a choice of strategy. The right way to think and position organizations in difficult times will be to examine the role and importance of leadership in implementing downsizing with dignity if management decides to choose that as a strategic option to rightsize its workforce in the face of difficult times facing businesses across the globe. This helps to positively project the organization's brand as a responsible corporate organization in the minds of its stakeholders and prepare it for the future.

Leadership Paradigm in Difficult Times

When organizations face difficult times, the focus shifts to management. There is also high expectation from employees and shareholders because they believe that the survival of the organizations in a VUCA environment will depend on the leadership capabilities of their executive management team. Ironically, executive management in most of the cases fails to see this paradigm shift but gets preoccupied with the strategy of restructuring and downsizing. Chris Ogbechie, a Professor of Strategic

Management at Lagos Business School said that the attention of business leaders should be focused on navigating the turbulent economy post COVID-19 but asserted that leadership teams in organizations must embrace ethical principles and implement responsible business practices to create the right organizational culture and values that support their strategy execution whilst doing this. Verraki Partners report (ThisDay Newspaper, April 17, 2020) said that "employees and community are looking forward to business leaders to demonstrate responsible leadership during the crisis period." It challenged leadership to "demonstrate inclusion, diversity, empathy, compassion, humility, transparency and openness in taking decisions while actively listening to divergent views and balancing the needs of critical stakeholders such as employees, clients, suppliers, community, government and investors" during these difficult times.

Professor Mike Barger, Professor of Business Administration at the Stephen M. Ross School of Business, University of Michigan said that organizations require high stake leadership during difficult times. He postulated three basic principles of high stake

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leadership in the VUCA environment during crises. During crises, stakeholders always look up to organizational leaders for tangible evidence of leadership to ascertain responsible leadership, what is happening in the VUCA environment and course of action leadership is taking to survive the crises. Secondly, employees want and need leaders that they can believe in. They expect that these leaders will give them assurance that the organization will survive and they will still have their jobs or show strong empathy for employees who are downsized. Lastly, leadership should address the concerns and fears of key stakeholders who are or may be affected by the crisis. It simply means that management should not view downsizing from their own perspective but see the VUCA crises through the eyes of employees who may be downsized and are looking for clear, compelling and unmistakable evidence of leadership. Downs (2002) and Sucher and Gupta (2018) said that poorly managed downsizing is counterproductive to the health of the organization and employees (who are either laid off or surviving).

Responsible Leadership and Downsizing with Dignity

It goes without saying that responsible leadership involves reasonable behaviour, empathy and decision making processes that are strategic but humane. Responsibility leadership in difficult times will demonstrate strength of character that is consistent with ethical behaviour that focuses on both the business and the people, and takes decisions with empathy when the end-goal is a win-win for all key stakeholders such as the investors, shareholders, management, employees and their families, the environment and the community at large. Responsible leadership is an emotionally intelligent leadership that conducts its business and manages its people with high sense of ethics and character. It is ethically and socially oriented. It is business-friendly. It is family-friendly. It is environmentally friendly. It is focused on the future. Responsible leadership uses its influence to balance between task and the people, and as such will not take decisions that will be counterproductive to either the tasks or the people.

Armstrong (2009) said that unreasonable behaviour on the part of management could be construed by employees as a sufficient ground for

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constructive dismissal. This is why downsizing goes south, and ends in unpleasant consequences and litigation. In this COVID-19 VUCA environment, Uber and Airbnb are two organizations who had been considered 'best tech companies to work at' in Silicon Valley that downsized their workforce but with different approaches and consequences underscoring the importance of responsible leadership in downsizing with dignity. Uber laid off 3,700 frontline employees, representing 14% of its global workforce in May 2020 through Zoom. Employees logged on to Zoom only to be told that would be their last working day with Uber. No planning known to these employees. No effective communication. No empathy. No respect for the employees' dignity. This Uber model is at variance with Downs (2002) template for downsizing with dignity. It received critical reviews from business correspondents in the media, particularly Jack Kelly, a senior contributor with Forbes who said that "The way in which a company downsizes its staff says a lot about the organization". In a related development, Airbnb laid off 1,900 employees, representing 25% of its global workforce. The CEO communicated with the

employees and offered them soft landing to mitigate the impacts of downsizing on laid-off national employees by covering their health insurance for 12 months. Responsible leadership made the difference when the two downsizing are put side by side. The former was outright downsizing premised on business exigency but the latter, downsizing with dignity.

The VUCA environments constitute stressors for all the stakeholders, particularly employees. They create an unpleasant atmosphere that requires responsible leadership. When downsizing must be done because organizations face difficult times, executive management should avoid panicky or haphazard approaches to workforce reduction. They should avoid company-centric downsizing that ignores the contributions or needs and demands of their employees.

It is imperative that the leadership sets out from the onset to comply with the provisions of the contracts of employment of their employees and other extant laws such as the Labour Law and industry-specific Collective Bargaining Agreements. In a non-unionized scenario, management should creatively engage the employees in a win-win

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situation that gives the employees confidence that downsizing is the best alternative to the survival of the organization. They should also consider the psychological contracts with the employees, not only the laid-off employees but the surviving employees, particularly with regards to their motivation and productivity post-downsizing. There should be planning, and time constraints should not be an excuse for careful planning because the wellbeing of people are involved.

There should be a two-way approach, which will be top-down and bottom-up, in the design, communication, engagement, implementation and post-implementation of the downsizing plan. Management should take ownership of and accept full responsibility for the process. Executive presence and feedback are appropriate during the exercise. The human resources team and legal department are undoubtedly important components of the downsizing process but management should lead these teams with sincerity and diligence. The management needs information for decision making, but must be committed to aligning the feedback bottom-up with the ethos of the organization. Employees need clarity, sincerity and open communication during the downsizing exercise. They also need reassurance and empathy whether they will be laid off or survive the process.

Conclusion

Management cannot bury its head in the sand and pretend that the fate of the laid-off employees does not concern them. The practice of CEOs disappearing from the scene or travelling out of the town leaving the human resource department to directly handle the downsizing exercise may be at variance with responsible leadership. Downsizing with dignity is too strategic and sensitive a task to abdicate to middle level management for design and implementation. Positive organizational outcomes are significantly related to downsizing with dignity that Frone and Blais (2020) concluded that responsible leadership can lower the negative impacts of downsizing on laid-off employees and surviving employees for the continuity of a stronger organization that will outlast the VUCA environments in difficult times.

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Submission Guidelines

Language: All submissions should be in English

All articles should integrate scholarly and applied concepts. An author bio of not more than 75 words should be provided including the author's affiliation. Articles should be approximately 4,000 words excluding the abstract, author bio and reference list.

Page format: The manuscripts should be prepared as Microsoft-Word documents in Constantia (Font Size 11) on A4 size. The line spacing should be single-spaced including references and tables. Tables and Figures should be in their respective position in manuscript with title of Table/Legends of Figure.

Abstract: It should not exceed 250 words in a single paragraph and not required sub-headings and should be a brief summary of the work carried out including the objectives of the study, the techniques used and what was accomplished in a concise manner.

Keywords: It should contain up to 3-5 key terms related to the work separated by commas.

Introduction: It should represent the background significance, brief survey of the previous works, purpose, scope and novelty of the article work and should not have subheadings. At least two specific objectives of the article should be stated. The significance of the article should be briefly elaborated in relation to organization leadership and development or related fields.

Literature Review: A brief review of related, empirical, and theoretical literature should be provided. A conceptual framework should be developed to demonstrate new insights and ignite candid discussions and debates. More emphasis should be given to applied engagement.

Methods: Sufficient information in detail regarding the materials and the methods used to develop the research works (analytical, statistical and experimental procedures) should be mentioned to enable the others to repeat the authors work. The Research Onion as developed by Saunders (2007) should guide the structure of the methodology.

Results and Discussion: It should contain summary of the article, results, interpretations, speculations and assessment of future research or prospects.

Conclusion: It should include outcome of the work, important findings and your view(s).

References: They should be arranged at the end of the manuscript. References should follow the Harvard Citation Style.