

# MULUNGUSHI UNIVERSITY

## 4<sup>TH</sup> GRADUATION CEREMONY

### VICE-CHANCELLOR'S GRADUATION ADDRESS



#### **Theme:**

Pursuing the Frontiers of Knowledge through **RARE** (Responsible, Accountable, Relevant, Ethical) Leadership

Friday 19<sup>th</sup> October, 2012, Mulungushi University  
Great North Road Campus, Kabwe, Zambia

## **Salutations**

Minister of Education, Science, Vocational and Early Education,  
Dr. John. T. Phiri.

Provincial Minister, Central Province, Hon. Kosamu

Chancellor of Mulungushi University, Prof. Oliver Saasa.

Chairperson of Mulungushi University Council, Costain Chilala

Permanent Secretary, Central Province, Mrs Sinyangwe

His Lordship the High Court Judge

Deputy Governor, Bank of Zambia, Dr. Tukiya Mabula

Vice Chancellor, Copperbelt University

Vice Chancellor, Zambian Open University, Dr. Dickson Mwansa

Vice Chancellor, Rusangu University

Deputy Vice Chancellor, Mulungushi University, Dr. Judith Lungu

Registrar, Mulungushi University, Mr. Roger N. Simasiku

Registrar, Copperbelt University, Mr. Allan Ilunga

Members of Parliament Present

All Defence and Security Chiefs present

Provincial Heads of Government and Parastatal Institutions

Presidents of Professional Bodies

Secretary General, Zambia Congress of Trade Unions

Members of the Mulungushi University Senate

Mulungushi University Staff

Mulungushi University Students

Graduating Students and their families

All Invited Guests

I also wish to recognize the presence of my predecessor, Prof. Vernon. R. N. Chinene and the Former Deputy Vice Chancellor Dr. Ernest M. Beele.

Members of the Press

Ladies and Gentlemen

All Protocol Observed

## Welcome Remarks

I extend my warm welcome to all of you esteemed guests. I am humbled and grateful that you could find time from your busy schedules to come and celebrate with us the achievements of this still relatively young university. Mr Chancellor, Sir, while this is our fourth graduation ceremony, it is the **first** for degree students where you are conferring 64 diplomas and 98 degrees! I hope that excites you Sir. Honourable Minister and Chairperson of Council, this should be putting a smile on your faces too. I now urge you all our guests to relax and enjoy the proceedings of this celebration.

## Introducing the Theme of the Graduation Address

It is now my honour and privileged to give the graduation address on behalf of the Mulungushi University community. The pioneers of Mulungushi University came up with a profound Motto or Mission Statement: Pursuing the frontiers of Knowledge.

- What do we mean by pursuing the frontiers of knowledge?
- What is this RARE Leadership that I am bringing to the equation as a modus operandi for pursuing the frontiers of knowledge?

Mr Chancellor, these are the questions I am going to attempt to respond to in this address under the theme: **“Pursuing the frontiers of Knowledge through RARE (Responsible, Accountable, Relevant, Ethical) Leadership.**

## The Meaning of Pursuing The Frontiers of Knowledge

At least from my reflection, the notion of pursuing the frontiers knowledge can in its simplistic form, mean **‘focused expanding the [boundaries] of knowledge’**. To pursue means you are not running aimlessly but there is a target of your pursuit. It is like you are hunting for a catch or following something desirable, in this case the frontiers of knowledge. Frontiers refer to boundaries, frontline, leading edge or cutting edge. In this context, Loewens define knowledge as the ability to adapt to any situation and never being caught unaware. Others refer to it as the information and skills one acquires through experience or education; both

theoretical and practical. Knowledge is what is known in a particular field or in total about facts relating to a particular subject. Thus put together we can say as Mulungushi University we are **focused** on *expanding the [boundaries] of knowledge*'. We recognise the world as a global village and strive to make a positive and RARE impact as we push forward the frontiers of knowledge in ways that fight toxicity at all levels and contribute to addressing the socio-economic challenges facing our country and continent at large. The knowledge that we pursue and seek to build or develop is the kind that will make a difference at all levels.

It is well acknowledged that one of the major challenges is how to develop citizens who not only possess '*up to date*' knowledge but are able to actively participate in the creation of new knowledge as part of their lives. In *pursuing the frontiers of knowledge*, Mulungushi University operates in the realm of developing graduates and citizens who possess the competency to broaden knowledge creation. What seems to be lacking is the pedagogical theory of developing this cohort of knowledge creators. Knowledge building may be defined as the production and continual improvement of ideas of value to a community in a synergistic way. This resonates with the definition of RARE leadership.

Mr Chancellor, before I explain what RARE leadership is all about let me explain some ways in which one can acquire and build knowledge.

- First master what you already know. At least be able to display competency in what you already know in every aspect possible.
- Secondly, focus on secondary-skill, like critical thinking, collaboration, communication, and the like to ensure that you are not the jack of all trades and a specialist in none.
- Thirdly, place your skills into component, like ICT, research, etc. which will help you to be competent in adding value, then
- Fourthly, utilise Learning communities concept. This is when you develop or build knowledge with others leveraging the benefits of diversity which is said to spark creativity and innovation. In this regard, MU will put emphasis on building mutually beneficial collaborations and partnerships. This means

that as MU community we will aim for cutting-edge knowledge coupled with country, continental and global engagement to contribute to positive change to lives of individuals and our communities. Basically we will be taking the best of our university to the global village and the best of the global village back to our university and country. At the centre of this focus is research that is RARE in its nature.

Of course in our approach we will be combining learning and knowledge building. It is important that we make a distinction between learning and knowledge building so that we don't erroneously equate the two. Learning is internal and personal. It usually results in changes in one's belief, attitude or skill, whereas knowledge building results in the creation of or modification of public knowledge which lives in the world and is available to be worked on and be used by other people as well. Our focus in pursuing the frontiers of knowledge through RARE leadership is on both.

### **Leadership in Context**

Mr Chancellor, I have also indicated that I will share with you as to what it means executing this colossal university responsibility [that is, *pursuing the frontiers of knowledge*] through RARE leadership. Let me define leadership as I have done in my writings including my book, "RARE Total Leadership: Leading with the Head, Heart and Hands"; "*the process of influencing others commitment towards realizing their full potential in achieving value adding shared vision with passion and integrity*". Thus Leadership is not about the formal position one holds in an organization, but about positive influence and value that one adds to others by serving in the positions they are in. In its conceptual, intellectual and pragmatic form it is the leadership that pays special attention to the perceptions, attitudes and behaviours of disciples [a higher order to followers]; relies heavily on the attributes, competencies and expertise [which is the results of knowledge] of the leader and is guided and guarded by a principled based value system of being RARE.

## **Why RARE Leadership**

Honourable Minister, contrary to the brilliant pronouncements from the West on leadership and how to develop leaders, the 21<sup>st</sup> century has experienced some serious Western leadership failures that have affected and impacted negatively on Zambia and the whole world. The leadership failure of US President George W Bush and the economic meltdown are probably the two most relevant examples. They should change the way we think of leadership and, perhaps, help us to recognise what is missing, a RARE way of leading even in acquiring, building and pursuing the frontiers of knowledge. There are many people and institutions to blame for the economic meltdown. As you know, the rot started with supposedly highly respected financial institutions making very high risk loans. They then took these high risk loans and through some fancy financial tricks dressed them up to look like low risk investments which they sold on. Why did they go to all this trouble? Well it was very profitable to do so. It meant huge bonuses and lavish lifestyles at the expense of the unknowing. You see knowledge can be used in a toxic and destructive way. It was of course inevitable that this would unravel at some point. It just wasn't sustainable! As the Word of God puts it in the Holy Bible, "Your sin will find you out", and so it did. Unfortunately when it did unravel, it wasn't just the greedy who suffered. It was also millions of ordinary people who lost their jobs, their life's savings, and their pensions. In fact it is probably safe to say it became almost everyone's problem. Let me pose here and elaborate in my typical African way with a story about the animals which I have also been using in my publications.

### ***It does not concern me!!!***

*Once upon a time, there was a family who kept animals- a cow, a dog, a chicken, and a cat. A rat was seen in the house and the house owner set a trap to kill the rat. The rat then called a meeting with other animals in the house and tried to solicit for help from them to remove the trap. All the other animals especially the chicken and the cow told the rat off, saying that the trap does not concern them since it cannot get them. The trap eventually traps a poisonous snake, which had entered the house, which bit*

*the owner of the house, who died! Meanwhile the owner of the house was trying to stop a fight between the cat and the dog when he was bitten by the snake. So with the death of the owner of the house, the cat and the dog each blaming the other for the death of the master, fought to death. On his death, the cow was slaughtered. On the last funeral rights, the chicken was slaughtered.*

Honourable Minister, my question to us all is this: “In the long run, whose concern was the trap?” The environment we operate in is complex, highly sophisticated, unpredictable and ambiguous which calls for different type of leadership and leaders who are holistically total. Leaders, who are lifelong learners and pursue the frontiers of knowledge which they acquire, utilize and share in a RARE manner. We can no longer afford to fold our arms and claim that issues elsewhere in the continent or in the world do not concern us. The economic meltdown and failure in a variety of institutions including governments, religious, business and industry gives testimony to the need for a search to the missing link in the leadership fraternity. Changes in the social-economic, political, moral and value systems as well as attitudes towards work and life styles requires a leadership that goes beyond typical classroom teaching of the head to include the heart and hands. This is a leadership that takes a whole person and environment into consideration if it is to yield sustainable success. The leaders must be able to utilise the head, heart and hand and incorporate Responsible, Accountable, Relevant and Ethical (RARE) value system in so doing. Leaders ought to accept and understand their vulnerability and how their behaviours, actions and emotions affect them and others around them. They have to take responsibility for the outcomes or consequences of these behaviours and emotions and effectively manage them. Thus it is important for Mulungushi University (MU) to pursue the frontiers of knowledge through RARE leadership.

### **The Importance of RARE Leadership in pursuing the frontiers of knowledge**

Before I unpack RARE I would just like to reflect on the how crucial it is that we do produce the right kind of leaders and managers who builds the right kind on knowledge and utilise it for the right purpose. Otherwise we will have people who



are very knowledgeable using that knowledge to kill, steal and destroy instead of using it to build and develop and add value to individuals, families, institutions, governments, continents and the global village at large. So RARE principle based value system in pursuing the frontiers of knowledge becomes very critical.

Let me focus on our wonderful continent Africa. In as much as we have made some progress in many areas including profiling of the many inventions by Africans by Kumatoo, Africa has won most of the negative accolades in the history of humanity both through Afro-pessimism and actual deeds. In addition, there is a high level of unemployment and underdevelopment. The Global Competitiveness Index (2010) found that more than 72% of the sub-Saharan African population live on less than US\$2 per day and 40% on less than US\$1.25. Poor health and HIV/AIDS, poor and inadequate institutional planning, abuse of power, lack of accountability, a high violent-crime rate, and natural disasters are other challenges facing Africa. African countries are perceived as being infested with corruption. Transparency International (2009) rates corruption in the top ten hindrances to business. Furthermore, African countries are prone to coups d'état, brutal acts and genocide being committed within the context of ongoing civil wars. These are acts committed by knowledgeable people who are abusing the knowledge they have acquired instead of using it for the common good, in a RARE way. As it were, the success or failure of every institution or nation is a true reflection of its leadership. Expressing his disappointment at the state of the African continent, Nweke (2010:12), asks;

*'How can people so hungry for self-rule become so dispassionate about a future they had fought and lost so much to have? How can a people destroy the very thing they love so much with the same hands that they used in building it? Why should it be that Africa keeps going round in circles instead of moving forward?'*

The challenges of Africa are never ending and are constantly evolving. Election hijacking or manipulation, and killings of each other during elections for example, are the new order of the day.

Kleptocracy is another defining feature of our failing African governments and our leaders. Africa is abundantly endowed with gems and minerals and yet it is not always used for the sustainable development for the common good. Ogbunwezeh, states that the continent has,

*'... over 40 percent of the world's potential hydro-electric power supply; the bulk of the world's diamond and chromium; 30 percent of the uranium ; 50 percent of the world's gold; 90 percent of its cobalt; 50 percent of its phosphates; 40 per cent of its platinum; 7.5 percent of its coal; 8 per cent of its known petroleum reserves; 12 percent of its natural gas; 3 percent of its iron ore; 64 percent of the world's manganese; 13 percent of its copper; vast bauxite, nickel and lead resources and millions of untilled farmlands.'*

And last but not least, we have millions hectares of potential farmlands. Yes that is Africa! Basically we're rich! And yet we are very poor. Eish! Or should we say, Yaba!! As we express our surprise in a Zambian way. Rich and yet we are very poor!

Honourable Minister; Mr Chancellor, a continent this rich need not be worried about poverty, unemployment and under development that our Zambian President, His Excellence Mr Sata has been inspiring all of us to fight against. Sadly, some leaders see this wealth as a vehicle for self-enrichment. The leaders, managers and workers focus is not service nor excellence but money making in unethical way. An emerging form of kleptocracy is what is referred to in South Africa as 'tenderpreneurship'. This is characterised by leaders or government officials filling their own and family coffers from the public purse through tender procurement which are examples of bad or toxic leadership in this regard. This kind of leadership produces a toxic followership. It is my view that without leaders and managers who exhibit RARE character, we will remain poor despite our wealth and knowledge we acquire or build or pursue. Thus, pursuing the frontiers of knowledge without being RARE might not really benefit us or anyone else in a sustainable way.

Douglas MacArthur once said: 'A general is just as good or as bad as the troops under his command.' This phrase highlights the impact of leadership on follower behaviour. Most of Africa's leaders fail to lead or live by the values they claim to be upholding, resulting in their followers' destructive and unproductive behaviour. We all know that people don't do what you say but what you do. An illustration of toxic followership can be seen during the wage strikes, especially in South Africa. Striking personnel disrupt schooling (on which the country's future depends); burn libraries down and destroy infrastructure. These acts of anarchy demonstrate the way in which leaders are failing in providing credible leadership based on the RARE principles and value system.

### **RARE Leadership**

Let me introduce you to my RARE framework for living and leading that would be the modus operandi for pursuing the frontiers of knowledge. It's a framework which I have described in my book "*RARE Total Leadership: Leading with the Head, Heart and Hand*". RARE is an acronym:

- R for Responsible;
- A for Accountable;
- R for Relevant; and
- E for Ethical.

I have already spoken about the economic meltdown and it must be immediately obvious that when dishing out blame, finance, economic and management sciences graduates must surely accept a big portion. After all it was to a large extent highly trained economic and management science graduates who developed the fancy financial tricks used to dress up high risk loans look like low risk investments. MU does not want to produce this type of graduate. We want to produce leaders and managers of tomorrow aware of sustainability and greed issues. And the RARE framework is one very concrete way in which we can and will pursue the frontiers of knowledge.

Mr Chancellor, Let me now unpack RARE: Responsible, Accountable, Relevant and Ethical personal leadership.

The RARE principle- based value system advocated in this theme fosters:-

- Responsible behaviour of leaders, employees and citizens towards one on other and all stakeholders, not at the expense of others but in mind of the future state of the institution, nation and the continent at large;
- Accountability to each other and the other stakeholders, taking ownership of decisions and avoiding the blame game and scape-goating and making excuses for toxic behaviour instead of owning up to the consequences of choices and decisions;
- Relevant engagement in a value-adding way towards one another and all stakeholders, and being of service to the community;
- Ethical behaviour that advocates honesty, integrity, openness and trust.

This is a personal leadership approach that is all encompassing. It allows individuals to be total leaders at all levels, from the family to the government. This approach comprises five broad dimensions, namely: vision, change, connectivity, engagement, and integrity. These dimensions interact to construct the fibre of a RARE person and leadership that is appropriate in leading into the future and leveraging African principles. This is an approach that is appropriate for pursuing the frontiers of knowledge.

**Responsible leadership** is visionary and a catalyst for change

Responsibility can be defined as a duty or obligation to satisfactorily perform or complete a task (assigned by someone, or created by one's own promise or circumstances) that one must fulfil, and which has a consequent penalty for failure. It means one has to be reliable or trustworthy; to be placed in control and having to be answerable for actions; being the source and cause for an action.

As an individual you must accept and understand your own vulnerability and the effect of your behaviour on those around you. You have to take responsibility for the outcome or consequences of your actions and emotions and manage these effectively and in an emotionally intelligent, principled manner to contribute to sustainable success at all levels.

Responsible leadership anticipates and is passionate about the future. Responsible leadership entails being legitimate, acting with integrity, being a role model, and ensuring that as a leader one develops successors. As I usually put it, “success without a successor is failure”.

It is also worth mentioning that, although leaders like all humans acknowledge barriers and fear change, they find practical ways to promote the need for change and overcome such barriers. Responsible leadership achieves this by being adaptive in order to thrive in tomorrow’s world and embraces disequilibrium so as to get things done; by being visionary in embracing creativity and innovation; and by being invigorating and inspiring. They believe in lifelong learning and invest in developing future leadership, something that we really need in Africa and Zambia in particular.

### **Accountable leadership and connectivity**

*‘It is not only what we do, but also what we do not do, for which we are accountable.’ Molière.*

**Accountability as defined by** Wikipedia is a concept in ethics and governance with several meanings. It is often used synonymously with such concepts as answerability, blameworthiness, liability, and other terms associated with the expectation of account-giving. As an aspect of governance, it has been central to discussions related to problems in the public sector, non-profit and private (corporate) worlds. In leadership roles, accountability is the acknowledgment and assumption of responsibility for actions, products, decisions, and policies including the administration, governance, and implementation within the scope of the role or employment position and encompassing the obligation to report, explain and be answerable for resulting consequences. The obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner. It also includes the responsibility for money or other entrusted property.

Accountability requires that you connect with the people that you interact with. According to Waistell, it is also driven by the urge for transparency. Connecting is

the ability to identify with and relate to people in a way that enhances the ability to influence them positively. Accountable people; inspire trust and commitment by ensuring that their words and actions are integrated -- people do not care or want to commit to the vision until they know that you care for them; are answerable for all the resources they are entrusted with; do not play the blame game or use manipulative impression management tactics to cover up their incompetence but, instead, own up to it and use mistakes as learning moments for future improvement and give credit where it is due. They display attitude that is caring, humble, and does not operate in isolation but is relevant and engages all the stakeholders. The shift in values from self to others demonstrates empathy and elicits commitment and trust in relationships. This indeed talks to pursuing the frontiers of knowledge.

To ensure that one is responsible and accountable, one must begin by looking first at oneself and only then expect responsibility and accountability from others. People often revert to blaming others when something goes wrong -- they blame the environment, circumstances, and everyone but themselves which is a victim mentality and self-defeating. If this destructive behaviour is to be stopped, it is imperative to develop a culture of responsibility and accountability, yes in Zambia and Africa as a whole but also in the global village.

### **Relevant leadership is engaging**

*'I saw my mission as one of preaching reconciliation, of binding the wounds of the country, of engendering trust and confidence.'* Nelson Mandela

**Some synonyms to relevant include: pertinent, germane, material, apposite, apropos.** These adjectives describe what relates to and has a direct bearing on the matter at hand, in this case pursuing the frontiers of knowledge in a RARE way. Something *relevant* is connected with a subject or issue. From Wikipedia, the free encyclopaedia: The concept of **relevance** is studied in many different fields, including cognitive sciences, logic, and library and information science. Most fundamentally, however, it is studied in epistemology (the theory of knowledge). Different theories of knowledge have different implications for what is considered

relevant and these fundamental views have implications for all other fields as well.

A thing might be relevant, a document or a piece of information may be relevant. The basic understanding of relevance does not depend on whether we speak of "things" or "information" or person. A relevant person and leader are in touch with the surrounding environment, both internal and external. Such people acknowledge that they work in a diverse environment with others who have different and sometimes even conflicting needs and expectations that have to be addressed in a responsible and balanced way. Such relevant leadership and people;

- drive organisational and national performance by analysing future trends (Beinhocker, Davis and Mendonca, 2009);
- pays attention to solutions that impact positively on challenges facing institutions (Kulati, 2000 and Siaciwena, 2006);
- continuously develops best practice (Glatter and Kydd, 2003; Ansari 2002) in pursuit of excellence;
- embraces and leverages the benefits of diversity (Page, 2007; Klein and Harrison, 2007);
- commits to the execution of strategy without excuses (Tice, 2007; Stewart and O'Brien, 2005), and is decisive (Robinson, 1989) and courageous (Van der Heide, 2007; Van der Merwe, 2006; Hayward, 2010);
- Is transparent, and motivates and inspires everyone to high performance levels.

This is leadership that seeks to add sustainable value that is applicable, pertinent, significant, appealing and winning. It acknowledges that what is relevant in one environment may not be so in another, and therefore is flexible, innovative and adaptable. And then there is the ethical part of RARE, Mr Chancellor.

## **Ethical leadership and integrity**

*'It's not enough to speak, but to speak true.'* William Shakespeare

From Wikipedia, **Ethics**, also known as **moral philosophy**, is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong behaviour. The Centre for Ethical Leadership describes ethical leadership as knowing your core values and having the courage to uphold them in all facets of your life in the service of the common good. Therefore, ethical leaders need to demonstrate integrity by being authentic. Cashman (1997) suggests that being authentic is a process that requires a one to know her/himself by practising what she/he looks for in others; listen with a giving attitude that seeks a contribution from others; express her/himself in a manner that creates value; appreciate self-expression that creates value; and serve because leaders are not judged by how well they lead but by how well they serve.

Leading with integrity requires leaders to be transparent and honest, trustworthy and humble; it is an important cornerstone of RARE leadership. In the financial crisis that led to the economic meltdown there was evidence of many unethical mistakes. It was said in many cases that the cause of the crisis was **greed**. Integrity is not and should not be a slogan; it is not about what a one says but whether his/her words and deeds are synchronised. Most relationships at personal and business level are destroyed because of a lack of integrity. Building effective families, organisations and nations and even the global village needs a leadership that is ethical and trustworthy, irrespective of whether it is being watched.

We need to overcome the destructive and unethical actions of some of our leaders in ourselves, including kleptocracy and tenderpreneurship, that is, for example unethically awarding tenders to our family members or friends which would benefit us.

Being a RARE leader or person is a precedent to practising total leadership. RARE principle-based values equip leaders with a core value system that guides their leadership actions and activities. Being a total leader, one needs to lead with the head (intellectual capability), through the heart (managing others and being



aware of their feelings) and through the hands (the ability to get things done with the available talent). This is how we at MU will pursue the frontiers of knowledge in a practical way through RARE Leadership.

### **To the Graduands**

Mr Chancellor, let me now talk to our esteemed graduands. The saying that “knowledge is power” is perhaps incomplete. In our African context, for knowledge to become power, it must not only be acquired and sit idly like unused inventory, but it must be shared and effectively utilised for it to translate into real positive power.

Hoffer, on Reflections on the Human Condition said ***“In a time of drastic change it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists”*** and Huxley, an English biologist, said ***“The medieval university looked backwards; it professed to be a storehouse of old knowledge..... The modern university looks forward, and is a factory of new knowledge”***.

A very important part of MU’s role is to share, transfer and diffuse knowledge and learning primarily in Zambia but also throughout the continent and beyond.

You have acquired knowledge but do not waste this resource. You have to take it upon yourself to disseminate and share the knowledge you have acquired with others through effective communication processes. The opportunity to train you is a great investment by the families and organisations that supported you. The long term development and well being of our organisations and nation at large depends on how effectively in a RARE way, you manage the knowledge, skills and competencies you have. It is incumbent on you, graduands, to ensure that such knowledge as you possess, is shared and passed on to others for effective utilisation and therefore survival of our organisations and nation at large. You cannot withhold knowledge and expect to succeed.

As the former President Mbeki would say, ***“We are all condemned to live together and interact with one another, both the unwashed and the perfumed. Divorce is not possible. Inevitably the actions of the one impact on the other for***

***better or for worse, with none in reality being capable of successfully pursuing their purposes without the co-operation of the other.”***

Through the promotion of research and free enquiry, the open contestation of ideas, MU generates and disseminates knowledge and understanding, and enriches the general quality of social life of the Zambians and other African communities. It would be unfortunate for you the graduands not to continue with the trend by failing to share and utilise such knowledge.

MU has equipped you to give priority to effective and positive participation in the global creation, exchange and application of knowledge. To this end, you can exploit the potential of the information and communication revolution and use it to enhance the economic well being of others and hence your own.

Take it upon yourself to play an important role in making MU Motto and RARE theme a reality through knowledge management. MU has equipped you in this regard by providing a vehicle for individual learning, training, communication, knowledge awareness and empowerment, knowledge sharing, transfer and utilisation, everywhere you go. It's now up to you what you do with that knowledge.

However, I implore you to take ownership of the knowledge acquired and become a leader that does not grow dependants or “pawns”, but one that leads others to leadership through empowerment. A pre-requisite for effective knowledge management is personal leadership. To fully understand your strengths/weaknesses, you have to go deeper and look at your “genetic coding” \_\_ that is, your beliefs, values and attitudes, your frame of reference. It is these beliefs, values and attitudes that restrict our perceptions of reality and degrees of freedom. To be successful, both as an individual and an organisation, we need “genetic variety”. Our challenge must be to get outside our restrictive frames of reference at whatever level we are. If you want to enlarge your leadership or managerial frames, you must be curious about how the rest of the world thinks \_ and you must have humility. The real restriction or problem is not that our immediate environment is hopelessly unhelpful, but that our personal

leadership and managerial frames are hopelessly inappropriate to the next round of both local and global challenges.

As I indicated above, leadership is not imbedded in the position you hold but in what you do with the knowledge, competencies and experiences you have acquired. The degree or diploma that you will receive today is an acknowledgement of your academic achievement and just a means to become who and what you ought to be. But Academic achievement in itself does not guarantee you success in life.

Leadership is a challenge, whether you are running a billion Dollar corporation or a small business. Developing leadership Skills is as important for running a small business as it is for the Bill Gates of the world. Lack of confidence can adversely affect those who depend on your guidance. Build on what you have achieved and develop skills in communication, credibility, accountability, and build trust. Practice openness. Mistrust comes from both what people know and what they don't know. Keep people that you work with informed. Share the knowledge. Sharing knowledge and leadership implies that there is trust. Fulfil your promises to build trust. Trust requires that people believe that you are dependable. So you need to ensure that you keep your word and commitments. Promises made must be promises kept.

Maintain a very clear, **consistent position**. Inspire **trust** by making your position very clear. But in the event of new evidence be able to reconsider your position. Maintain integrity.

### **Concluding Remarks**

Honourable Minister, Mr Chancellor, Chairperson of Council, Distinguished guests, Allow me to conclude my address by expressing myself as an African by telling you a story to illustrate the importance of integrity in leadership.

Once upon a time there was Nchebe, the hunting dog and Kalulu the hare. Nchebe was chasing Kalulu. As he chased Kalulu, he would sometimes jump and bite her as if he is going to kill her and sometimes fawn upon her, as if he was playing with another dog." Then Kalulu turned to Nchebe and said, "I wish you would act sincerely by me, and show

yourself in your true colours. If you are my friend, why do you bite me so hard? If you are my enemy, why do you fawn on me?

The Lesson to be learned is that, you cannot influence others to follow after you if they don't know whether to trust or distrust you. If indeed you want to be a leader take it upon yourself to be trustworthy and maintain integrity at all times. You are your word.

To be a leader you need to act confidently, but you also need to be humble enough to recognise that others' views are useful too. You need to persevere when times get tough, but you also need to recognise when times change and a new direction is called for. To be a leader you have to accept who you are and acknowledge to yourself that "it is OKAY to be me", and you need not be an extension of other people's opinions. Ensure that you get the right kind of knowledge too in pursuit of lifelong learning.

As the good book the Holy Bible puts it "without **knowledge** people perish". So here at Mulungushi we have made it our duty and responsibility to '*Pursue the Frontiers of Knowledge*' through *RARE* leadership. May this be part of your *lifelong learning path*.

May I take this opportunity to appreciate and thank all my Mulungushi University family both academic and non-academic for the role they have played and continue to play in ensuring that we indeed pursue the frontiers of knowledge in a RARE way and produce RARE MU ambassadors who are graduating today and those who will be graduating in future. Thank you Honourable Minister Chancellor, Chairperson of council and all of you for not just being here today, but for your continual support and leadership. I salute you.

I hope that what I have shared with you will be helpful as lifelong learners to be winners and succeed in life. To the graduands, Go and make us proud as ambassadors of MU, Again congratulations. May The Lord God bless you and order your steps! In all your getting, get wisdom for it is the principal thing in life (Proverbs 4:7).

I thank you, and Shalom!