

# A Critical Discourse Analysis of Mandela's 'I am Prepared to Die' Speech: Insights into Language of Transformational Leadership

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## Abstract

Critical discourse analysis (CDA) is employed to analyze Mandela's 'I am Prepared to Die' speech and identify the transformational leadership qualities demonstrated by Mandela. The analysis considers the speech's vocabulary, grammar, structure, and genre. The analysis reveals that Mandela exhibited the key characteristics of transformational leaders, including individualized consideration, inspirational motivation, idealized influence, and intellectual stimulation. Through his use of language and grammar, Mandela is portrayed as a strong, capable, devoted, fair, and responsible leader. The use of singular and plural first-person pronouns demonstrates Mandela's leadership qualities which include honesty, reliability, inclusion, and courage to speak the truth. It also highlights his ability to influence, inspire, motivate, and adapt to changing circumstances. Mandela employs transformational tactics to not only transform values, goals, and lives but also to persuade others through his actions, motivate by his vision, and establish challenging goals. In terms of genre and structure, the introduction effectively grabs the audience's attention with a startling statement and a clear thesis statement outlining key issues. The conclusion sums up the speech and ends up with a strong and powerful clincher, which gives the speech its well-known title. The body of the speech was packed with facts and details that were presented in a coherent and organized manner using narrative, descriptive, expository, definition, process, compare and contrast, argumentative, persuasive, cause and effect, classification, and critical analysis styles. The study reveals that Mr. Mandela manages to deftly use these styles to establish his credibility and reliability as a transformational leader, on the first hand, and well serve the purposes of the speech, on the other hand.

**Keywords:** transformational leadership, critical discourse analysis, leadership, textual analysis, Nelson Mandela

## 1. Introduction

Humes (2008, March 27), who is an American speechwriter for a number of American Presidents (Eisenhower, Nixon, Ford, and Reagan), believes that "the art of communication is the language of leadership". Although there are many ways to define leadership, at its foundation, it is the ability to lead and inspire others to achieve goals. It is essential to comprehend the steps and characteristics needed to successfully influence others. Existing literature emphasizes the qualities that make a good leader, including having a distinct, well-communicated overarching vision and making well-informed judgments based on the information at hand. Building capacity and empowering people are priorities for leaders. Respect, seeking advice, and being willing to make difficult decisions when necessary are other essential traits. At the core of effective leadership is credibility, which is often acquired by moral and open methods of operation. When the circumstance calls for it, leaders are prepared to take calculated risks, challenge the status quo, and take the initiative. Such activity necessitates emotional intelligence, efficient interpersonal communication, and strategic thinking. In actuality, whether it be in academia, communities, or companies, all people need to be good leaders and demonstrate these qualities. Leaders work to persuade others to support their objectives, regardless of their social roles. Leadership is not just for people in positions of power; it is frequently required at all levels to promote change and advancement.

Inherently, leadership involves interactions between an individual leader and specific followers as well as between followers in groups and even between groups created by followers' groups (Su, Wang, and Chen, 2020). The type of leadership used has a big impact on how an organization change. A leader has the power to affect how new ideas are implemented, accepted, and integrated by setting up clear objectives and fostering a climate that is open to change (Harb & Sidani, 2019). The dynamic and unpredictable character of the modern corporate landscape has made managing an organization a very complex endeavor. Effective leadership in the current business climate requires a thorough understanding of the complexities present in that context. As this enables them to achieve the goals of the organization, leaders must be able to recognize and answer the needs of various organizational stakeholders (Alsayed, Suifan, Sweis & Kilani, 2020). Recent research examines the characteristics of autocratic, democratic, and laissez-faire leadership (Jaafar, Zambani, & Fathil, 2021), however, the textual characteristics of transformational leadership were not thoroughly examined. This study examines these leadership characteristics, not in an organizational context, but in a political context through Mandela's use of certain linguistic features.

Researchers contend that transformative leadership has a good effect on staff productivity when combined with the mediating power of citizens' groups. Collaboration between leaders and followers that is based on admiration, respect, and trust is a hallmark of

transformational leadership. Such leaders place a high value on collaboration, respect for one another, cooperation, and deference in order to achieve both personal and organizational objectives. This type of leadership instills and motivates followers through a variety of deeds and is based on moral and upright principles (Khan, et al., 2020). Transformational leaders have the potential to optimize individuals' alignment with organizational goals, prioritizing the collective rather than their personal needs. It is recommended that leaders with a transformational leadership style maintain a positive outlook toward everyday organizational challenges. They embrace the belief that difficult circumstances and challenges can be transformed into opportunities, fostering a mindset that can be both preserved and spread throughout the organization (Begum, et al., 2020). However, critics argue that transformational leadership is elitist and undermines democratic principles (Bass & Riggio, 2014). In the South African context, transformational leadership, signified by Nelson Mandela, led to a democracy that gave equal rights to the citizens of the country regardless of their skin color and race.

This article linguistically analyzes the 'I am Prepared to Die'<sup>i</sup> speech, which was delivered by Nelson Mandela to identify the stylistic features of Nelson Mandela as a transformational Leader. The three-hour speech delivered by Nelson Mandela on April 20, 1964, from the defendant's dock at the Rivonia Trial was dubbed 'I Am Prepared to Die'. The phrase "It is an ideal for which I am prepared to die" appears at the end of the speech, giving the speech its title. The speech is regarded as one of the best of the 20th century and a significant turning point in the development of South African democracy (Owen, 1999). Mandela was found guilty and given a life sentence after the trial. Before being released from prison and becoming president of South Africa, he served 27 years of his sentence. He quoted the final phrase of his address to the waiting media after being freed. Mandela thought that the court had refrained from giving him the death penalty because, in his address, he had dared them to do so (Broun, 2012).

## 2. Literature Review

Leadership is given different definitions by researchers. Bass and Stogdill (1990) define leadership as "an interaction between two or more members of a group that often involves the structuring of the situation and the perceptions and expectations of the members" (pp 19-20). The three main styles of leadership are autocratic leadership, which is leader-centered (Krishanan, Netemeyer & Boles (2002), democratic leadership, which leads to increased participation among group members (White & Lippit, 1960), and laissez-faire leadership, which gives the followers the freedom of action (Spector, 2000). In addition to these leadership styles, we have transformational leadership. Transformational leadership, which was introduced by Burns (1978), has been a focal point in leadership studies. It is acknowledged as a leadership style that enhances organizational members' awareness of the importance of achieving shared objectives. Transformational leaders inspire their employees through four dimensions, encouraging them to transcend their personal interests and work towards the collective welfare of the organization. These dimensions include fostering inspiration, idealized power, intellectual stimulation, and individualized consideration (Harb & Sidani, 2019). Intellectual stimulation involves motivating followers to think creatively and innovatively when addressing existing challenges in novel ways. By treating each follower as an individual and considering their unique needs, desires, and skills, leaders demonstrate individualized consideration. Through this approach, leaders assist followers in developing their own capabilities, dedicating time to guiding and educating them (Busari et al., 2019).

Bass (1985) identified four behaviors that transformational leaders exhibit that enable followers to go beyond self-interest and provide above-and-beyond results: A leader has idealized influence when they provide a good example for their people and earn their respect. A compelling future vision and high expectations for followers to surpass their own expectations in order to accomplish that vision are both components of inspirational motivation. Encouragement to examine presumptions, reframe difficulties, take chances, discover new methods of operation, and exercise creativity are all examples of intellectual stimulation. Finally, the attentive leader takes the time to coach and pay close attention to the needs and growth of each follower. When contrasting charismatic and transformational leadership, researchers from the transformational camp frequently argue that charisma is only a portion of what makes up transformational leadership, not the entire thing. Additionally, idealized influence and inspirational motivation are frequently combined into one subscale that represents charisma (e.g., Bass & Riggio, 2006).

According to Judge and Piccolo (2004), more research has been done on transformational leadership since 1990 than has been done on all other important theories of leadership combined. This shows that this leadership style has attracted a lot of empirical study attention. These studies show that transformative leadership has a considerable impact on followers. Studies that looked at the connection between transformational leadership and employee behavior revealed a decline in workplace aggressiveness (Hepworth & Towler, 2004) as well as job withdrawal behaviors (Walumba & Lawler, 2003). The bulk of the research that has been done to investigate the impact of transformational leadership on creativity (Hoyt & Blascovich, 2003; Jung, 2001) has found that it has a favorable effect on creative performance. In addition, recent studies have attempted to connect transformational leadership to other relevant outcomes. Numerous studies have examined the impact of transformational leadership on the attitudes and psychological states of employees. These studies have consistently shown a positive relationship between elements like commitment (Korek, et al. 2010), empowerment (Barroso, et al. 2008), and identification (Wang & Howell, 2012).

Transformative leadership has drawn criticism from certain researchers. According to a number of experts, transformational leadership may not be a skill that can be learned and developed, but rather a personality attribute or personal inclination that may be challenging to change (Bryman, 1992). Empirical research has shown links between personality and transformational leadership, despite the fact that many academics highlight that transformational leadership is concerned with leader behavior. Bono and Judge (2004), for example, discovered that extraversion was the best predictor of transformational leadership. Even though their results partially supported the dispositional basis of transformational leadership, particularly with regard to the charisma dimension, they came to the conclusion that

non-dispositional predictors of transformational leadership play a significant role despite the generally weak associations. Additionally, research on transformational leadership interventions has shown that this style of leadership can be learned and that training in this style can boost employee commitment and performance in addition to increasing transformational behaviors (e.g., Barling et al. 1996). Despite these critics, transformational leadership, as mentioned earlier, remains one of the most researched types of leadership as it was reported as a style of leadership that can lead to better commitment, belief, and deduction.

In this study, we examine transformational leadership in terms of the language used to empower followers in the political context. Transformational leadership in the political context shall stand as a method used to motivate and encourage followers to act. These actions shall change the mentality of followers and possibly create a culture (AlAfnan & Oshchepkova, 2022; AlAfnan, 2022a, 2021a). This culture creation through the stylistic features of language use is the main focus of this study (AlAfnan, 2021b; AlAfnan, 2022b). The stylistics are examined through the use of Critical Discourse Analysis (CDA) (Fairclough, 2003). Critical discourse analysis, according to Van Dijk (1998), is the study and analysis of written and spoken texts in social, cultural, historical, or political contexts in order to draw attention to discursive qualities such as domination, ideology, power, bias, and inequality. However, according to Fairclough (1993), one of the pioneers of critical discourse analysis, the goal of critical discourse analysis is to examine how discourse practices relate to the larger social and cultural milieu. Additionally, it looks into how linguistic conventions reflect power dynamics. Thus, critical discourse analysis is neither a straightforward field of study nor a theoretically constrained concept; rather, it is "not a homogeneous method, nor school, or a paradigm, but at most a shared perspective on doing linguistic, semiotic, or discourse analysis" (Van Dijk, 1993, p.131).

Fairclough was careful to distance his "Critical Language Study" (Fairclough, 1989, p. 5) from their critical linguistics even though he embraced the discourse analysis developed by Fowler (1991). Through a concentration on language, Fairclough's theory aims to "contribute to the general rising of consciousness of exploitative social relations" (1989, p. 5). In actuality, Fairclough stuck with this theme throughout the majority of his later work (Fairclough, 2003). This demonstrates how interpretive and explanatory Fairclough's method of critical discourse analysis is. This study looks at language and "other elements and aspects of social life" (Fairclough, 2003, p. 5) and is mostly based on Halliday's (1985) systemic functional linguistic theory. However, there is another significant method of critical discourse analysis that emphasizes the context more and is based on Van Dijk's (1997) work. The Fairclough (2003) method of critical discourse analysis is employed in this study since it is intended to explore the language used and the justification for its usage.

### 3. Methodology

This study critically examines the linguistic features of Nelson Mandela's 'I am prepared to die' speech using Fairclough's (2003) CDA. CDA, in this context, focuses on the following nuclei:

- The functions and effects of various linguistic forms.
- Cultural conventions in the speech.
- How values, beliefs, and standing points were communicated.
- How language is used in the political, social, and cultural contexts.

Examining how language works and how meaning is formed in various social circumstances is what critical discourse analysis entails. It can be used to analyze any instance of spoken or written language as well as nonverbal cues like tone and body language. Discourse analysis stresses the contextual meaning of language, in contrast to linguistic approaches that simply concentrate on the norms of language use. It focuses on the social dimensions of communication and the ways that individuals employ language to produce particular results (such as fostering a sense of trust, sowing seeds of doubt, arousing feelings, or resolving conflict).

The speech in this study is analyzed, in line with Fairclough's (2003) and Van Dijk's (1998) CDA in reference to vocabulary, grammar, structure, and genre (Luo, 2022) to identify the stylistic features of Nelson Mandela as a transformational leader.

- **Vocabulary:** It examines the ideological connotations, formality, and metaphorical and euphemistic content of words and phrases.
- **Grammar:** Aspects of the intended meaning can be revealed by the way sentences are put together (for example, verb tenses, active or passive structure, and the use of imperatives and questions).
- **Structure:** The speech's structure is examined to see how it emphasizes points or develops a story.
- **Genre:** The political speech is examined in light of the genre's traditions and communication objectives.

The analysis is carried out on the quantitative and qualitative levels. On the quantitative level, frequencies are reported in terms of numbers and percentages to reflect on the occurrences and their regularities in the speech. On the qualitative level, the analysis is carried out to explain and interpret these occurrences in their context. The mix of quantitative and qualitative analysis intends to provide an in-depth examination of the speech in the context of the situation, which is the main focus of critical discourse analysis.

### 4. Background: The Context of the Situation

Ten African National Congress (ANC) leaders were detained in a Johannesburg suburb, in July 1963. They were charged with crimes of sabotage, helping foreign forces, and advancing communism together with Mandela, who had been detained in August 1962 and was serving a five-year term. Charges against them included enlisting individuals to engage in guerrilla warfare against the South African

government, plotting to support hostile foreign military forces against the republic, and promoting communist activities. Although the prosecutor did not specifically call for the death penalty, it was widely accepted that the state desired it (Frankel, 2011). To the allegations, each defendant entered a not-guilty plea (Rivonia Trial 1963-64, 1985). Before the trial, Mandela and the other prisoners decided that they would speak from the dock to expose the inequalities of South African society and its legal system, putting the state on trial rather than testifying as a witness and responding to cross-examination. Additionally, they aimed to demonstrate the ANC's political and ethical platform (Mandela, 1995).

Prior to the trial, Mandela spent weeks working on the speech, editing and refining it with assistance from journalists Anthony Sampson and Nadine Gordimer (Frankel, 2013). Mandela drew inspiration from Fidel Castro's well-known "History Will Absolve Me" defense address when he wrote the speech. He was especially interested in appealing to a global audience and garnering support for the ANC cause on a global scale (Simpson, 2012). Mandela's attorneys advised him to omit the closing remarks so as not to upset the judge who was about to sentence him to death, but Mandela refused. He believed that speaking the truth would be the wisest course of action because, regardless of what he said, he was most likely to receive a death sentence (Mandela, 1995). He did, however, add the caveat "if necessary" (Davis & Le Roux, 2009).

The three-hour address was delivered by Nelson Mandela at the Rivonia Trial on April 20, 1964, from the defendant's dock. The phrase "it is an ideal for which I am prepared to die" appears at the end of the speech, giving the speech its title (Owen, 1999). The speech is regarded as one of the best of the 20th century and a significant turning point in the development of South African democracy. The speech explains why the ANC decided to adopt sabotage against property (intended to reduce risks of injury and death) as part of their activism against the South African government and its apartheid policies (while also training a military wing for potential future use). The ANC had previously used constitutional methods and Gandhian non-violent resistance.

### 5. The Speech under Analysis

As mentioned above, the speech was delivered from the defendant's dock on April 20, 1964. Mandela delivered the speech in three hours. Mandela was found guilty and given a life sentence after the trial. Before being released from prison and becoming president of South Africa, he served 27 years of his sentence. He quoted the final phrase of his address to the waiting media after being freed. Mandela claimed that the fact that he "dared him (the judge) to do so" in his speech was the reason Judge de Wet did not execute him.

As table 1 shows, The speech is 14388 words long. The most frequent reference in the speech is to Africa, African, and Africans as they are used 178 times combined, 42 of which are references to South Africa, 13 to South African, and 1 to South Africans. The second most frequent reference is to 'ANC' as it is used 68 times. The third most common reference is to 'people' as it is used 54 times. The reference to 'lord' is used 50 times and this is followed by the reference to 'umkhonto' 49 times. 'Communist' (40 times), 'government' (38 times), 'white' (34 times), 'policy' (32 times), and 'sabotage' (31 times) are among the most popular words in the speech. This shows that Nelson Mandela put the interest of his people as the main focus of the speech. This also shows that his struggle, which is the main reason for his abduction, is a struggle for the people of South Africa. In addition, the use of the word 'people' in combination with the possessive pronoun 'our' as in 'our people' and the adjective 'African' as in 'African people' to relate to the sense of belonging or ethnicity can be interpreted as inclusiveness.

Table 1. Overview of Nelson Mandela's Speech

Component	Indication	Component	Indication
Number of words	14388	Most common word	Africa/n/s-178
Number of sentences	640	Most common topic	ANC-45 times
Lexical density	41%	Most common 2 words	South Africa 28 times
Lexical Diversity	18%	Readability normal	330 sentences
Readability density	10.064	Readability-hard	157 sentences
Reading ease	55.6%	Readability -very hard	153 sentences
Words per sentence	23.9	Sentiment	Mainly neutral
Syllabus per word	1.5	Grade level	10.8

In addition to the above, the most common 2 words keywords in the speech are 'South Africa' and 'South Africans', which are used 40 times in the speech. This adds to the point above that struggle and the main focus of Nelson Mandela is the country and its people. This makes Nelson Mandela's struggle seem like a struggle for the country. The second and third most popular 2 words keywords in the speech are 'communist party' and 'guerrilla warfare'. The use of these words is twofold. Nelson Mandela tried to distance himself and his movement from any relationship with external, not South African, parties represented by the 'communist party' and to insist that 'guerrilla warfare' is an act that the movement, 'umkhonto', was pushed to because of the policies. This can be shown in examples 1 and 2.

**EX. 1:** Four forms of violence are possible. There is sabotage, there is *guerrilla warfare*, there is terrorism, and there is open revolution. We chose to adopt the first method and to test it fully before taking any other decision.

**EX 2:** Another of the allegations made by the State is that the aims and objects of the ANC and the *Communist Party* are the same. I wish to deal with this and with my own political position. The allegation as to the ANC is false.

As example 1 shows, Nelson Mandela, after explaining that he wished that the move be peaceful, stated that ANC was pushed to violence

and they chose sabotage. Later on, he explained, that they turned to ‘guerrilla warfare’ as they were left with no option but to do so. In example, 2, he tried to distance himself and his party from the Communist Party. In this part, Nelson Mandela played the role of a responsible person that has the interest of his people in mind as he, and his party, planned any action.

## 6. The Use of Vocabulary

The readability of the speech seems at an average level. According to Seoscout, a text mining software, the readability on the normal level is presented in 330 sentences, which is equivalent to 53.12% of the 640 sentences in the speech. The speech had 157 sentences, which is equivalent to 24.53%, with hard readability, and 153 sentences, which is equivalent to 23.9%, with very hard readability. In example 3, which is a sentence with normal readability, Mr. Mandela spoke about his degree and his past professional experience. This sentence is regarded as a sentence with normal readability as it does not have jargon, technical words, or slang/idiom words. In example, 4, which is regarded as a hard readability sentence, Mr. Mandela used terms like ‘apartheid’ and ‘condemnation’ which are mainly used in courts. To improve the readability of the sentence, Mr. Mandela could have replaced the term ‘apartheid’ with ‘racism’ or ‘discrimination’. In example 5, 5, which is regarded as a very hard readability sentence, Mr. Mandela used words like ‘legislature’ and referred to acts like ‘the Suppression of Communism Act’. As the speech is delivered in a courtroom, the judge and the lawyers, as the intended audience, surely understand the sentence and the references. However, for the general public, this sentence and the used references are surely difficult, except if the hearers are directly involved in the case as professionals or people with interest. However, as table 1 shows, the readability ease is a little bit more than 55%, which shows that even though the speech was delivered in a courtroom, Mr. Mandela did not only talk to the judge and the court; he talked to all South African regardless of their profession, age, and education level.

**EX 3:** I hold a Bachelor's Degree in Arts and practiced as an attorney in Johannesburg for a number of years in partnership with Mr. Oliver Tambo, a co-conspirator in this case.

**EX 4:** Although there is a universal condemnation of apartheid, the communist bloc speaks out against it with a louder voice than most of the Western world.

**EX 5:** They are supported in this belief by a legislature that brands all exponents of democratic government and African freedom as communists and banned many of them, who are not communists, under the Suppression of Communism Act.

It is also noticed in the speech that Mr. Mandela, after admitting that he was one of the persons who formed ‘Umkhonto we Sizwe’ (see example 6), which is the paramilitary wing of ANC, tried to clarify and later on justify his by using comparisons.

**EX 6:** I admit immediately that I was one of the persons who helped to form Umkhonto we Sizwe, and that I played a prominent role in its affairs until I was arrested in August 1962.

**EX 7:** At the outset, I want to say that the suggestion made by the state in its opening that the struggle in South Africa is under the influence of foreigners or communists is wholly incorrect.

**EX 8:** All lawful modes of expressing opposition to this principle had been closed by legislation, and we were placed in a position in which we had either to accept a permanent state of inferiority, or to defy the Government.

**EX 9:** We believed that South Africa belonged to all the people who lived in it, and not to one group, be it black or white.

**EX 10:** Evidence dealing with volunteers and their pledges has been introduced into this case, but completely out of context. The volunteers were not, and are not, the soldiers of a Black army pledged to fight a civil war against whites.

**EX 11:** Africans, who constituted approximately 70 per cent of the population of South Africa, were not entitled to vote, and were not even consulted about the proposed constitutional change.

**EX 12:** We of Umkhonto we Sizwe have always sought to achieve liberation without bloodshed and civil clash.

**EX 13:** Four forms of violence are possible. There is sabotage, there is guerrilla warfare, there is terrorism, and there is open revolution. We chose to adopt the first method and to test it fully before taking any other decision.

**EX 14:** It calls for redistribution, but not nationalization, of land; it provides for nationalization of mines, banks, and monopoly industry, because monopolies, big monopolies are owned by one race only, and without such nationalization racial domination would be perpetuated despite the spread of political power.

**EX 15:** I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons will live together in harmony and with equal opportunities.

Admitting that he was one of the members who formed the paramilitary wing of ANC portrays Mr. Mandela as a person who takes responsibility. He is not distancing himself from his actions. This made him a hero in the eyes of his followers. Secondly, he clarified to the court that the actions of ‘Umkhonto we Sizwe’ and ANC are driven by the people of South Africa; they are not supported or initiated by external parties. This can be seen in example 7. In this example, Mr. Mandela gave country-wide weight to their struggle. He named it the ‘South African struggle’. He did not add a color-based adjective to further define it. Mr. Mandela presented himself as a leader who does not discriminate between the subjects of the country. Unlike the sitting government of South Africa at that time that discriminated against the black citizens of South Africa, who represented 70% of the population, as it is provided in example 11, he spoke about all South Africans. This is also evident in example 9. Mr. Mandela presented himself as a person who demands a better country in regard to justice and

impartiality.

In order to achieve the dream of establishing a new just system in South Africa, Mr. Mandela presented his vision. Thus, emphasizing another quality of transformational leadership which is. Inspirational and visionary. In example 14, Mr. Mandela presented a vision that is based on inclusion. In that example, he called for ‘redistribution’ of wealth not ‘nationalization’. The wealth is managed by 30% of the population. In this example, Mr. Mandela also distances himself, ANC, and ‘Umkhonto we Sizwe’ from the accusations that his movement is a Communist Party-based movement. In example 14, Mr. Mandela clearly states that he believes in capitalism, not communism. He believes in the redistribution of wealth, which can also be a socialist movement, not nationalism, which is a communist-based policy. Mr. Mandela also presented his vision for seeking the rights of black South Africans. He called the movement ‘liberation’, see example 12. Liberation is a country-based movement. As such, Mr. Mandela refers to South Africa as a country that is occupied; a country that is not sovereign. He, and his organization (ANC), wanted to liberate the country peacefully without ‘bloodshed and civil clash’. The government of South Africa, in Mr. Mandela’s view, is responsible for the turn to ‘sabotage’ (see example 13), not ANC or ‘Umkhonto we Sizwe’ (see example 8). This point, see example 12’ is important for Mr. Mandela, as later on, he refers to the people involved in the acts against the government as ‘volunteers’ not ‘soldiers’ (see example 10).

This shows that in terms of vocabulary, Mr. Mandela was very careful in selecting every single word he uttered. His struggle is ‘liberation’ as the entire country was taken hostage (70% of the population is sidelined). The struggle is intended to be carried out using peaceful means; the government came up with legislation that made it impossible for the movement to voice its concerns. The choice to ‘defy the government’ was carried out using the form of ‘sabotage’ even though there are three more forms of ‘violence’ available’. Mr. Mandela was clear in distancing the acts of the organization from any form of ‘guerrilla warfare’, ‘terrorism’, or ‘open revolution’. The movement is not against the ‘white’ (see example 15). The organization is not driven by the influence of external parties. The struggle is a South African by South Africans for a better South Africa. It intends to ‘redistribute’ wealth; not ‘nationalize’ the wealth.

**7. The Use of Grammar-Pronouns**

The focus will be drawn to the use of pronouns to examine the use of grammar in the speech. Pronouns are used to reflect on the inclusion or exclusion of other people/objects in speeches (AIAfnan, 2022a). They reflect on the main focus. In Systemic functional linguistics, they reflect on the ‘doer’ or the action maker. In this part, the use of subjective pronouns, objective pronouns, possessive adjectives, and possessive pronouns are examined.

Table 2. Use of Pronouns in the Speech

Subjective pronouns	Frequency	Objective pronouns	Frequency	Possessive adjectives/pronouns	Frequency
I	274	Me	19	My/mine	129/0
We	117	Us	43	Our/ours	146/0
You	5			Your	5
He	0	Him	18	His	13
She	3	Her	0	Her/hers	0
It	163			Its	54
They	45	Them	29	Their/theirs	33/1
Total	607		109		381

As table 2 shows, first-person singular and plural subjective, objective, possessive first-person adjectives, and possessive first-person pronouns are the most common in the speech. Combined, they were used 728 times, which is equivalent to 66.36% of the use of pronouns in the speech. As table 2 shows, out of the 728 used first-person pronouns, Mr. Mandela used the first-person subjective, objective, possessive first-person adjective, and possessive singular first-person pronouns 422 times, which is equivalent to 57.96 % of the use of first-person singular pronouns and 34.46% of the use of all pronouns in the speech. This, in general terms, reveals that Mr. Mandela is committed to his actions and did not distance himself from a number of activities as is clear in example 6. Thus, again demonstrating virtues of accountability and commitment, in other words, emerging as an idealized. Right at the beginning of the speech, he ‘admitted’ that he is a founding member of ‘Umkhonto we Sizwe’ and that he played a ‘prominent role in its affairs’. He used the first-person subjective pronoun ‘I’ to make the statement. Given that the context is a courtroom and the consequences are most likely negative and can possibly be imprisonment or a death sentence, the use of this pronoun in this context shows bravery, commitment, and devotion.

**EX 16:** I deny that Umkhonto was responsible for a number of acts which clearly fell outside the policy of the organisation, but which have been charged in the indictment against us. I do not know what justification there was for these acts, or who committed them...

**EX 17:** Africans want to perform work which they are capable of doing, and not work which the Government declares them to be capable of. We want to be allowed to live where we obtain work, and...

**EX 18:** The ANC has spent half a century fighting against racialism. When it triumphs as it certainly must, it will not change that policy.

**EX 19:** In my youth in the Transkei, I listened to the elders of my tribe telling stories of the old days. Amongst the tales they related to me were those of wars fought by our ancestors in defence of the fatherland.

**EX 20:** We all accept the need for some form of socialism to enable **our people** to catch up with the advanced countries of the world and to overcome **their** legacy of extreme poverty.

As Mr. Mandela ‘admitted’ certain actions, he also used the first-person singular pronoun ‘I’ to ‘deny’ some other actions. The most compelling reason for a politician to speak in the first-person singular is to come across as honorable and responsible, to positively define oneself, and to highlight personal attributes. Politicians often attempt to portray themselves as having certain personality traits, such as morals, power, and a willingness to act when necessary. In example 16, Mr. Mandela presents himself as a leader in a powerful position in that he knows the acts that take place in his organization. In addition to denying the acts, he also shows that they do not come in line with the vision of his organization as he informs the court that these actions can not be justified. The use of the first-person pronoun in plural form represents a group or an organization-based identity for leaders. For example, in example 17, the use of ‘we’ is applied to represent ‘Africans’. The use of ‘we’ in example 20, however, represents ANC, Umkhonto, and Africans in general. Mr. Mandela presented himself as a legitimate representative of all these social and political groups. Unlike the use of ‘I’, the use of ‘we’ gives more emphasis to the group than the ‘self’. As such, the use of ‘I’ and ‘we’ in the speech reveals Mr. Mandela’s personality as he takes responsibility as a committed and dedicated leader who represents a struggle or cause of a huge number of people.

**EX 21:** Basically, **My Lord**, we fight against two features that are the hallmarks of African life in South Africa and which are entrenched by legislation which **we** seek to have repealed.

The use of the second person pronoun ‘you’ and the possessive pronoun ‘your’ is not common in the speech. Second-person pronouns are used to directly address hearers. In the speech, Mr. Mandela did not address the judge and the judge using pronouns. He addressed the judge either using ‘my lord’ or ‘your lordship’. This reveals that Mr. Mandela used formal and official methods of addressing the judge (see example 21). This also shows that Mr. Mandela demonstrates a respectful attitude to the court indicating again and again his qualities as a transformational leader who maintains an idealized behavior. Even though Mr. Mandela is against the official system in South Africa, he respects the legal system. In fact, ‘lord’ is the third most popular word used in the speech as it was used 50 times. It is third to ‘Africa’ (most common), and ‘Umkhonto’ (second most common). Mr. Mandela does respect the system in South Africa. The system brought him to court because he championed the demands of his people in his country. The system does not allow his people to have proper jobs or even travel freely. As such, this formal address shows that Mr. Mandela is not against the ‘white’ people; he is against racism as he clearly said in example 9. The use of ‘my lord’ 50 times in the speech reveals that Mr. Mandel is a law-abiding person. Mr. Mandela, unlike Sadam Hussien for example, accepted the legitimacy of the court and accepted the legitimacy of the judge.

The use of third-person pronouns in the speech was represented mainly through the use of third-person singular ‘it’ and their person plural ‘they’, ‘them’, and ‘their’. Third-person pronouns are mainly used to replace people or represent things. They represent people who are not ‘we’ or ‘us’. In the speech, Mr. Mandela used ‘they’ and ‘we’ to represent the same group of people as example 17 shows. ‘They’ is used to replace ‘Africans’. Later on, in the same sentence he replaced ‘Africans’ using the pronoun ‘we’. The use of ‘they’ and ‘we’ here is for different functions. In the use of ‘they’ he excluded himself as he did some work in Johannesburg in a law firm as mentioned earlier in the speech. This proves his individual consideration of the people in his nation. This is proven. After that, in the same sentence, he used the inclusive pronoun ‘we’ a couple of times. The switch between ‘we’ and ‘they’ here is used for credibility. In example 20, ‘their’ is used to replace ‘advanced countries’. ‘They’ in example 19 is used to replace ‘elders’. They can be used to demonstrate ideological diversity among people, making the speaker look less accountable for their actions, and offer a positive image of themselves. In regard to ‘it’, Mr. Mandela used it to replace (1) acts like the Suppression of Communism Act, the Criminal Law Amendment Act, and the Universal Declaration of Human Rights. It was also used to replace countries, cities, and organizations like Johannesburg, Umkhonto, South Africa, Makana, the West Bank High Command, the Eastern Province, and the white republic.

**8. The Structure and Genre of the Speech**

As mentioned above, the speech is 14388 words long. It was delivered by Mr. Nelson Mandela in three hours. The speech can be divided into 145 paragraphs. In terms of structure, the speech can be divided into 17 main parts as you can see in table 3.

Table 3. Structure of the speech

No.	Part	Range
1	Self-Introduction, admitting responsibility, and thesis statement (areas to be covered in the speech).	Para. 1- Para 3
2	Verify some accusations.	Para 4
3	Background about his young days and how he developed his beliefs.	Para 5
4	Refuting some accusations.	Para 6
5	Clarifying the policy of the organization (ANC)	Para 7- Para 9
6	Clarification about the nature of the struggle	Para 10- Para 17
7	Evidence that misrepresents the true position	Para 18- Para 19
8	Immediate causes	Para 20- Para 34
9	Forming of Umkhonto and its policies	Para 35- Para 45
10	Newspaper cuttings and refutation	Para 46- Para 65
11	Guerrilla warfare	Para 67- Para 75
12	Evidence and refutations	Para 76- Para 77
13	Allegations made by the state	Para 78- Para 82

14	Refutations of these allegations	Para 83
15	On the communist party	Para 84- Para 94
16	Turning to his position, struggle, vision, and future aspirations	Para 95- Para 144
17	Finishing with impact	Para 145

As table 3 shows, Mr. Mandela revealed his credibility and ability to be intellectually stimulating when he started the speech by introducing himself and his degree. He also talked about professional experience, establishing credibility (Ethos) that he is a practicing lawyer. Immediately after that, he admitted responsibility for forming ‘Umkhonto we Sizwe’ and playing a ‘prominent role’ in its activities. This attention-grabbing strategy is called a ‘startling statement’, which intends to surprise the audience and get them engaged in listening to the speech. After that, Mr. Mandela provided the thesis statement for the speech by outlining the main topics that will be covered. This part (paragraph 1 to paragraph 3) is the introduction of the speech. The introduction of the speech is very effective and well-organized as it includes all introduction elements including grabbing the attention of the audience by shocking them, establishing credibility (using ethos), and providing the thesis statement.

After the introduction, Mr. Mandela started the body part of the speech. This part included 141 paragraphs. As table 3 shows, in this part Mr. Mandela verified some accusations, provided background about his young days and how he developed his beliefs, refuted some accusations, clarified the policy of the organization (ANC), clarified the nature of the struggle, provided evidence that misrepresents the true position, outlined immediate causes for his movement, outlined the forming of Umkhonto and its policies, addressed newspaper cuttings and provided refutations, talked about the guerrilla warfare, provided evidence and refutations, outlined allegations made by the state, refuted these allegations, talked about the communist party, and after all this, he outlined his position, struggle, vision, and future aspirations. Mr. Mandela in these 15 parts provided a comprehensive account of the accusations, admitted his involvement in certain activities, denied his involvement in some other activities, and provided justifications and refutations. All of this indicates his transformational leadership style as he shows responsibility and accountability.

Mr. Mandela presented himself as a leader in a position to transform the country. By articulating a distinct goal and vision of his organizations’ (ANC & Umkhonto we Sizwe) objectives, Mr. Mandela took charge of the situation. He, as an individual at times and as a member of the group at other times, portrayed himself as a person who is capable of reviving and energizing the rest of the team due to their obvious passion for the task at hand. He put a strong emphasis on encouraging the members of the organization to support one another and provide them the encouragement, direction, and motivation they need to put in a lot of effort, deliver quality work, and remain devoted to the organization. He was, according to his speech, able to encourage group members' growth, foster loyalty, and build confidence in them. Mr. Mandela’s speech provides accounts of the four main elements of transformational leadership that are: Individualized consideration, inspirational motivation, idealized influence, and intellectual stimulation.

**EX: 22:** want to be with their wives and children like white people want to be with theirs; that we want to earn money, enough money to support our families properly, to feed and clothe them and send them to school.

**EX 23:** We shall not submit and we have no choice but to hit back by all means in our power in defence of our people, our future, and our freedom.

**EX 24:** In the long run we felt certain we must succeed, but at what cost to ourselves and the rest of the country? And if this happened, how could black and white ever live together again in peace and harmony?

**EX 25:** We discussed ideological and practical questions, the Congress Alliance, Umkhonto and its activities...

As example 22 shows, Mr. Mandela presented the aspirations of his people and their needs. His struggle is not for personal benefits; as a transformational leader, he discusses the wants of his group and their aspirations. In example 23, Mr. Mandela provides inspirational motivation. Even though this speech was delivered from the dock of the court, Mr. Mandela knew that it would reach the public. For that, he provides a justification for the court and a reason for the public to continue the struggle. The issue here is not only about today, it is also about the future of the people and the country. In example 23, Mr. Mandela provided a hidden motivational message to ANC to continue the struggle for the future of the country and the freedom of the people. In example 24, Mr. Mandela presents himself as an ethical leader. Even though he championed the needs and wants of black South Africans, he also thought about the consequences for white South Africans. This signifies Mr. Mandela’s idealized influence as a transformational leader who champions the future of the entire country, not just a group. In example 25, Mr. Mandela reflects on the importance of being intellectually stimulating. Even though he is the leader of ANC and a founding member, he encourages discussions with the rest of the group to reach agreements and find answers to questions. Being intellectually stimulating assists in creating new ideas. The above reveals that Mr. Mandela acquired all the primary elements of being a transformational leader.

**EX 26:** This then is what the ANC is fighting. Our struggle is a truly national one. It is a struggle of the African people, inspired by our own suffering and our own experience. It is a struggle for the right to live.

**EX 27:** It is an ideal for which I hope to live for and to see realised. But, My Lord, if it needs be, it is an ideal for which I am prepared to die.

After the body, Mr. Mandela concluded with impact. Mr. Mandela declares at the end of his address that the struggle of black South Africans has been his life’s fight. This demonstrates commitment and deduction. Mr. Mandela bravely in the court declares that is ready to die for the concept of building a free, democratic society in which no race rules and everyone has equal opportunities. This, as examples

26 and 27 show, synthesizes the argument and summarizes the main points of his speech with powerful rhetorical language. He also makes the context of the argument clear as he refers to a national struggle. Mr. Mandela does not show regrets and does not retreat or distance himself from his actions. The last sentence of the speech, which presents the clincher and later on was chosen as the title of the speech, is an effective soundbite statement because it conveys a pearl of knowledge. It stuck in people’s memory for more than 6 decades.

Table 4. Types/genres of writing in the speech

Type/genre of Writing	Examples
Narrative	<b>EX 28:</b> In my youth in the Transkei, I listened to the elders of my tribe telling stories of the old days. Amongst the tales they related to me were those of wars fought by our ancestors in defence of the fatherland. The names of Dingane and Bambatha, Hintsa and Makana, Squngathi and Dalasile, Moshoeshoe and Sekhukhune, were praised as the pride and the glory of the entire African nation. I hoped then that life might offer me the opportunity to serve my people and make my own humble contribution to their freedom struggle. This is what has motivated me in all that I have done in relation to the charges made against me in this case.
Descriptive	<b>EX 29:</b> South Africa is the richest country in Africa, and could be one of the richest countries in the world. But it is a land of extremes and remarkable contrasts. [audio interference] The whites enjoy what may well be the highest standard of living in the world, whilst Africans live in poverty and misery.
Expository	<b>EX 30:</b> Poverty goes hand in hand with malnutrition and disease. The incidence of malnutrition and deficiency diseases is very high amongst Africans. Tuberculosis, pellagra, kwashiorkor, gastro-enteritis, and scurvy bring death and destruction of health. The incidence of infant mortality is one of the highest in the world. According to the Medical Officer of Health for Pretoria, it is estimated that tuberculosis kills forty people a day, almost all Africans, and in 1961 there were 58,491 new cases reported. These diseases, My Lord, not only destroy the vital organs of the body, but they result in retarded mental conditions and lack of initiative, and reduce powers of concentration. The secondary results of such conditions affect the whole community and the standard of work performed by Africans.
Definition	<b>EX 31:</b> The African Nationalism for which the ANC stands is the concept of freedom and fulfilment for the African people in their own land. The most important political document ever adopted by the ANC is the Freedom Charter. It is by no means a blueprint for a socialist state. It calls for redistribution, but not nationalisation, of land; it provides for nationalisation of mines, banks, and monopoly industry, because monopolies, big monopolies are owned by one race only, and without such nationalisation racial domination would be perpetuated despite the spread of political power.
Process	<b>EX 32:</b> We chose to defy the Government. We first broke the law in a way which avoided any recourse to violence; when this form was legislated against, and when the Government resorted to a show of force to crush opposition to its policies, only then did we decide to answer violence with violence.
Compare and contrast	<b>EX 33:</b> There is compulsory education for all white children at virtually no cost to their parents, be they rich or poor. Similar facilities are not provided for the African children, though there are some who receive such assistance. African children, however, generally have to pay more for their schooling than whites. According to figures quoted by the South African Institute of Race Relations in its 1963 journal, approximately forty per cent of African children in the age group between seven and fourteen do not attend school. For those who do attend school, the standards are vastly different from those afforded to white children.
Argumentative	<b>EX 34:</b> The Government often answers its critics by saying that Africans in South Africa are economically better off than the inhabitants of the other countries in Africa. I do not know whether this statement is true and doubt whether any comparison can be made without having regard to the cost-of-living index in such countries. But even if it is true, as far as African people are concerned, it is irrelevant. Our complaint is not that we are poor by comparison with people in other countries, but that we are poor by comparison with white people in our own country, and that we are prevented by legislation from altering this imbalance.
Persuasive	<b>EX 35:</b> We chose to defy the law. We first broke the law in a way which avoided any recourse to violence; when this form was legislated against, and then the Government resorted to a show of force to crush opposition to its policies, only then did we decide to answer violence with violence.
Cause and effect	<b>EX 36:</b> The stay-at-home, in accordance with ANC policy, was to be a peaceful demonstration.

	Careful instructions were given to organisers and members to avoid any recourse to violence. The Government's answer was to introduce new and harsher laws, to mobilize its armed forces, and to send Saracens, armed vehicles, and soldiers into the townships in a massive show of force designed to intimidate the people. This was an indication that the Government had decided to rule by force alone, and this decision was a milestone on the road to Umkhonto.
Classification	<b>EX 37:</b> There are two ways to break out of poverty. The first is by formal education, and the second is by the worker acquiring a greater skill at his work and thus higher wages. As far as Africans are concerned, both these avenues of advancement are deliberately curtailed by legislation.
Critical analysis	<b>EX 38:</b> The initial plan was based on a careful analysis of the political and economic situation of our country. We believed that South Africa depended to a large extent on foreign capital and foreign trade. We felt that planned destruction of power plants, and interference with rail and telephone communications would tend to scare away capital from the country, make it more difficult for goods from the industrial areas to reach the seaports on schedule, and would in the long run be a heavy drain on the economic life of the country, thus compelling the voters of the country to reconsider their position.

In this speech, Mr. Mandela used different types/genres of writing/speaking to establish meaning and explicate his position. As table 4 shows, Mr. Mandela made use of the narrative, descriptive, expository, definition, process, compare and contrast, argumentative, persuasive, cause and effect, classification, and critical analysis speech/writing styles. Using the expository style, Mr. Mandela provided facts and research about given topics (see example 30). He explored ideas in detail and expanded on those ideas using factual statements. Using the narrative style, he told stories that were truthful and factual (see example 28). Using the persuasive style, he tried to convince the hearers about certain ideas. In this regard, he used ethos, pathos, and logos (see example 35). Using the process style, he showed the chronological order of events and developments that led to the current situation (see example 32). Using the process style, he showed the chronological order of events and developments that led to the current situation (see example 32). Using the argumentative style, he presented evidence to help the jury make an informed decision (see example 34). Using the definition style, which is a type of exposition essay that defines a term or idea. He used this style to define, for example, the concept of redistribution of resources in the nation (see example 31). Using the compare and contrast style, he showed the similarities and differences between certain practices as in the example of white children and white children in South Africa (see example 33). Using the cause-and-effect style, he showed how the establishment of certain practices led, as an effect, to the establishment of some other events or practices (see example 36). Using the cause-and-effect style, he showed how the establishment of certain practices led, as an effect, to the establishment of some other events or practices (see example 36). Using the classification style, he sorted methods and categories to overcome, poverty for example (see example 37). Using the critical analysis style, he showed, through in-depth analysis, how they come up with decisions and how events and situations led to certain shortcomings (see example 38).

**EX 39:** According to the Medical Officer of Health for Pretoria, it is estimated that tuberculosis kills forty people a day, almost all Africans, and in 1961 there were 58,491 new cases [of Tuberculosis] reported.

**EX 40:** Poverty goes hand in hand with malnutrition and disease. The incidence of malnutrition and deficiency diseases is very high amongst Africans. Tuberculosis, pellagra, kwashiorkor, gastro-enteritis, and scurvy bring death and destruction of health.

**EX 41:** I admit immediately that I was one of the persons who helped to form Umkhonto we Sizwe, and that I played a prominent role in its affairs until I was arrested in August 1962.

Using the persuasive speaking style, Mandela who used three rhetorical appeals that are ethos, pathos, and logos was intellectually stimulating and considerate. In order to convince the court that African South Africans are discriminated against, he used logos in terms of a report that is presented by an established institution providing the number of cases of Tuberculosis among black South Africans. This shows the court that there is a huge problem that needs to be addressed. Using pathos, Mr. Mandela, as example 40 shows, explained to the court that as a result of poverty, deadly diseases are common among African South Africans. This includes the list of diseases that were given by Mr. Mandela that lead to death. Therefore, black Africans should be helped. Using pathos, Mr. Mandela convinced the court that he could be trusted and that his opinion should be listened to, as example 41 shows.

**9. Discussion**

This article examined the transformational leadership characteristic features of Mr. Nelson Mandela based on his ‘I am prepared to die’ speech, which was delivered on the 20<sup>th</sup> of April, 1964. Transformational leadership is a management concept that inspires and motivates followers to innovate and create new strategies for growth and success. By employing this technique, leaders empower followers to take initiative and promote novel methods of problem-solving. Transformational leaders support the success of all followers while being passionate about their objectives. Additionally, transformational leaders inspire followers by appealing to their own self-interest, which helps the team achieve objectives and realize their vision of success. Transformational leadership has four elements that are individualized consideration, inspirational motivation, idealized influence, and intellectual stimulation.

In the 'I am Prepared to Die' speech', Mr. Mandela displayed individualized consideration, inspirational motivation, idealized influence, and intellectual stimulation (Bass, 1985). He presented the aspirations of his people and their needs. It was important for him to reveal that his struggle was not for personal benefit. As a transformational leader, he discusses the wants of his followers and their aspirations. Mr. Mandela provided inspirational motivation. Even though this speech was delivered from the dock of the court, he knew that it would reach the public. For that, he provided a justification for the court and a reason for the public to continue the struggle. In addition, Mr. Mandela provided a hidden motivational message to ANC to continue the struggle for the future of the country and the freedom of the people. He presented himself as an ethical leader. Even though he championed the needs and wants of black South Africans, he also thought about the consequences for white South Africans. This signifies Mr. Mandela's idealized influence as a transformational leader who champions the future of the entire country, not just a group. Mr. Mandela reflected on the importance of being intellectually stimulating. Even though he is the leader of the ANC and a founding member, he encourages discussions with the rest of the group to reach agreements. Being intellectually stimulating assists in creating new ideas.

In terms of language and referencing, Mr. Mandela mainly used the first person singular and plural pronouns 'I' and 'we'. The use of these personal pronouns reflects a strong and committed personality. The speech reveals that Mr. Mandela is committed to his struggle and does not run from responsibilities. Even though admitting that he is responsible for the forming of ANC and playing a prominent role in the operations of 'Umkhonto we Sizwe' can cost him his life, he decided to bravely assume responsibility and accountability for his decision and as he also admitted green lighting the decisions of other members in the two organizations. As a leader, the use of the first person singular and plural pronouns in this speech from the dock of the court reveals that Mr. Mandela has integrity, trustworthiness, and honesty to say the truth, the courage to face challenges and risks, the ability to influence, inspire and encourage followers, and the adaptability to make fast changes based on a given situation. Through transformational techniques, Mr. Mandela significantly alters people's lives as he alters values and aspirations. All these are obviously based on his personality, attributes, and capacity to influence others via his own actions the expression of an inspiring vision, and the setting of difficult goals.

In regards to the structure and the genre of the speech, the speech was well organized. The introduction managed to grab the attention of the audience through the startling statement attention-grabbing strategy and the thesis statement that outlined the main points the speech will cover. The conclusion was also well organized as it provided a sense of closure by making connections to previously discussed points and a powerful and shocking clincher that later gave the speech its famous name, 'I am prepared to die'. The body of the speech was rich with information and details that were clearly presented using various styles to make sure that the speech had unity, cohesiveness, organization, and support. Mr. Mandela used narrative, descriptive, expository, definition, process, compare and contrast, argumentative, persuasive, cause and effect, classification, and critical analysis styles to convey his thoughts with precision to the court and the audience. Even though it is difficult to master any of these styles, Mr. Mandela managed to skillfully use them to establish his credibility and reliability, on the first hand, and well-serve the purposes of the speech, on the other hand. For example, to persuade, Mr. Mandela managed to use the three persuasive appeals, ethos, pathos, and logos, to establish credibility, and convince the court and the audience using logic, numbers, and passion.

## 10. Conclusion

This study used critical discourse analysis (CDA) to examine Mr. Nelson Mandela's "I am Prepared to Die" speech and identify the transformational leadership traits of the speaker. The examination considered the speech's vocabulary, syntax, structure, and genre. The analysis revealed that Mr. Mandela exhibited the four key characteristics of transformational leaders: individualized consideration, inspirational motivation, idealized influence, and intellectual stimulation (Bass, 1985). Through his use of language and syntax, Mr. Mandela presents himself as a strong, capable, devoted, and responsible leader. Even though acknowledging his role in the formation of the ANC and 'Umkhonto we Sizwe', which could endanger his life, he bravely decided to accept accountability for his actions as well as admit that he had approved other members' decisions within the two organizations. The use of the first person singular and plural pronouns in this speech from the court's dock demonstrates Mr. Mandela's qualities as a leader, including his honesty, reliability, and courage to speak the truth. It also demonstrates his capacity to influence, inspire, and motivate followers as well as his ability to adapt quickly to changing circumstances. Mr. Mandela transforms values and goals as well as lives through transformational tactics. All of these transformational tactics are undoubtedly based on his character, traits, and skills to persuade others via his own deeds, the proclamation of a motivating vision, and the creation of challenging goals.

The speech was organized in terms of its genre and organizational structure. Through the use of the stunning statement attention-grabbing technique and the thesis statement, which stated the key issues the speech will cover, the introduction was able to draw the audience's attention. A strong and surprising clincher that eventually gave the speech its well-known moniker, "I am prepared to die," and linkages to previously covered themes made up the ending, which was also well-organized. The speech's body was packed with facts and details that were presented in a variety of ways with clarity to provide coherence, organization, and support. To precisely communicate his ideas to the court and the public, Mr. Mandela used the narrative, descriptive, expository, definition, process, compare and contrast, argumentative, persuasive, cause and effect, classification, and critical analysis styles. Even though it is challenging to master any of these techniques, Mr. Mandela was able to employ them deftly to first establish his dependability and credibility and then to effectively forward the speech's objectives. For instance, in order to persuade, Mr. Mandela was able to build credibility and persuade the court and the audience using logic, numbers, and passion by utilizing the three persuasive appeals, ethos, pathos, and logos.

Even though this study, critically analyzed the speech from four different perspectives that are vocabulary, grammar, structure, and genre,

this study also has limitations. In terms of vocabulary, some other studies may focus on the rhetoric of speech. In terms of grammar, the focus of this study was on pronouns. Some other studies may focus on the use of tenses, passive/active voice, and mood.

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Dr. Mohammad Awad AlAfnan was responsible for study design and revising. Dr. Samira was responsible for data collection. Both authors read and approved the final manuscript.

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<sup>i</sup> The speech: [https://www.un.org/en/events/mandeladay/court\\_statement\\_1964.shtml](https://www.un.org/en/events/mandeladay/court_statement_1964.shtml)