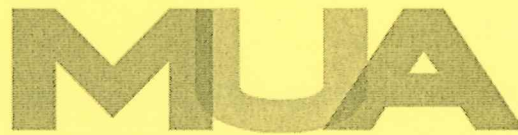


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POST GRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF MASTER OF MANAGEMENT AND LEADERSHIP/MASTER OF  
BUSINESS ADMINISTRATION

MML5103/SMO 509: TRANSFORMATIONAL LEADERSHIP

DATE: 1<sup>ST</sup> April 2022

DURATION: 3 HOURS

MAXIMUM MARKS: 60

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **FOUR (4)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **TWO** questions.
6. Question **ONE** carries **30 MARKS** and the rest carry **15 MARKS** each.
7. **Write all your answers in the Examination answer booklet provided**

**QUESTION ONE**

**Read the Case Study below carefully and answer the questions that follow:**

**Taming Bacchus**

Kyle Barrett is a serious ultimate player. He became involved in the sport—which is a bit like soccer, only with a flying disc—in middle school and played competitively in high school. When he went to college at a small liberal arts school in the Pacific Northwest, he was excited to find the school had an ultimate team. His excitement quickly turned to dismay when he found the team members were more interested in partying than playing. Kyle remembers this about his first year on the team: “The team really had this sort of fraternity culture in that there was light hazing, drinking was a priority, and tournaments were about parties, not competition. The team threw a lot of parties and had this reputation for exclusivity.” Even the team’s name, Bacchus (the Roman god of wine and drunkenness), reflected this culture.

Kyle found a like-minded soul in his teammate Harrison, and together they sought to turn the team into a program that operated on a more competitive level. The two were chosen as co-captains and began to share their deeper knowledge of the sport with the team. They also communicated their aspirations for success. This flew in the face of some team members who were there for the parties. As one player put it, “Either you were down with it or you decided it was too intense and you left the club.” The two captains knew that the team’s culture wasn’t going to change just because they wanted it to. They also knew that they couldn’t be captains, coach the team, and be players at the same time. They began taking a number of steps to help the team change its own culture. First, they brought in Mario O’Brien, a well-known ultimate coach, to help guide the team and teach the players skills and strategy. The team had had other coaches in the past, but none of those had the knowledge, experience, or reputation that O’Brien did. “That really took some forethought,” says a player, “to be able to step back and say, ‘What does this team really need to become a strong program?’ And then making a move to bring in someone of O’Brien’s stature.”



After a few weeks of practice with O'Brien, the captains and coach organized a team dinner. Before the dinner they asked each player to anonymously submit in writing what he thought of the team and what he wanted to see the team be. "There were no rules—just say what you need to say," says a player. Each submission was read aloud and discussed by team members.

"No one was put in the position of having to publicly speak out and be embarrassed in front of the others," says a player. "We came out of that meeting more together, more bonded as a team. We hashed out a lot of issues, and came to the realization that we were looking for the same goals. The process helped filter out those that weren't as committed to those goals, but not in a confrontational way."

The goals agreed to at that dinner meeting were for the team to do well enough at the sectional competition to obtain a berth at the national collegiate competition. But the team had a number of inexperienced players, which sometimes caused stress, frustration, and friction. The captains continued to have multiple meetings to talk about concerns, discussed the team's goals before and after each practice, and organized social events (with a minimum of drinking) where team members engaged in activities together other than playing ultimate. More experienced players began mentoring the newer players to help improve their skills. Even Harrison, who was an exceptional offensive player, put himself on the defensive line to help improve those players' skills. While it wasn't optimum for his own enjoyment and playing abilities, he felt it was needed to help improve the team.

Bacchus reached its goals two years later; it came in second at sectionals and earned a spot in the national competition. After the team completed its last game at nationals, Kyle and Harrison gathered the team members together in a circle. "We accomplished something more than being here today," Kyle said. "We've become a family with goals, and with respect for one another and for our game. And that's a better victory than any other."

**Required:-**

- a) Explain the changes Kyle and Harrison were trying to make and explain how these changes affected the beliefs, attitudes, or values of the players.

**(8 marks)**

- b) Examine if the challenges the team faced were technical, technical and adaptive, or adaptive. Explain your answer with examples. (6 marks)
- c) Citing examples, explain how the captains engaged in each of these adaptive leader behaviours:-
- i. Get on the balcony (2 marks)
  - ii. Identify adaptive challenges (2 marks)
  - iii. Regulate distress (2 marks)
  - iv. Maintain disciplined attention (2 marks)
  - v. Give the work back to the people, and (2 marks)
  - vi. Protect leadership voices from below. (2 marks)
- d) Describe the holding environment that the co-captains created for the team. Do you think it was successful? Why or why not? (4 marks)

### QUESTION TWO

- a) Explain the meaning of shareholders activism. (10 marks)
- b) After the family and couple relationships, Mentorship is the third most powerful relationship for influencing human behavior. Discuss five roles of a mentor (5 marks)

### QUESTION THREE

- a) Transformational leadership has been classified in to four skills. Examine the four skills of transformational leadership. (4 marks)
- b) Evaluate five of the most commonly used power tactics that helps to translate some power bases into a specific action. (5 marks)
- c) Explain the three domains of leadership. (6 marks)

### QUESTION FOUR

- a) Explain green business and discuss five Characteristics of Green Businesses. (7 marks)
- b) Explain the phases of e-transformational value chain. (4 marks)
- c) Explain the four important takeaways from the BEAR model for shaping organizational culture. (4 marks)





