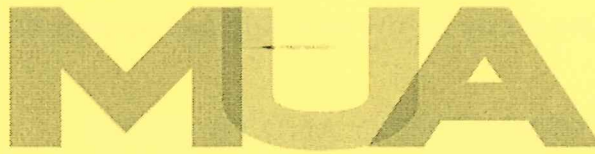


The
Management
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POSTGRADUATE UNIVERSITY EXAMINATIONS
SCHOOL OF MANAGEMENT AND LEADERSHIP
DEGREE OF DOCTOR OF PHILOSOPHY IN MANAGEMENT AND
LEADERSHIP

DML 901: THEORIES OF MANAGEMENT AND LEADERSHIP

DATE: 30TH NOVEMBER 2019

DURATION: 3 HOURS

MAXIMUM MARKS: 50

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 **10 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:

MANAGEMENT THEORY AND TRAINING

One of the most frustrating discoveries for any management trainer is to have conducted a training program only to find later that trainees are not utilizing the information when they return to work. There are many reasons why trainees resist training, but a common complaint heard is that management theory is too theoretical. To some trainees, theory is viewed as a fact- a true or false statement about reality. When theory does not account for unanticipated contingencies, theory is rejected rather than modified to fit the circumstances.

Because management theories are viewed as mutually exclusive (rather than as complementary but alternative views of reality), when theories appear to contradict each other, there is a tendency to believe that the competing views have canceled each other out. Trainers face an uphill battle convincing students that management theory can improve our understanding of managerial dynamics or serve as a guide for sound and consistent action. Unfortunately, both trainer and trainee seem all too ready to believe that management theory is unable to explain, predict or influence the world as we know it. What this article proposes is limited: to identify a plausible cause for management training failure besides blaming theory and to demonstrate how a trainer might synthesize two divergent theoretical assumptions about management into a coherent approach that is truly reflective of the work experience.

According to Weiss (1972), there are two explanations for why programs do not succeed: theory failure and program failure. A successful training program initiates a predetermined chain of cause-effect relationships that then results in desired effects. Theory failure occurs when the training program activates what are thought to be key elements to management improvement (for example, motivation or communication), but the causal linkages (such as between motivation techniques, job satisfaction, and productivity improvement) do not work the way they should. In

contrast, program failure occurs when the program falls short of inaugurating the key agents that are the catalyst for change. While theory failure is important, from a logical standpoint the link between causal variables and desired effects cannot occur unless the program itself has been put into place.

Hence, if there is an uneasy fit between classroom theory and a trainee's model of the workplace, the cause may very well be program failure- the failure to transfer sufficient knowledge about management to the learner. Thus, successful training is highly dependent upon the trainer's ability to re-conceptualize theory in a manner that the student is then resolved to put into effect. For the trainer to assume a theoretician's role and explore the parameters of a theory (rather than view that theory as immutable) requires that we rethink the managerial role.

Required:

- a) There are many reasons why trainees resist training, but a common complaint heard is that management theory is too theoretical. Do you agree or not? Discuss. (10 marks).

- b) With reference to the case study, for the trainer to assume a theoretician's role and explore the parameters of a theory (rather than view that theory as immutable) requires that we rethink the managerial role. Explain. (10 marks)

- c) With reference to the case study explain why a successful training program initiates a predetermined chain of cause-effect relationships. (10 marks)

QUESTION TWO

- a) Discuss a critical account of McGregor Burns conception of Transformational Leadership. (5 marks)

- b) Elaborate ways in which Bernard Bass enhance McGregor Burns' concept of transformational leadership. (5 marks)

QUESTION THREE

Peter Drucker is credited with saying that "Only three things happen naturally in organizations: friction, confusion, and underperformance. Everything else requires leadership."

- a) In view of the above, define and account for organizational inertia.
(2 marks)
- b) Give an in-depth explanation of how organizational inertia may be overcome in the exercise of leadership.
(4 marks)
- c) Discuss the concept of organizational entropy in relation to personal and cultural entropy.
(4 marks)

QUESTION FOUR

Strong leadership can disrupt order and efficiency and too strong a focus on management can discourage risk-taking and innovation. According to Kotter (1990), both processes of leadership and management are necessary for the success of an organization.

- a) Discuss the prospects of integrating management and leadership?
(3 marks)
- b) Demonstrate a critical account of the role relationship building based on influence in management and leadership.
(7 marks)