The Management University of Africa

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POST GRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

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

MML 5112/ EMBA 511: ETHICAL LEADERSHIP/ LEADERESHIP AND ETHICS

DATE: 27TH JULY 2026

DURATION: 2 HOURS

MAXIMUM MARKS: 70 Marks

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 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:

MY LEADER, MY CHOICE: CITIZENS' PERCEPTION OF ETHICAL LEADERSHIP IN KENYA

The citizen's perceptions and understanding of ethical leadership in Kenya has a different perception and mixed feeling. This was informed by persistent experience of unethical leadership witnessed in the country, despite the adoption of the 2010 Constitution which has concrete provisions to tackle corruption and to promote ethical leadership.

The role of citizens in democratic governance cannot be overemphasized. Democratic governance is premised on the assumption that citizens know what is best for them and therefore able to identify the right individuals to occupy public offices to safeguard their interests. This is anchored on democratic theory that posits that a working democracy requires a well-informed citizenry that can make right decisions on matters governance (Blais, 2010; Dalton, 2000).

However, there have been concerns that the public that is expected to play a crucial role in democratic governance is uninformed about public affairs. Beyond citizens' responsibility is the role played by established governance institutions, constitutions and laws of the land to regulate democratic governance. Indeed, early political theorists such as Montesquieu and Alexis de Tocqueville demonstrated the significance of having separate and strong institutions for democracy to thrive.

It is therefore evident that an informed citizenry and vibrant governance institutions are important ingredients for a working democracy. Recognizing the role of an informed citizenry and strong governance institutions in a democracy is only the beginning of a wider research

agenda on democratic governance. Previous research in advanced democracy has shown that most citizens are generally ignorant and/or lack important political information to guide them in democratic processes (Somin, 2013; Shenkman, 2008; Galstone, 2007).

If lack of political knowledge is a recurrent phenomenon in developed democracy, it goes without saying that it can be more acute in young democracies of the developing world (Norris 2011). On the same breadth, while the developed world can take pride in strong governance institutions that anchor their democracies, the same cannot be said of the developing world characterized by weak institutions, which has created a conducive environment for undemocratic governance (see, Claque et a., 1996 and Bayart, 1993).

In Sub-Saharan Africa which is depicted by high level of ignorance and lack of political knowledge, political and economic elites have taken advantage, making mockery of citizen-led democratic governance (Bratton et al, 2005:204). Citizens' ignorance, lack of political knowledge, apathy to governance issues and weak institutions among others, create an enabling environment for perpetuation of unethical leadership.

However, all is not lost because some African countries are transitioning and consolidating democratic gains. This has been achieved through establishing and strengthening governance institutions, acknowledging the role of citizens-led governance and upholding ethical leadership in public offices for democratic transition and consolidation. Even though Kenya prides itself on an informed citizenry, a progressive Constitution, enabling laws and established institutions that are all thought to promote ethical leadership, the country is still bedeviled by lack of ethical leadership at all levels of governance.

Ethical leadership is hereby conceptualized as a leadership that is hinged on a morally accepted good and right conduct, as opposed to bad or wrong (Sims, 1992). The good and right conducts are those that are communally codified and accepted through customs, norms,

constitutions, institutions, laws and related code of conduct for an individual to discharge functions as a state and public official. Kenya has laws and institutions established to promote ethical leadership in state and public office.

Source: https://tikenya.org.

Required:

a) Describe four roles of citizen in ethical leadership and governance in relation to the case above
(8 Marks)

b) In reference to the case above, explain five contemporary issues of leadership facing Kenya
(**15 Marks)**

c) Asses possible strategies that can be used to promote ethical Behavior in the public sector in Kenya
(**7 Marks)**

QUESTION TWO

(a) Briefly describe the four (4) types of ethical theories and how they contribute to the current trends in ethical leadership practices.
(8 Marks)

(b) Illustrate on how to assess the ethical leadership competencies in an organization **(7 marks)**

QUESTION THREE

The Guiding Principles reflect the core values of any organization and are intended as a guide to the professional ethical conduct of evaluators.

a) Examine five Principles or virtues for ethical program evaluation **(10 Marks)**

b) Evaluate the core characteristic of ethical leadership
(5 Marks)

QUESTION FOUR

(a) Discuss the Eight step strategies for making ethical decisions in an organization
(10 Marks)

(b) Evaluate five Strategies for overcoming resistance to change
(5 Marks)