The Management University of Africa

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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: 5TH APRIL 2023

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:

Case study: Leadership in Perspective

Sally Helgesen was born in the small Midwestern town of Saint Cloud, Minnesota. Her mother was a housewife who later taught English, and her father was a college professor of speech. After attending a local state college, where she majored in English and comparative religion, Sally spread her wings and moved to New York, inspired by the classic film *Breakfast at Tiffany's.*

Sally found work as a writer, first in advertising and then as an assistant to a columnist at the then-influential *Village Voice*. She contributed freelance articles to magazines such as *Harper's, Glamour, Vogue, Fortune,* and *Inside Sports*. She also returned to school, completing a degree in classics at Hunter College and taking language courses at the city graduate center in preparation for a PhD in comparative religion. She envisioned herself as a college professor, but also enjoyed freelancing. She felt a strong dichotomy within her, part quiet scholar and part footloose dreamer. The conflict bothered her, and she wondered how she would resolve it. Choosing to be a writer—actually declaring herself to be one—seemed scary, grandiose, and fraudulent.

Then one day, while walking on a New York side street in the rain, Sally saw an adventuresome black cat running beside her. It reminded her of Holly Golightly's cat in *Breakfast at Tiffany's,* an emblem in the movie for Holly's dreamy temperament and rootlessness. It made her realize how much the freedom and independence offered by her "temporary" career as a writer suited her temperament. Sally told the cat she was a writer—she'd never been able to say the words before—and decided she was going to commit to full-time writing, at least for a time. When she saw the opportunity to cover a prominent murder trial in Fort Worth, Texas, she took it.

While covering the trial, Sally became intrigued with the culture of Texas, and decided she wanted to write a book on the role of independent oil producers in shaping the region. Doing so required a huge expenditure of time and money, and for almost a year Sally lived out of the trunk of her car, staying with friends in remote regions all over Texas. It was lonely and hard and exhilarating, but Sally was determined to see the project through. When the book, *Wildcatters* (1981), was published, it achieved little recognition, but Sally felt an enormous increase in confidence and commitment as a result of having finished the book. It strengthened her conviction that, for better or worse, she was a writer.

Sally moved back to New York and continued to write articles and search around for another book. She also began writing speeches for the chief executive officer (CEO) at a Fortune 500 company. She loved the work, and particularly enjoyed being an observer of office politics, even though she did not perceive herself to be a part of them. Sally viewed her role as being an "outsider looking in," an observer of the culture. She sometimes felt like an actor in a play about an office, but this detachment made her feel professional rather than fraudulent.

As a speechwriter, Sally spent a lot of time interviewing people in the companies she worked for. Doing so made her realize that men and women often approach their work in fundamentally different ways. She also became convinced that many of the skills and attitudes women brought to their work were increasingly appropriate for the ways in which organizations were changing, and that women had certain advantages as a result. She also noticed that the unique perspectives of women were seldom valued by CEOs or other organizational leaders, who could have benefited if they had better understood and been more attentive to what women had to offer.

These observations inspired Sally to write another book. In 1988, she signed a contract with a major publisher to write a book on what women had to contribute to organizations. Until then, almost everything written about women at work focused on how they needed to change and adapt. Sally felt strongly that if women

were encouraged to emphasize the negative, they would miss an historic opportunity to help lead organizations in a time of change. The time was right for this message, and *The Female Advantage: Women's Ways of Leadership* (1990) became very successful, topping a number of best-seller charts and remaining steadily in print for nearly 20 years resulted in numerous speaking and consulting opportunities, and Sally began traveling the world delivering seminars and working with a variety of clients.

This acclaim and visibility were somewhat daunting to Sally. While she recognized the value of her book, she also knew that she was not a social scientist with a body of theoretical data on women's issues. She saw herself as an author rather than an expert, and the old questions about fraudulence that she had dealt with in her early years in New York began to reassert themselves in a different form. Was she really being authentic? Could she take on the mantle of leadership and all it entailed? In short, she wondered if she could be the leader that people seemed to expect.

The path Sally took to answer these questions was simply to present herself for who she was. She was Sally Helgesen, an outsider looking in, a skilled and imaginative observer of current issues. For Sally, the path to leadership did not manifest itself in a step-by-step process. Sally's leadership began with her own journey of finding herself and accepting her personal authenticity. Through this self-awareness, she grew to trust her own expertise as a writer with a keen eye for current trends in organizational life.

Sally continues to be an internationally recognized consultant and speaker on contemporary issues, and has published five books. She remains uncertain about whether she will finish her degree in comparative religion and become a college professor, but always keeps in mind the career of I. F. Stone, an influential political writer in the 1950s and 1960s who went back to school and got an advanced degree in classics at the age of 75.

Required.

a) Learning about one's self is an essential step in becoming an authentic leader. What role did self-awareness play in Sally Helgesen's story of leadership? Explain **(10 marks)**

b) How would you describe the authenticity of Sally Helgesen's leadership? **(10 marks)**

c) At the end of the case, Sally Helgesen is described as taking on the "mantle of leadership." Was this important for her leadership? How is taking on the mantle of leadership related to a leader's authenticity? **(10 marks)**

QUESTION TWO

a) Analyze a specified motivation theory. What major methods would you use to increase motivation and performance of your staff? **(5 marks)**

b) Reinforcement theory is unethical because it is used to manipulate employees. Do you agree with this statement? Explain your answer. **(5 marks)**

QUESTION THREE

Colleges and universities are known to have rigid departments, such as economics, management, marketing, accounting and finance. At some schools this departments are more concerned about themselves (related to budgets and number of faculty and courses) than serving students and cooperating with other departments. For example, some economics faculty have stated that they are concerned with theory and don't need to teach anything practical. There is also overlap of some courses offered by different departments , such as strategy being taught in management and marketing courses. In the business world, there is a trend to break down the barriers between departments and to be much more cooperative. However, academia doesn't seem to follow this trend.

a) Should faculty move away from focus on theory to more practical applications to business? Explain. **(5 marks)**

b) Should colleges follow the business trend of breaking away from departments and cooperate more? Or are they different from businesses, thus needing clear departments' differentiated by discipline. Explain **(5 marks)**

QUESTION FOUR

a) Resistance to change is more likely to succeed if the forces resisting the change are stronger than the forces driving the need for change. Describe some of the tactics that resisters would employ to thwart change efforts. **(4 marks)**

b) Analyse the risks and benefits of the leadership arrangement at Google, where the two founders (Larry Page and Sergey Brin) elected to bring in Eric Schmidt to be the CEO while they function as presidents under him?

(6 marks)