

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**

**2010**

**FINAL EXAMINATION**

**TITLE OF PAPER:** CONTEMPORARY APPROACHES TO ADMINISTRATION  
**COURSE CODE:** EDF 627  
**TIME ALLOWED:** THREE HOURS  
**INSTRUCTIONS:**

1. THIS QUESTION PAPER IS DIVIDED INTO TWO SECTIONS. SECTION 1 IS COMPULSORY
2. ANSWER TWO QUESTIONS IN SECTION 2
3. THE TOTAL FOR THE PAPER IS 100 MARKS.

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED TO DO SO BY THE CHIEF INVIGILATOR.**

## SECTION 1

**This section is compulsory**

### QUESTION 1

Contemporary thinking in administration suggests a shift from rational approaches to leadership and management.

Analyse the shift in the key principles of management:

**(40 Marks)**

## SECTION 2

**Answer two questions from this section**

Most organisations, including those in education, are now moving towards the performance management system.

Using the Porter-Lawler Expectancy Motivation model and the role of leadership, explain what is likely to motivate education employees in the implementation of the Performance Management System (PMS)

**(30 Marks)**

### QUESTION 3

Ambiguity models of management 'include all those approaches that stress uncertainty and unpredictability in organisations. The emphasis is on the instability and complexity of institutional life' (Bush, 1995: 111).

Identify major features of ambiguity models using examples from your school or a school you know well. And explain how school managers can best work within such complex and ambiguous environments.

**(30 Marks)**

#### **QUESTION 4**

There is an enhanced perception that in order to develop human potential, there is a need to develop a more holistic view of intelligence as it contributes to human achievement and personal effectiveness.

Analyse, with some examples, the different types of intelligences that are likely to enhance school managers and leaders' effectiveness in the contemporary world.

**(30 Marks)**