

BINDURA UNIVERSITY OF SCIENCE EDUCATION
FACULTY OF COMMERCE
GRADUATE SCHOOL OF BUSINESS
MASTER OF LEADERSHIP AND CORPORATE GOVERNANCE
MOTIVATION, COACHING AND MENTORING (MLC 513)
EXAMINATION PAPER

DURATION: 3 HOURS 30 MINUTES

JUN 2025

INSTRUCTIONS AND INFORMATION TO CANDIDATES

1. Section A is compulsory and carries 40 marks.
 2. Answer Question One from Section A and any three (3) questions from Section B.
 3. The paper carries six questions.
 4. All questions in Section B carry equal marks of 20 each.
 5. The use of cell phones is not allowed in the exam.
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SECTION A: [COMPULSORY]

QUESTION 1

CASE STUDY: VALUE OF PEER MENTORING FOR EARLY CAREER PROFESSIONAL RESEARCH AND PERSONAL DEVELOPMENT:

The peer mentorship model allows for opportunities to reflect on how to be a successful mentee to senior mentors and mentor to junior trainees, unique skillsets that are necessary for early career researchers. Relying on peer mentorship for tangible advice and support allows us to maximise our time with senior mentors to focus on substantive scientific questions and longer-term professional development and provides space to discuss topics pertinent at the early career stage that may be difficult or that cannot be shared with mentors e.g. negotiating departmental politics, considering faculty positions at other institutions. It also allows us to solicit advice and support on how to “manage up” in our relationship with senior colleagues or mentors, that is, how to proactively receive the support needed from the mentoring relationships. There is also a substantial transfer of information across peers of what we learn from senior mentors. Because we all have unique mentoring teams, we benefit from learning strategies that have been offered by others’ mentors and allowing each of us to harness the diversity of ideas across multiple senior mentors without increasing the burden on any one senior mentor. This maximises the reach of our senior mentors’ influence, benefitting the department as a whole. Beyond focusing on how to be a successful mentee, peer mentorship supports development of our own capacity as mentors and scientific leaders.....Similar to how we benefit from learning from each other’s mentors, we have benefitted each other’s mentees by sharing materials....Overall, peer mentoring provides a form of unique psychosocial support as compared to traditional mentoring relationships. There is a sense of psychosocial safety by peer mentoring, which allows us to ask questions that might be difficult, inappropriate, or detrimental to discuss elsewhere.

Source: Kelsey S. et al: Cambridge University Press .8 th April 2021.

Required:

- (a) The case study refers to Peer Mentoring; from what you are familiar with, highlight major differences and similarities with traditional mentoring. **(20 marks)**
- (b) Given the principles of traditional mentoring, discuss five things that can go wrong with this relationship. **(20 marks)**

[Total: 40 marks]

SECTION B: (Answer any [three] 3 questions from this section)

QUESTION 2

Discuss the leadership style that accommodates learning style as propounded by David Kolb.

[20 marks]

QUESTION 3

How can the Johari Window model assist with boosting motivation?

[20 marks]

QUESTION 4

What are the main areas of difference and similarity between Intrinsic and Extrinsic motivation?

[20 marks]

QUESTION 5

It has often been mentioned that 'money is the only motivator' at the work place. Analyse with a discussion of the Zimbabwean situation.

[20 marks]

QUESTION 6

Compare and contrast Coaching and Mentoring while highlighting which one is more appropriate in the Zimbabwean informal sector.

[20 marks]

END OF EXAMINATION PAPER