Achieving Market Leadership:

what is driving organisational and institutional- level growth and expansion strategies in Africa

Working Paper 2017/5

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Keywords:

Management and Leadership Development, Strategic decisions, Strategic Alliances, Levels of Cooperation and Mechanisms of Cooperations, Leadership decision making process, communication, Performance management

Abstract

To drive growth and expansion strategies for institutions and organisations requires a clear articulation of pillars, foundations and frameworks of reference which can guide your growth and expansion policies, strategies, projects and programmes. This paper note that, in the presence of widely adopted and practiced thesis with Eurocentric values from professional learning by managers and leaders with personal values from Afrocentric- there is a need for contextualisation. Drawing from the integral theory and a social constructionist view this paper makes and attempt to decipher how powers, conflicts, contradictions and ideological differences can be effectively managed in institutions and organisations when executing their growth and expansion decision making. In the cross-cultured, knowledge based and volatile, uncertain, complex and ambiguous (VUCA) context, we highlight how convergence instead of divergence can be achieved using findings from practitioners observations from a four years long management and leadership development programme which aimed to support both the succession plan needs and growth and expansion needs for management and leadership development.

1. BACKGROUND:

During the year 2010 my practice –Evin School of Management was awarded a consultancy assignment by a large client- the WXY Bank PLC to facilitate Management and Leadership Development Programme to newly appointed managers.

This assignment for provision of the Management and Leadership Development Programme was part of the bank planned change which among other things it involved restructuring of its organisation structure as well as introduction of a new information system and documentation process system-Intelect Flow.

Through a Management and Leadership Development Programme, the top management wanted: (i) to improve the supervisory skills of their subordinate; and (ii) to enhance the subordinates ability to lead branch level growth and manage performance, accountability, governance, compliance and risk measures and behaviours. Furthermore, the terms of reference required the consultant to undertake an assessment and also write a report which details recommendation to the top management.

My institution was awarded this assignment based on a proposal with modules adopted from ILM-United Kingdom. Thus, having used these modules for some years I considered these modules required to be refined to align with the context. Specifically, the contextualisation involved integrating Afrocentric culture into these widely practiced and adopted Eurocentric and Western management and leadership training modules.

In the following sections I demonstrate how I used framing theory for staging a Management and Leadership Development programme using imported management and leadership training modules. This was based on my self-awareness and the understanding of my role as consultants and practitioners in terms of contextualising the management and leadership training modules.

The aims of contextualisation was not only to suit the requirements as provided in the terms of reference by the client but also to address the gaps with matters of importance which the top management did not oversee when developing the terms of reference.

Framing theory while it has taken over from agenda-setting and cultivation theory as the most commonly applied research approach in the field of communication science (Bryant & Miron, 2004) it does not have a wider application within the organisational and institutional development field and specifically in management and leadership development programme agenda setting.

The adoption of framing theory was critical in order to help in situating ourselves as well as helping us to demonstrate how we were prepared to approach this project as detailed in subsequent sections.

I.   The Henry Mintzeberg and Jonathan Gosling Five Minds Of Managers

I started working as a Cross-cultural leadership decision making and organisational as well as institutional development specialist since January 2006. This was after over ten (10) years of senior finance positions within local and international corporates.

My practice –Evin School of Management was an approved centre for the Institute of Leadership and Management (ILM) in the United Kingdom. While our proposals for the assignment for facilitating the management and leadership development programme was based on draft modules drawing from different sources as part of our long term of professional experience, the main modules were drawn from the ILM.

Thus, we have been using the imported generic ILM based modules for facilitating Management and Leadership Development because to my personal and professional judgement they were acceptable for management and leadership development however without understanding the underpinning philosophy around these modules as the ILM did not disclose the sources and the origin of the content.

After years of some research we came to establish that, these five modules were drawing among others, from the Henry Mintzeberg and Jonathan Gosling (2003)[1] concept of the Five Mindsets of Managers. In the five minds of Managers, the Henry Mintzeberg and Jonathan Gosling they argue that, the world of the manager is complicated and confusing. They point out that, making sense of it requires not a knack for simplification but the ability to synthesize insights from different mind-sets into a comprehensible whole.

The Five Mindsets of Managers as a concept were further developed into five modules (Managing Self, Managing People, Managing Information, Managing Activities & Context and Managing Resources) by the Institute of Leadership and Management (ILM).

The Five Minds of Managers locates the Strategic Management Practice Discourse into Five Social Context or into five closely interrelated spheres within which strategic management as a discourse it takes place (Van

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[1] Jonathan Gosling and Henry Mintzberg (2003). The Five Minds of a Manager. Harvard business review. November

Gorp, B. 2005)[2] but without stating its managerial values and assumptions (Shrivastava 1986). Shrivastava (Shrivastava 1986)[3] noted that, strategic management is an ideological process that conceals contradiction, conflict and sectional interest, perpetuates organization based on domination.

- **Managing Self:** The key distinctiveness of the Managing Self is on its focus on the individual development in order to meet the bottom line objectives.

The module underscores the need for individual career and professional development, grasping opportunities and setting targets and objectives. The individual career and professional development plans starts after taking time of self-awareness through individual self-evaluation using SWOT, PESTLE and SMART concepts. These concepts are widely used in strategic management (Michael Porter, 1985[4]). After understanding of own strength, weaknesses, opportunities and threats, it goes into goal setting. In addition to this, is the need for managers to be able to adapt into changes in the context due to changes in political, economic, social, technology, environment and legal changes around their managerial duties. Key to this process also is the question of how stress need to be managed.

From the Afrocentric perspectives where individuals are not themselves but part of the wider community, the emphasis of meeting the bottom lines only and ignoring the individual knowledge workers work meaning and the community well-being or social impact was going to bring challenges in terms of adoption by these managers.

Building on the Higgins (Higgins 1997) concept of locus of control, these managers as much as they want to sacrifice-self for the sake of a common good, they still have their own goals to be achieved. Higgins argues that, people are driven by own goals and objectives. As a result, they adopt either of a strategy between a promotion control strategy and preventive control strategy. The use of a promotion control strategy and preventive control strategies is when approaching pleasure and avoiding pain as a way to Self- evaluate and self-regulate their performance. From this understanding of likely hood of having resistance for adoption of the learning outcomes, it was important to consider how to management the training process and achieve the return on investment by the client.

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[2] Van Gorp, B. (2005). Where is the frame? Victims and intruders in the Belgian press coverage of the asylum issue. European Journal of Communication, 20, 485–508.
[3] Shrivastava P. (1986) Is Strategic Management Ideological ? In Journal of Management 12(3), 363- 377.
[4] Porter M. (1985) Competitive Advantage. New York: Free Press.

Thus, it was important to undertake additional literature reviews so as to have a clear understanding of a variety of human behaviours an there effects not only at workplace but also to the organisation and the overall community. Hence, while the training sessions were going, I also started undertaking a review of various theories such as the Bandura Goals Theory (1997[5]), the meta-motivational Self-Determination Theory (SDT) by Deci and Ryan (1985[6] & 2002[7]) within the positive psychology theories (see Abraham Maslows 1954, Bass, 1985 etc).

Theories and frameworks from literature review were of great significance to a practitioner who entered a field without formal academic background. While the Leader-Member-Exchange (LMX) theory by Graen, G. B., and Uhl-Bien, M. (1995) was useful in understanding how the differentiated social and economic exchanges can form basis of why one should forgo personal goals for the sake of common goals, one gap which this theory did not addressed properly considering the contextual factor we are living in a Cross-Cultured, Knowledge Based Economy and Volatile, Uncertain, Complex and Ambiguous (VUCA) context was how to have an optimal and quality or balanced leaders and followers relationship.

Following and extensive review of literature (see Table 1 below) I was able to come up with pillars, foundations and framework of reference which could guide my understanding of different orientations which institutions and organisations pursue when developing their growth and expansion strategies.

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[5] Bandura, A. (1997). Self-efficacy: The exercise of control. Stanford:W.H. Freeman.
[6] Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*, New York, NY: Plenum Press.
[7] Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self- determination of behavior. *Psychological Inquiry, 11* (4), 227268.

Table 1: is a work on progress on The Chronology of Competing Social Cultural Value Structures and Political Ideologies

Chronology of competing social structures in Tanzania and political ideologies	Prehistoric/ Pre-paradigm- era Hunters-Gatherers	Pre-colonial			Post -Colonial		Desired State
	Communal system	Feudal System /Age of Improvement			Post-Independence African Socialism and Neo-colonialism		?
	Communal	Tribalistic Clan	Feudal empires/ Slavery/Germany Colonial/ Warlords	Colonial/ British Monarchy Bureaucratic/	African Socialism	Neo-colonialism	?
Final say	Knowledgeable people	African Chiefs	War Lords /Arabs/Germanys/	Court /League of nations	Chairman	Chairman	Court / legalism/ Bureaucratic
Some say	elders	African Chiefs/ headmen/ Commoners	African Chiefs/ headmen/ Elites	African Chiefs/ headmen/People/ Elites	Party	Party	People
System	G1	G2	G3	G4	G5	G6	E 1
Values Systems	Survival Bands	Ethnic Tribes	Feudal Empires/ Ancient Nations	Ancient Nations/ Corporate States	Peasant values / sociocentric /Value Communities	International business values/ Corporate States	Due Process / Existential
Prime Mover	Family/ Serve the bands	Serve classes/Nobles	Serve society via Power	Protect society via Authority /conformists	Punish enemies of Revolution/	Open door and suspend Legalism /Corporate states	Constitution /World Court
Leader	Family heads	Ethnic religious leaders/	Monarchy Bureaucratic/Political Leaders /Leader Member Exchange/Master networks	Leader Member Exchange/Master networks	Long March with Mwl. Nyerere/ Leader Member Exchange/Master networks	Party bureaucrats /Master networks/ In –group Members	Decentralized/ Self-Leadership and Shared Leadership
Struggles	G1 vs. G2	G1 vs. G2,G3	G2 vs. G3,G4	G4 vs. G1,	G6 vs. G3, G4, G5	G3, G4, G5,.G6 vs. E1	
Time Line	?	1500AD -1800	1800 -1900	1900-1960	1961-1985 CE	1986-2016 CE	

source: Authors compilation based on extensive review from historian, anthropologists and psychologists and political economy philosophers: I. N. Kimambo, *A Political History of the Pare of Tanzania, c.1500-1900* (Nairobi, East African Publishing House, 1969), H. Cory, *Historia ya Wilaya ya Bukoba* (Mwanza, 1958), 17; B.K. Taylor, *The Western-Lacustrine Bantu* (London, 1962) 144, Monica Wilson, *Communal Rituals among the Nyakyusa* (London, 1958), Chart I, Andrew Roberts, "Migrations from the Congo (A.D. 1500 to 1850)" in Brian M. Fagan (ed.), *A Short History of Zambia* (Nairobi, 1966), 105 and Don Beck & Christopher Cowan, 1996. Spiral Dynamics: Mastering Values, Leadership, and Change Blackwell Publications: Malden, MA. As well as the concept of paradigm from Kuhn, T. S. (1970). The structure of scientific revolutions. Chicago, University of Chicago Press.Rokeach M. The nature of human values. New York: Free Press, 1973. 438 p. and Maslow, A. H. (1971). The farther reaches of human nature. New York:

- **Managing People:** Central on this module in terms of managing individuals and teams is on the role of power, authority, responsibilities and accountability within an organisation and institutional settings.

In a Cross-Cultured, Knowledge Based Economy and Volatile, Uncertain, Complex and Ambiguous (VUCA) context managers and leaders require pillars, foundations and a framework of reference to guide them on how to acquire and use power, authority, responsibilities and the relevance of these in leading for growth and managing growth performance, accountability, governance, compliance, risk and behaviour measures.

Not taking these contextual factors the module makes emphasis on the paternalistic approaches based on the Vroom, Yetton and Jago decision making normative framework (1973) which ignored the role of a creative knowledge and knowledge sharing within independent teams and functions.

For example, from the paternalistic views the modules emphasis that the role of power, authority, responsibilities is to enhance masterly of performance management and rewarding processes. Meaning that, through the performance management, reward and recognition process, managers can be able to acquire power, authority, responsibilities.

Of interest on managing and developing teams, while there is an emphasis on the role of managers understanding of social awareness as well as emotional intelligence theories as proposed by Daniel Goleman (1995a)[8] these are grounded on the Machiavellianism's and for the purpose of managers effectively manipulating their followers. Meaning that, after the managers' having an understanding and identification of individuals and teams requirements, the paternalistic managers will find ways of meeting or addressing of individuals and teams or group so as to meet organisational and institutional developmental needs through use of both social exchanges and economic exchanges.

Hence, the key focus of managing people modules is on its emphasis that managers they achieve organisational and institutional results through people. This is through individual performance goals

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[8] Goleman, D. (1995a). Emotional intelligence. New York: Bantam Books.

and objectives and teams or group performance goals and objectives. The module is based on a vertical and hierarchical leadership paradigm and it argues managers to master individuals and teams relationships through the economic exchange and social exchanges relationships (Blau 1964[9]) and manipulative non-kinship based relational decision making approaches which includes the Leader-Member-Exchange Theory, transactional and transformation approaches by (Burn 1978 and Bass, 1985), the Yetton, Vroom and Jango decision making normative models (1973).

It followed that, from the understanding that the leaders differences to followers due to social cultural value systems as well as diversities can impact have a greater impact on the followers achievement of their meaning of work and work meaning, my interest for searching for pillars, foundations and framework of reference which underpins an optimal and balanced high quality leader-member exchange was compounded.

- **Managing Information:** Communication for organisation and within the organisation is very important in achieving set goals and objectives.

Up to this stage, while I continued using these modules in different training settings and different clients, increasingly my key interest was to understand what value systems influenced Henry Mintzeberg and Jonathan Gosling when developing the concept of the five mindsets of managers?. Meaning that, I wanted to understanding what was at the back of their thoughts or driving their thoughts? or into which paradigm are they basing their framework like other scholars: eg the competitive forces approach developed by Porter (1980), a strategic conflict approach (e.g., Shapiro, 1989), the 'resource-based perspective or the efficiency-based approach,' (Penrose, 1959; Rumelt, 1984; Teece, 1984; Wemerfelt,1984).

Mintzeberg and Gosling started their work by saying:

The world of the manager is complicated and confusing.
Making sense of it requires not a knack for simplification but the ability to synthesize insights from different mind- sets into a comprehensible whole.

Drawing from perspectives based on the role of cognition and affect or emotions such as interest, joy, and pride which are grounded from the framing theories in organisational psychology (Hayes et al.,

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[9] Blau, P. M. (1964). Exchange and power in social life. New York: Wiley.

2001)[10], Mintzeberg and Gosling are within the strategic management or management strategy background. Unlike the Porter's competitive force which is grounded within the first and second levels of human existence with emphasis on monopolistic competitions based on feudal economic perspectives, the Mintzeberg and Gosling competitive drives is grounded on the third level of human existence (Gravesian). This third level of human existence which can also be seen as the human levels of consciousness or thinking can be seen clearly in the Mintzeberg and Gosling's module on managing information from the emphasis (Gosling & Mintzberg, 2003, p. 1) that, managers achieve results through people – who are seen as a network of mercenaries or warriors.

Driven by egocentricity motives through the needs for wealth, power and influence like those of the political economy warlord and African chiefs with long distance trade caravans, the module on managing information starts from gathering the information during meetings with individuals and teams, storage of the information and the use of the information such as verbal, text, soft and hard data for achieving strategic objectives and goals. This module it goes beyond the record management but to include both verbal and non-verbal communication as well as the use of technology to enhance communication such as modern computers etc during decision making process.

- **Managing Activities:** Managing activities has two modules which are Operating Context and Change and Meeting Customer Needs.

The role of management and leadership role of power, authority, responsibilities and accountability for conquering new lands and territories during the growth and expansions of chiefdoms becomes vivid in this module. Like competitions within the game of the throne, central to this module is the emphasis on the role of SWOT, PESTLE and SMART concepts in strategic management during planning and managing change in organisations and institutions.

However, unlike in the Porters competitive forces, the Mintzeberg and Gosling's modules make emphasis on the adherence on stakeholders perspectives. This module is around the need for managers to be proactive and plan on how to meet their diverse customers' needs and deliver on their promise in the context of a Volatile, Uncertain, Complex and Ambiguity (VUCA) context (Drucker, 2001).

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[10] Hayes, S., C., Barnes-Holmes, D., & Roche, B. (2001). (Eds.). *Relational frame theory: A post-Skinnerian account of language and cognition.* New York: Plenum Press.

Thus, while the module draws significantly from Michael Porter (1985[11]) and Henry Mintzeberg (1990[12]) Strategic Management and Change Management Theory, of significant in this module is the need for understanding of how to introduce and manage planned projects and programmes changes during and within productions, operations and supply chain management. Henry Mintzeberg is grounded on organisational and institutional design[13], thus, the module on managing activities has its major focus on the design, development and execution of the organisation and institution participation strategies, policies, projects and programmes for change such as cultural changes programmes, pricing policy change, quality improvement programmes, customer relationship and service improvement programmes, products and service improvement programmes etc.

This module which draws from Henry Mintzeberg and Jonathan Gosling (2003) Five Mindsets of Managers it provides a link to the Michael Porter (1985[14]) Five Competitive Forces which was first published in 1979, by the Harvard Business Review titled "How Competitive Forces Shape Strategy" by a young economist and associate professor, Michael E. Porter. Its main interface and target is on the three key strategic areas.

The first being the analysis of the business model design where managers need to understand their target market (in terms of geographical regions and target customer segments) and the value offerings (in terms of the services, products and solution design, development and delivery).

The second is on the analysis of the competitive strategy. The competitive strategy covers a wide range of areas such as pricing strategies, differentiation strategies, rules of trade and PESTLE analysis.

The Third interface is the analysis of the Operating strategies. In this section, managers are required to have an understanding of the People, their values and culture, decide on the organisation structure, and decide on the technology and the process as well as procedures.

- **Managing Resources:** This module is divided into Planning and Recourse as well as Finance and Numeracy. The key distinction of this module to others is that, apart from the need of managing self

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[11] Porter M. (1985) Competitive Advantage. New York: Free Press.
[12] Mintzberg H. (1990) The Design School: Reconsidering the Basic Premises of Strategic Management. In Strategic Management Journal 11(3), 171-195).
[13] Mintzberg H. (1990) The Design School: Reconsidering the Basic Premises of Strategic Management. In Strategic Management Journal 11(3), 171-195).
[14] Porter M. (1985) Competitive Advantage. New York: Free Press.

and managing people, there is the main need for managing non-human resources such as financials resources and non-financial resources such as equipment's, machineries, buildings etc.

Different levels of human existence (Gravesian) or human levels of consciousness or thinking are the main drivers of decisions in the organisations and institutions. In particular, they drive organisations and institution decisions in three areas:

i. How to design, develop and execute policies, strategies, projects and programmes

ii. How to design, develop and deliver products, services and solutions and

iii. How to lead for institutions/organisations growth and expansions and manage growth and expansions performance, accountability, governance, compliance, risk and behaviour measures.

Thus, this module articulates on the need for managers who are non-financial experts to have an understanding of financial and numeracy skills in addition to understanding on the sources of finance and use of financial resources. Hence, the module starts with some project management concepts such as planning for efficiency, including issues of health, safety and the environment to facility management, work analysis, including managing project equipment and materials. It is at this stage where the module introduces the material control process, principles and theories such as JIT, EOQ, EBQ, etc. Furthermore, the module requires managers to have an understanding of Gantt Charts, project life cycle concepts such as PRINCE Model, operation research methods such as linear programming, queuing theories etc.

Differences in levels of human existence or conscious ness is widely seen from how the modules introduce different key costing and budgeting as well as financing concepts. For example, differences in the thinking of one organisation and institution ranging from the way they approach their budgets. While some organisations and institutions because of their levels of human conscious use activity based costing, some use cost plus pricing, marginal costing, Zero based and incremental budgeting etc. If is from this understanding of how differences in the levels of human consciousness organisations and institutions arrive at different figures of Break –Even –Point Analysis.

On pricing strategies for example, one day I went to Kariakoo market in Dar es salaam for the purpose of buying several shirts for personal use. When I entered a shop which does both whole and retail sales, a trader at the short straight away asked me, are you buying these shirts for personal use or for re-selling. I told him it was for personal use. Although I was buying six shirts which qualified for a whole price, the trader told me that he was going to demand a retail price. Their basis for a

whole sale price was not the amount or quantities of shirts that I was buying but, the discounted whole price takes into consideration the amount of efforts and energies –sweat which the person is going to experience in selling those shirts. While this matter was at a small scale, at a large scale, the widely debates on rent and land rent as well as profit (drawing from eg the Karl Marx, Lenin, Adam Smith, David Ricardo, the postwar and depression John Keynes to the Neoliberalism values) is among others which fueled debates for the need for having normative decision making models and frameworks.

Table 2: "Cultural Fences"

	Customer Segment	Promotion Drivers	Target Market	Product, Service and Solution Positioning	Pricing Strategy	Channel	Target Numbers	Target Value	Target Premium
1	House Holds (Survivals)	Survival - Risk and Uncertainty avoidance, need assurance etc	Informal	marketing factors such as competition, distribution and material availability, but also (again, of major interest here) consumer preferences, and consumer purchasing habits	- Negotiation Process - Resale Price Maintenance - Trade margins -Command/ Market Price System - Quality/Price Relationships - Credit - Price wars	formalization, standardization, reciprocity, contact intensity, and conflict			
2	Tribalistic (Communities of Practices)	Royalty, gods, Bureaucratic, Traditions,	Semi-formal social enterprises Age Based, Gender Based, Faith Based, Professional Based, etc						
3	Egocentric (Imperialists)	Power, Wealth and Influence,	Formal Small, Medium to Large Enterprises						
4	Conformist (Religious)	Regulatory, Laws, Rules, Codes of Conducts, Social Justice, Religions/Domination	Social Development Sector, Local/International NGOs						
5	Sociocentric (Communalists)	Community Social Impact, and Well-Being,	Informal and local government						
6	Materialistic (Manipulative)	Individualistic seeking Self Actualisation & Self-Esteems	Large Corporate						

The author explores the relationships between perceived product quality, price and branding. We speculate that consumers of differing cultures may use different cues or use cues differently in evaluating product qualities. In other words, price as a cue of product quality may be interpreted differently across cultures. From a cultural perspective, it could be construed therefore that values inherent to specific cultures affect the way consumer perceive price as an indicator of product quality.

As a way of finding balances and also to leverage differences across different levels of human consciousness- cultural fences, probability decision making mathematics and statistics as well as the capital budgeting theories are used to determine interest rates, inflation rates etc. These were also introduced within the modules. While thesis by Karl Marx, Lenin, Adam Smith, David Ricardo, John Keynes etc have brought significant contribution to humanity, the differences in worldviews among these scholars have also brought in conflicts and contradictions in the societies and communities.

For example, conflicts and contradictions are seen in organisations and institutions when resources are transferred from the public to private sectors and in countries which favored capital than labour through adoptions of the Modigliani & Miller Capital Pricing Model under the hyper globalisation. These National and international conflicts and contractions as a result of these values systems are still existing today because these values are what govern major theories including the theories of international trade as well as the increased marginalizing and exploitative trade agreements, rules of trade, trade barriers or short-term strategic alliances within the supply value chains and financial evaluation methods and technical such as payback, ROCE, DCF and NPV.

Henry Mintzeberg and Jonathan Gosling (2003) with their Five Mindsets of Managers and Michael Porter (1985[15]) with his competitive forces and other scholars (eg the Karl Marx, Lenin, Adam Smith, David Ricardo, John Keynes etc) have made significant contributions to the strategic management field. Having been aware of some ills of how there thesis and there Eurocentric and Western models and frameworks have brought to organisations, institutions and nations through its widely practiced and adoption have brought the community well-being because of not being considerate to the welfare concept, they are at the point where they cannot reverse the situations even when they come back with new initiatives such as the Michael Porter and Kramer Shared Value Initiative and the Henry Mintzeberg current focus on the community.

II.   The Grand Parents and Their Decision Making Strategic Framing Role

Managers and especially those in senior position have a great role to play in strategy framing. Senior managers they can fulfill their framing strategic role by drawing from their indigenous knowledge which underpins management and leadership constructs and phenomena.

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[15] Porter M. (1985) Competitive Advantage. New York: Free Press.

The main objectives for framing at this stage was to contextualize the Eurocentric modules by merging with the Afrocentric so as to arrive at the hybrid modules using (Tsui,2004[16]) local language, local subjects, and locally meaningful constructs. In addition, this would involve testing or building theories that can explain and predict the specific phenomenon and related phenomena in the local social cultural context'. The key benefit of contextualisation of the modules from the top management or grandparents point of views was to ensure that management and leadership development modules they can incorporate context, values, power and intuitive action (Flyvbjerg, 2001) from the top management.

Again, contextualisation is important in management and leadership development because it helps to take into account the problem of transferability of Western management into other non-western cultures (Hofstedes, 1980b). Researchers argue that, the transferability of Management and Leadership Development programmes has been made possible through MBA programmes and management textbook throughout the world. Through thesis for example from Karl Marx, Lenin, Adam Smith, David Ricardo, John Keynes etc, nations and organisations or institutions have been experiencing paradigm shifts on their social cultural value system and through these shifts. Where there were no complete changes, this new knowledge, ideas and skills have been integrated to the former value systems. In this case, former value systems they have remained operating and existing as hidden social cultural values – resulting struggles, conflicts and contradictions.

Social cultural value systems when they are not contextualized or integrated they end up acting as hidden values (Cowan and Becks,1996) within an organisation, institution and societies. In Africa, these hidden values are clearly manifested in most of the African based institutions including those in the formal and informal sectors such as large corporates which were parastatal like banking, micro-financial institutions, manufacturing companies, pensions and insurances as well as cash crop apex bodies. According to Edger Schein, these can be seen through a process of culture deciphering (Schein, xxx). Mary Jo Hatch (2005) with her colleagues they also reported similar social cultural values systems when they researched corporates in the Western and European continents. This view that social cultural value systems are manifested as hidden values is different from what Dia (1996) claims that the current value systems which exist African institutions is not a result of social constructivism but the current corporate cultures have been imposed by the colonial master.

The first avenue for example, where the senior managers they influenced the programme it is when we started our engagement process. During an engagement process is when as consultants we were seeking clarifications

[16] Tsui, A.S. Asia Pacific Journal of Management (2004) 21: 491. doi:10.1023/B:APJM.0000048715.35108.a7

with regards to the training need assessment (TNA). Researchers (Ansoff H.I. 1991[17] Alvesson & Willmott 1995[18] & 1996[19]) argues that senior managers because of their strategic roles as well as the power dynamics and structures they are expected that, they will always take control on the organisations and institutions decision making process. However, in the context of management and leadership development programme where the relationship between the Directors and Managers is seen as a short-term strategic alliance for driving growth and effectiveness achievement (Stephane Bignoux 2006)[20] these levels of control are expected to be reduced as the relationship which is anticipated is that of more partnership than conflicts and contradictions. In this way, the Directors are seen as grand –parents who seek to address the growth and effectiveness achievement challenges through participative and paternalistic approach to management in dyadic relationships (Jackson, 2004)[21].

Secondly, the process of contextualisation in this management and leadership development programme started during the opening and closing meeting for the sessions. Senior managers they fulfilled this strategic role through offering suggestions and advices to the participants on the basis of what they considered was useful and required. This is because, from the strategic perspectives, framing is compared with priming and agenda setting.

The key discourse analysis interest during this management and leadership development programme was to uncover how the different management and leadership decision making styles and approaches were practiced. Van Dijk (van Dijk 1998a[22] & 1998b [23]) noted that these levels of control, limiting, guiding of human capital by senior managers will feature such notions as "power," "dominance," "hegemony," "ideology," "class," "gender," "race," "discrimination," "interests," "reproduction," "institutions," "social structure," and "social order," besides the more familiar discourse analytical notions.

While listening carefully from top management ideas and suggestions it was possible to articulate the school of thoughts and angles or from which paradigms they were coming from. What was not clear to me in terms

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[17] Ansoff H.I. (1991) A Critique of Henry Mintzberg. In Strategic Management Journal 12(6), 449 - 461.

[18] Alvesson M. & Willmott H. (1995) Strategic Management as Domination and Emancipation: From Planning and Process to Communication and Praxis. In Shrivastava P. & Stubbart C. Advances in Strategic Management: Challenges from Outside the Mainstream. Greenwich, Conn.: JAI Press.

[19] Alvesson M. & Willmott (1996) Making Sense of Management. London: Sage.

[20] Stephane Bignoux (2006). Short-term strategic alliances: a social exchange perspective. Management Decision Vol. 44 No. 5, 2006 pp. 615-627. Emerald Group Publishing Limited

[21] Jackson, T. (2004) *Management and Change in Africa: A Cross-cultural Perspective*, London: Routledge

[22] van Dijk, T. A. (1998a). Ideology. A Multidisciplinary Study. London:

[23] van Dijk, T. A. (1998b). Towards a theory of context and experience models in discourse processing. In H. van Oostendorp and S. Goldman, (eds), The Construction of Mental Models During Reading. Hillsdale, NJ: (eds). Erlbaum

of their answers was how to make a divide between whether these answers are a result of the cognition due to their personal values or due to professional learning. Meaning that, how can one distinguish between what is Afrocentric- which is coming from their own personal indigenous values and the Eurocentric modules –which is coming from the academic and professional learning.

Most of the top management, in addition to being employed they also have own entrepreneurial business ventures. Thus, during the conversations, it was clearly that they were emphasising on the role of the Minzberg (1973)[24] entrepreneurial and strategic planning considerations as forms of management styles which could be suitable to support growth and expansion strategies.

African has been doing trading for a long time even before the colonisation. Historians and anthropologists (I. N. Kimambo, 1969; H. Cory, 1958; B.K. Taylor, 1962; Monica Wilson, 1958; Andrew Roberts, in Brian M. Fagan (ed.),1966)[25] have made records of how African chiefs such as Milambo had trade caravans from central Tanzania going to the coastal in Kilwa and Bagamoyo as well as around the great lakes where they made exchanges with the Baganda and Buha kingdoms. Milambo successful expanded his territories through established trade routes and strategic alliances with other chiefs even central Africa. Seen is this way, it was clear that Milambo had the understanding of the contents within the management and leadership development modules eg Managing Self, Managing People, Managing Information, Managing Activities and Managing Resources etc . The only difference is that, what Milambo did was not documented.

Contextualisation doesn't meaning changing and discarding, but being able to mirror what is written in the Eurocentric modules in the Afrocentric context. The main reason is, most of the management and leadership styles, practices and approaches etc are not news, although they have not been written, these have been widely practiced in our African traditions.

For example, the key challenges with junior and middle managers which required advises from the top management apart from that of fulfilling the strategic roles was centered around how to effectively manage individuals and teams. This was considered a great challenge considering that some and most of them this was their first appointment into management roles. Can one tell the divide on the advises such as whether to use

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[24] Minzberg, H. (1973) 'Strategies Making in Three Modes', California Management Review,3 (16)

[25] I. N. Kimambo, A Political History of the Pare of Tanzania, c.1500-1900 (Nairobi, East African Publishing House, 1969), H. Cory, Historia ya Wilaya ya Bukoba (Mwanza, 1958), 17; B.K. Taylor, The Western-Lacustrine Bantu (London, 1962) 144, Monica Wilson, Communal Rituals among the Nyakyusa (London, 1958), Chart I, Andrew Roberts, "Migrations from the Congo (A.D. 1500 to 1850)" in Brian M. Fagan (ed.), A Short History of Zambia (Nairobi, 1966), 105

the four approaches of management that constitute a continuum of participative, paternalistic, exploitative and autocrative, and consultative management style (Likert, 1967)[26] and to use the Burn and Stalker (1961)[27] organic and mechanistic styles of management the top management was drawing from the Eurocentric or Afrocentric context? While these styles and approaches are not new in Africa, however, they have been practiced with different emphasis in different traditions.

The purpose of contextualisation is to recognise the contribution which the Eurocentric has made to the Afrocentric through writing and documentations of practices. African historians and anthropologists (I. N. Kimambo, 1969; H. Cory, 1958; B.K. Taylor, 1962; Monica Wilson, 1958; Andrew Roberts, in Brian M. Fagan (ed.),1966)[28] have articulates well how the Effere (2005)[29]styles of management which includes authoritarian, coercive, authoritative, democratic, affiliative, permissive, indifferent, coaching, pacesetting, visionary, bureaucratic and defensive styles of management were practiced by African chiefs and Kings. Through leadership and followership, the paternalistic and materialistic approaches have been widely used using both social and economic exchanges (Graen G and Uhl Bien xx). The Ken Blandchard (1994)[30] four basic types of management styles such as the directing, supporting, coaching and delegating and the Khandwalla (1995b[31]) ten dimensions of management styles which include conservative, participative, bureaucratic, paternalistic, authoritarian, organic, entrepreneurial, visionary, professional and altruistic approaches are home to most of the African traditions though not written or documented.

It is from this need for the contextaualisation of the Eurocentric values with the Afrocentric values during his speech, the managing director was of the opinion that, the management and leadership development programme should be seen as a coaching and mentorship session. He considered that, drawing from their cognitions these managers have experiential knowledge and all what was required is to focus on knowledge application. He noted that, with the knowledge economic context which is also manifested with advancement in technology, knowledge on almost everything from the services, products and solution design, development and delivery is now on the figure tips. There is no any way that, managers can fails to handle

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[26] Likert, R. (1967) The Human Organization . New York: McGraw – Hill Inc.

[27] Burns, T. & Stalker, G.M (1961). The management of Innovation. London: Tavistock.

[28] I. N. Kimambo, A Political History of the Pare of Tanzania, c.1500-1900 (Nairobi, East African Publishing House, 1969), H. Cory, Historia ya Wilaya ya Bukoba (Mwanza, 1958), 17; B.K. Taylor, The Western-Lacustrine Bantu (London, 1962) 144, Monica Wilson, Communal Rituals among the Nyakyusa (London, 1958), Chart I, Andrew Roberts, "Migrations from the Congo (A.D. 1500 to 1850)" in Brian M. Fagan (ed.), A Short History of Zambia (Nairobi, 1966), 105

[29] Effere P. (2005). Management styles. London: A paper written for Trans-Atlantic College .

[30] Blandchard, K. (1994). Leadership and the one minute manager . London: Harper Collins.

[31] Khandwalla, P. (1995b). 'Effectiveness Management Styles: An Indian Study' Journal of Euro-Asian management, I (7)

day to day activities from strategy design, development to execution as these skills are readily available and accessible through internet. He stressed that, there are different frameworks on how to lead for growth and managing performance, accountability, governance, compliance and risk measures and behaviours where they can consult and do not wait for anybody to teach them as they can learn these as part of their own continuing professional development. Thus, while the leading for growth and managing performance, accountability, governance, compliance and risk measures and behaviours became an ideological frames to be used during the training session, it required further expansions and to be supported by literature review.

Management and leadership development programmes requires to be a long-time planned programme so that it can help to ensure effective contextaualisation rather than the current practices which favor short time two to three days seminars due to cost implications.

For example, when it was an opportunity for the director of human resources and the director of retail banking again, there were also differences in focus and priorities. These differences in strategic management priorities they also reflected what was on their individual scorecards and departmental performance targets. Having understood the impact of MBA education as a substitute for Management and Leadership development, Henry Mintzeberg and Jonathan Gosling (2003) warned top management. They said that,

We knew we could not rely on the usual structure of MBA education, which divides the management world into the discrete business functions of marketing, finance, accounting, and so on.

Like many other top management who have academic education and do not have a clear understanding of how growth and expansions competitive strategies are architectured, the director of human resources and the director of retail banking were obsessed with concerns for meeting targets and goals in the scorecards instead of focusing on the game design.

While this was not mentioned within the terms of reference, but it I noted it down during her opening speech in subsequent training sessions with other batches. One hand, the main concern for the director of human resources was that, we need this training to ensure that, it enhances the management and leadership development needs for addressing succession plans requirements. This training need was grounded on the fact that, there was a huge turn over, lack of commitment in addition to the baby boomers retiring who most of them were holding senior and middle managerial positions.

There were more other issues which came up again later and noted in my daily while facilitating training sessions. An important issue of managing diversity was not captured within the terms of reference until it was

brought up by one of the HR department team member who attended the session as a participant through his discussion with the HR director.

Specifically, apart from the fact that the bank was now expanding into other countries, and more women were taking managerial positions, there was also an issue on how to integrate the Generation X and the Generation Y Millennial who were also now applying for managerial roles in line to what Alvesson and Willmott (1996) discuss as the identity of managers. They noted that, the ideological structures and discourses of organizations allow individuals to construct themselves as subjects called 'managers', who believe themselves to be self-made and who voluntarily hold dear values of, "... responsibility, loyalty, work morale, result orientation".

One of the key question in strategic management is does the focus on scorecards bring convergence or divergence (Jackson, 2004) in organisations and institutions. For example, the director for retail banking had different concerns which were not reflected within the terms of reference but came out clearly during her opening remarks- thanks to the extended four years of the management and leadership development programme. As part of her concern for addressing the retail growth and expansion plan needs, the director was concerned with how do we get managers who have an achievement orientation which can help to growth the bank as it is stipulated on its expansion strategy.

The concerns for these two directors- the director for human resources that on meeting succession plans needs and the director of retail that of meeting growth and expansion needs required were emphasising two different training outcomes in terms of knowledge, values and cultural behaviours. Meaning that, when you are training strikers for a football team you are focusing on different orientations if knowledge, values and cultural behaviours from when you are training defenders. Equally, when you are training police force for the Feed Force Unity, you aim to achieve different knowledge, values and cultural behaviours orientations to that of training police force for the traffic and investigation unit.

With regards to industrial and organisational psychology these three constructs are what were expected to propel the planned continuous changes (Weick and Quinn, 1999[32]). These findings from the directors supported the increasing research interest in how to achieve continuous change, including through quality management and organizational learning.

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[32] Weick, K., & Quinn, R. (1999). Organizational change and development. *Annual Review of Psychology*, *50*, 361-86.

Leadership is paramount in driving change. Among the top management or grandparents who took part in different opening and closing sessions were the two newly appointed deputies to the managing director? These two joined the bank from external and as opposed to internal promotions. I considered as part of organisational learning, it was important to examine the proposed change assumptions from these deputy directors as well (Argyris and Schon1996[33]).

The convergence or divergence debate in my mind came up again when these two deputies started sharing their experiences with the management and leadership development participants. In one occasion, some of the discussions were threatening as it appeared the drive for meeting scorecard targets and departmental priorities was at the center of the strategy. Meaning that, their remarks were expected to mirror their institutional and organisational strategic priorities and divide as detailed in their adopted balanced scorecard framework (Norton and Kaplan 1992) which underpins the banks performance management process.

However, this does not ignore their contributions to the ongoing contextualisation processes. On the basis of the strategic roles which these two deputies played in the bank, there presence during the opening and closing sessions were very important in terms of clarifying the key strategic goals. In addition, since the management and leadership development cohort of participants were recruited from different branches including those from upcountry, these opening and closing session were important as they acted as strong platforms for clarifying on some of the critical departmental issues. The main reason is that, most of managers in the bank have doted reporting lines such that the ability for directors and managers to cultivate strong relationships were importing with these participants who were only at the training centre for few days. This reflected what Scott (Scott 1997)[34] termed the structural inequalities of capitalist economic systems.

These senior managers are experienced professionals and experts on their departments and hence, through experiential learning they have establishing a grounded theory on what they consider is important in driving the banks growth and effectiveness. Meaning that, all that they suggested during this knowledge sharing process for the strategies, policies, projects and programme design, development and executions was expected to be taken as part of the day to day operational manual. This is because strategic management frames from senior managers, experts and consultants contribute to the interpretation and evaluative definition of the social world.

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[33] Argyris, C., & Schon, D. (1996). *Organisational learning*. Reading, MA: Addison-Wesley.

[34] Scott J. (1997) Corporate Business and Capitalist Classes. Oxford: Oxford University Press.

It follows that, from social constructivism (Berger and Luckmann, 1966)[35] as well as from the discourse analysis perspectives (Shrivastava 1986), the senior managers are not acting alone, but are supported by a range of Afrocentric and Eurocentric (Jackson, 2004) ideas, theories, models and schemes which are generated for them by strategic 'theorists' of various types, including consultants and academics. Social constructionism is concerned with the creation and institutionalization of reality in social interaction (see Berger & Luckmann, 1966). Thus, because strategic management is largely a process of discourse as a facilitator, it was import for me to take note of them in my diary and also priorities on how to include these as key intellectual capital (Stewart, 1997[36]) and tacit knowledge (Nonaka and Takeuchi 1994[37]) within the management and leadership development programme pedagogical conceptual framework.

III. My Personal and Professional Values and Decision Making Strategic Framing

One key question at this level was on why I imported Western and European Management and Leadership module to Africa while I was aware that there criticisms on the transferability of Western management beliefs and practices across different cultures? To respond to this question, my rationale for importing these Eurocentric models was grounded first on my personal values and secondly on my professional values.

My personal values draw from both the pre-paradigms and post-paradigm African traditional societies (I. N. Kimambo, 1969; H. Cory, 1958; B.K. Taylor, 1962; Monica Wilson, 1958; Andrew Roberts, in Brian M. Fagan (ed.),1966)[38]. My knowledge, ideas and skills of management and leadership is grounded from both the Eurocentric values and the Afrocentric values.

These historians and anthropologists in Africa confirm that, knowledge transfer is not a new phenomenon. Indigenous African knowledge transfer has been widely practiced within networks of witchcrafts and sorceries; traditional religious rituals has been shared in different societies, war technics have been transferred using mercenaries, warriors and warlords, traditional beliefs between different ethnic tribes have

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[35] Berger, P. L., & Luckmann, T. (1966). The social construction of reality: A treatise in the sociology of knowledge. New York: Anchor Books.

[36] Stewart, T.A. (1997) Intellectual capital: The new wealth of nations, Doubleday, New York.

[37] Nonaka, I. & Takeuchi, H. (1995) *The Knowledge Creating Company: How Japanese Companies Foster Creativity And Innovation For Competitive Advantage.* New York: Oxford University Press.

[38] I. N. Kimambo, A Political History of the Pare of Tanzania, c.1500-1900 (Nairobi, East African Publishing House, 1969), H. Cory, Historia ya Wilaya ya Bukoba (Mwanza, 1958), 17; B.K. Taylor, The Western-Lacustrine Bantu (London, 1962) 144, Monica Wilson, Communal Rituals among the Nyakyusa (London, 1958), Chart I, Andrew Roberts, "Migrations from the Congo (A.D. 1500 to 1850)" in Brian M. Fagan (ed.), A Short History of Zambia (Nairobi, 1966), 105

been assimilated and merged. History indicates that, different platforms such as village shaman, caste lines, and ethnic values were significant for knowledge sharing. For example, there a reported exchange of royal emblems, rites of passages from one to another chiefdom which were also accompanied by sacrifices to idols etc.

These scholars argue that, with the paradigm shifts in social cultural values systems as well as advancement in technology, African they started importing other forms of knowledge. For example, during the era of egocentric chiefdoms and emperors, tribal rules were instrumental in knowledge transfer. Knowledge transfer during this era was in terms of plants, animals, seeds, gun –powders in exchange of arrows, witchcrafts etc. It follows that, while knowledge transfer has been practiced within different social cultural value systems and paradigms, it is acknowledge however that, different items were used to facilitate these social exchanges and economic exchange transactions.

My professional background is based on financial and accounting training. I draw my knowledge form both local institutions in Tanzania and also abroad in Europe where I was doing postgraduate and advanced professional studies. During all these professional training, I was also privileged to have working experiential learning from both local companies as well as international institutions. International institutions include those within the country and also those when I was abroad. The advantage of this exposure of working within the country and abroad is that of being able to compare the notes so as to establish the fit, as well as power and structural conflicts and contradictions between the Afrocentric and Eurocentric knowledge, values and culture.

Hence, when I came into professional practice through self-employment, I had some preliminary conceptual frameworks of what I considered to my judgement were the best practice and thus I was not a blank slate (Miles & *Huberman,* 1994)[39]. Meaning that, when I came into self-employment from senior management employment I had a full awareness of how the managers different social cultural value systems (Cowan and Becks **1996**) they had impact on the individuals followers growth and effectiveness achievement. Subsequently, I had an understanding of how these leaders and manager's differences would impact on the management and leadership development for addressing succession plan needs and growth and expansion requirements.

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[39] Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded source book* (2nd ed.). Newbury Park, CA: Sage.

Cowan and Becks (1996) within their integral theory they argue that there has been a consistency paradigm shifts on the social cultural value system starting from the Survival, ethnic clan and the egocentric tribal chiefdoms, from the conformist value systems, to the manipulative, the materialistic and Machiavellianism's as well as to the sociocentric social cultural value system. It is from my personal observations of these paradigm shifts that, I argue that, there are Five Faces of Leadership and Management which are practiced and which are drawing from the different social cultural value systems.

Social constructionism is concerned with the creation and institutionalization of reality in social interaction (see Berger and Luckmann, 1966[40]). In the context of management and leadership development, this approach emphasizes on the role of an active, interpreting, meaning-constructing participants (Wicks, 2001[41]). It stresses that ''different kinds of issues are interpreted by the facilitators and by the management and leadership development participants in different ways, and [that] management and leadership development programme pedagogy and module contents must be sensitive to these differences'' (Neuman, Just, & Crigler, 1992[42]).

It is for this reason that, Management and leadership development programme makers apply a range of persistent frames, and as such they possibly control the number of alternatives that are available to the participants when they are constructing social reality (McCullagh, 2002[43]; Pan and Kosicki, 1993[44]; Potter, 1996[45]; Reese, 2001[46]) during ideological framing process.

The role of frames and framing is that, frames contribute to the interpretation and evaluative definition of the social world, because of this significant role the functionality of frames is a point of particular interest (e.g., Entman, 1993[47]; Gamson, 1992[48]; Tewksbury, Jones, Peske, Raymond, & Vig, 2000[49]; Tuchman, 1978[50]).

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[40] Berger, P. L., & Luckmann, T. (1966). The social construction of reality: A treatise in the sociology of knowledge. New York: Anchor Books.

[41] Wicks, R. H. (2001). Understanding audiences: Learning to use the media constructively. Mahwah, NJ: Erlbaum.

[42] Neuman, W. R., Just, M. R., & Crigler, A. A. (1992). Common knowledge. News and the construction of political meaning. Chicago: The University of Chicago Press.

[43] McCullagh, C. (2002). Media power: A sociological introduction. Houndmills, UK: Palgrave.

[44] Pan, Z. P., & Kosicki, G. M. (1993). Framing analysis: An approach to news discourse. Political Communication, 10(1), 55–75.

[45] Potter, J. (1996). Representing reality: Discourse, rhetoric and social construction. London: Sage.

[46] Reese, S. D. (2001). Introduction. In S. D. Reese, O. H. Gandy, & A. E. Grant (Eds.), Framing public life: Perspectives on media and our understanding of the social world (pp. 1–31). Mahwah, NJ: Erlbaum.

[47] Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. Journal of Communication, 43(4), 51–58.

[48] Gamson, W. A. (1992). Talking politics. Cambridge, U.K.: Cambridge University Press.

Finally, frames seem to influence the attribution of causal and treatment responsibility (e.g., Dimitrova & Stro¨mba¨ck, 2005[51]; Downs, 2002[52]; Iyengar, 1991[53]; Scheufele, 2000[54]; Wakefield, McLeod, & Smith, 2003[55]). Consequently, frames can be defined as ''conceptual tools which management and leadership development facilitators and individuals participants rely on to convey, interpret, and evaluate meaning'' (Neuman, Just, & Crigler, 1992[56]).

Thus, these Henry Mintzeberg and Jonathan Gosling (2003) Five spheres which have been widely adopted and applied internationally should thus from the framing theoretical perspectives be seen as frames which shapes the management and leadership development training programme pedagogy. The non-critical and non-contextualisation of these generic modules is that, they make all management and leadership development practitioners see them on the same worldview.

For example, these modules they neglect the influence of culture and power within wider political and social contexts in management and leadership in organisation and institutions.

Therefore, the effort here is to argue how frames, as part of culture, get embedded in management and leadership development content, how they work, and how they interact with the schemata of both the facilitators and the management and leadership development participants.

[49] Tewksbury, D., Jones, J., Peske, M. W., Raymond, A., & Vig, W. (2000). The interaction of news and advocate frames: Manipulating audience perceptions of a local public policy issue. Journalism and Mass Communication Quarterly, 77, 804–829.

[50] Tuchman, G. (1978). Making news: A study in the construction of reality. New York: Free Press.

[51] Dimitrova, D. V., & Stro¨mba¨ck, J. (2005). Mission accomplished? Framing of the Iraq War in the elite newspapers in Sweden and the United States. Gazette, 67, 399–417.

[52] Downs, D. (2002). Representing gun owners: Frame identification as social responsibility in news media discourse. Written Communication, 19(1), 44–75.

[53] Iyengar, S. (1991). Is anyone responsible? How television frames political issues. Chicago: University of Chicago Press.

[54] Scheufele, D. A. (2000). Agenda-setting, priming, and framing revisited: Another look at cognitive effects of political communication. Mass Communication & Society, 3, 297–316.

[55] Wakefield, M., McLeod, K., & Smith, K. C. (2003). Individual versus corporate responsibility for smoking-related illness: Australian press coverage of the Rolah McCabe trail. Health Promotion International, 18, 297–305.

[56] Neuman, W. R., Just, M. R., & Crigler, A. A. (1992). Common knowledge. News and the construction of political meaning. Chicago: The University of Chicago Press.