UNIVERSITY OF CAPE TOWN
DEPARTMENT OF EDUCATION

STUDENT DEVELOPMENT IN THE UNIVERSITY OF CAPE TOWN RESIDENCES – A TRAINING NEEDS ANALYSIS OF HOUSE COMMITTEES

A minor dissertation submitted in partial fulfilment of the requirements for the award of the degree of Master in Education

by

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December 2007

Declaration

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signed by candidate

Charmaine Davids-January
December 2007

Acknowledgements

My gratitude goes to the following people who played a significant role in the completion of this thesis:

My supervisor, Dave Gilmour, for his academic supervision and support over the past few years.

My family for their sacrifice and sustained support, especially my parents, my husband, Hubert and my son, Jared.

To friends, colleagues, students in residences and research assistants who so readily responded to a range of requests without which this thesis would be incomplete.

Abstract

This study conducts a training needs analysis in the area of student development at the University of Cape Town. Areas of student development are currently under research in South Africa. The field has its early roots in higher education at the turn of the twentieth century when United States (US) colleges professionalised the field of student affairs so as to focus on whole student development. The University of Cape Town (UCT) formally introduced student development in residences in 1998 with the intention of designing a range of interventions that would respond to the changing student profile as well as the socio-political climate, which focused on personal and institutional transformation. The mission of the university was to create residence spaces that provide a high quality living and learning environment where students could develop their full potential in a diverse setting and in a culture and ethos that promotes values such as lifelong learning and a culture of human rights. Student development programmes were conceived of in terms of theory and past practice. The opportunity to design programmes based on the needs of students required a formal approach utilising training needs analysis and programme planning and evaluation techniques. This study conducts a needs analysis, which results in identifying a range of macro- and micro-needs based on input from various stakeholders. The stakeholders include 180 student leaders in residences (members of House Committees), three Directors, four Residence Development Officers and 17 Wardens. This study finds that the needs of students and staff differ with regard to leadership development. Students experience severe time constraints and want to participate in leadership training that clarifies the practical dimensions of their role. The university staff largely perceives student development as an opportunity to develop the whole student, requiring a focus on cognitive, inter-personal, intrapersonal and practical skills. This study also identifies the need for implementation strategies to answer to a range of needs, taking into account the need to balance quality, time and resources. If the University is taking its mission seriously, lifelong learning and whole student development in particular, it would need to revisit the time, quality and resource allocation for such initiatives.

List of acronyms

ACPA:	American College Personnel Association
CHED:	Centre for Higher Education Development – UCT
CHET:	Centre for Higher Education Transformation – National Department of Education
ICTS:	Information Communication and Technology Services
RDO:	Residence Development Office
RMT:	Residence Management Team
SAQA:	South African Qualification Authority
SDSD:	Student Development and Services Department
SH&RL:	Student Housing and Residence Life Department
SLI:	Student Learning Imperative
UCT:	University of Cape Town
USAID:	United States Agency for International Development

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Tables and Diagrams

Chapter One – Introduction

The University of Cape Town (UCT) formally introduced student development programmes in residences in 1998. The objective of the programmes was to create high quality living and learning environments in residences within the context of a human rights culture. A Residence Development Office, comprising six development practitioners, was set up to devise a range of programmes to foster the growth of individuals and groups of residents. The House Committee training programme is one such development initiative geared to training residence leaders.

Residences at UCT are categorised into three tiers, with the tiers ranging from first time entrants to more senior postgraduate students. The research conducted for this study focuses on the first and second tiers, which primarily house undergraduate students. These seventeen residences accommodate more than 5 500 students. Each first and second tier residence elects a House Committee, who together with the Warden as a member, manage the academic and social affairs of the residence. The Residence Development Office and student housing management together with a Directorate provide infrastructural support to residences. It is on the training of these House Committees that the thesis is focused.

The study investigates the training needs of students on UCT House Committees in residences by generating a composite of needs of key stakeholders. This was done because a review of the field of student development literature made it clear that at present, no comprehensive theoretical frameworks exist that completely answer to the needs of student development practice. Consequently, practitioners draw on a range of psychological theories and sociological arguments to define their activities. This is currently the case at UCT where a variety of theories have influenced the training interventions. However, the process is unsatisfactory for a number of reasons. Firstly, a selection from theory does not allow for coherence. Secondly, without this coherence, which would allow for a clear specification of outcomes, it is difficult to ascertain whether or not the programmes have an impact (or indeed can even be called programmes). Therefore, to assist the Residence Development Office (RDO) team, of which the researcher was a member, in redesigning the intervention, this thesis aimed initially to assess the impact of the intervention.

However, as is discussed fully later (see Chapter Four) the programme, in its current formulation, was deemed unevaluable.

This is because theory in programme evaluation strongly argues that development programmes that are not conceptualised on the basis of the needs of stakeholders cannot be regarded as credible, as their design and proposed outcomes will always be questionable. This was the case at UCT where the programmes have been designed on the basis of practitioner-driven ideas. For this reason an evaluation of needs (also called a front end analysis) was viewed as the first step in the design of a programme. A needs analysis enables the designers to investigate the needs related to various programme components as well as to set the overall objectives of the programme, which can later be measured using evaluation procedures.

The stakeholders included the Directorate, the Residence Development Office team, Wardens and house committee members/students. The needs analysis aims to understand the integration between whole student learning and its practice at UCT, by identifying the discrepancies between the theory, institutional goals and application (student development programme design and outcomes).

The layout of the thesis is as follows:

Chapter Two Context and background of student development at UCT

Student development is a loosely defined term which means different things in different contexts. UCT has crafted its mission to include student development objectives and consequently various departments and faculties have interpreted this in their work through life skills programmes inserted into the curriculum, service learning programmes, residence leadership programmes and the like. This chapter provides the context for student development in residences by discussing its origins, intentions, staffing structures, student structures, principles and programmes.

Chapter Three Student development theory and practice – clarifying the field

This chapter traces the origins of student development in student affairs by examining the duality that emerged in higher education between academic and ecclesiastical staff at the

turn of the twentieth century. It traces the evolution of the notion of whole student development by student affairs professionals, their theories and proposed models. It argues furthermore that development has to be purpose driven and identifies the betterment of the world as the ultimate purpose of human development. In so doing it draws on the social analyses of leading thinkers who describe the nature of social change in the light of broader global processes, challenges and the required response from teachers. In this regard flagship work in the field of student leadership development is used to illustrate the application of leadership for social change. The chapter ends with linkages of the literature to the current South African (SA) and UCT perspectives.

Chapter Four Research design and methodology

This chapter provides the rationale for a needs analysis, as the original intention of the author was thwarted when the current design of the programme rendered an evaluation impossible. It was impossible to do an evaluation because the current programme did not have clearly defined goals and effects, a logical set of well-defined components, criteria and procedures for measuring achievements, and necessary and sufficient resources (see Smith in Nakajima: 2002). It was then decided to opt for a needs analysis to define the above criteria so that in future it would be possible to conduct a programme evaluation study.

Chapter Five Data presentation and analysis

The first section of this chapter focuses on a quantitative analysis of the student feedback. This chapter considers the needs of students versus the programme provision, its values and principles, holistic learning and training programme deliverables. Secondly, the chapter identifies training needs based on the requirements of the role, by measuring the personal competencies and preparedness ratings of various portfolio holders and summarising the factors that contribute to and detract from these objectives. This is followed by an evaluation of the needs relating to the holistic training module (knowledge, skills and attitudes) for various portfolios. Thirdly, an assessment of the function of house committees in general is conducted in terms of its support structures and its terms of reference as prescribed by the university and concludes with a summary of factors that contribute to a sense of achievement versus lack of achievement/weaknesses. The second

section of this chapter compares the qualitative input from the remaining stakeholders (Directors, Wardens and the Residence Development Office team) with that of the students. This chapter concludes by highlighting the major discrepancies that arises as a result of this comparison.

Chapter Six Summary and conclusion

The main conclusions of the study are summarised in this chapter.

Chapter Two – The context and background

This chapter traces the origins and nature of student development practices at UCT. In particular it investigates the rationale for the development model in use by examining House Committee training as a lens for understanding the evolution of this concept since 1998. The chapter outlines the structures, goals and principles that inform student development in residences. It also highlights the challenges met in the application of theory to practice. It concludes with shaping the research question by linking the UCT student development processes to the broader issues of higher education transformation.

2.1 Background to student development at UCT

1998 was a watershed year for student development in UCT residences when a Residence Development Office (RDO) team was established to oversee the holistic development needs of resident students. Prior to 1998, all student services at the university were under the auspices of the Student Affairs (later renamed the Student Development and Services Department) department, which was headed by a Deputy Registrar for student services. The brief of the RDO team was to introduce student development programmes in residences. The RDO team falls under the Student Housing and Residence Life (SH&RL) department, itself overseen by the Student Development and Services Department (SDSD). This is described more fully in Section 2.2. The goal was to create a residence culture that was based on human rights. The development of the residences was therefore integrally linked to the development of citizens who critically pursue these objectives.

This brief derives from the mission of the University, updated in 1996, which states the following: "Our mission is to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society."

Educating for life means that our educational process must provide:

- "a foundation of skills, knowledge and versatility that will last a lifetime, despite a changing environment;
- research-based teaching and learning;

- critical enquiry in the form of the search for new knowledge and better understanding; and
- an active developmental role in our cultural, economic, political, scientific and social environment."

(http://www.uct.ac.za/ The University of Cape Town)

It was envisioned that such a comprehensive approach to education would result in students reaching their full potential; also implying that such an objective is unattainable in a culture that does not support the full human rights of each individual. The institutional culture is in principle set up to be conducive to the development of the whole student. Thus "equal opportunity and the full development of human potential" (Mission Statement 24 April 1996) are key objectives of the student development aspect of university life.

In keeping with the broader mission of the institution, the Student Development and Services Department (SDSD), which is the parent department for Student Housing and Residence Life (SH&RL), aligns with the mission as follows:

> "The vision of the Student Development and Services Department (SDSD) is to provide efficient and high quality student services as well as an environment in which students from diverse backgrounds can thrive and develop to their full potential."
> (SDSD Strategic Plan 2003–2005)

Residences in turn were envisioned as becoming an extension of the learning environment. Residences therefore were perceived to exist to foster an environment for the development of the whole student.

> "University residences play a key role in meeting the objective of SDSD and aim to function as high quality 'living and learning environments' which meet the needs of students to excel academically and live holistically."
> (SDSD Strategic Plan 2003–2005)

Below are some of the outcomes that the residence system strives to achieve. These are based on the notion of establishing a culture of human rights.

- Promote a positive culture of learning, critical thinking and debate in the residences.
- Create an enriching cultural and social environment in which common ground is built and diversity is respected and celebrated.
- Promote student development in academic and life skills and encourage students to be both independent and responsible.
- Strongly oppose discrimination on grounds of gender, race and nationality, and sexual or religious orientation.
- Empower students through involvement in co-operative governance; consultation and sharing information while balancing the responsibilities of the university administration with that of changing student needs.

(Student conduct in UCT residences 2001)

2.2 The residence governance system

While student development programmes are also implemented in some faculties and departments at UCT, the residence system is a key site for these initiatives. The university defines itself as a medium-sized, contact university. As one of South Africa's oldest universities, founded in 1829, it perceives of itself as Africa's leader in teaching and research. Thus both teaching and research occur through direct contact with students as opposed to distance learning. This implies that the residence system is critical in supporting these goals. The residence system has grown from two upper campus residences 75 years ago to 20 residences in 2004. These residences have the capacity to accommodate 5 300 of the 19 978 students enrolled at the university (University Council Minutes 6 October 2004: 35–36).

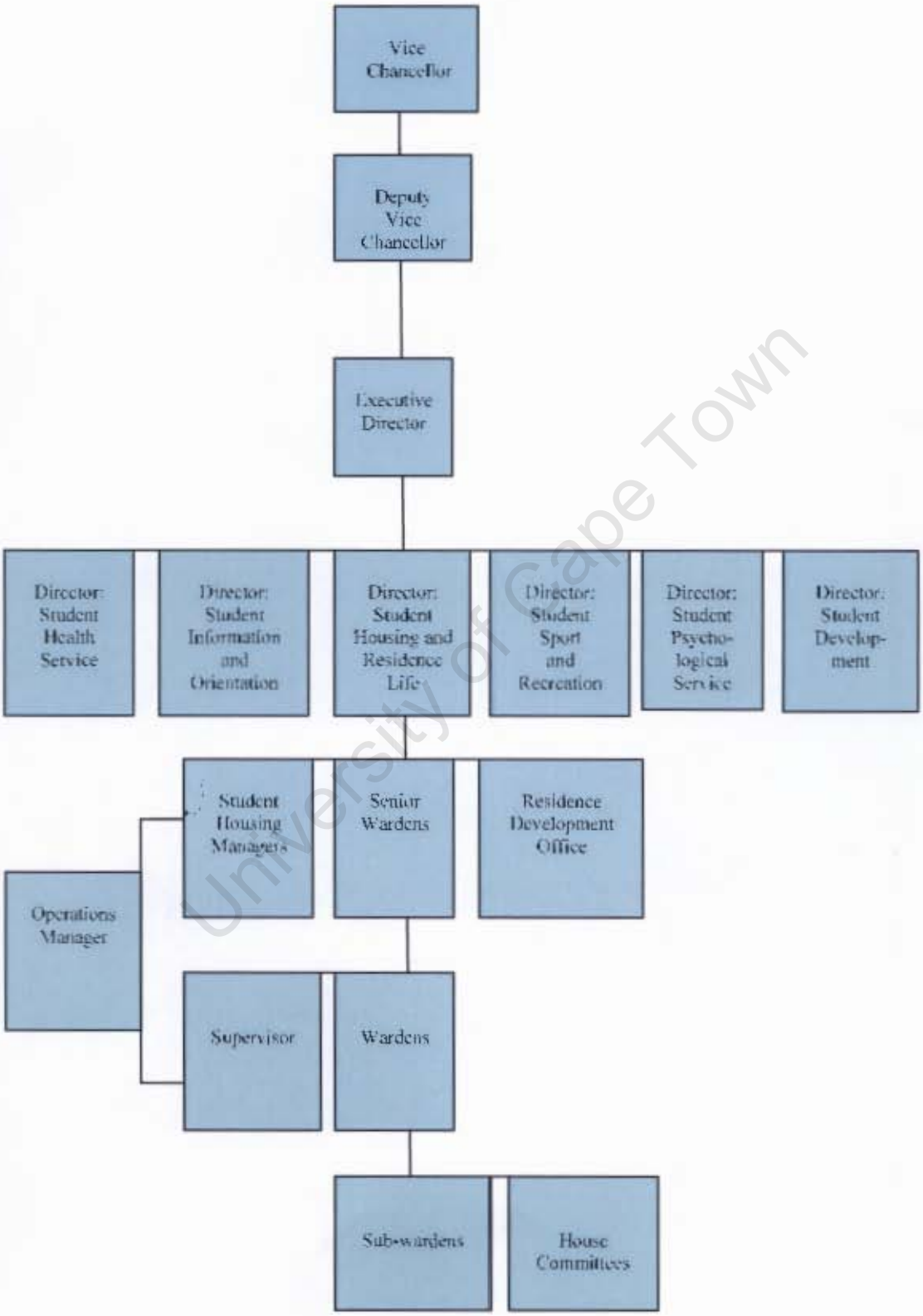
This section will explain the governance structure of residences at two levels. The first level is macro-perspective (departmental level) and the second micro-perspective (residence level). The governance structure refers to the various sections and departments that it is comprised of, as well as the relationships between these structures.

2.2.1 Level One – The macro-perspective: university departmental structures

The Executive Director is the head of the Student Development and Services department (SDSD). The SDSD oversees the Student Health and Counselling services, the Student Orientation and Information Office, Sport, Student Development and the Student Housing and Residence Life Department. The Director of Student Housing and Residence Life (SH&RL) reports to the Executive Director. The departmental structure is currently under review.

With reference to Diagram 2.1, note that the Executive Director has 11 Directors reporting into this role. The five omitted from the diagram are Director: Disability, Director: Discrimination and Harassment, Director: HIV/AIDS Unit, Director: Treasury Department and Director: Undergraduate Funding Office. A more complete view of the organogram of the department is to be found in Appendix A.

Diagram 2.1: The university governance structure for student development



2.2.1.1 University student development initiatives

It should also be noted that student development is located at a variety of sites on campus. The Student Development and Services Department, currently headed by an Executive Director (note the name change from Dean of Students), is one of the prime locations for student development on campus. However, theories of student development have also been incorporated into the curriculum of academic faculties. The Health Sciences Faculty has an extensive peer support programme in place and provides intensive assistance on an individual and group basis to first-year students. The course content has been restructured to include a module 'On becoming a professional' which is life orientation focused. Similar approaches have been adopted in a variety of faculties. This study focuses only on the residences.

In the support departments the SDSD has five locations for student development, namely the Student Development Office, the Student Orientation and Information Centre, Student Counselling Services, the Careers Office and the Residence Development Office.

The following diagram illustrates the relationship between the various macro-structures at the university.

Table 2.2: Summary of some student development initiatives on campus

Department/Faculty	Location	Focus
All academic departments include CHED	Academic departments	Academic support, professional training, service learning
SDSD	Student Development Office	Located centrally in SDSD providing training and support to high level student governance structures such as the Student Representative Council, university clubs and societies
SDSD	Student Orientation and Information Centre	Provides orientation for all new students
SDSD	Student Counselling Services	Provides life skills training and individual counselling for all students
SDSD - Residences	Residence Development Office	Provides training and support to student leadership in residences
Centre for Higher Education Development	Careers Office	Located in the Centre for Higher Education Development

2.2.2 Level Two – Micro-perspective: residence level structures

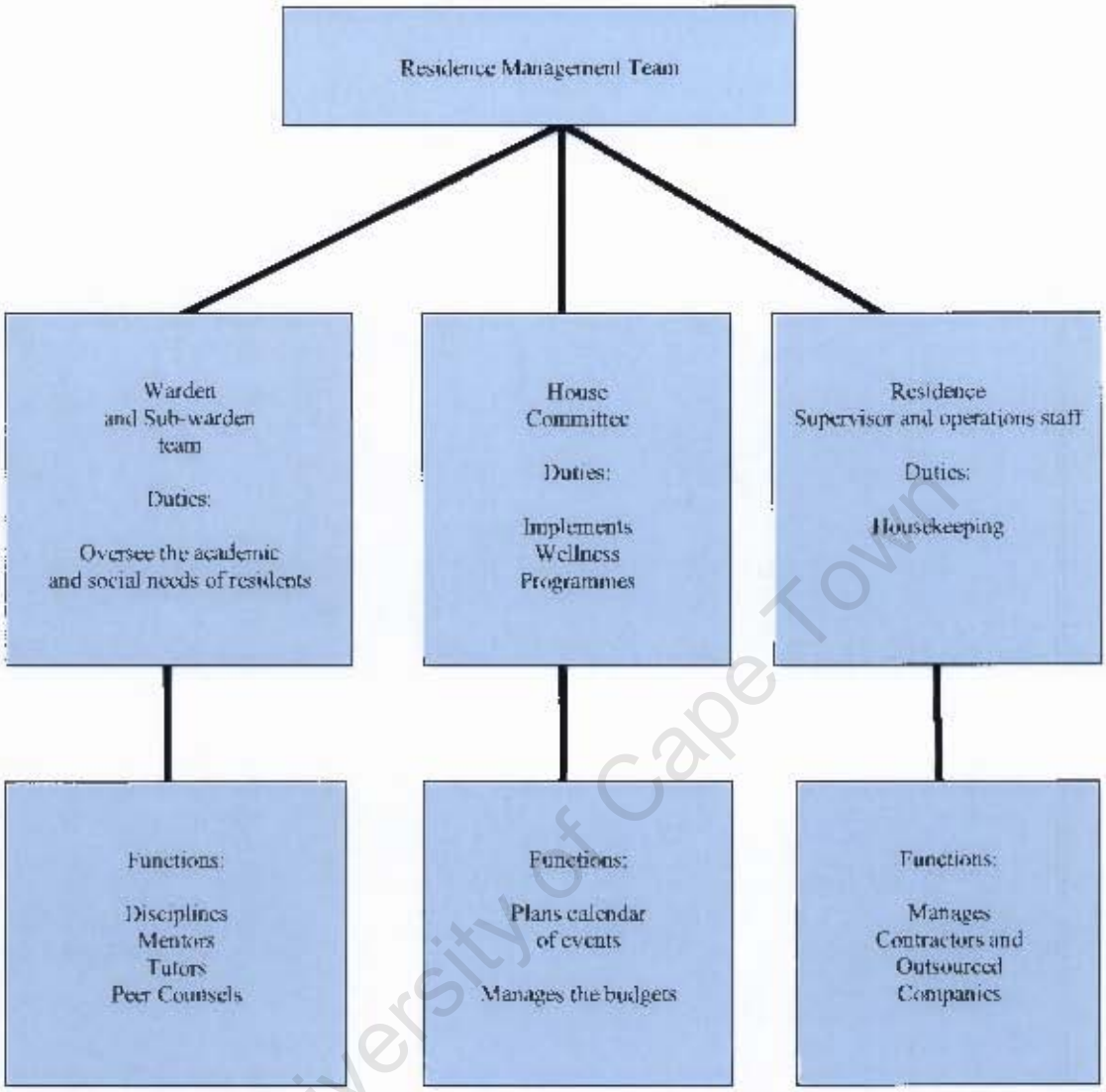
Three parallel structures work co-operatively at the micro-level. These are:

- the Warden
- the House Committee
- the Residence Supervisor.

A fourth structure, the Residence Management Team (RMT) is a co-coordinating structure representative of all these stakeholders, whose functions are discussed below.

The following diagram illustrates the relationship between the various structures operative at residence level

Diagram 2.3: The residence governance structure



2.2.2.1 The Warden

The Warden is the Vice-Chancellor's nominee in the residences and stands *in loco parentis* to the students in his/her residence (see 3.2). The warden, by virtue of his/her designation, is responsible for the curatorial duties, student discipline as well as promoting the academic and social wellness of students living in their particular residences. The Warden reports to the Director of Student Housing and Residence Life via a Senior Warden. The configuration for Warden staff varies. In smaller residences (under 300 students) the staff comprises a full-time or part-time Warden with a number of Sub-wardens in direct proportion to the number of students in a residence. The ratio of Sub-wardens to students is 1:100. In a residence larger that 300 students, a Deputy Warden will be appointed. Deputy

House Committees function on the basis of the following four principles designed by the RDO team in relation to the mission statements described earlier:

- Co-operative governance
- Wellness promotion
- Values-based approach
- Building learning communities.

The following section will explore the rationale and implications of each of these principles.

2.3.1 Co-operative governance

The rational for a co-operative governance model is based on developmental theory. Co-operative governance is a system of governance that involves those who are being developed, namely the students themselves, in decision-making that affects them directly. Students are represented in governance structures at all levels of the system from the residence (for example, on the Residences Management Team) to the highest policy-making body, the Residences Committee, which is a subcommittee of the University Council.

The strategy to include students in their own development stems from a holistic approach to development. When comparing this approach to the paradigm shifts that have occurred in development studies, it is evident that this approach to student development is consistent with modern trends. It is not clear from the data available whether this approach on the part of the Residence Committee pre-1994 was intentional of certain developmental outcomes or not. Suffice it to say that this approach essentially expounded and implemented the notion that development ought to include the direct involvement in decision-making of those individuals who are regarded as the beneficiaries of such programmes. The principles that informed these strategies were that of acknowledging the human worth and dignity of the recipient community as well as expressing a commitment on the part of the developers to learn from the experiences of these communities.

It was thus envisioned that the student governance structures would work toward the involvement of their peers in the governing process, which would lead both to their development as people and to the development of the residences community as a whole.

2.3.2 Wellness approach to holistic living and learning

The rationale for adopting a wellness approach to development is that it provides a holistic living and learning model suitable for the context. This model was introduced in 1999 by the RDO team. The wellness model focuses on the development of the whole student by isolating six interdependent dimensions. The six dimensions of wellness are the Social, Physical, Emotional, Intellectual, Occupational and Spiritual dimensions.

> "Wellness is a continuous process of self-enhancement which depends on balancing the many aspects, or dimensions, of your life. Its outcome is helping you make informed choices about things that affect your wellbeing and that will help you reach your full potential. It is an active process of becoming aware of and making choices toward a more successful existence."
> (Corsane 2001)

The wellness approach was adopted because its objectives encapsulated the vision of the Residence Development Office team, to provide a model that addressed the development of the whole student. The wellness model, which was aimed at bringing awareness to the students and staff that holistic living was necessary in order to achieve complete success in life, thus became the point of departure for the suite of programmes which was offered. It permeated the activities of the Residence Development Office team and as a result it was introduced at all the training events, including Sub-warden training and peer helper training; and in orientation sessions for new students and faculty orientation sessions, as well as Orientation Assistant training.

This philosophy requires the institution to consider the student as a whole being, namely comprising his or her intellectual capacity and achievement, emotional make-up, physical condition, moral and religious values, economic resources and aesthetic appreciation. It

ensures that the acquisition of skills is not left to chance. This philosophy further defined a new role for student development practitioners as educators.

2.3.3 Values-based approach to decision-making

The third principle of student development in residences is the promotion of a values-based approach. In line with the principle of co-operative governance, House Committees became involved in setting values to be espoused in decision-making. However it was only in 2002 when this was finally implemented when, at the training session, the House Committees were asked to list what they considered to be the core values of the residence system. The exercise required members present (over 180) to list their personal values. Thereafter the various members gathered to decide on their core values as a House Committee, by selecting those values that were common to the majority of the members. Thereafter each Head Student (chair) of the various House Committees gathered together to decide on the core values for the residence system, based on the same methods as outlined above. The purpose of the exercise was to build a community and its governance structures through a values-based approach.

The following 16 values emerged as the core values to be adopted by each residence:

- Accountability
- Transparency
- Commitment
- Approachability
- Teamwork
- Synergy
- Vision
- Implementation
- Delivery
- Servant-leadership
- Integrity
- Honesty
- Diversity
- Innovation
- Respect
- Responsibility

These values are incorporated throughout the training in various sessions, using examples of best practice where these have been applied in the work of House Committees. Values are particularly relevant in discussing co-operative governance, portfolios and the building a positive residence culture. Following this, each House Committee was given a poster containing their values statement, for the purpose of reference as a guide for the behaviour of members, as well as providing a basis for informing collective decision-making.

2.3.4 Commitment to learning

Growth and transformation are only possible if there is a commitment to learning. This principle acknowledges the fact that the residences community and its governance structures need to become learning organisations if they are to grow and develop. A model of planning, action and reflection is encouraged in all the programmes, including House Committee training. Thus the notion of learning communities and cycles of growth is an intrinsic element of the system itself.

2.4 Student development in residences

The approach to student development is constantly reviewed by the RDO team in the light of new learning that emerges from practice as well as ongoing research into theories of development. As indicated, at the inception of formal residence development, a wellness approach was used to encapsulate the concept of holistic living and learning. The desired outcomes of the residence programmes were noted as follows:

- Maximise the potential of students in an environment that is conducive to lifelong learning.
- Improve the content of orientation programmes by extending activities to a variety of topics.
- Offer capacity building for student leaders, such as serving on House Committees or as Sub-wardens, tutors and peer helpers.
- Implement balanced programmes embracing the six dimensions of wellness and engaging in activities that are social, physical, emotional, intellectual, occupational and spiritual.

  (Leafgreen in Residence Development Office Conference Paper 1999: 1)

The House Committee training programme objectives were revised in 2003. Prior to 2003, the training objectives were not explicitly linked to a particular developmental theory. They were based on the practical experience of what worked. The following table illustrates this paradigm shift from internally focused objectives to externally focused objectives related to research in the field of student development:

Table 2.4: Comparison of practitioner-driven objectives and theory-driven objectives

Practitioner-driven objectives pre-2003	**Theory-driven objectives post-2003**
▪ **Empowerment of House Committee members** ▪ ensure that they are equipped with skills and information that is practical and useful (relates to cognitive and practical competencies)	▪ **Cognitive competence** ▪ skills of critical thinking, intellectual flexibility, making complex meaning, reflective judgment, ability to apply knowledge
▪ **Awareness** ▪ gain an overall picture and understanding of the residence system (relates to cognitive and practical competencies)	▪ **Intra-personal competence** ▪ coherent sense of identity ▪ belief system to organise one's values, ethics, spirituality and moral development ▪ capacity for self awareness and reflection, integrity
▪ **Motivation and teamwork** ▪ inspire House Committee members for their new responsibilities ▪ understand the importance of working as a team (relates to intra-personal and inter-personal competencies)	▪ **Inter-personal competence** ▪ capacity for inter-dependence and collaboration, appreciation of diversity ▪ communication, problem solving ▪ concern for community, conflict management
▪ **Portfolio** ▪ understand the wider aspect and potential of each portfolio (relates to practical competency)	▪ **Practical competence** ▪ managing one's daily life, tasks, career – personal decision-making
▪ **Accountability** ▪ understand the role of the House Committee member in serving and meeting the needs of the students (relates to inter-personal competency)	
▪ **Fun and group solidarity** ▪ support of fellow House Committee members. (relates to intra- and interpersonal competencies)	

Sources: Column 1: taken from the *House Committee Training File* contents developed by the UCT Residence Development Team (undated); Column 2: (Kuh et al in van der Watt 2002)

Thus the shift in emphasis resulted in the modification of the programme to reflect the developmental objectives. Kuh's work in student development is significant since he conducted a national study to identify the 14 outcomes college students associated with

their college experience and distilled these into the five domains below, several of which apply to the work of development practitioners (see 3.3.1).

- Interpersonal competence
- Practical competence
- Cognitive complexity
- Knowledge and academic skills
- Humanitarianism.

(Blimling in Winston 1996: 211)

The implications for the programme were as follows: the sessions were structured to deal with the values of House Committee members as individuals, thereby building on this to inform the set of values for the entire system. Information-imparting sessions were replaced by more experiential type sessions, which enabled individuals and groups to reflect on their experiences and past practices, using these as a basis for modifying behaviour and practices for the future. Sessions dealing with the tasks of running the committee as well as training incumbents for the effective management of their portfolios aimed to transfer practical skills. Thus, the training was in effect redesigned to meet these specific developmental objectives.

2.5 Training programme outline

House Committee training is offered to all elected House Committees at the university. The training is run over a weekend in September at a venue on campus. The majority of presenters are members of staff working in residences, student leaders in residence, staff in the Student Development and Services Department, as well as a few external presenters offering training in areas not available on campus. The total contact time over the weekend, including meals and socializing, is about 17 hours. There is the assumption on the part of the training team that residence based handover and shadowing occur prior to the training, after the election of the committees. Furthermore it is assumed that these are preparatory for the training, which would focus more on the broader system issues. It has been reported that some residences organise the training of their student staff prior to the House Committee training, where the individual briefs of student leaders are mapped out in

relation to the annual residence goals. In other instances the break-away sessions for planning occur after the weekend training, which coincides with the appointment of senior student leaders (Sub-wardens) and other student representatives such as mentors, tutors, corridor coordinators and the like.

The training programme is furthermore designed on the assumption that follow-up sessions are organised within the various portfolio areas. For example, the Sports department would typically assign a liaison to co-ordinate the activities of the sports representatives, the catering office for the catering representatives, and so forth.

The training programme is furthermore designed to cover all the dimensions of holistic training. This could be presented in approximately the following manner:

Table 2.5: The relationship between the holistic training model and programme provisions

Training dimension	Programme provision
Cognitive	– guest speaker: usually an expert in the field of leadership – orientation overview: how to plan the orientation programme
Inter-personal	– shape up: focuses on self-awareness and team building.
Intra-personal	– building community values/co-operative governance – bonding session with Wardens
Practical	– committee practices: how to run a committee effectively – leadership and teambuilding practical exercises – let's make it happen: past leaders' best practice – portfolio sessions

2.6 Summary and conclusion

UCT has had student development programmes in residences since 1998. The House Committee training programme provides a lens through which we can study the application of theories on development and the policies of the institution in practice. Student Development at UCT residences from 1998–2002 could be viewed as a build up phase. It is only post-2003 that theory and research are explicitly guiding the development process. The mission, goals, structures, policies and practices reflect a strong commitment to holistic development. Notwithstanding the revision of the programme in 2003, the RDO team had some difficulty answering two central questions. These were: 'What did we do?'

and 'Was it worth it?' Furthermore, it was not possible to answer these two questions conclusively using only the post training evaluations. This suggests that if the programme is to remain consistent with the four key values of co-operative governance, wellness, values and building learning communities it would be important firstly to locate their theoretical position in the field of student development practice (this is done in Chapter Three) and secondly to assess the needs of stakeholders, which is the central theme of this dissertation and reported in Chapter Five.

This should assist the RDO team in providing a better congruence between the theory in the field and its practice.

This link between theory and practice has direct bearing on the nature of the development agenda in higher education, in that holistic development ought to focus on moral development in order to bring about positive social change. Citizenship education is the framework that would drive this development initiative, thus establishing the role of student development as a key driver for institutional transformation. The next chapter explores these theoretical underpinnings of this model of student development.

Chapter Three – Student development theory: clarifying the field

This chapter provides an overview of the field of student development, its theories and proposed new directions. The historical roots of higher education indicate that prior to the turn of the last century (1900) the development of the whole student (academic and moral) was the primary concern of all university staff. The split between academic and moral development came about as a result of the intensification of industrialisation, which pressured universities to provide for the needs of the market. This emphasis resulted in a separation of religious training and academic training (Caple in Acpa 1996: 193). Higher learning institutions became focused on producing the skills required for an industrialised era, thus giving prominence to career development above other aspects of human development. This implied that moral development increasingly became rooted in the social sciences that in effect replaced moral development, which is a central religious notion, with human development a scientific, secular notion. Human behaviour and the management thereof became understood in psychosocial paradigms, while moral behaviour was seen as an outcome of a socialisation process made possible through the application of cognate-based higher order thinking or meta-intelligence thinking. Pre-eminent in this view are theorists in the cognitive-structural domain such as Kholberg (Crain 1985).

The modern trend in student development is to revisit the notion of human development and to re-insert the spiritual dimension of development by linking psychological theories with current sociological analyses of the needs of society. By adopting a comprehensive approach to education, student development is more likely to enable students to grasp the core of the important problems and complex needs of the time. In this manner education (academic) is being reformed so that students are enabled to develop the inner (spiritual) self, which will find outer (material) expression through purposeful activities, thus resulting in positive outcomes for society (Astin 2004). A model, called the Student Learning Imperative, is used to examine how holistic education is practised in some higher education institutions. The purpose of this review then is to illustrate the theoretical frame used in this field to locate UCT current practices within these frames. It will not focus here on the

practical detailed application of these theories to the field because as is argued, the field as yet lacks any unified, comprehensive, agreed upon frame.

3.1 Review of the history of the field

From a review of the history of this field it is apparent that holistic development was the traditional way in which education was practised at the early American colleges up until the late nineteenth century. Preparing students for work in the clergy in the colonial period was gradually replaced by other influences, this shift brought about as a result of the expanding social order. Purely religious education was replaced by education for "specialised skills in business, government, and the professions" (Caple in Acpa 1996: 194).

Prior to the development of this dualism, early American colleges were patterned on the British tradition, where each college was administered by a president who took on the responsibility for the education of the whole student. The president stood *in loco parentis*. *In loco parentis* characterises the relationship between the institution and its students. This doctrine was reflected in Kentucky court proceedings in 1913 when, in an attempt to address the misdemeanours of students, the court acknowledged the *in loco parentis* role of the college authorities, which has been noted as follows:

> "A discretionary power had been given to (college authorities) to regulate the discipline of the college in such a manner as they deem proper; and, so long as their rules violate neither divine nor human law, we have no more authority to interfere than we have to control the domestic discipline of a father in his family."
> (Hoekema 1994: 23)

At the turn of the nineteenth century a division of labour started to emerge on campuses between an academic dean and a dean of students. The academic dean was concerned primarily with the development of the mind, while the dean of students focused on the human development of the student.

> "In 1889 a Board of Freshman Advisors was organised at Harvard, and the deanship was divided into appointments that essentially created a division of labour between an academic dean and a dean of students." (Brubacher and Rudy in Caple 1996: 195)

The dualism between religious and secular education resulted in the eventual replacement of traditional, ecclesiastical religious teachings with training in psychological and socially based programmes. The strong religious ethos of early American colleges, which focused on missions promoting values such as "knowing God in Jesus Christ and to love and serve him in all sobriety, Godliness, and righteousness of life, with a perfect heart and a willing mind" (Leonard in Caple ibid: 193) was now being replaced with career development programmes preparing students to compete in the market. Darwinism, argued Cremin, became a central theory in the Social Sciences, to the extent that in the period 1914 onwards, the duality between science and religion was clearly evident.

> "The era from 1870–1910 was strongly influenced by social Darwinism and witnessed, too, the birth of a new psychology dedicated to the study of human behaviour in general and the mind in particular." (Cremin in Acpa 1996: 194)

Thus student development emerged as part of that new psychology, seeking to counter the potential threat of an impoverished student life on campus caused by focusing exclusively on the acquisition of academic knowledge at the expense of the development of the whole person.

In this regard, the notion of whole student development is particularly highly regarded in residential colleges. Traditionally the ethos of residential colleges such as Oxford and Cambridge University aim to foster a university experience that is transformative through offering programmes which address the needs of students holistically.

> "The benefits of a University education cannot be thought to consist merely in the acquirement of knowledge, but in the opportunities of

> society and of forming friends; in short, in the experience of life gained by it and the consequent improvement of character."
> (http://collegiateway.org/Benjamin Jowett, Master of Balliol College, Oxford University)

Therefore universities in general and particularly those with a residential tradition such as UCT often seek to embrace the development of the whole student. Residences have a particular role to play in this process as they attempt to merge the living and learning environments. Opportunities to apply knowledge creatively abound in residential systems.

Thus the notion of student development as a discipline evolved from the understanding that universities had a crucial role to play in the development of the whole student. The field emerged out of a paternalistic faculty authority model to one where the roles of student affairs professionals were described in a completely different light. These professionals were viewed as individuals who were able to open the black box of human development by applying scientific principles:

> "From the paternalistic faculty authority figure who supervised Harvard students in 1636 to the contemporary student affairs professional who uses developmental theory to examine students' human potential, student development has existed in some configuration, from cryptic to sophisticated, since the beginning of American higher education."
> (Evans1998: 3)

Section 3.2 below examines both the psychological and sociological dimensions of theory pertaining to the field of student development which gained ascendancy in the twentieth century. The underlying philosophy of student development refers to the need for higher education to provide a comprehensive learning experience, which extends beyond the cognitive domain to include, amongst others, the emotional, social, physical and spiritual dimensions.

3.2 Emerging theories in student development

In a comprehensive review of the theoretical field, Evans (1998) postulates that it should be noted that to date the field of student development lacks a single comprehensive overview of student development theory to facilitate understanding of what happens to students in college and for creating intentional interventions designed to enhance student learning and development. The period of youth is a period of transition in which the individual is likely to choose a life work, complete his or her education and begin to earn his or her own living – perhaps marry and start a family. No one theory has been found to explain in its entirety how the capacities of young people can be developed so that values are adopted that will guide these future decisions. This implies that development practitioners are required to utilise a variety of theories in a tool box fashion, depending on the context in which the development occurs. Creative attention is required to fully explore the potentialities of this age group so that their interests are engaged as well as their capacities moulded. Various theories raise awareness of the physical, intellectual and emotional challenges characteristic of this period.

The field, evolving from its religious roots, had its first stage in the Guidance Movement of the 1920s, where vocational guidance was the emphasis in order to meet the rapidly changing needs of industry. Critics balked against this trend, believing that economic ties between industry and higher education must be severed in order to preserve academic freedom (Veblen in Evans 1998). This stage was followed by the Student Personnel Point of View, which argued that "educators must guide the whole student to reach his or her full potential to contribute to society's betterment" (Evans 1988: 6). The Student Personnel Point of View was a direct reaction to the aftermath of World War I, where serious attention was called to the furtherance of "democratic processes and the development of the socially responsible graduates" (ibid). Higher education, it was felt, should be directly linked to the betterment of society through dedication to the development of the moral, social and cultural dimensions of the students. The Student Personnel Point of View sought to understand the role of the individual in becoming a source of social good, a consciousness that has continued to gain increasing support in recent times.

The definitions of what was to be considered desirable behaviour or normal behaviour were set through scientific studies in the fields of psychology, applied psychology and later social anthropology, giving rise to the discourse on student development. By 1937 the philosophy of student development was clearly defined in the light of the development of the whole person, where universities are called upon to assume the obligation:

> "to consider the student as a whole – his intellectual capacity and achievement, his emotional make-up, his physical condition, his moral and religious values, his economic resources, and his aesthetic appreciations."
> (Caple 1996: 197)

One central underpinning of student development theory is the notion that development is integrally related to growth as opposed merely to 'change. This notion of student development was coined by Sanford in 1967 and re-iterated by Rodgers (1990), who defined student development as follows:

> " ... the ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrolment in an institution of higher education. This was based on the philosophy of concern for the development of the whole person."
> (Evans 1998: 4)

The period of the 1960s saw an uprising in student revolts, particularly in the United States, in response to the Vietnam War, civil rights and the women's movement, which stimulated the course of the development of the entire field of student development. Practitioners responded by starting to link their work to human development theory. Development programmes were linked to the fields of psychology and sociology in an effort to formalise their role. As a result the period 1960–1970 saw a wave of pedagogical innovation in higher education, including multiculturalism, collaborative learning, learning communities and service learning. The following section will illustrate the psychological theories that dominated the field, as well as the sociological views that give credence to whole student development.

3.2.1 Psychological theories used in student development

The main psychological theories can be divided into four main clusters (Evans 1998). These are:

- Psychosocial theories
- Cognitive-structural theories
- Typology theories
- Person-environment theories.

The following table summarises Evans' viewpoint of these various clusters, highlighting the main proponents of these theories:

Table 3.1: Student development cluster theories

	Theory	Perspective	Associated theorists
1	**Psychosocial**	Examines an individual's personal and inter-personal lives implying that human development is lifelong – guided by a basic underlying psychosocial structure	Erikson (1950,1968), Chickering and Reisser (1993), Rodgers (1990), Marcia (1996), Josselson (1987), Phinney (1990), D'Augelli (1994) and Cass (1979), Kuh (1994)*
2	**Cognitive-structural**	Illuminates changes in the way people think but not what they think, implying that people adapt to and organise their environment according to a set of assumptions	Piaget (1952), Perry (1968), Kohlberg (1969), King and Kitchener (1994), Gilligan (1982), Baxter Magolda (1992), Lelenky, Clinchy, Goldberger and Tarule (1986)
3	**Typology**	Examines individual differences in how people view and relate to the world – purporting that these innate differences influence how individuals learn and what interests them	Myers (1980), Holland (1985/1992), Kolb (1984)
4	**Person-environment**	Examines primarily the interaction of the student with the immediate college environment	Rogers (1990)

(*) Inserted by author – not in the original list as cited by Evans

The above theories are not mutually exclusive, nor do they form a comprehensive body of student development theory. It is often the case that these theories are used in tandem. For example, Chickering's psychosocial theory could be utilised to provide a framework for developing training programmes. Certain programmes, for example, leadership development, which require moral thinking as an outcome, could use Chickering's

1:100. In a residence larger that 300 students, a Deputy Warden will be appointed. Deputy Wardens would usually be charged with the management of Sub-wardens. Deputy Wardens are typically post-graduate students or staff members, while Sub-wardens are senior students. Sub-wardens are typically older; more experienced students in a particular residence who can perform duties delegated to them by the Warden and would generally be considered an authority as well as a role model by the rest of the students. Sub-wardens, unlike House Committee members, are student staff and as such receive remuneration.

2.2.2.2 The House Committee

The House Committee is a student-elected structure comprising about ten members who hold various portfolios related to the functions and duties of the House Committee. These could include entertainment, culture, sport, academics, RAG (charity) and so forth. The Warden, by virtue of their designation, is an ex-officio member of the House Committee. The Warden and the House Committee are jointly and severally responsible for promoting student wellbeing. Thus, the sharing of power with the House Committee has been one of the fruits of the co-operative governance model. However, Wardens have full powers as regards the implementation of residence and university rules and by virtue of this role take the chair of the residences tribunal, a structure that enforces discipline in the residences. The House Committees report to the Head Student's Council, a sub-committee of the Student Representative Council (SRC).

The House Committee has a very specific functional role in the residence governance system. House Committees are student-elected institutions, elected by residents.

Following are some of their responsibilities relating to student development:

- Ensure, together with the Warden, that the academic and social needs and interests of students are served in the best possible way
- Frame house rules
- Ensure, together with the Warden, that the rules are observed.
- Administer funds made available to the house.
- Organise all social, sporting and other events.
- Provide opportunity for debate and discussion.

- Control the use of equipment and amenities.
- Control, together with the Warden, the tutor and mentor programmes

(General rules and policies 2005: 55)

The House Committees thus have a number of sub-committees and task groups that report into it, which reflect its areas of responsibilities and this could include portfolios such as Health and Safety, Entertainment, Internet and webpage, RAG, Orientation, Sport and so forth.

2.2.2.3 The Residence Supervisor

The Residence Supervisor, who is responsible for the operations in the residence, oversees all the day-to-day maintenance and service delivery arrangements such as cleaning, general maintenance, gardens and reception. The Residence Supervisor reports to an Operations Manager.

2.2.2.4 The Residence Management Team

Each residence has a management team which co-ordinates the work of the various role players. This team is representative of all stakeholders in a residence and typically has a number of sub-committees headed by Sub-wardens. These sub-committees are portfolio based, including, for example, promoting an academic ethos, management of reception, management of tutors and so forth. The aim of the various structures is to involve as many students as possible and as soon as possible in the life of the residence.

In order for the system to function effectively, this wide range of structures, geared toward providing a holistic living and learning environment, have to work co-operatively. Competent student leadership engaging intelligently with the institutional structure is the foundation of a successful residence system. Residents are therefore expected to be involved in creating an environment conducive to their own development.

2.3 Principles of student development in residences

House Committees set the development agenda for students in their residences. The RDO team trains House Committees annually over one weekend. Ongoing support is provided by Wardens.

framework in addition to Kholberg's moral development theory by linking the latter to Chickering's vector of integrity.

Cognitive structural theory is useful in that it would encourage growth through reflection, thus highlighting changes in individual thinking after a particular experience. This approach is central to experiential learning, which is commonly utilised in student development workshops.

Typology theories are useful in working with disaggregated populations within the student population, referring to women, age, different cultural backgrounds and so forth, enabling the practitioner to devise special programmes to assist target groups with adjustment and/or throughput issues.

Person-environment theory stresses the aspect that student development is not a cognitive activity alone. The emphasis is placed on the fact that transformation has to occur at an inner level as well as manifest itself in the environment. In reality this implies, for example, that courses on sexism would result in a decline of sexually offensive behaviours against women within a particular environment, thus reducing the impact of sexism on individuals. Transformation is not deemed to have occurred until both the individual and the environment are transformed; the one is not sufficient without the other. This theory emphasises the notion that one cannot separate the human heart from the environment outside, the interaction is mutual. In this way development becomes genuine and constructive in that self-confidence and self-realisation are enhanced through the practical application of new insights, thereby changing the environment. However, it should be noted that this theory is usually defined in terms of the immediate environment at the college of the student, rather than referring to a broader context. The broader context is the domain of sociological theories discussed in section 3.2.2.

The need to foster a learning approach that is holistic (see section 2.3.4) and embraces the complete spectrum of human learning needs is a major challenge for universities around the world. Evidence from colleges in America and elsewhere point to the fact that modern universities have been accused of providing students with a dehumanising and impersonal experience. The root cause was perceived by student personnel as being:

> "[the] dichotomy between mind and emotion, between intellect and personal relationships, [which] affected how learning was defined."
> (Caple in Acpa 1996: 199)

Theories in student development (Chickering 1969, Heath 1976, Perry 1981, Kholberg 1969, Gilligan 1977, Kegan 1980, Astin 2000, Exner 2003) refute the notion that cognitive development and character development are separate and opposed. On the contrary, they argue that it is through a balanced approach to these dimensions that individuals develop to their full potential.

As Astin says:

> "It is a serious mistake to limit our outcomes to the cognitive value. Considering the state of our society today, one could certainly make a strong argument in favour of developing talents such as cultural understanding, empathy, citizenship, volunteerism, and social responsibility."
> (Astin in Acpa 1996: 132)

A clear example of this in practice is the Student Learning Imperative (SLI.), a distinctive approach utilised in some smaller colleges in the USA identifying themselves as involved colleges. The term denotes institutions of learning where academic and development sectors collaborate to put learning at the heart of their mission. In this way, purposeful learning activities both inside and outside the classroom are based on goals agreed upon by both academic and development staff, which implies that the academic and development sectors should collaborate very closely. (For a fuller description of the SLI, see Appendix B).

Psychological theories assist in producing a more comprehensive approach to student life and higher education; however, theories and approaches are by nature acontextual, with universal claims that are not determined by time and space. Understanding of time and space issues are therefore required to augment psychological theories so that the person-

environment dynamic is more fully understood. To the extent that this is true, sociological theories that are context framed enable students to have a broader understanding of the world in which they live.

3.2.2 The sociological dimension

Knowledge and its application are powerful drivers for change in the modern world. In order for the effects of change to be positive, it is important to review the type of knowledge that is being constructed. Universities are regarded as centres for the production of new knowledge and therefore students are in the vanguard of knowledge production. Student development seeks to contribute to the higher education learning environment in a qualitative manner so as to enrich the learning experience for students. It is proposed that through this enrichment universities will be enabled to contribute effectively to global transformation.

Knowledge in today's society is a powerful tool that influences the nature and direction of change. University graduates are in the vanguard of knowledge production in society. Interconnectivity has intensified with the rapid expansion and acceleration of information technology. Theorists on globalisation argue that knowledge itself can be regarded as a commodity with a powerful global currency. Information technology is becoming a permanent feature of modern-day life, thereby implying that its impact is felt at all levels. The outcome of the application of knowledge driven by materialistic motives may result in questionable benefit to society.

> "The promise of the Information Age is the unleashing of unprecedented productive capacity by the power of the mind. I think, therefore I produce. In so doing, we will have the leisure to experiment with spirituality; and the opportunity of reconciliation with nature, without sacrificing the material wellbeing of our children. The dream of Enlightenment that reason and science would solve the problems of humankind, is within reach. Yet there is a serious gap between our overdevelopment and our social underdevelopment. Our economy, society and culture are built on interests, values, institutions, and systems of representation that, by and large, limit collective creativity, confiscate

> the harvest of information technology, and deviate our energy into self-destructive confrontation. This state of affairs must not be."
> (Castells 1988: 379)

The above statement strongly suggests that the application of knowledge in the new economy needs to be governed by a set of spiritual values that will counter the destructive effects of the globalisation process. Knowledge therefore has to reflect a balance between the material and spiritual dimensions of human nature in order to promote progress and wellbeing. As Castells puts it:

> "There is nothing that cannot be changed by conscious, purposive social action, provided with information, and supported by legitimacy. If people are informed, active and communicate throughout the world; if businesses assumes its social responsibility; if the media becomes the messengers, rather than the message; if political actors react against cynicism, and restore belief in democracy; if culture is reconstructed from experience; if humankind feels the solidarity of the species throughout the globe ... if we depart for the exploration of our inner self, having made peace amongst ourselves. If all this is made possible by our informed, conscious, shared decision, while there is still time, maybe then, we may, at least, be able to live and let live, love and be loved."
> (Castells 1988: 379)

On a macro-level then, education has to take account of issues of social responsibility, citizenship and so on in order to promote social development (Astin in Acpa 1996: 132). On an institutional and micro-level, within this broader framework, student development programmes need to emphasise the integration of the student into the life of the institution as part of the socialisation process. Various programmes aim to achieve this integration, ranging from orientation to residence programmes, peer group work and the like. The work of Tinto in Astin (1991), Pascarella, Terenzini and Wofle (1996) and Upcraft (2005) are some examples of theories that study student integration into the institutions. Astin's Input-Environment-Outcomes model and Tinto's model of student departure

illustrate the direct connection between the person and the environment when discussing the factors that contribute to the success of the first year student. For example, Astin identified 192 environmental variables, organised in eight categories that arguably influence first year student success. These categories include amongst others: place of residence, level of student involvement, students' peer group characteristics and so forth. Tinto illustrates a direct correlation between the degree to which a student is integrated into the social and academic life of the institution and student retention, thereby implying that the degree of integration is direction proportional to the degree of commitment (Upcraft et al 2005: 30). In another example, the sociological dimension is reflected in the orientation models that aim to maximise the integration of first time entering students to the institution (Pascarella, Terenzini and Wolfe 1986: 155). Student development thus provides a critical space for the socialisation of students.

3.2.3 Conclusion

The variety of theory in the field illustrates the lack of unity about how to theorise practice or practise theory. Consequently the field is replete with 'how to' texts and practical responses to specific issues.

Student development practitioners ought to be cognisant of the fact that they are in a position to co-create new knowledge with students in areas where society appears lacking. In so doing, student development can bring about social change by constructing knowledge and purposeful action with students that ultimately bring about social change. Practitioners need to engage students in the realities of the modern world and its challenges, and engage them in discourses that will result in conscious, purposeful and responsive social action in order to exercise agency in the world, thus bringing about personal and social transformation. This link between the individual and social transformation has been recognised in the South African approach to student development, which will be discussed in detail in the next section.

3.3 South Africa in relation to the field

It should be noted that the field of student development is new in South Africa, while it has been in existence in the USA formally for more than fifty years. Although in theory the rationale for student development in higher education does exist, in practice there has been no significant effort to establish a curriculum and credit-bearing programmes. On the other hand in the USA the field of student services has evolved to the level of being a formal academic discipline (Mandew 2003: 21), a challenge that South Africa will soon have to address.

As such the field is unregulated at present. Many student development practitioners are not formally qualified when compared to their counterparts in the USA and other parts of the world.

However, the Higher Education Act (1997) has set guidelines by which higher education services are to function and it stipulates in its preamble a range of objectives that are achievable through whole student development interventions on campuses. It states that higher education should:

- "Restructure and transform programmes and institutions to respond better to the human resources, economic and development needs of the Republic;
- Provide optimal opportunities for learning and the creation of knowledge;
- Promote the values, which underlie an open and democratic society based on human dignity, equality and freedom;
- Respect freedom of religion, belief and opinion;
- Respect and encourage democracy, academic freedom, freedom of speech and expression, creativity, scholarship and research;
- Pursue excellence, promote the full realisation of the potential of every student and employee, tolerance of ideas and appreciation of diversity; and
- Respond to the needs of the Republic and the communities served by the institutions."

(South African Higher Education Act 1997)

In response to both legislation and theory, the Effective Governance Project (completed in 2003 by the Centre for Higher Education Transformation - a joint project of the Department of Education and USAID) has distilled a set of student development objectives for South Africa.

These objectives are:

- "The preparation of the individuals for the management of their adult lives;
- The distribution of education throughout an individual's life span;
- The educational function of the whole of one's life experience;
- The identification of education with the whole of life; and
- A fundamental transformation of society so that the whole society becomes a learning resource for each individual."
  (Aspin and Chapman in Mandew 2003: 59–60)

The principles developed here have provided the basis for the critical outcomes required for programme regulation by the South African Qualification Authority (SAQA.) the body responsible for accreditation of programmes in South Africa.

Table 3.2: Outline of SAQA critical outcomes for student services as proposed by the Effective Governance Project

Relational skills outcomes	**Technical skills outcomes**	**Self-development skills outcomes**
Work effectively with others as members of a team, group, organisation or community	Identify and solve problems in which responses display that responsible decisions have been made using critical and creative thinking	Organise and manage oneself and one's activities responsibly and effectively
Use science and technology effectively and critically, showing responsibility towards the environment and the health of others	Collect, analyse, organise and critically evaluate information	Reflect on and explore a variety of strategies to learn more effectively
Participate as responsible citizens in the field of local, national and global communities	Communicate effectively using visual, mathematical and or language skills in the modes of oral or written presentation	Explore education and career opportunities
Be culturally and aesthetically sensitive across a range of social contexts	Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation	Develop entrepreneurial skills

(Mandew 2003: 63)

It would appear from the above critical outcomes for student development programmes that the possibilities exist for a variety of purposeful out-of-the-classroom activities to emerge in higher education institutions in the country, transmitting the required knowledge, skills and attitudes. This implies that the sociological and psychological dimensions of student development programmes have been combined and integrated in a manner that makes student development programmes a viable vehicle for personal, institutional and societal transformation. However, despite these good intentions there are as yet no registered, accredited student development programmes.

Two professional bodies, namely the South African Association of Senior Student Affairs Professionals (SAASSAP) and the National Association of Student Development (NASDEV) have been established in South Africa to date. Both bodies aim to develop and professionalise the field albeit that they focus on staff at different levels of the institution. SAASSAP on the one hand has traditionally focused on senior members of the institution who fall within the leadership band, while NASDEV has traditionally focused on the work of practitioners in the field. Current discussions are underway to investigate closer collaboration between the two bodies. In 1996, South Africa established a formal link with ACUHO–I (Association of Colleges and Universities Housing Officers – International) which originated in the USA, thereby providing professional development opportunities for residence staff, including the development practitioners. However, the field still remains unregulated in South Africa, as these bodies, while providing research and training opportunities, have not as such formally professionalised the field in the same way as medical practitioners, academics, psychologists, lawyers, social workers and the like have done. No formally established professional board exists which regulates service delivery.

Besides offering a platform to discuss best practice across institutions nationally, these professional bodies are currently facilitating dialogue between student development practitioners and the Department of Education on matters of setting national standards. Although these discussions are currently at an exploratory stage, it is immensely empowering for practitioners to be engaging in this process as a collective entity.

3.3.1 UCT in relation to the field

As discussed in Chapter Two, student development at UCT has been largely practitioner driven. However, the theory that informed this, while not coherently organised, was largely derived from psychosocial theory. In the first instance Kuh (van der Watt 2002) was used in 2003 and then in 2005 Chickering's psychosocial theory (Exner 2003) was used to expand the theoretical base. These theories are linked to the wellness model described in Section 2.3.2 to produce the framework described below:

Table 3.3:Chickering's theoretical underpinning for student development in UCT residences

Kuh's four areas of competencies for student development (1994) (see Table 2.4)	**Wellness model dimensions** (see 2.3.3)	**Chickering's seven vectors of development (1993)**
Intra-personal	Emotional Physical	Developing competence Managing emotions
Inter-personal	Environment (new) Social	Moving through autonomy towards interdependence Developing mature interdependent relationships
Cognitive	Spiritual Intellectual Governance (new)	Establishing identity Developing purpose and integrity
Practical	Occupational	Activities that emerge as a result of the development of the above

This approach, then, is based on the premise that the development of the higher self through acquiring humanising values, social responsibility, personalising values and achieving congruence and authenticity is the end goal of all human development (Chickering in Exner 2003).

This conceptualisation of development work resulted in a re-examination of practice at UCT. The current programme is based on:

1. linking the various vectors to activities in residences
2. linking the outcomes of the activities to the theoretical model

3. developing new programmes that would systematically develop students in these vectors
4. linking various programmes, using this framework

In practice, the principles developed here have been incorporated into the student development programmes. The full programme has been discussed in Chapter Two, but some examples of changes made are detailed below:

1. Inclusion of a slot on ethical leadership in the House Committee training programme
2. Inclusion of an appreciative enquiry methodology in vision building for House Committee members, thereby working from the self-concept to the inter-dependence of members of the House Committee
3. Developing practical competencies in the area of budgeting and strategic planning within the framework of values-based decision-making.

3.4 Summary and conclusion

Organisations are in need of change in order to avoid becoming defunct in the modern world. Change responsiveness requires an understanding of the change process and the demands it places on organisations within its specific context. Higher educational institutions are no exception. In fact, this paper argues that higher educational institutions are in fact at the vanguard of change since the change drivers involve the productions and application of new knowledge. Student development is well placed to address the pressing needs for higher education reform. It is a discipline that is inherently holistic in its approach, integrative in its focus and global in its vision. It is due to these characteristics that student development can be regarded as one of the the missing links in education, which seeks to address the needs of the twenty-first century. In order for higher education to be relevant in the societal context, it has to be adaptable and responsive to society's greater needs. Citizenship, which teaches the responsible application of knowledge, is universal. Its learning is applicable both at a local and global level. It addresses current concerns facing society. Moral development provides a framework for bringing together a greater coherence between the two dimensions of learning, that is, the academic and the spiritual. A new kind of education is called for that satisfies both the body and the spirit. It is envisioned that a revision of the learning imperatives will result in authentically socially

well beings. Student development, together with its academic counterparts, has to collaborate and ensure that the learning environment is seamless both inside and outside the classroom. Student development programmes need to be of such a standard that its objectives are clear and its outcomes measurable.

A proper programme needs analysis and evaluation procedures are essential for this practice to take root and make real its claims. The following chapter will investigate the field of needs analyses and programme evaluation in the context of student development programmes.

Chapter Four – Research design and methodology

As mentioned in Chapter Two, the UCT student development programmes were not conceived of in a comprehensive manner (see programme outline in Appendix C). The formulation of programme objectives was based largely on theory and input from ongoing practice. The evaluation of training programmes occurred only post-training, which often provided a limited reflection on the value of the programme. The link between theory, practice and evaluation is currently missing.

4.1 Evaluation of the current training programme

As indicated above it was not possible to evaluate the House Committee training comprehensively, since its programme design and implementation were not guided by a clear idea of measurable outcomes. It is very difficult to measure the impact assessment of programmes such as these. It is important to note that student development at UCT is loosely defined, except in the broadest terms. Therefore any programme development or co-ordination cannot be benchmarked against a clear set of objectives. Similarly, because of this the needs analysis that this project has carried out can only be indicative and cannot be seen as prescriptive, given the fluidity of the situation.

The pre-conditions that need to exist for a credible programme evaluation to occur have been clearly defined by Rossi and Freeman (de Vos 1998: 370).

These are:

1. clearly identified goals and effects
2. a logical set of well-defined activities or components (programme theory)
3. criteria and procedures for measuring achievements of intended goals
4. necessary and sufficient resources to implement the activities.
   (Smith in Nakajima 2002: 46)

Taking each of these conditions into account, it became apparent that measuring the impact of House Committee training would be difficult, based on the following reasons:

1. Clearly identified goals and effects

The objectives and goals of the programme were not clearly identifiable. There were high level theoretical goals which the training team developed in 2003, several years after the programme was launched, and the purpose of the goals was to guide the development team's thinking as to what content would be appropriate if the training was to follow a student development format. These goals were taken from Kuh (in van de Watt 2002). Unfortunately, the determination of the goals did not have a major impact on the content of the programme, nor did the public goals as presented to the students change at all. In fact the goals that were given to students were devised earlier on and were based on making the training more exciting and relevant – these included goals such as having fun and networking and were not altogether consistent with the theoretical goals. The goals of the programme were therefore neither coherent nor clear, and therefore not evaluable (see Table 2.4).

2. A logical set of well-defined activities or components (programme theory)

The training team co-opted the assistance of various members of staff and student leaders to facilitate sessions. The activities of the various sessions were not well-defined and the outcomes were left to the discretion of the presenters themselves. There was little or no alignment between activities and goals.

3. Criteria and procedures for measuring achievements of intended goals

This means that given the above, it was impossible to address these criteria because there were no criteria for measuring outcomes.

4. Necessary and sufficient resources to implement the activities

Financial resources for the programme were limited. Similarly, the current demands on students' time as a consequence of the shortened academic year have resulted in less time being available to them to engage in extra-curricular activities. Both these constraints present challenges as well as opportunities for the future revision of the training programme. More time for training has become available with the extended mid-year vacation, which implies that it would be possible to extend the duration of the training, thus creating the room to add missing content. On the other hand, term time has become more

pressurised, making it difficult to run weekend supplementary training throughout the year, which would allow sustained contact with students to occur more regularly than only during the extended vacation period. Therefore the issue of resource constraints will remain a challenge in the future.

Based on the above criteria not being met, it became apparent that the House Committee training could not be evaluated on the basis of its impact or outcomes. It would appear that in respect of the design of the House Committee programme there is, broadly speaking, a disjointed approach to theory, programme implementation and evaluation.

Given this, it was decided to conduct a needs analysis in order to determine the goals, activities, related measurable criteria and appropriate resources for the House Committee training.

4.2 Why a needs assessment?

McKillip (1987) argues that needs analysis and programme evaluation are separate processes. He wrote:

> "Needs analysis and programme evaluation have distinct roles to play in planning and managing human services and educational programmes. Programme evaluation addresses the questions about the past: 'What was done? and 'What was it worth?' while needs analysis places in perspective problems facing the target population."
> (McKillip 1987: 29)

It follows from the above statement that a needs evaluation has to precede programme evaluation. It is the basis for the proper conceptualisation of the programme, which in its turn is critical for rendering the evaluation plausible. Without a needs analysis that informs the design of the programme through setting measurable programme objectives, an evaluation of that particular programme will be very difficult, if not impossible. In brief, programme evaluation can no longer be considered as an afterthought, it needs to be integral to the design of the programme and a needs analysis is therefore an integral part of programme evaluation in that it is regarded as a first step in programme design.

Needs analyses guide the design of the various stages of the programme (programme components) which include outcomes, impact, implementation strategies, stakeholder needs and the like. It is on this basis that measurable objectives are built into the programme design. These measurable objectives, founded on need, are the central focus of the programme evaluation, taking into consideration the objectives set for each component. This step is sometimes called formative evaluation (Posavac and Carey 1997) or front end analysis (Mouton 2000).

4.3 Models of needs assessment

Mouton (2000) further notes that there are three main foci within a needs analysis. These relate to the purpose of the analysis, which can be:

- judgement-orientated
- improvement-orientated
- knowledge-orientated.

A judgement-orientated needs analysis will seek to make a final assessment of the success of a particular view. This will be followed by a decision of whether to continue with the programme or not. This is not the focus of this dissertation.

Rather, in keeping with the ethos of creating a learning environment, this needs analysis has two objectives, namely the improvement of and knowledge creation for the training programme. As Posavac and Carey (1997: 119) put it: "... we are trying to learn what people need in order to be in a satisfactory state, not what they desire or might like to have."

It is on the basis of clarifying needs that the future planning of the House Committee training will occur on a solid foundation. The emerging needs will guide the planning process.

> " ... once needs are clear, planning may begin. Planning has the best chance of success if the conceptual basis of the programme is developed and used to set the outcome of immediate goals." (ibid)

These needs will be utilised to plan the programme in the following manner: "A needs analysis will therefore have to identify the conceptual, design, implementation and utility issues of the programme under review" Mouton 2000: 51).

A proper training needs analysis will provide the conceptual understanding that makes it possible to plan comprehensively. It will inform the following:

1. a clearly defined set of objectives
2. the target group (intended beneficiaries)
3. explicit measures of success (outcome measures)
4. programme components (the means of achieving the goal)
5. the management and implementation system (programme infrastructure)
6. the human resources base (who drives the programme)
7. the stakeholders who have a direct or indirect interest in the programme
8. The context (setting) of the programme.

(Mouton 2000: 74)

An understanding of these needs enables the programme designers to set objectives against which the programme can be measured in the final analysis.

4.3.1 The discrepancy model of needs assessment

If the purpose of the needs assessment is to improve the current programme, set objectives for a future evaluation and provide new knowledge for student development programmes, then suitable means of measuring the discrepancy between the status quo and the ideal situation ought to be determined.

The discrepancy model (Dike 1998, McKillip 1987, Rouda and Kusy 1995) aims to determine the gaps between what the needs are, as opposed to what is currently offered in a

programme. This is the preferred methodology for educational programme interventions where the focus is on improvement and knowledge generation. The approach that is used is described in detail below:

The discrepancy model (Dike 1998: 85) will need to address the following:

1. programme standards
2. the status quo (relates to current performance and other data on existing conditions)
3. discrepancies between 1.) and 2.) above
4. prioritisation of discrepancies
5. selection and costing of alternative solutions.

On the basis of these guidelines, the following framework for investigating the needs of House Committee training was designed, using seven key question categories. These are related to strengths, weaknesses, implementation needs, impact needs, stakeholder specific needs, outcome needs and environmental or opportunity needs. The table below shows the framework more fully.

Table 4.1: Framework for investigating House Committee training needs

	Category	Aims to understand:
1	**Strengths**	What is working?
2	**Weaknesses**	Where are the discrepancies? What are the solutions? (training or some other intervention) Scope of the problem (nature, extent, frequency and duration) Quality of the existent programme with regard to content, presenters, method of delivery and any other quality enhancement needs that are not identified above
3	**Implementation needs**	What are the management issues? How have they been implemented? What are the shortcomings? What are the constraints?
4	**Impact needs**	What has been the response of participants to the programme? Did dissatisfaction exist and what are the reasons for this? What are the challenges for both individuals and teams?
5	**Stakeholder specific needs**	The values of the stakeholders: define what each thinks the programme is about? What are the programme objectives? Use a composite of stakeholder needs as a basis for establishing this; make an assessment of the various needs
6	**Outcome needs**	**What will constitute the success of the performers? What is the impact (or the lack thereof) of the performance on the environment?** Determine the desired standard of behaviour in terms of the organisational objectives What are the expectations with regard to the end result/success criteria for the training? Identify the success of the performers

Table 4.1: Framework for investigating House Committee training needs cont.

7	**Environmental or opportunity needs**	Are there any impending changes within the organisation that would impact on the training? Are there any new directions that we want to consider that could take the performers to new heights? Identify any mandatory training requirements in the field

These categories provided the basis for both the interview and questionnaire schedules described below.

4.4 Methods for needs assessment and sample

Using this framework this section explains the rationale for the sample.

4.4.1 Sample

There were four basic stakeholder groups that were identified for the study. These were Directors (3), Residence Development Officers (5), the Wardens (17) and the House Committees (180 members). It should be noted that the 180 student House Committee members were taken to be representative of the student body as a whole. Given resource constraints and the nature of this thesis (minor dissertation) it was not possible to survey a larger number.

The choice of research methods was done in terms of the following criteria proposed by Singleton et al (in de Vos 2001: 192):

1. heterogeneity of the population
2. desired degree of accuracy
3. type of sample
4. available resources
5. the number of variables in which the data are grouped.

A full sample of all the stakeholder groups was used for the following reasons. Firstly, the size of the population, as well as the large number of variables, for example, gender,

portfolio and tier in the student population, made it necessary to utilise a method that could best capture the heterogeneity.

Individual interviews were utilised for the Directors, Residence Development Officers and Wardens, whose populations were manageable given the time and resource constraints.

The in-depth qualitative data gathered from the interviews were analysed and correlated with quantitative data gathered from questionnaires to provide a comprehensive analysis of the entire population of stakeholders. Table 4.2 below illustrates the methods utilised to conduct the study in relation to the size of the stakeholder populations.

Table 4.2: Summary of stakeholders and research methods utilised

Stakeholder	Number	Sample	Method
Directors	3	3	Individual interviews
Residence Development Team	5	5	Individual interviews
Wardens	17	17	Individual interviews
House Committees	180	180	Questionnaires

4.4.2 Questionnaire and interview design

With reference to the construction of the research tools utilised, de Vos (2001: 318–326) argues that setting the right questions is at the heart of the questionnaire and interview. He claims therefore that the construction of the interview guide needs to meet a set of criteria in order for the study to be valid and meaningful. On that basis the following steps were followed to guide the construction of the interviews and questionnaires:

1. The concepts that need to be investigated should be defined clearly. These must be broad and limited to five topics.
2. Critical questions, that is, those that capture the intent of the study, need to be identified clearly.
3. Follow-up questions are asked to probe the above responses.
4. The above steps form the foundation of the interview guide and questionnaire, which is in effect the agenda of the meeting or exercise.
5. It is further proposed that the ordering of the questions in the interview guide and questionnaire follow a pattern of moving from the more general to the more

specific and that the questions of greatest significance be placed at the beginning.

6. It is also advised that the more sensitive questions be placed last.

These steps guided the construction of the interview and questionnaire items, which were based on the seven themes outlined in Table 4.1. Appendix D shows the relationship between the interview and questionnaire items. The next section discusses the interview and questionnaire construction.

4.5 Questionnaire construction

It was decided not to sample but to survey the entire population of students as indicated earlier. The questionnaire made it possible to target the entire population in a short space of time. The analysis of the questionnaires occurred fairly rapidly using computer- assisted methods ensuring accuracy of information. It also made it possible for participants to give honest feedback. Although a trained research assistant was at hand to answer questions about the questionnaire, this did not impact on responses because of the anonymity of the questionnaire (see Laubscher 2005).

The questionnaire was divided into two sections. Section One evaluated the 2004/5 House Committee training programme. Section Two identified the training needs based on the requirements of the role. Section Two consisted of two parts. Part One was aimed at understanding needs with regard to specific portfolios and Part Two focused on the House Committee training needs in general. The seven themes (see Table 4.1) of the questionnaire matched those of the interview. The questionnaire appears in Appendix E. Excel was used for data processing. The open-ended questions were converted to numeric form to produce tables where these were appropriate.

4.6 Interview methods

The interview method was selected for the other stakeholder groups (namely the Directors, Residence Development Officers and Wardens) because the populations were manageable with respect to cost and time factors referred to earlier (Laubscher 2005: 33). The interview questions were similar to the questionnaire, but clearly the method allows for greater depth. The interview schedule is in Appendix D.

4.6.1 Other methods considered

The following three methods were considered but not used:

1 **Secondary data sources**

The records of the House Committee meetings and training files would normally have been used to supplement interview data but these were not available in sufficient detail, hence they were not considered a major source of data.

2. **Key informant method**

This method was not selected because of the diverse student population. A House Committee consists of ten members, each with a different portfolio. Identification of key informants would not have presented the wide range of input that was made possible through the survey. However, this method would have been ideal to use as a follow-up if time had allowed.

3. **Focus group method**

This method was not preferred for the same reasons as cited in 2.) above.

4.7 Limitations of the study

Needs assessments are typically conducted at the start of a programme, with clear guidelines as to what is to be achieved. The limitation of this study is that, although it is primarily a needs assessment, it has to acknowledge that there was a programme in place already, although it was not evaluable.

Typically, needs are also measured in terms of a problem which programme sponsors identify, for example, a lack of clean water; or in the case of training, an issue could arise whereby performance does not matching job expectations. Neither of these explicit types of needs fall into the realm of student development. The needs here relate more to the interpretation of the role that a higher education institution sees itself fulfilling in the twenty-first century. UCT has not as yet fully explored the concept of the role of student development in the twenty-first century and defined the outcomes for the various stakeholders. Establishing firm needs, therefore, is a difficult exercise; particularly as the programme goals were unclear to both participants and stakeholders.

This critical issue means that the needs analysis results are at best a starting point for discussion. Further limitations as regards the methods include the following:

- Even where questionnaires reach a broader spectrum of the population, the responses are limited to quantitative feedback.

In order to overcome this research challenge, several open-ended questions were introduced to probe responses. This approach proved useful in that the open-ended questions allowed for a further categorisation of responses, thereby providing greater insight.

- The interview responses were limited because the assumption that all the stakeholders were equally aware of the content of the programme was not accurate. Directors at the higher spectrum of the organisation as well as Wardens in general were not as intimately acquainted with the programme as the other stakeholder groups. In addition, the Residence Development Officers, who were also Wardens, in some instances answered questions based on their experience as Wardens and not as development practitioners, as anticipated. This further confirms the lack of overall clarity about the programme and consequently the indicative nature of the analysis. It also meant that responses were based on partial views of the overall student development needs.

4.8 Summary and conclusion

Despite the revision of the training in 2003 to link it to theoretical objectives, the programme designers of House Committee training could not answer two fundamental programme evaluation questions, namely 'What did we do?' and 'Was it worth it?' The reason for this is that the conceptual design of the programme was not based on a study of stakeholder needs. Theoretical discourse in the field of programme evaluation argues quite decidedly that it is not conceivable to evaluate a programme in the absence of a clear set of objectives reflected in the various components of the programme.

For this reason a needs analysis was undertaken based on the discrepancy model, which seeks to understand the disjuncture between what currently exists and the needs of the

stakeholders with a view to comparing emerging needs to international best practice gleaned from the literature survey conducted in Chapter Three. However, given the general lack of clarity about student development as a whole among the stakeholders, the expressed needs are treated as a basis for further discussion rather than the basis for programme design. Research tools commensurate with the structure of the stakeholder groups were selected to gather data. The next chapter outlines the key findings of the needs analysis.

Chapter Five - Data presentation and analysis

This chapter presents the results of the questionnaire and interview analysis. It is divided into four subsections, each reporting on the analysis of data of the various stakeholders. These are:

5.1 Students

5.2 Comparison with other stakeholders (Directors, Residence Development Officers and Wardens) in relation to student input.

Section 5.1 is recorded sequentially as per the layout of the questionnaire. Each question refers to the seven categories (see Appendix D). Section 5.2 compares the other stakeholders to the student input according to the seven programme aspects as per the needs analysis categories described in Chapter Four. These are as follows:

Evaluation of needs in relation to:

1. the strengths of the existing programme
2. the weaknesses of the existing programme
3. the limitations of the current implementation strategy
4. the impact of the current programme.
5. stakeholder specific needs
6. stakeholder specific outcomes needs
7. environmental or opportunity needs.

5. 1 First stakeholder - Students

This section provides an overview of the House Committees' responses to the questionnaire as described in Chapter Four. The questionnaire has been divided into two sections. Section One is an evaluation of the 2004/5 House Committee training programme. Section Two identifies the training needs based on the requirements of the role. Section Two has two parts. Part One is about the needs within a specific portfolio and Part Two is concerned with House Committee training in general.

5.1.1 Analysis of the respondents to the questionnaires

The total population of House Committee members in residence is 168. One House Committee representing ten members could not participate in the study due to fact that they were unable to attend the House Committee training.

Table 5.1: Number of respondents by gender

	Total population		Respondents	
	n	%	n	%
Female	80	47.6	37	39.4
Male	88	52.4	57	60.6
Total	168	100.0	94	100.0

Of the total eligible population of 168 members, 55.9% (94) participated in the study. This may be due to some of the following reasons:

1. The completion of the questionnaire was regarded as optional.
2. The timing was disadvantageous because several House Committees were nearing the completion of their term of office and the handover process was well under way.

The residences are divided into three tiers according to the seniority of the students. House Committees operate in Tiers 1 and 2, with Tier 1 representing junior residences housing mainly first- and second-year students. The more traditional residences are either male or female whereas other residences tend to be of mixed gender.

Table 5.2: Number of respondents per residence type and tier

Res. Type	Total		Tier 1	Response		Tier 2	Response	
	n	%	n	n	%	n	n	%
Male	6	35.3	5	5	55.6	1	1	20
Female	3	17.6	3	2	22.2	0	0	0
Mixed	8	47.1	4	2	22.2	4	4	80
Total	17	100	12	9	100	5	5	100

The response rate for Tier 1 female was 66.6% (2) and for Tier 1 mixed residences it was 50% (2). The response rate for the rest of the sectors was 100%. The reasons for the lack of response from the residences cited might be the same as listed above. It might also suggest resistance to the study for fear of exposing the current functioning of the committee, or an indicator of lack of proper functioning of the House Committees.

Section 2 Part 1 of the questionnaire focuses on the training needs of the various portfolios. House Committee members might hold more than one portfolio.

Table 5.3: Number of portfolios in relation to total population

Number of portfolios	n	%
Unlisted portfolios	9	5.4
1	130	77.4
2	24	14.3
3	5	3.0
Total	168	100

5.4% (9) of portfolios are unique to residences and therefore unlisted under the general provision of portfolio training for residences. There are not sufficient quantities of students holding these portfolios in the system to warrant a session on portfolio management in the training. Smaller House Committees tend to assign students to more than one portfolio thus resulting in students not being able to attend to all their portfolios during the training. 17.3% (29) of students fall into this category. The 14 major portfolios were covered in the training.

Table 5.4: Portfolio representation in sample

	Total population		Respondents	
Portfolio	**n**	**%**	**n**	**%**
Head	17	10.1	12	12.9
Deputy	14	8.3	8	8.6
Secretary	15	8.9	8	8.6
Treasurer	18	10.7	9	9.7
Entertainment	17	10.1	5	5.4
Culture	7	4.2	5	5.4
Maintenance	9	5.4	8	8.6
Catering	10	6.0	3	3.2
Sport	16	9.5	7	7.5
Health/Environment	4*	2.4	8	8.6
Academic	12	7.1	7	7.5
Security	7	4.2	2	2.2
ICTS	10	6.0	7	7.5
RAG	2	1.2	2	2.2
Other	10	6.0	2	2.2
	168	100	93	100

** 6 students listed Health as their second portfolio*

Table 5.4 indicates that there was representation from all of these portfolios in the sample.

In summary the sample of the study is reasonably well representative in terms of gender, representation by tier one and tier two and portfolios offered at the training weekend.

5.1.2 Section One- Evaluation of the 2004/5 House Committee training programme

Part One of the questionnaire was designed to understand the need of students in three categories:

5.1.2.1 Student needs and programme provision
5.1.2.2 Programme content and values
5.1.2.3 Programme delivery

5.1.2.1 Student needs and programme provision

The questions in this section aim to understand the discrepancy between the provision of the programme and the needs of the students. The training team identified four learning objectives for the programme as outlined in Table 2.5. These refer to the acquisition of:

1. Cognitive competency – 17% of time allocated in the training programme
2. Intra-personal competency – 17% of time allocated in the training programme
3. Inter-personal competency – 33% of time allocated in the training programme
4. Practical competency – 33% of time allocated in the training programme

The four learning objectives were based on theories of student development. The first question asked respondents to list their needs prior to the training in order of importance. This question aimed to understand if there was a relationship between the theory and the needs of students.

The following three tables analyse the needs of students and the programme provision in the light of these competencies with reference to the time spent on each area.

Table 5.5 The training needs of the students (Q1)

Training dimension	Needs prior to training	n	%
Cognitive 11.8 %	Understanding UCT governance	20	11.8
Inter-personal 15.4 %	Collaboration and networking	16	9.5
	Social dimension	10	5.9
Intra-personal 10.7 %	Leadership qualities and attitudes	14	8.3
	Inspiration	4	2.4
Practical 56.3 %	Understanding the implications of my portfolio	45	26.6
	How to function as a House Committee	28	16.6
	Skills training	18	10.7
	Support and handover from past leaders	4	2.4
Other	Other	10	5.9
Total		169	100

Table 5.5 indicates that there is a relationship between all four theoretical learning objectives and the needs of students:

- 11.8% (20) of needs relate to the need for cognitive development
- 15.4% (26) of the needs relate to the need to develop inter-personal competencies
- 10.7% (18) of the needs relate to intra-personal growth
- the largest need, 56.3% (95), appears to be in the area of the development of practical competencies, probably because students who attend the weekend training are already in office and as such have a strong need to be competent in the role in order to attend to the tasks at hand effectively.

Given these expressed needs the second question asked whether the programme satisfied these needs.

Table 5.6: The training needs that were met by the programme (Q2)

Training Dimension	Training needs that were met	n	%
Cognitive 2.3 %	Imparted knowledge of UCT governance	3	2.3
Inter-personal 25.8 %	Facilitated collaboration and networking	23	18.0
	Addressed the social dimension (had fun)	10	7.8
Intra-personal 10.9 %	Developed leadership qualities and attitudes	11	8.6
	Inspired and motivated me	3	2.3
Practical 59.4 %	Improved the functioning of my House Committee	40	31.3
	Provided an understanding of my portfolio	19	14.8
	Provided skills training	13	10.2
	Imparted relevant knowledge and information	4	3.1
Total		128	100

All four learning objectives were met by the current programme. The need for cognitive input was 11.8% (20) whereas the provision reflected in Table 5.6 above was 2.3% (3). This reflects a discrepancy between what the programme offered in relation to what the students needed. It would therefore appear that the need was not fully met. In the case of the programme provision of inter-personal competencies, the need was exceeded. The need was for 15.4% (26) of the programme to cover inter-personal competencies while the programme provided 25.8% (33), indicating that this aspect of the training was overemphasised. The intra-personal input on the other hand was proportional to the need represented as follows: 10.7% (18) need and 10.9% (14) provision. A similar pattern where the programme is meeting student need proportionally is reflected in the data for the practical component, where the need was for 56.3% (95) and the input was 59.4% (76).

Relative to students needs it appears that the programme is roughly matching what students want. For example, 56.3% said they wanted training in practical competencies and 59.4% said that they received the training. This would seem to indicate that the programme is delivering at least the right amount of emphasis. However, it is necessary to examine the unmet needs in detail, to determine what discrepancies exist in terms of the actual practical needs versus what the programme is offering.

Table 5.7: Most important needs not met by the training (Q3)

	Needs not met by the training		n	%
Intra-personal 2.4 %	Personal development		2	2.4
Practical 97.6 %	Information needs	No portfolio information	24	28.6
		Irrelevant information shared	16	19.0
		No information on the communication channels and support structures	3	3.6
	Skills training needs	Lack of information on planning/project management	9	10.7
		No training on critical skills, e.g. time management	7	8.3
		Training on relevant skills	5	6.0
	No support and handover from past leaders		4	4.8
Total			87	100

The student feedback has been consistent. Reflected above is a minor need for additional training in the area of intra-personal competencies, 2.4% (2). The most important area of need is for practical competency. It would seem that although the right proportion of the weekend programme is being spent on the acquisition of practical competencies, this did not meet the actual needs of students. 97.6% of unmet needs were in the area of practical competency, for example, critical practical skills in the areas of time and project management in the section Skills training needs in Table 5.7 total to 19% and 28.6% (24) students indicated that they did not receive portfolio information. Table 5.3 indicates that 22.7% (38) students would not have benefited from the portfolio session, either because they held more than one portfolio and could not attend to both during the sessions, or their portfolio was residence-specific and hence no provision was made for central training. The training team has to reconsider the importance of providing this information or training outside of the weekend, since the need for portfolio information as indicated in Table 5.5 is 26.6% of the total need. It is important to note that the time allocation to the four competencies match neither the actual perceived benefits or the unmet needs. This reflects the need for the delivery mechanism to be reviewed.

Given the four desired outcomes of the programme, the training team favoured a variety of training methods:

- workshops based on experiential learning methods
- role play
- learning from past leaders.

Past post training evaluations indicated that students preferred sessions that were highly interactive. The emphasis therefore was on participatory learning methods. Thus lectures were kept to a minimum. The team operated on the assumption that the Warden and outgoing House Committee would make the necessary provision for an induction process for the new incumbents through shadowing and handover procedures. The following table lists the range of delivery mechanisms used in training settings. Students were asked to rate their preferred delivery approach.

Table 5.8: Ranking of delivery mechanisms in order of preference 1–10, with 1 as the strongest preference (Q4)

Rank order	**Role play**	**Lectures**	**Work shops**	**Self - study**	**Demon-strations**	**Obser-vations**	**Hand-over**	**Shadow-ing**	**Case study**
	n 85%	**n 85%**	**n 85%**	**n 85%**	**n 84%**	**n 83%**	**n 82%**	**n 81%**	**n 78%**
1	11.8	5.9	15.5	4.7	15.5	8.4	**37.8**	**23.5**	6.4
2	14.1	8.2	17.9	11.8	7.1	9.6	**25.6**	**23.5**	9.0
3	12.9	12.9	10.7	7.1	9.5	20.5	3.7	13.6	6.4
4	7.1	4.7	6.0	12.9	16.7	4.8	4.9	9.9	5.1
5	9.4	15.3	17.9	16.5	17.9	16.9	7.3	2.5	17.9
6	3.5	11.8	11.9	7.1	8.3	8.4	6.1	8.6	14.1
7	10.6	8.2	8.3	11.8	2.4	12.0	0.0	6.2	11.5
8	15.3	10.6	6.0	15.3	9.5	7.2	6.1	4.9	11.5
9	9.4	11.8	3.6	8.2	8.3	6.0	1.2	2.5	15.4
10	5.9	10.6	2.4	4.7	4.8	6.0	7.3	4.9	2.6
Total	100	100	100	100	100	100	100	100	100

The shaded area in Table 5.8 above indicates clearly that handover, followed by shadowing were most preferred by House Committee members. The total for the percentages of the rankings 1–3 indicates that these two methods scored the following:

- handover (67.1%)
- shadowing (60.7%).

Taking the same approach to scoring the following other preferred delivery mechanisms, these results emerged:

- workshops (44.1%)
- role play (38.8%)

- observation (38.5%).

This is reflective of the predominant need on the part of students to master the practical component of their roles through methods that are highly interactive.

In summary, the students' needs were consistent with the theoretical objectives of the programme. While some adjustment is required to matching the proportions of the programme input to needs in the areas of cognitive and inter-personal competencies, the programme is, by and large, meeting the needs proportionally. The weekend training seems, however, insufficient to meet the extent of practical needs. Further provision of practical skills training will have to be garnered outside of the training weekend. Training delivery methods need to take cognisance of the predominant need for practical training and use methods that are conducive to teaching practical skills such as shadowing and handover prior to the training. It is imperative that a range of interactive methods including workshops, role play and observation need to be utilised during the training weekend and in follow up sessions.

5.1.2.2 Programme content and values

This section seeks to understand the needs of students in relation to the programme content. The programme content covers three main areas. Firstly the training covers the four key principles (see 2.3) that underpin the residence system. Secondly the training focuses on leadership competencies and finally on a holistic training model.

Chapter Two outlines the key principles on which the training programme is based. There is an assumption by the training team that all four are fundamental to the functioning of the residence system. Students were asked to rate them.

Table 5.9: Rating of the four key principles that underpin the training (Q5)

Co-operative governance (83.1%)			**Values (67.4%)**		
Rating	**n**	**%**	**Rating**	**n**	**%**
Most important	52	58.4	Most important	35	39.3
Fairly important	22	24.7	Fairly important	25	28.1
Important	9	10.1	Important	26	29.2
Less important	5	5.6	Less important	2	2.2
Unimportant	1	1.1	Unimportant	1	1.1
Total	89	100	Total	89	100
Wellness (52.9%)			**Building learning communities (51.1%)**		
Rating	**n**	**%**	**Rating**	**n**	**%**
Most important	20	23.0	Most important	25	28.4
Fairly important	26	29.9	Fairly important	20	22.7
Important	23	26.4	Important	31	35.2
Less important	16	18.4	Less important	10	11.4
Unimportant	2	2.3	Unimportant	2	2.3
Total	87	100	Total	88	100

Table 5.9 indicates that from the perspective of the student, however, it appears that learning about co-operative governance and values are more important than wellness and building learning communities. This once again points to the fact that students strive to understand the system cognitively in order to perform better in their roles as individual portfolio members. It is in the terms of reference of the House Committees and not individual members to concern themselves with wellness and building learning communities, as these are more corporately organised. Therefore it would seem that to individual members, principles such as co-operative governance and values need to take precedence over wellness and building learning communities.

The second key area is leadership. The training team endeavoured to approach leadership from a principle-centred base. Over the last five years various leadership themes have been explored in the training. These themes promoted concepts such as leading by example, *Ubuntu*, leadership for sustainable development, servant leadership and unity in diversity. These concepts were relayed through inviting a guest speaker regarded as an expert in the field of leadership. The concepts were also re-enforced during the various sessions. In 2003/4 training the participants were asked to provide a shortlist of leadership competencies required of House Committee members. Question 6 listed the top ten competencies as identified by House Committee members and asked respondents to rate the value of each competency.

Table 5.10: Rating the value of the top ten leadership competencies relevant to House Committees (Q6)

Teamwork and collaboration (93.1%)

Rating	n	%
Most valued	58	66.7
Highly Valued	23	26.4
Valuable	2	2.3
Somewhat valuable	2	2.3
Not valuable	2	2.3
Total	87	100.0

Commitment, reliability, discipline (81.6%)

Rating	N	%
Most valued	48	55.2
Highly Valued	23	26.4
Valuable	9	10.3
Somewhat valuable	6	6.9
Not valuable	1	1.1
Total	87	100.0

Listening and communication (81.6%)

Rating	n	%
Most valued	47	54.0
Highly Valued	24	27.6
Valuable	10	11.5
Somewhat valuable	4	4.6
Not valuable	2	2.3
Total	87	100.0

Accountability (78.2%)

Rating	n	%
Most valued	46	52.9
Highly Valued	22	25.3
Valuable	13	14.9
Somewhat valuable	5	5.7
Not valuable	1	1.1
Total	87	100.0

Decision-making/problem solving (75.6%)

Rating	n	%
Most valued	40	46.5
Highly Valued	25	29.1
Valuable	13	15.1
Somewhat valuable	7	8.1
Not valuable	1	1.2
Total	86	100.0

Ability to influence and motivate (74.2%)

Rating	n	%
Most valued	35	40.2
Highly Valued	30	34.5
Valuable	14	16.1
Somewhat valuable	6	6.9
Not valuable	2	2.3
Total	87	100.0

Lead by Example (73.3%)

Rating	n	%
Most valued	44	51.2
Highly Valued	19	22.1
Valuable	17	19.8
Somewhat valuable	5	5.8
Not valuable	1	1.2
Total	86	100.0

Empowerment and Delegation (59.8%)

Rating	n	%
Most valued	22	25.3
Highly Valued	30	34.5
Valuable	25	28.7
Somewhat valuable	8	9.2
Not valuable	2	2.3
Total	87	100.0

Facilitating unity (59.3%)

Rating	n	%
Most valued	26	30.2
Highly Valued	25	29.1
Valuable	27	31.4
Somewhat valuable	7	8.1
Not valuable	1	1.2
Total	86	100.0

Servant Leadership (54.6%)

Rating	n	%
Most valued	22	25.3
Highly Valued	30	34.5
Valuable	25	28.7
Somewhat valuable	8	9.2
Not valuable	2	2.3
Total	87	100.0

It would appear from the student feedback in Table 5.10 that there is a greater need for the 'how' of leadership as opposed to the 'what'. While the training aimed to teach the concepts of modern leadership, which includes leading by example, facilitating unity and servant leadership, the students wanted more practical training. The shaded areas in the table indicated areas of strongest need. The total percentages of the strongest needs are

indicated in the heading section of the various competencies. The greatest need was to learn how to practice teamwork and collaboration (93.1%), followed by the practice of listening and communication (81.6%) and the art of commitment, reliability and self-discipline (81.6%).

As indicated in Chapter Two, the underpinning training model is one of holistic learning. Holistic learning involves four areas. Question 7 sought to understand what student needs are in terms of these four components, by asking students how time should be devoted to each area. In this case 0–25% would indicate a low need.

Table 5.11: Needs of students in terms of the 4 dimensions of a holistic training model (Q7)

	Learning about oneself		How to work with others		About the role		How to perform the role	
Rating in %	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
0–25	76	89.4	37	43.0	50	57.5	38	44.2
26–50	8	9.4	43	50.0	36	41.4	42	48.8
51-75	1	1.2	5	5.8	0	0.0	4	4.7
75 100	0	0.0	1	1.2	1	1.1	2	2.3
Total	85	100	86	100	87	100	86	100

Table 5.11 indicates that students identified that ¼–½ the programme content should deal with topics related to how to perform the role, about the role and how to work with others. It indicates that 89.4% of students are not interested in learning about themselves. This once again emphasises the students' need for practical training which is consistent with the data in Table 5.10 which indicates that the needs relating to how to work with others and perform the role are regarded as paramount in the learning process. This means that teamwork and collaboration, commitment, reliability, discipline, listening and communication as highlighted in Table 5.10 are highly regarded as learning needs by the students themselves.

In summary, students have identified that the following programme content would be more geared toward meeting their needs:

- Greater emphasis ought to be given to the principles of co-operative governance and values.
- The content regarding the leadership training ought to focus on practical aspects rather than the conceptual understanding of various leadership paradigms.

These needs are somewhat different from those espoused by the training team.

- It would be more useful were the training to relay skills in the areas of teamwork and collaboration, how to listen and communicate effectively, as well as practise commitment, reliability and self-discipline amongst the members of the House Committee.
- In terms of the four dimensions of holistic training, the students indicated that they are least interested in learning about themselves.
- They further indicate that the programme content should devote about equal time to learning about the role, how to perform the role and how to work with others.

The next section deals with the delivery of the programme.

5.1.2.3 Programme delivery

The training is traditionally held on campus on the third weekend in September, following the election of the new House Committee. Presenters are drawn mainly from the staff in the Student Development and Services department (SDSD) and are encouraged to use interactive, experiential teaching methods that are enjoyable for students. Students were asked to rate the logistical arrangements from poor to most excellent.

Table 5.12: Rating of logistical training arrangements (Q8)

Location (61.6%)			**Social environment (50.6%)**		
Rating	**n**	**%**	**Rating**	**n**	**%**
Most excellent	30	34.9	Most excellent	16	18.4
Excellent	23	26.7	Excellent	28	32.2
Good	18	20.9	Good	24	27.6
Fair	11	12.8	Fair	16	18.4
Poor	4	4.7	Poor	3	3.4
Total	86	100	Total	87	100
Learning environment (40.2%)			**Presenters (39.1%)**		
Rating	**n**	**%**	**Rating**	**n**	**%**
Most excellent	6	6.9	Most excellent	10	11.5
Excellent	29	33.3	Excellent	24	27.6
Good	23	26.4	Good	32	36.8
Fair	25	28.7	Fair	18	20.7
Poor	4	4.6	Poor	3	3.4
Total	87	100	Total	87	100

Table 5.12: Rating of logistical training arrangements (Q8) cont.

Timing (34.4%)

Rating	n	%
Most excellent	9	10.3
Excellent	21	24.1
Good	21	24.1
Fair	32	36.8
Poor	4	4.6
Total	87	100

Teaching methods used (26.4%)

Rating	n	%
Most excellent	5	5.7
Excellent	18	20.7
Good	34	39.1
Fair	23	26.4
Poor	7	8.0
Total	87	100

Duration (26.4%)

Rating	n	%
Most excellent	7	8.0
Excellent	16	18.4
Good	21	24.1
Fair	27	31.0
Poor	16	18.4
Total	87	100

The student feedback in Table 5.12 above indicates that students are not overly enthusiastic about any of the logistical arrangements. It appears that they are fairly satisfied with the location, social environment, learning environment and the presenters.

The following is a summary of the comments made about the logistical training:

Table 5.13: Summary of student comments on the logistics of the training

Duration – the training should be shorter but more focused	– Training was too long. It started out exciting but then dragged on. Presenters need to get to the point(5) – More time should be spent on portfolios and the role of the House Committee – The main weakness of the workshop was that there was too much done in too little time
Location should be conducive to socialisation	– Consider having the training off-campus so that students can be immersed in the process and continue with teambuilding in the evening (3) – Should be location shuttles can go. – Lecture theatres are not conducive to the type of training (3)
Teaching methods used should engage students	– The training should not be a once-off event. House Committees should receive follow up training (2) – There is a tendency to lose focus – presenters should not allow this to happen: they should be more engaging (4) – More interaction should be facilitated with other House Committees to create relationships useful in inter-residence collaborations. This will also facilitate a more social atmosphere (2)
Careful selection of presenters	– Student presenters should be carefully selected so that their sessions become beneficial as part of the handover or learning from experience session. They should be energetic, interesting, engaging and enthusiastic (3) – Some of the lecturers were not motivating and gave irrelevant information and repeated things (3) – Presenters can come with more practical information and change their teaching methods (2) – The (big) group discussions became political and frustrating as they raised issues that are unsolvable on such a small scale and in effect we wasted time by arguing things that were way off the topic

The following recommendations can be made from these comments:

- **Duration**: the training ought to be briefer and more focused.
- **Formals**: House Committees should refrain from having their formal dances over the training weekend.
- **Location**: The location should be ideal for immersing students in the role and facilitating team building. The current location on campus in lecture style settings was seen not to be conducive to this objective.
- **Interactive methods**: Teaching methods could contribute to the social environment (and by implication, learning environment) of the training if they are more interactive. Strategies should be used that fully engage students in the content as well as in active collaboration with one another.
- **Presenters' role**: Skilled presenters with excellent rapport who generate innovativeness, enthusiasm and motivation are required. Presenters should focus sessions so as to avoid wrangling and time-wasting in the groups.

The university's new academic calendar has extended the mid-year break. This creates an opportunity for students in leadership to return one week earlier in the second semester to engage in training and development. Budgetary constraints make it almost impossible to make additional resources available for the training. No comments were received directly regarding the social and learning environment of the training.

5.1.2.4 Conclusion

Student needs in general were consistent with the four theoretical programme objectives, namely to provide training for competencies in the cognitive, inter-personal, intra-personal and practical domains. It would appear that weekend training makes provision for these needs in similar proportion to that identified by students. However, upon closer examination, it would also appear that there are many unmet needs in the practical competency domain, which have not yet been identified by the training team. Further provision of training for needs should occur outside of the training weekend if these needs are to be met sufficiently. Furthermore, it appears that the training team will have to revise its strategy to incorporate training activities prior to the training weekend in the residences. These would include handover and shadowing opportunities offered by outgoing members

of the House Committees. Greater emphasis ought to be placed on the principles of co-operative governance and values, as these are fundamental to the successful functioning of the House Committees. Leadership training should have practical outcomes, which support the committees and steer away from purely abstract/conceptual understanding, as interesting as this might be. It would appear that students are keener to learn about their roles and how to work co-operatively than they are to learn more about themselves. This implies that the training weekend needs to de-emphasise sessions dedicated to self-awareness in favour of role clarification and skills training. The logistical arrangements are not highly regarded by the students. It would appear that certain expectations in this regard are unrealistic due to budget constraints. Where possible, the training team ought to seize opportunities to make adjustments to the timing and duration of the training.

This next section deals with identifying training needs based on the requirements of the role. This section has two parts: the first part identifies portfolio specific needs and the second part House Committee needs in general.

5.1.3 Section Two – Identifying training needs based on the requirements of the role

Part One – Portfolio-specific needs

This part identifies student needs in the following areas:

5.1.3.1 Students' personal competency and preparedness ratings

5.1.3.3 Students' requirements for holistic training.

5.1.3.1 Students' personal competency and preparedness ratings

This section aims to evaluate the needs of students in terms of their specific portfolios. It seeks to understand the extent to which students, after 10 months in their roles, estimated firstly their competency and secondly their preparedness for the role. Table 5.14 shows personal competency ratings.

Table 5.14: Rating of the levels of personal competence of the various portfolio groups (Q9)

Portfolio	Very competent	%	Competent	%	Less competent	%	n	Total %
Head	11	91.7	1	8.3	0	0.0	12	100
Treasurer	8	88.9	1	11.1	0	0.0	9	100
Sport	5	83.3	1	16.7	0	0.0	6	100
Culture	4	80.0	1	20.0	0	0.0	5	100
Entertainment	3	75.0	0	0.0	1	25.0	4	100
Deputy Head	4	50.0	4	50.0	0	0.0	8	100
Secretary	3	37.5	3	37.5	2	25.0	8	100
ICTS	2	33.3	4	66.7	0	0.0	6	100
Catering	1	33.3	2	66.7	0	0.0	3	100
Academic	2	28.6	4	57.1	1	14.3	7	100
Maintenance	2	25.0	3	37.5	3	37.5	8	100
Health/Environment	1	12.5	3	37.5	4	50.0	8	100
Security	0	0.0	2	100	0	0.0	2	100
RAG	0	0.0	2	100	0	0.0	2	100

Five portfolios registered high competency ratings. These were:

Head Student (91.7%), Treasurer (88.9%), Sport (83.3), Culture (80%) and Entertainment (75%).

The Head and Deputy Head had a shared training session and only 50% (4) of the Deputy Heads said they were very competent, compared with 91.7% (11) of the Heads. This indicates that the Deputy Heads benefited less from the session than their counterparts. The training team needs to revise the content for the Secretaries, Maintenance and Health portfolios, where student personal competency ratings were significantly low. It appears that the security portfolio has been cancelled or cut short due to a shortage of numbers.

Following is a narrative of some of the factors that contributed to student personal competency levels.

Table 5.15: Summary of the feedback of various portfolio groups on factors contributing to or detracting from their personal competency ratings

Ratings

1 – Very competent **2 – Somewhat competent** **3 – Competent**
4 – Somewhat incompetent **5 – incompetent**

Portfolio – Heads and Deputies	
Rating	**Comments**
1	**Bonded and felt supported**: Bonded well with fellow head students; consulted the SRC regularly and got good support from the Warden when needed as well as from the residence Supervisor **Enthusiastic and goal driven**: I was enthusiastic, had set goals and focused on achieving them **Team-driven and problem-solving approach**: I managed the team effectively and was able to deal with all team situations that had come up as regards commitment, conflict, communication, etc. **Dynamic and innovative team**: I have led a dynamic team, which has made some difference. We have come up with development programmes and innovations. The team value my opinion as much as I do theirs **Leading by example**: I managed team dynamics well, held my committee members accountable, reminded them of their duties and responsibilities, allowed a high degree of autonomy, led by example and represented Baxter well **Organised, accountable, took initiative and got involved** **Excellent facilitator**: Because I was able to facilitate group discussions and ideas well. I led by example; I always put my all into what I do
2	**Lack of time management**: Time management was an issue (also held academic portfolio) – not having a clear understanding of the portfolio nor a universal definition **Lack of focus**: Had a lot of other leadership responsibilities **Inter/intra-personal problems**: I had low self-esteem, am short-tempered so did not talk but did the work myself **Minimal approach**: (d) I was able to do my duties on time
3	**Time management problem:** (d) was not sure what to expect from the beginning – although the team was helpful, I found that I lacked the time to do my job effectively

Portfolio – Secretaries	
Rating	**Comments**
1	**Efficiency**: Always made sure all communication was done timeously
3	**Self-interest**: I was not motivated to do well since I was going to leave the place soon. **Commitment**: Was sometimes not able to attend meetings but did attend to all the paperwork **Time management**: Coursework was demanding; the House Committee had complications at the start but it became better

Portfolio–Treasurers	
Rating	**Comments**
1	**Success driven**: All my duties were performed in time with remarkable results. **Competency**: Thrown in at the deep end but was competent **Willing to learn**: Here I had to adapt to the numbers
2	**Problem solving approach**: Small obstacles came up that I was not sure how to deal with **Lack of clarity**: Could have used more info on the job itself **Practiced consultation**: Constantly consulted with Stella and kept balance of the account

Portfolio – Entertainment and Culture	
Rating	**Comments**
1	**Sacrifice**: Fulfilled what I aimed to do; I put the residence before myself **Improvement-focused:** All events were successfully organised and overall it was an improvement on last year (and pub) **competent** in both my portfolios
2	**Self management and support**: Culture – I managed my portfolio very well – almost stress free – Head, Deputy and Warden were a great support, this gave me confidence to carry out my portfolio duties **Begin with the end in mind**: Culture – I organised 80% of the activities I said I would – changed people's perception of the coffee shop and residence Festival **Lack of planning/effort**: Culture – could not find dates for events
3	**Lack of clarity/focus**: Entertainment – did not complete the training due to prior arrangements

Table 5.15: Summary of the feedback of various portfolio groups on factors contributing to or detracting from their personal competency ratings. cont.

Ratings

1 – Very competent **2 – Somewhat competent** **3 – Competent**
4 – Somewhat incompetent **5 – incompetent**

Portfolio – Sport	
Rating	**Comments**
1	**Supportive and efficient**: I was supportive of the house, attended all events, met the deadlines, ensured the availability of kits, kept the sportsmen up to date **Positive feedback**: From the feedback I received my fellow students were impressed **Passion and realistic**: I am passionate and continually gave my best within my limited surroundings and boundaries **Commitment**: Managed to play netball the whole year around
2	**Improvement-focused**: I did more than my predecessor, started new things in the residence, although not everything I tried was successful
3	**Mediocre**: I did what the previous committee did and could have introduced new ideas

Portfolio – Health and Environment	
Rating	**Comments**
2	**Lack of clarity and time management**: Did not attend the portfolio session due to having another portfolio – however I organised talks and dispensed condoms, etc. I believe I could have achieved more, but lost track of time
4	**Lack of vision**: There is not that much work for the representative, as people have their own medical aid **Intra-personal difficulties:** I was apathetic, could not get people to get involved, had personal issues – there is not much one could do with my portfolio (outreach)

Portfolio – Maintenance and Internal	
Rating	**Comments**
1	**Efficient and commitment**: Did what was required of me and performed my duties well
2	**Competence**- Thrown into the deep end so somewhat competent **Positive feedback**: Mostly student needs were met – they were always almost satisfied **Realistic**: As maintenance representative I was restricted by UCT management
4	**Lack of focus and support**: Academic commitment, breakdown between myself and house members with destructive, negative attitudes (security)

Portfolio – Catering	
Rating	**Comments**
1	**Clarity of vision and commitment**: Attended to all matters, meetings and worked hard with the staff – the House Committee; training really made things clear **Positive feedback**: Generally I am very proud of my work – the people were happy with the theme dinners **People-centred**: I performed more than what was expected of me, e.g. staff birthday acknowledgement **Realistic**: My ability to influence the quality of food and service was limited by the contract rules set by UCT **Pride**: I performed my duties well
2	**Learning from experience:** During Orientation week I made a lot of planning errors – it took a while to get the food programme running smoothly

Table 5.15: Summary of the feedback of various portfolio groups on factors contributing to or detracting from their personal competency ratings. cont.

Ratings

1 – Very competent **2 – Somewhat competent** **3 – Competent**
4 – Somewhat incompetent **5 – incompetent**

Portfolio – Academic	
Rating	**Comments**
1	**Structured**: Was an easy position to fill; had a well-structured committee who worked well together **Innovative**: Put together past papers with a subcommittee; fulfilling academic talks
2	**Support and encouragement**: Encouraged by Warden, House Committee and house members to do the job efficiently **Competent but lacked time**: I was competent but did not have the time to do everything **System-driven**: Systems that were put in place were continued this year – some initiatives did not operate as well as others **Organisation**: It was easy to organise
3	**Lack of energy**: Small residence (32); it was easy to maintain role **Low energy**: I did what was required but time away from my work was a great sacrifice
4	**Unpreparedness**: Competency is experience – I knew my portfolio but had to learn most of the challenges during my appointment

Portfolio – ICTS	
Rating	**Comments**
1	**Willingness to learn**: I learnt a lot walking up and down to ICTS with student problems **Knowledge**: I know by computer hardware – I know the network sufficiently to get the work done
2	**Eager to learn**: I was eager to learn – I already had some knowledge, but not as much as was required **Willing to learn**: Although I had little technical experience, I learned a great deal – upgraded the residence network **Lack of communication**: Plans severely hampered by interference from ICTS and lack of communication from SH@RL
3	**Intra/Inter-personal difficulties**: Gave a lot of trouble this year so I didn't feel like I could do my job properly **Undoable job**: Almost impossible in terms of how swamped the department is

It would appear from the feedback in Table 5.15 above that despite the various portfolios, there are key factors that contributed to a self-perception of competency.

These factors are summarised in the table below.

Table 5.16: Factors affecting self-perception of level of competency

	Factors contributing to a perception of competence	**Factors detracting from a perception of competence**
1	Willing to learn and apply	Lack of time management
2	Felt supported and encouraged	Lack of focus/vision
3	Was competent/knowledgeable at the task	Intra/inter-personal conflicts
4	Enjoyed positive feedback; took pride in what I did and was people-centred	Self-interest
5	Was committed, dynamic, enthusiastic and passionate	Lack of clarity
6	Overcame self-interest – sacrificed, self-managed and was driven	Lack of commitment
7	Improvement-focused/innovative/visionary	Inability to plan and execute
8	Was realistic	Lack of consultation
9	Problem solving approach – took consultative measures	Lack of support
10	Efficient – structures, systems and organisation were in place	Lack of energy and felt unprepared

The combination of holistic training, which focuses on cognitive, inter-personal, intra-personal and practical competencies, would appear to benefit the competency and preparedness ratings of students.

The factors that most detracted from a perception of competency, as reflected in Table 5.16, relate to practical competencies (visioning, planning and time management skills) and intra-personal skills, such as the ability to resolve conflict, overcome self interest and develop commitment for the task. Inter-personal skills were lacking in the areas of ability to consult, seek clarity of the role, solicit support and develop enthusiasm for the task at hand. It would appear that the less successful candidates did not make a cognitive link between their feelings of incompetence and their development needs. This is consistent with earlier expressed needs about practical training.

Although students might have felt competent to do the tasks, they might not have been prepared for the challenges associated with succeeding at the task. Table 5.17 shows the responses to Question 10 asking them to rate their preparedness. This links back to the influence or otherwise of the training.

Table 5.17: Rating of personal preparedness for the role as per portfolio (Q10)

Portfolio	Well prepared	%	Prepared	%	Unprepared	%	n	Total %
Secretary	4	66.7	1	16.7	1	16.7	6	100
Academic	4	66.7	1	16.7	1	16.7	6	100
Culture	3	60.0	1	20.0	1	20.0	5	100
Deputy Head	4	50.0	3	37.5	1	12.5	8	100
Catering	1	50.0	1	50.0	0	0.0	2	100
Security	1	50.0	0	0.0	1	50.0	2	100
RAG	1	50.0	1	50.0	0	0.0	2	100
Sport	3	42.9	4	57.1	0	0.0	7	100
Head	5	41.7	5	41.7	2	16.7	12	100
Health/Environment	3	37.5	1	12.5	4	50.0	8	100
Maintenance	3	37.5	4	50.0	1	12.5	8	100
Entertainment	1	25.0	2	50.0	1	25.0	4	100
Treasurer	1	11.1	5	55.6	3	33.3	9	100
ICTS	0	0.0	4	66.7	2	33.3	6	100

The general level of preparedness was lower than the level of competency. The secretaries, academic and culture portfolio holders appeared to be more prepared than their counterparts. However some of their counterparts in the head, treasurer and sport roles felt more competent. The following table summarises the comments of students regarding the

factors that contributed and the factors that detracted from their feelings of preparedness for the role.

Table 5.18: Summary of factors contributing and detracting from self-perception of personal preparedness per catergorisation

Ratings for preparedness:
1 – Well-prepared **2 – Somewhat prepared** **3 – Prepared**
4 – Somewhat unprepared **5 – Unprepared**

	What assisted/detracted
1	**Handover/research**: Spoke to the detail with outgoing representative Spoke to predecessor for insight – also applied my own ideas I understood what was needed from predecessor Same as above, was in control I knew what the portfolio entailed and was interested in it **Planning and hard work**: Worked hard, had an exact game plan and had a great deal of help **Personal characteristics**: Conducted myself professionally; did research and had maturity and values to carry it off **Relevant experience:** I was Deputy Head before becoming head; was involved beforehand and accepted responsibility
2	**Realistic**: – cannot be 100% **Understanding**: Had some understanding and was determined to make it work; I knew what needed to be done and had the ability to do it Was not really sure what I was getting myself in to; you never know the full portfolio until you have to do the work Clear description of expectations and procedures No successful showing or knowledge of support structure. Initially had a vague knowledge, the meetings helped **Environment**: The current socio-political dynamics of residence life make for situations for which one cannot prepare **Training**: Training and assistance from the management team helped No one told me of the scale of academic pressure Very new experience **Shadowed**: by predecessor; spoke to previous head More literature needs to be given as to how the executive functions Training was helpful – information from predecessor was limited First aid box already in use
3	**Lack of knowledge**: Did not know what was required Unsure what I was getting into Predecessor warned me of mistakes Training gave me very little – I had to learn on the job Predecessor did not give enough information. No induction into the role Did research before the training. Lack of information No formal manual **Lack of confidence/skills**: Unprepared to advertise and make events successful Unprepared for the bureaucratic responsibilities Although competent I still felt like I was thrown in the deep end **Lack of co-operation**: Previous treasurer helped at start but did not co-operate with signatory (4) **Lack of shadowing**: Learnt from past experiences, shadowing from outgoing head and excellent RMT. Requires shadowing Had a good idea of what I wanted to do but did not have support Became prepared of my own accord, not the training, etc. New portfolio, not much to prepare Shadowing would have helped ease the transition Handled new role well Not much said by predecessor **Scale**: I was competent on PC and network but had not handled 100 before Did not know how much responsibility was required – faced with duties and academic life but as time moves on you become more prepared Was mentally but not practically prepared It is not easy to balance House Committee with chemical engineering

Table 5.18: Summary of factors contributing and detracting from self-perception of personal preparedness per catergorisation cont.

Ratings for preparedness:
1 – Well-prepared **2 – Somewhat prepared** **3 – Prepared**
4 – Somewhat unprepared **5 – Unprepared**

4	Health, specialised portfolio requiring specialised attention. **Need for clarity and detail**: Roles, duties, responsibilities unclear Lack of clarity of the task **Need for training**: Little or no training infrastructure Mainly due to lack of guidance from outgoing treasurer Not enough information and contacts from predecessor The IT technical Internet takes years of training; training was insufficient **Predecessor**: did not hand over well, training did not go into this portfolio I had no idea what portfolio entailed and how to implement. Very little guidance from predecessor Had no shadowing Did not know the logistics of the job Outgoing member did not tell me much Predecessor did not help me at all
5	**Predecessor**: did not speak to me, training did little Not interested in the portfolio nor did I understand what it entailed

Several factors contributed to or detracted from a self-perception of preparedness for the role. Table 5.19 below summarises these factors.

Table 5.19: Factors which contributed and detracted from a self-perception of preparedness for the role

	Factors contributing to a perception of preparedness	**Factors detracting from a perception of preparedness**
1	Detailed handover and research (6)	The socio-political environment in residence made it impossible to prepare
2	Planning and hard work	Academic pressures
3	Personal characteristics	Did not realise the scale of the task I was mentally (competent) but not practically prepared
4	Possessed relevant experience	Lack of detailed knowledge of the role (2)
5	Was realistic did not expect it to work 100%	Lack of co-operation
6	Training from management	There was little or no infrastructure
		I was not interested in the portfolio

As regards ratings for preparedness as summarised in Table 5.19, it would appear that holistic training addressing the relevant needs of students would address requirements for preparedness. It would appear from this table that competency was not necessarily based on the full knowledge of the role, the ability to handle external pressures such as academic commitment, or socio-political challenges. Skills training in the area of inter-personal competencies need to address negotiation of the socio-political environment, winning the confidence and co-operation of peers and residents.

Skills training in the area of cognitive development need to promote an understanding of building administrative structures to support one's objectives. Practical skills training, as previously identified, needs to train students in the area of time management as well as strategies for scoping the role through detailed investigation and research. House Committees need to be made aware that it should be a prerequisite for students to be interested in the portfolios assigned to them.

5.1.3.2 Conclusion

The discrepancy between self-perception of competence versus preparedness is evident in tables 5.14 and 5.17. It would appear that although students felt mentally prepared for the role, post training, the environmental and personal challenges detracted from performing to the best of their ability. These include time management, academic pressures, the socio-political milieu in the residence, the degree of co-operation and so forth. If the training is to succeed, it needs to take into account the extent to which its values and principles are being supported at residence level. It would appear that competent and capable members of the team are not making their full contribution due to the absence of appropriate infrastructural support mechanisms at residence level. This clearly needs to be addressed.

The next section studies the needs of students with regard to holistic training in terms of the knowledge, skills and attitudes required to perform the role.

5.1.4 Students' requirements for holistic training

Given that various portfolio members experienced differing degrees of competencies and preparedness for the role, this question sought to understand the training requirements per portfolio. A holistic training model assessing the requisite knowledge, skills and attitudes was used as a framework for this question. It was hoped that through addressing the portfolio training holistically, some of the factors detracting from a positive self-perception of competency and preparedness would have been addressed at the training. It might be that other negative factors that are systemic, such as lack of infrastructure and the socio-political milieu of the residence will require a particular set of strategies. These strategies may not relate to training at all.

Table 5.20: Holistic training needs per portfolio (Q11)

Head/Deputy	Needs
Knowledge	Have access to a manual which is based on experience Understand what each portfolio entails Understand how to promote teamwork Know my abilities and how to use them effectively Explore all aspects of the role Understand procedures, processes, constitution and responsibilities Knowledge of the people, their attitudes and values Know the residence constitution Be able to work with others, never waste time, do the job and always motivate my colleagues Know the past successes and failures Have a job description Understand UCT student governance model Possess information and understand the procedures to get assistance
Skills	Time management, delegation, year planner and diary management Discipline Observe protocol Ability to communicate and delegate Know how to use my skills to achieve maximum benefits Know my limits and how to pace myself Ability to work with people Organisational skills People skills, monitoring skills and communication. Teamwork, communication One cannot be taught since it requires character and determination Know how to manage, motivate and penetrate a group of peoples hearts Communication, decisiveness and consultation Voice projection Accountability Teamwork, people management, communication and conflict resolution skills
Attitudes	Seek clarity Be prepared to learn, sacrifice and be energetic. Know that not everyone will love me Stay motivated Remember why I wanted to do it and what I wanted to achieve Keeping my self confidence up Be outgoing, positive, persevere and be dedicated Optimistic, businesslike and determined Willing to work hard, be prepared for lack of appreciation Be positive and optimistic

Secretary	Needs
Knowledge	Understand the rules, constitution and how things ought to be Understand exactly what I have to do English language, computer, typing and professional writing Accuracy in written communication Consistency in terms of time Listening and communicating
Skills	Keep you finger on the pulse. Keep everyone updated on what is going on Learn to type and invent personal shorthand Inter-personal skills. Work with every portfolio, co-ordinate meetings and organise others by reminding them Listening and minute-taking skills Working in a team Using proper language in writing minutes
Attitudes	I did not want this portfolio but the support of the House Committee helped

Entertainment/ Culture	Needs
Knowledge	Understand the workload of the portfolio Knowledge of my own motivation Culture is diverse and allows me to do a great deal Know what I are expected to do Know events I need to plan Who I need to assist me
Skills	Time management and meeting deadlines People skills and practical creative skills Time management, commitment and creativity Be able to encourage and inspire others
Attitudes	Positive optimism, honesty, commitment and be prepared to ask for help Dedication and motivation Enthusiasm and enjoyment Be positive and respect other members of the house

Table 5.20: Holistic training needs per portfolio (Q11) cont.

Treasurer	Needs
Knowledge	How to budget, an accounting background Understanding my role on the House Committee Dealing with the UCT treasurer Banking Understanding the budget of the residence Never spend more than I should How to allocate funds
Skills	Recording expenses and income Logic – what the house can afford; be open and fair Management of cash and bank account Basic maths and budgeting Firmness and ability to stand my ground
Attitudes	Be positive and ask questions Strength, understanding and co-operation Perseverance, politeness in relation to Stella Pick Open-mindedness

Sport	Needs
Knowledge	Types of sport and the needs of each type Know what I want to achieve before starting it Plan how I am going to achieve this Know where I am going to aim
Skills	Ability to participate in any sport, communicate and work as a team Be prepared to handle disappointments Perseverance and loyalty Time management and shortcuts
Attitudes	Positive towards sport and be supportive Positive and objective Committed and patriotic

Health	Needs
Knowledge	How to take care of people All the contact numbers of the different sections, i.e. SHARPP Basic needs of the house, communication and creativity Devising a list of contacts
Skills	Organisation, leadership and teamwork
Attitudes	Be keen to work for the house Positive and goal orientated

Maintenance /Internal	Needs
Knowledge	Plan of action for specific cases and know who to ask for help Understand the difference between my tasks and those of the supervisor. I will be held accountable for my tasks Keep up with the handyman and supervisor
Skills	Communication, time management and leadership Know who to call to get things fixed and who to approach when situations arise
Attitudes	Expect criticism, build on the constructive ones and ignore irrelevant or insulting ones Possess a positive attitude and face up to responsibilities

Table 5.20: Holistic training needs per portfolio (Q11) cont.

Catering	Needs
Knowledge	Get to know the kitchen staff Knowledge of how to deal with complaints Procedures for ordering food Knowledge of contract details with Sechaba Know the position and power of the catering manager Know what is required of me Ask questions and share ideas
Skills	Be sociable, firm but polite Be an unbiased representative of students Excellent organisational and delegation skills Communicate student concerns to relevant parties Ability to raise objections and suggest solutions Build skills up as I go along
Attitudes	Positive and easygoing Proactive in all my tasks. Be level headed and punctual in addressing matters that may arise Do not take complaints seriously i.e. don't take them personally Establish good rapport with the catering staff Be attentive to the complaints and needs of fellow students

Academic	Needs
Knowledge	Time management is very important. The training helped me understand my role Understand what the people in my residence respond to Understand how the system works An understanding of people in the residence and the issues that affect their wellbeing Know the other representatives from other houses Know my superiors Who to contact
Skills	Typing, email, Internet, ability to organise G4 Thinking skills, ability to learn and be open Generate new systems relevant to the residence Ability to get others organised Ability to work with my House Committee Manage my portfolio efficiently Deal with people in general
Attitudes	Give and receive respect Willingness to learn Friendliness and non-domineering personality Highly proactive Need to be proactive and involved Positive, motivated and prepared

RAG	Needs
Knowledge	How to work in the residence system How to establish connections with students About the residence itself Persistence Need to know the whole portfolio
Skills	Patience, empathy and objectivity Crisis management skills Co-opting help for specialised skills such as float building, advertising and calling sponsors
Attitudes	Seriousness, openness and truthfulness Enthusiasm Must be active and therefore cannot afford to be lazy

Table 5.20: Holistic training needs per portfolio (Q11) cont.

ICTS	Needs
Knowledge	Be able to explain the problem with networks and procedures One has to know how networks work How to approach IT, what is needed on a PC, i.e. virus protection Information on MAC registration Basic computer literacy, understanding software and hardware
Skills	No skills required Computer literacy How to fix personal computers Teamwork, planning and brainstorming Need hours attempting to communicate with ICTS and SH&RL Fixing things all the time
Attitudes	Willingness to learn and enthusiasm Patience and perseverance Find different ways of approaching the problem Patience and tolerance when dealing with computer-illiterate people Being willing to try even if I do not know

It is clear from these comments that portfolio trainers need to review the specific training requirements for their respective portfolios if the training needs are to be fulfilled. Therefore the training team presented these detailed comments to the 2005/6 portfolio presenters. It is clear from the feedback of the 2005/6 post training evaluation that there was a marked improvement in portfolio presentations. Ongoing support and encouragement will need to be provided to sustain the members throughout their terms of office.

In summary it should be noted that needs with respect to knowledge and skills for each portfolio are very specific, although there is commonality with regard to attitudes. The interface between the portfolio and the university structure, under which it operates, differs greatly. The role clarification in portfolios needs addressing by the appropriate structure so that the task of the House Committee is more clearly defined within the constraints of what they could potentially deliver.

5.1.4.1 Conclusion

As regards the students' perception of their preparedness and competency ratings, it would appear that these were at variance. Students who felt competent were not necessarily the same ones who felt prepared for the role. It would appear that no amount of training could prepare some students for factors such as the residence socio-political milieu, academic pressures and the like. These could at best be managed through the acquisition of time and project management skills. Other strategies, outside of the ambit of training, need to be devised to deal with environmental and infrastructural issues. The needs and management strategies for the different portfolios differ greatly. In some instances, like with ICTS, the

responsibilities of the portfolio would need to be revised to be more realistic in order for students to deliver.

Part one looked at the needs of students in relation to their particular portfolios and Part two which follows looks at their needs in relation to their functioning as a committee.

Part Two - House Committee performance in general

5.1.4.2 Student ratings of performance

The first issue addressed was the needs of students in relation to the support structures for House Committees. Students were asked to rate the primary support structures in terms of how these provided support through contributing to a holistic learning environment. Support, in the form of knowledge, attitudes and skills was measured from Wardens, Sub-wardens, fellow House Committee members and Residence Development Officers'. See Chapter Two for role definition of support structures.

Table 5.21: Level of holistic training support provided to House Committees (Q12)

Rating scale

1 – Very supportive **2 – Supportive** **3 – Unsupportive**

Knowledge:

Wardens			Subwardens			Fellow House Committee Members			Residence Development Officers		
Rank	n	%	Rank	n	%	Rank	n	%	Rank	n	%
1	52	57	1	25	27	1	38	41	1	10	12
2	31	34	2	50	54	2	43	46	2	31	39
3	9	9.8	3	17	18	3	12	13	3	39	49
Total	92	100.0	Total	92	100	Total	93	100	Total	80	100

Skills:

Wardens			Subwardens			Fellow House Committee Members			Residence Development Officers		
Rank	n	%	Rank	n	%	Rank	n	%	Rank	n	%
1	38	42	1	27	29	1	41	44	1	9	11
2	41	45	2	44	48	2	35	38	2	27	34
3	12	13	3	21	23	3	17	18	3	44	55
Total	91	100.0	Total	92	100	Total	93	100	Total	80	100

Attitude:

Wardens			Subwardens			Fellow House Committee Members			Residence Development Officers		
Rank	n	%	Rank	n	%	Rank	n	%	Rank	n	%
1	55	60	1	30	33	1	48	52	1	7	8.8
2	30	32	2	41	45	2	32	34	2	29	36
3	7	8	3	21	23	3	13	14	3	44	55
Total	92	100	Total	92	100	Total	93	100	Total	80	100

It is clear that the Wardens, Sub-wardens and fellow House Committee members provide the greatest support. The presence of the RDO team is not felt throughout the duration of the House Committee's term of office. If the RDO team is to support the House Committees with the requisite knowledge, skills and attitudes for their role, it would need to review the current training strategy to include ongoing sessions. Wardens and Sub-wardens need to be included more centrally in the rollout of the training strategy in the

light of their significant contribution to the holistic learning process outside of the training weekend.

Given the above, House Committee members were then asked to evaluate the performance of their committee according to the university's terms of reference for the committee.

Table 5.22 Rating of House Committee performance with regard to its terms of reference (Q13)

Worked in the parameters of the constitution (88.9%)			**Administered the funds of the house effectively (84.4%)**		
Rating	**n**	**%**	**Rating**	**n**	**%**
Always	**60**	**65.9**	**Always**	**58**	**64.4**
Often	**21**	**23.0**	**Often**	**18**	**20**
Sometimes	9	9.8	Sometimes	8	8.8
Seldom	1	1.0	Seldom	5	5.5
Never	0	0	Never	1	1.1
Total	91	100	Total	90	100

Understood the interests of student (80.3%)			**Controlled the use of equipment and facilities (78.8%)**		
Rating	**n**	**%**	**Rating**	**n**	**%**
Always	**11**	**11.9**	**Always**	**42**	**46.6**
Often	**63**	**68.4**	**Often**	**29**	**32.2**
Sometimes	16	17.3	Sometimes	15	16.6
Seldom	2	2.1	Seldom	4	4.4
Never	0	0	Never	0	0
Total	92	100	Total	90	100

Displayed the ability to work co-operatively (74.9%)			**Provide opportunities for debate on issues of student interest (72.4%)**		
Rating	**n**	**%**	**Rating**	**n**	**%**
Always	**40**	**43.4**	**Always**	**31**	**34.0**
Often	**29**	**31.5**	**Often**	**35**	**38.4**
Sometimes	17	18.4	Sometimes	17	18.6
Seldom	3	3.2	Seldom	4	4.3
Never	3	3.2	Never	4	4.3
Total	92	100	Total	91	100

Framed and reframed house rules as needed (64.4%)			**Devised calendar of events that reflected wellness (53.7%)**		
Rating	**n**	**%**	**Rating**	**n**	**%**
Always	**30**	**33.3**	**Always**	**26**	**28.5**
Often	**28**	**31.1**	**Often**	**23**	**25.2**
Sometimes	21	23.3	Sometimes	20	21.9
Seldom	5	5.5	Seldom	17	18.6
Never	6	6.6	Never	5	5.49
Total	90	100	Total	91	100

Table 5.22 Rating of House Committee performance with regard to its terms of reference (Q13)cont.

Oversaw the mentor programme with Warden (43.3%)			Oversaw the tutor programme with Warden (41.3%)		
Rating	n	%	**Rating**	n	%
Always	14	16.8	Always	15	17.2
Often	22	26.5	Often	21	24.2
Sometimes	22	26.5	Sometimes	30	34.4
Seldom	13	15.6	Seldom	13	14.9
Never	12	14.4	Never	8	9.1
Total	83	100	Total	87	100

From the above table it would appear that the House Committees are performing very well in several areas. These include their ability to administer the funds of the house effectively (84.4% – see shaded area). House Committees are also performing strongly in the areas of controlling the use of equipment and facilities (78.8%), providing opportunities for debate (72.4%), displaying the ability to work co-operatively with other governing structures (74.9%) as well as working within the parameters of the constitution (88.9%).

The tasks of overseeing the tutor and mentor programmes with the Wardens appear to be areas where House Committees are underperforming. This may be due to the fact that in several residences, significant aspects of these responsibilities are delegated by Wardens to Sub-wardens. As regards the responsibility of the House Committee to devise a calendar of events that reflects wellness, this aspect needs redressing. These findings are consistent with research into wellness activities in residences. Previous research conducted by RDOs in 2005 point to the fact that male residences appear to be resistant to the concept of wellness in general. The failure on the part of residences to make provision for balanced programme activities would need addressing by Wardens and RDOs.

To complete the questions for students, they were asked to list their House Committee's most significant achievements as well as the significant weaknesses.

Table 5.23: Significant achievements of House Committees (Q14)

Achievement factor	n	%
Acquisition of goods	16	20.3
Team spirit/collaboration	16	20.3
Met and exceeded expectations of the house	14	17.7
Planned successful events	13	16.5
Improved perceptions of the residence	5	6.3
Effective fund administration	4	5.1
Changed rules and constitution	4	5.1
Winning against other residences, e.g. floats	4	5.1
Innovation	2	2.5
Succeeded despite challenges	1	1.3
Total	79	100

House Committees are primarily concerned with how effective they were in serving the house. Practical outcomes such as the acquisition of goods, planning successful events, and effective fund administration are key success factors. The committees are also concerned with how they are perceived by the residence, and how well they work together as a team. This perception of achievement is consistent with their desire to understand their portfolios and to work with others.

The feedback of what House Committees identified as their most significant weaknesses is also consistent with needs expressed earlier in this chapter. Regarding leadership qualities, they expressed the need for accountability, reliability and teamwork. With regard to their significant weaknesses, these are rated highly as factors that detract from performance. The need for time and project management skills as identified under general training needs is significantly repeated in Table 5.24. It seems then that the roles and responsibilities of individual portfolios and House Committees need to be revised and clarified.

Table 5.24: Significant weaknesses of House Committees (Q15)

Significant weaknesses	n	%
Lack of teamwork/unity	24	42.1
Lack of commitment/follow-through	10	17.5
No vision/clear goals	6	10.5
Lack of planning/time management	5	8.8
Failure to consult	4	7.0
Lack of consistency	3	5.3
Student apathy	2	3.5
Absence of decision-making	1	1.8
Lack of house funds	1	1.8
Lack of understanding of UCT policies	1	1.8
Total	57	100

It should be noted that average response rate has been between 80 and 90 participants of the sample of 94. A significantly lower number of students (57) responded to the question requiring them to identify weaknesses. This might be due to the overall positive experience students had with their House Committee's performance.

5.1.4.3 Summary of student ratings of performance

Wardens, Sub-wardens and fellow House Committee members play a crucial role in the ongoing training and support of House Committees throughout their term of office. The Residence Development Office team needs to revise their role in the ongoing support strategy as it would appear that their contribution could be greater. House Committees are generally performing in all aspects of their role as outlined in their terms of reference. There are certain areas of their role which need to be revised, such as their role in the mentoring and tutoring programmes. The commitment to the wellness programmes need to be established in all residences. In general, students aim to be successful in their roles and take pride in making goods and services available to the house. They pride themselves on making a positive contribution and are encouraged by positive feedback. Due the nature of the work being predominantly collaborative, the success of the committee relies to a great extent on the leadership qualities of individual members of the committee. Issues such as lack of teamwork, unclear goals and lack of commitment on the part of fellow members seriously undermine the functioning of the House Committee.

5.1.5 Summary and conclusion

The training weekend provision needs to be extended to pre-training and post training activities. The support structures need to be centrally involved in the designing of the training. The core training need to cover essential needs which will assist the participants to succeed in their roles. Mechanisms ought to be put in place to identify and address critical environmental factors that impede the functioning of the committee. In so doing, competent and able students would be in a better position to performing their duties and in so doing serve the interest of the house. The House Committees should be assisted as far as possible to acquire the leadership skills and values through practical application and support and not through conceptual means only. More specific portfolio outlines coupled with attainable objectives will contribute to the enhancement of performance. The terms of reference for

the House Committee also need revising so that it encapsulates actual roles and responsibilities. In the final analysis, House Committee members want to 'do the job' effectively by providing goods and services to the house that enhance the residents' experience. The focus of the students in their role is very clear.

5.2 Comparison of other stakeholders in relation to student input

This section compares the views of the remaining responding stakeholders, namely the Directorate (3/3), the Residence Development Officers (4/5) and the Wardens (11/14) around the seven areas of programme needs analysis referred to above. These are:

Evaluation of needs in relation to:

1. the strengths of the existing programme
2. the weaknesses of the existing programme
3. the limitations of the current implementation strategy
4. the impact of the current programme.
5. stakeholder specific needs
6. stakeholder specific outcomes needs
7. environmental or opportunity needs.

These are then compared with the student input. See Appendix D for the cross-referencing of the student questionnaire with these above-stated seven areas of programme evaluation.

This data was gathered through interviews starting with a non-threatening opening question by asking each stakeholder to describe in their view what the role of the House Committee was in the residence governance system. This question is foundational to the needs analysis since perceived needs are based on the assumptions that are embedded in the conceptual understanding of the role.

The various role players have both similarities and differences in the way they perceive the role of the House Committee. All stakeholders, including the students, appear to agree that the House Committee is central to the functioning of the co-operative governance system. Two Directors, one RDO and six Wardens referred to governance and operational support

as the primary role of the House Committee. This implies that the central role of House Committees would be to communicate and manage the expectations of students, to operationalise the budget and service provision to students in the form of amenities and programmes. Three RDOs commented that meeting the academic and social needs of residences was primary to the functioning of the committee while eight Wardens considered the provision of wellness programmes an essential role. Furthermore, seven Wardens referred to working co-operatively with other structures as a key role of the House Committee.

Where they differ in their understanding of the role is in the detail of how the system ought to work. One Warden saw the role of the House Committee as maintaining order and discipline and providing a communication channel. To quote: "We need a House Committee who would always identify trouble-makers, students know the identities of troublemakers and report them to management."

Another Warden expressed the view that "we need to be cautious not to overburden the House Committee with work that is best dealt with system-wide by the formal university structures, such as reporting maintenance and ICTS matters".

It would appear from this input that various stakeholders seem to be in agreement on the principles and broader objectives of the committee but at the operational level, there seem to be varied interpretations of the role, which could lead to confusion. Therefore, the terms of reference of the House Committee may need revising, as well as those of the various portfolio holders. It may also be that some portfolios such as maintenance could become obsolete in that formal university structures may be better placed to deal with such matters.

5.2.1 Programme strengths

The understanding of the role of the House Committee is reflected in its perceived strengths. This section compares the view of the three stakeholders around these strengths, which are then compared with student needs.

It would appear from the input on the strengths of the functions of House Committees that major objectives are being met and that the overall functioning of the system is in place.

The strengths relate to the areas of governance, leadership, programming, communication, personal development and meeting institutional objectives. Two members of the directorate commented on the effective governance, which concurred with the views of three RDOs and four Wardens. One member of the directorate commented:

> "It is easy to get commitment from residence and House Committees and Sub-wardens ... previous head students now on SRC are able to participate competently ... most of the SRC has been on House Committee. The skills are transferable."

It should be noted that RDOs responded mainly with regard to their experience within their own residences where they are Wardens. Four Wardens commented that House Committees were successful in providing wellness programmes. One Warden stated:

> "House Committees have become very much involved in routine activities and I refer to this as management where they organise formals, beach braais and so forth ... the leadership structures have been evolving ... more creativity and development is taking place; for example, our House Committee decided they needed to learn as a residence about issues such as rape ... women's abuse; the House Committee was involved in community programmes outside the residence."

It was noted in several reports that House Committee members take their portfolios seriously and deliver a high standard of work. This was particularly noted from the academic and mentor programmes in some residences. Three Wardens noted that House Committee members were successful in grooming members of their houses into leadership positions. All stakeholders concur that the activities of the House Committees give life to the vision and mission of the university. One RDO commented:

> "In retrospect we noted that the House Committee cut entertainment and spent more on development. Generally they are setting standards for where they are living, affecting the functioning of the departments, faculties and other committees."

It would appear that these achievements are occurring at all levels, including the institutional level, the departmental level and residence level.

As regards the student input taken from responses to Question 2 and 13, it would appear that students would agree that the strengths of House Committees are in the area of governance and leadership. In Table 5.2 House Committees highlight that the programme roughly matches their holistic training needs, although the details within each dimension needed revisiting. For example, they felt that more training in time, project and planning skills was required in the practical dimension. It follows then that with these skills students would be in a position to make a greater contribution to their programming role. This is confirmed in their responses to Question 13, where students identified that more could be achieved in the area of programming. They rate devising a calendar of wellness events and overseeing the tutor and mentor programmes as the three lowest-performing areas with regard to the terms of reference for House Committees. Table 5.22 confirms the view of the other three stakeholders that House Committees are providing strong leadership in residences through acquiring goods, building team spirit, meeting and exceeding expectations and so forth.

5.2.2 Programme weaknesses

However strong the various areas of functioning are at all levels, weaknesses in the functioning of House Committees have also been identified at all levels.

The types of weaknesses identified by the stakeholders range from strategic to operational, with strategic objectives identified at higher levels, such as the Directorate. This also reflects the nature of the challenges stakeholders face in dealing with House Committees. For example, the Directorate faces the challenge of House Committees seemingly having unrealistic expectations of the institutions. It is not uncommon for House Committees to apply pressure to the administration through sending delegations, petitions and the like to bring about changes in their favour. The time management factor persists as a challenge at all levels, as academic commitments are making increasing demands on student's time. Two members of the Directorate and three Wardens raised this matter. One Warden commented on the negative impact of poor time management as follows:

> "He wanted to show his constituency that he was there for their needs, so time management skills were bad as he wanted to prove – (he) would go and see what he could do; he got excluded; don't forget that you have a duty to yourself and part of your development is time management."

All the Residence Development Officers are Wardens in residences. Their comments fluctuated between making comments as Development Practitioners, which were more system wide, and as Wardens, which were more residence based. It appears that the concerns of the RDO for system-wide changes are consistent with the views of the Wardens. Two members of the Directorate, two RDOs and six Wardens mentioned the need for ethical refinement as a means of bringing about transformation. A member of the Directorate commented:

> "Issues around discipline and values, good governance … those values that relate to non-discrimination, respect for diversity; how to handle your finances responsibly. Those are the kind of things that have become more important … the technical skills are easily acquired but values reorientation is harder for student leaders to deal with."

One Warden commented on the impact of lack of moral development on student governance:

> "They hold themselves to a tradition but there is no code of honour – traditional manhood but no honour. I am curious no code of honour [exists] in terms of saying and agreeing on mutual expectations [so that it] gives them a perspective on their role in the residence and [enables them] to use [the] values underlying the rules …"

Another commented:

> "Control over the handling of finances; when we neglect the aspects of money it causes a major flaw in their character – the accounting procedures need to be tightened up."

Role clarification on meeting these objectives would need to be facilitated. The Wardens' concern over financial management has been raised by three Wardens. One commented that:

> "The biggest misunderstanding is the role of the Warden; the budget management lacks clarity with regard to the role of the Warden, the role of the Warden as a member of the House Committee is misunderstood."

The view of the three stakeholders is consistent with the student view. In Question 3 students echoed the need for skills training in the area of time, project and planning skills, thereby once again highlighting their operational role as opposed to their strategic role within the system. It is evident that students view their success in terms of being able to meet the expectations of their residents, as referred to in Table 5.23. The Directorate views this pressure from the student body as being unrealistic at times. It would appear that the co-operative governance system is set up to manage and not eliminate inter-sectoral tensions. It follows that Table 5.24 would indicate that the single greatest threat to House Committees is the lack of unity and commitment in its ranks.

5.2.3 Programme implementation needs

Having commented on the House Committees' objectives, strengths and weaknesses, the stakeholders were then asked to identify those factors that constrain the training from meeting these needs.

It is evident that resources such as funds and time impact on the provision of ongoing training and support. The ongoing training and support would focus on areas such as skills and strategy, sharing best practice and organisational development. If these constraints are

overcome it would be possible for the training to be implemented in ways that will meet the needs of students. Two members of the Directorate, three RDOs and two Wardens concurred that sustainable development was a challenge. A member of the Directorate commented:

> "The way we do student development is potentially ad hoc and once off and raises concern around sustainability...The development process with a stipend makes it possible to assess performance. We realise it allows, on a monthly or quarterly basis ... a two-way process."

And again:

> "We need to provide ongoing support to portfolio and head students to carry out their role. Follow-up workshops are required during the year so that the work is supported and furthers those issues, particularly in student development areas."

With regard to the impact of time on ongoing training, a member of the Directorate commented:

> "The training has to be layered. It will need to see the common theme ... what you gain for your time is personal skills. What we gain is someone who could assist with the students in the residence."

The student views as expressed in Questions 4 and 7 are consistent with the other three stakeholders. In Question 4 students argue that shadowing and handover are critical implementation strategies. It would appear that these would address the skills development and organisational development identified by the other three stakeholders. In Table 5.11 students indicate that they are disinterested in learning about themselves and would prefer to focus on the practical aspects of their roles. It might be, as suggested by other stakeholders, that if ongoing provision and support is made available, House Committees will likely view their role as greater than merely an operational task.

5.2.4 Programme impact needs

If the implementation strategy were to be achieved, then the interviewer needed to understand what impact needs the stakeholders envisioned for the training. In order to grasp this next question, the interviewer sought to understand what the impact of the current programme was. This was done by asking stakeholders to state if they are aware of any dissatisfaction on the part of the participants and if so, what the reasons were.

The various stakeholders differed in their input as to the barriers to the training having a full impact. The reason for this was that the majority of stakeholders did not have firsthand information from students as to their points of dissatisfaction with the programme, hence they could not answer the question as it was constructed. However, they selected to answer from their own personal experiences. The Directorate was unaware of any impact issues, since they had not received any information as regards participant dissatisfaction. The RDOs (3) were concerned primarily with timing and logistical arrangements that could improve impact. Firstly and most importantly, three RDOs also highlighted the need for training efficiencies. They noted that skills training in the areas of meeting procedures, time management, self-management, project and people management was lacking. As a secondary issue one RDO highlighted a critical systemic need that pertains to a review of the electoral process so that the quality of leadership is enhanced. Six of the eleven Wardens interviewed indicated that they had not received any information that participants were dissatisfied with the training. One Warden concurred with one of the RDOs that programme coherence needed attention. Two Wardens indicated that House Committees appeared unprepared to run meetings efficiently, referring particularly to the need to teach decision-making skills. One Warden alluded to the interface between the RDOs and students in engaging meaningfully on the design of the programme, stating that students are not critical enough in their feedback. One Warden and three RDOs were in agreement that programme coherence and ongoing co-ordination need further attention. One Warden commented that students could play a more central role in the design of the programme:

> "Students don't communicate the assessment of the training [nor do they] regard it as compulsory. They regard training passively and not crucially. They do not see themselves as critical buyers of the knowledge of the

training ... even after the training, when they are putting it into practice, they are not thinking critically."

The student input in Question 12 complements this input in that they identify the Wardens and fellow House Committee members as being their chief support systems. It appears that RDOs could assume a greater role on an ongoing basis to assist House Committees in functioning effectively, so that the full impact of training can be realised. However, it must be said that the question did not succeed in capturing what these stakeholders saw as outcomes because it erroneously took the programme as a given.

5.2.5 Stakeholder-specific needs

While it is helpful to identify the barriers that persist for the full impact of the training to be felt, the next question then sought to understand to what extent stakeholders' specific needs were not met. It was envisioned that this question would lead to the emergence of a framework for setting a composite set of programme objectives with underlying values.

The stakeholder-specific needs appear to form a coherent framework of objectives. It would appear that academic excellence, service to the greater community, ethical leadership and uniting of diverse people are dominant themes. Five comments from the Directorate focused on the need for values training as it pertained to academic development, bringing people of diverse cultures together, managing student expectations and being outwardly focused in terms of serving the wider community. Two RDOs indicated that self awareness and responsible leadership were crucial values. By far the majority of Wardens (9) pointed to the need for ethical refinement. The following five extracts of Wardens' comments on the issue provide the rationale for the emphasis on ethical training:

1. "We have to emphasise humane leadership; activities can be structured accordingly."

2. "We are a highly critical society and this puts the fear of failure and bullying ... we also criticise and seldom build up; we do not have a culture of encouragement."

3. "Their character must be flawless and dedication must be visible … but if they get in on those (for benefits) reasons they have to go into society then I have failed as a Warden".

4. "The core values of ethical leaders are that they are role models, meaning you sacrifice yourself and many things that are normal for students, such as pranks, it's out for you, you discipline yourself … that is an ethical matter."

5. "I would expect them to have a good sense of the rules and underlying values and why they are important and why they need to be championed … The adoption of these rules and the university ethos of ethical refinement will be indicated by a high level of integrity, transparency and accountability to the house. It allows the residents to have fun in an environment that is structured and controlled. Members of House Committees will be well rounded, implying that while they understand their portfolios, they would appear to have a mature understanding of the role of the Warden and other structures and engage with them collaboratively. Socially unacceptable behaviour such as noisemaking and excessive alcohol abuse will be reduced. They will view their ethical responsibility in terms of the expenditure of the budget in a very serious light, to the extent that they will perceive themselves as custodians of other people's hard-earned money. In meetings, there will be a respect for differences of opinion and (they will) agree to disagree respectfully."

Three Wardens stressed the value of service. One commented:

"… become leaders who build communities, enhance the learning environment, to be equipped as role models, mentors, leaders, create a lower level of leadership, manage their portfolios."

And furthermore, House Committees should be trained to:

"function effectively to provide programmes for holistic development, cultural evenings, wellness weeks."

The RDO input in terms of the training objectives is consistent with the above principles:

- **truthful**: display honesty and openness
- **service-orientated**: display the core value of service
- **balance conservative and progressive approaches**: needs change from year to year, be incremental in our changes and not radical
- **trustworthiness**: to display transparency, accountability and responsibility is key – this needs to be addressed at residence level, as the programme is already covering the area.

It is noticeable that student needs did not reflect the higher order aims commented on by the other stakeholders. The students on the other hand argued that their needs are not being met through the weekend training alone. The logistical arrangements as represented in Table 5.12 and Table 5.13 indicate that various aspects such as the selection of presenters, the learning environment, teaching methods and timing and duration need revisiting. In Table 5.6 students indicate that the training is meeting only some of the practical skills training needs. In Table 5.7 a significant number of students indicated that they were not adequately prepared for their portfolios.

5.2.6 Programme outcome needs

While the programme objectives were clarified in the previous question, the next question sought to understand what performance indicators could be used to measure that these objectives were attained. Respondents were asked to categorise indicators in terms of:

a) standards of behaviour
b) meeting organisational objectives
c) impact on the environment.

As in the case of the programme objectives, the desired outcomes are also consistent amongst various stakeholders, as well as with the objectives themselves. The outcome needs are consistent with the stakeholder needs identified in 5.2.5. The Directorate highlighted team players, good communicators and the attention to critical thinking, ethical and moral training as primary outcomes with regard to standards of behaviour that further transformation. This was echoed by the RDOs, who listed team playing, diversity, communication and overall efficiency as key outcomes. The Wardens' input focused on character development and wellness programming as two key outcomes.

> "Education happens in secret in one's mental constitution; these are more powerful results when someone changes inside, these inner changes are the most crucial ones ... this will be demonstrated outwardly."

One indicator mentioned is the abatement of vandalism. Another Warden listed two indicators as follows:

> "Honesty, truthfulness and abstract values have to be put into practice, then they are indicators ... people who have integrity, who are honest, one of the intended outcomes could be the level of tolerance amongst the students and secondly the issue between House Committees and Sub-wardens."

As regards the objectives in respect of organisational objectives, the Directorate highlighted the need for House Committees to orientate students new to Cape Town, encourage students to become more socially aware as well as integrate students in decision-making. The RDOs emphasised provision of wellness programmes in the residences. The Wardens focused on transformation, ethical leadership, working with diversity of different backgrounds and building leadership capacity in the residence as key organisational outcomes for House Committees. One Warden commented:

> "The whole notion of living together in the residence, apart from race and gender ... is the huge difference between middle-class and rural backgrounds; an adaptation that is often forgotten about ... if you are

> going to organise social and cultural environments you have to (ensure) all feel part of the place."

One Warden also commented on the role of House Committees in fostering constitutional values.

> "The overall academic vision of the university – UCT is a place of learning where diverse people (gather) for a world class education but (there is) also something that is able to contribute to the building of a university in diversity as defined by constitutional values."

As regards the objectives in terms of the desired environmental outcomes, the following themes emerged. A member of the Directorate indicated that if House Committees were functioning optimally, it would be evident in the manner in which they engage with policy review:

> "One can measure the usefulness of the involvement of students in this process – the policy review and formulation would be an environmental indicator."

The RDOs identified, amongst others, the following outcomes: lack of complaints, acceptable behaviour, greater participation and ownership. Wardens echoed the same sentiments and in addition identified the desire to evaluate one another as a healthy outcome.

It would appear from the student input in Table 5.22 that although, in theory, other stakeholders would agree that wellness' and building learning communities are viable objectives, the students on the other hand do not fare as successfully as anticipated. In Table 5.10 students indicate that empowerment and delegation, facilitating unity and servant leadership are regarded as of lesser value than teamwork, commitment and listening in the House Committee context. This would suggest that while the other three stakeholders may perceive the objectives of House Committee training in one light, there is a discrepancy with the student viewpoint. Responses to Question 10 suggest that factors such

as the socio-political environment in the residences, academic pressures and lack of detailed knowledge of the job undermine student preparedness for the role.

5.2.7 Programme environmental needs

This question sought to determine the nature of the environment in which House Committees were functioning. This question primarily targeted information on any impending changes in the environment that would impact on the functioning of the House Committee. These changes were categorised as follows:

a) **Field** – new directions in the field of student affairs.
b) **Training** – mandatory training requirements in the field.
c) **Organisational** – pending organisational changes.

As regards new directions in the field of student affairs and student development, one member of the Directorate indicated that there would be great value in exploring a train the trainer approach using outgoing student leaders.

> "We need to send … to facilitate the strategic planning and they achieve beautifully. They become facilitators. They do particular topics such as diversity training, team building and it becomes powerful. They see the possibilities."

The idea of training trainers was raised by a member of the RDO team as well. RDO were eager to keep abreast with developments in their field through research, conference attendance and through membership on professional bodies in the field. Wardens emphasised the need to deal with diversity as a new direction in their field. Nine Wardens commented on the need to address transformation from a diversity perspective:

> "Students come here with varied baggage, so the question is, what type of environment do they encounter … when they leave the environment they should be transformed or changed. We will give them the tools, skills so that they could change the environments into which they go after leaving residence."

As for class prejudice:

> "We come from a past where we as human beings look down upon each other on the basis of external things where some were privileged and some were not privileged. What is it that has to change here? ... We want to change our human nature and we want to say that in this space everyone must have access to that space ... any moral issue here is transformation."

One Warden commented that the university transformation agenda is being practiced in residences:

> "(The management) is seeing that the benefits of it (residences) is a great thing (a source of strength and direction) that will spill into university life ... we need to thank people who during a difficult period of transition have guided the system and established and entrenched it and made it a successful system."

On the success of the residence system another Warden comments:

> "We can see that residence life has become part and parcel of the life of the university – it has been drawn into the mainstream, core business of the university."

Wardens identified the need for citizenship training, human rights education and holistic education as key areas where residences can contribute to the institution's transformation agenda.

From the above comments it is evident that the residence environment is in transformation due to the forces of change at work in society as a whole. This is reflected in the greater diversity of students who have access to residences. Particular challenges emerge for the individual and the House Committee when they plan to engage this diverse community of people. It was noted that in the past, racism and sexism were receiving great attention. These days politics, language, religion and class dimensions of diversity are presenting new

challenges which have to be confronted for the sake of sustaining communities. It is proposed that residence students be inculcated with values that are constitutional, that are based on a culture of human rights, and that education remains holistic and woven into the realities of South Africa through citizenship education. It stands to reason that the notion of citizenship would needs to incorporate a diversity which extends beyond the South African context. Students appear to be oblivious of any environmental needs beyond the operational responsibilities attached to their role. The holistic training needs expressed in response to Question 11 are geared towards role competency, as opposed to issues such as diversity, transformation and the like.

5.3 Summary and conclusion of stakeholders' responses

This needs analysis model sought to illustrate in the seven key areas, where the main stakeholders had common understandings and where they had differences of experience. This technique enabled key points of action to emerge. These can be summarised as follows, indicating the short-term needs of students versus the long-term needs of institutional stakeholders:

There is a major discrepancy between the understanding of the role of the House Committee between the students and the other three stakeholders. While the students regard their main role as that of providing resources and activities for their constituencies, the other stakeholders have a more elaborate understanding of the role. For the student it would appear that meeting the expectations of their constituencies is a key indicator of their success. They would challenge the co-operative governance system to achieve this objective. Where they are frustrated in this goal they often experience themselves as being unprepared for the role and in some cases incompetent. In instances such as these, the university structures could be viewed as obstructive to meeting their primary objective, namely meeting the needs of their constituencies.

University structures such as the Directorate recognise the crucial role which House Committees are performing in meeting the mission of the institution, and are very positive about the quality of leadership. They are concerned that more could be done to develop the ethical dimension.

It would appear that all stakeholders have specific objectives to meet. For the Directorate it would appear that the student development programme ought to be consistent with the goals of higher education, to the RDOs it ought to be achieve outcomes consistent with the role of development in universities, and for the Wardens it needs to meet the operational requirements for the proper functioning of the house. These objectives are not necessarily inconsistent and through further facilitated dialogue, greater synergy and alignment would be possible.

Facilitated dialogue could be aimed at creating a more coherent picture where the high level goals of the institution such as citizenship development are matched with the RDO objective to develop responsible students who recognise their role in the lives of their fellow students. This same objective when interpreted by House Committees, could translate into the provision of wellness programmes that address the needs of students holistically. Similarly, Wardens could counsel House Committees to spend funds in a manner consistent with institutional objectives, which is responsible leadership that is values-based. Such an approach could enhance the functioning of the House Committee in that their operational tasks are directly linked to the institution's strategic objectives. This implies that strategic objectives, such as that of cultivating a human rights culture in residences is easily connected to the role of the House Committee when it comes to framing and reframing house rules. In this way the House Committees could contribute to the transformation of the institution.

Chapter Six – Summary and conclusion

This study primarily argues that conducting a needs analysis is the first step to designing an evaluable student development programme. To this end, a programme needs analysis, which takes into account the complete range of needs from outcomes to implementation, is necessary if credible evaluations are to be conducted.

The study analysed the theoretical background of House Committee training as it pertains to student development. In keeping with this, the analysis focussed on the desired outcomes for student development, the mission and vision of the institution with particular reference to residences, as well as the proposed SAQA outcomes for student development. The theoretical analysis was linked to both the psychological and sociological dimensions of student development and concludes with the notion that whole student development implies that universities can play an active role in producing citizens who can work toward positive social change.

In the following summary of the findings of this study, it becomes apparent that House Committee training, as a student development programme in residences, if designed according to the needs expressed by the various stakeholders, has the capacity to provide a holistic student learning experience. This means that through using the theoretical framework illustrated in Table 2.4 and supported in Table 3.2, programmes such as House Committee training are critical if the institution is to realise its vision.

Keeping in mind the indicative nature of the needs analysis, the main programme requirements that emerge can be divided into three parts:

6.1 **Programme goals**: The first part identifies programme goals that emerged from the analysis of student and other stakeholder feedback, as regards the environmental and outcomes needs of the programmes.

6.2 **Programme content**: The second aspect of the summary identified areas of programme content as analysed in terms of the strengths, weaknesses and stakeholder-specific needs of the programme.

6.3 **Training and support methodologies and strategies**: The third and final aspect of the summary deals with needs in terms of the methodologies and strategies for impact as determined by the feedback on implementation and impact needs.

6.1 Programme goals

A major outcome for the students was to understand the role and learn how to perform it. Students indicated that practical training in a range of management skills was essential to meet this goal. The other stakeholders indicated that as elected leaders in the residence, the House Committees play a vital role in the holistic development of students; and proceeded to list a range of outcomes related to this such as to build leadership capacity in residences, foster constitutional values, and involve students in the review of university policies and other issues related to transformation and social change. Furthermore the programme goals listed by all stakeholders were not directly related to the official terms of reference of the committee, which points out the disparity amongst the stakeholders of the understanding of the role of the House Committee. If the purpose of the committee is unclear in the minds of the stakeholders, then the programme goals will continue to be unclear. Further discussion is required to clarify the desired outcomes of the programme.

6.2 Programme content

The selection and prioritising of the programme content and method of delivery need to be aligned to the programme goals. The summary of feedback on the programme content has been organised in line with the theoretical framework for whole student development (see Table 2.4), which outlines the cognitive, intra-personal, inter-personal and practical competencies for lifelong learning. Student feedback recommends that at least half the programme needs to be dedicated to transferring practical competencies.

6.2.1 Cognitive competencies

Following are some of the main conceptual needs which were identified by stakeholders if House Committees were to succeed in their roles. House Committees would need a thorough understanding of their role in relation to the university governance policies and procedures. The university is prioritising transformation as a strategic objective and hence the nature of the student leadership would need to be informed by this objective. On a practical level it would also be essential for students to be trained in the skills of how to

perform such a leadership style as members of House Committees and holders of portfolios. Some of the new initiatives recommended show an understanding of the social responsibility role, and the need for ethical leadership and critical thinking. All of these concepts are implied in the work of House Committees; however the needs analysis articulated the areas to be addressed more directly and understood more clearly. The main difference between the students and the other stakeholders is that the students were more operationally focused, indicating their short-term interest, whereas the staff were more inclined to think of the role of student leadership as one that would make a mark in respect of the longer term and more strategic goals of the university, such as transformation. It would appear that both are important in the final analysis.

6.2.2 Inter-personal competencies

It is very difficult for a programme to teach inter-personal competencies as a way of preparing House Committees for the realities that lie ahead. At the start of their term the House Committee members valued the approach of the current training, which emphasised fun and promoting basic teamwork skills. However, the reality of the situation in residences is such that these skills are learnt in the role. It is therefore critical, as will be pointed out in the implementation needs section, that House Committee members are supported by Wardens, Sub-wardens and their fellow House Committee members. Learning about teamwork, collaboration, communication, conflict resolution and problem solving comes about through methods that are process driven (for example mentorship) rather than at a one-off training event. It is interesting to note that the feedback of needs in this area also identified inter-personal competencies as a practice that extends beyond the residences system and into the community as a whole, in the form of social responsiveness programmes. This understanding relates well to the overall strategic objective of the university, that is, transformation.

6.2.3 Intra-personal competencies

There was a tendency for all stakeholders to underplay the need for intra-personal competencies. However, upon closer inspection of the needs of students as related to feelings of competence and preparedness, it becomes evident that those who perceived themselves as lacking in those areas cite issues of self-confidence, lack of motivation, lack of inspirational leadership and of self-awareness as primary reasons for low performance.

The student feedback in Chapter Five lists a range of qualities and attitudes, per portfolio, that are needed if one is to succeed. In analysing such feedback, one can conclude that intra-personal competencies as listed in Tables 5.16 - 5.20 are critical training needs that seem to be overlooked, as it might be assumed that all student leaders possess these. Whatever the reason, the reality is that in the final analysis, the implementation strategies will need to take these into consideration.

6.2.4 Practical competencies relating to managing one's daily tasks in the role

The practical competency needs illustrate that whatever the goals and concepts are that House Committees agree to implement, it is vital that House Committees are trained in the necessary skills. These skills relate to a range of generic management competencies. Three broad categories emerge, namely:

- **Policy development** within the context of leadership in a co-operative governance context
- **Planning** (managing projects, crises, change, programmes, resources such as time, people and finance)
- **Communication** (verbal and written).

Without these basic management skills it would appear that even the best leadership efforts would not succeed. The above competencies are clearly very important, to the extent that students indicated that they need to take up at least half the time of the training.

6.3 Training and support methodologies and strategies

The following summary of stakeholder feedback outlines the various training strategies to be considered by development practitioners in the planning of training and support strategies for House Committees. The feedback on needs in this area suggests that these are divided into four categories to be rolled out sequentially. There are:

6.3.1 Pre-training outcomes and activities
6.3.2 Training event outcomes and activities
6.3.3 Post-training event outcomes and activities
6.3.4 Advanced training outcomes and activities.

6.3.1 Pre-training – outcomes

The stakeholder feedback suggests that a negligible amount of students enter student leadership for the wrong reasons. Their value of popularity and, in the worst case scenario, resulting financial mismanagement, suggest that the election of service-orientated leaders is critical. It would also appear from the feedback that a greater selection of stakeholders ought to be involved in the design of the programme. A series of training opportunities need to be created within the time and budget envelope. A critical component of the pre-training is an effective residence-based handover and shadowing programme for new leaders.

6.3.1.1 Pre-training activities

Given the desired outcomes for pre-training, a number of crucial activities need to be co-ordinated at residence level in consultation with the development team. The role of past leaders cannot be emphasised enough, as they have the advantage of experience and hindsight. The election process would need to emphasise the characteristics that make a member worthy of serving on the House Committee. These include hard work, willingness to learn, sacrifice, problem-solving and overcoming self and are all essential qualities for success. In addition qualities such as self-reliance, developing enthusiasm, influencing students and soliciting support are keys for success. Promoting these as part of an election campaign is not an easy task, since it could make House Committees unpopular or daunting for individuals who simply want to serve the house by setting up a few key events. The pre-training period will also need to look at the needs of students relating to the timing of the programme, selection of presenters and so forth, as this impacts directly on resources. A well-facilitated handover and shadowing process is crucial as a pre-training activity with the logistics best arranged at residence level.

6.3.2 Training event outcomes

The main training outcome is to clarify the goals of the House Committee, expectations of House Committees and related training and support for House Committee members.

6.3.2.1 Training event activities

The needs in this respect emerged very clearly from the feedback, which was mainly provided by the students themselves. They are clear on the following:

- Ensure in-depth sessions for all portfolios covering the knowledge, skills and attitudes required for success
- Focus on understanding the role itself and how to perform the role
- Employ role play, workshop and observation methodologies
- Establish concrete roles as currently exist for secretary, academic, culture and deputy heads
- Establish a special train-the-trainer session for ex-leaders, so they can provide the appropriate training and support outside of the main training weekend.

The above needs are straightforward and could be accommodated as a matter of course.

6.3.3 Post-training outcomes

The needs in this respect are to establish appropriate ongoing training and support strategies for maximum impact of the House Committees.

6.3.3.1 Post-training activities

The related training and support needs are as follows:

- Establish centralised support for all portfolios as currently exist for head students, treasury and sport
- Plan monthly meetings per portfolio
- Project quarterly planning and evaluation meetings with House Committees
- Day-to-day involvement of the Warden, Sub-warden and fellow House Committee members in guidance and support.

The above needs are straightforward and could be implemented. It will require the willingness of past leaders to assist the training team to roll out these post-training activities. While stakeholders state these as a need, it is possible that time and willingness will prove to be an ongoing challenge.

6.3.4 Advanced training outcomes

The need for advanced training is to achieve sustainable development. This is an example of an idealistic need, which seems outwardly deceptively easy to achieve. However, in reality it is possible that the House Committees do not see the need to get involved in the

larger issues of the university and could consider the traditional role of organising a few key events as a sufficient contribution during their term of office. Since it is not an appointed position, there is limited influence that the university can exercise over the decisions of the House Committee. It might be that a train-the-trainer programme for a core group of ex-leaders will benefit the advanced training and then serve to influence the work of the House Committee on a more informal basis.

6.3.4.1 Advanced training activities

The activities around advanced training involve the following:

- Move the vision of the House Committee from a practical, operational orientation to a longer-term focus by training them to move from skills to strategy
- Identify and share best practice across the system for the purpose of replication
- Provide appropriate support to student leadership and governance for the purpose of the organisational development of the sector.

6.4 Conclusion

Conducting a needs analysis is vital to understanding which dimensions of student development are relevant to a particular institution within a particular context. As in the case of the House Committee needs analysis, it was evident that all stakeholders did not agree on the outcomes, content and training methodologies and strategies. As a result, there were mixed ideas about the purpose of the training, the content that needs to drive it and the consequent responsibilities of the various stakeholders to optimise the impact of the training. This illustrates that student development theory, government proposed standards, institutional vision and mission and limited stakeholder input is usually insufficient to define the various components of a programme. In addition the post-training evaluation in itself is limited in answering the two primary evaluation questions: 'What did we do?' and 'Was it worth it?'. Rather, what is required in each context is for all the stakeholders to agree on the goals, content and roll out strategies. The above summary provides the framework for a complete redesign of UCT House Committee training and doing so would make the revised programme worthy of evaluation after implementation.

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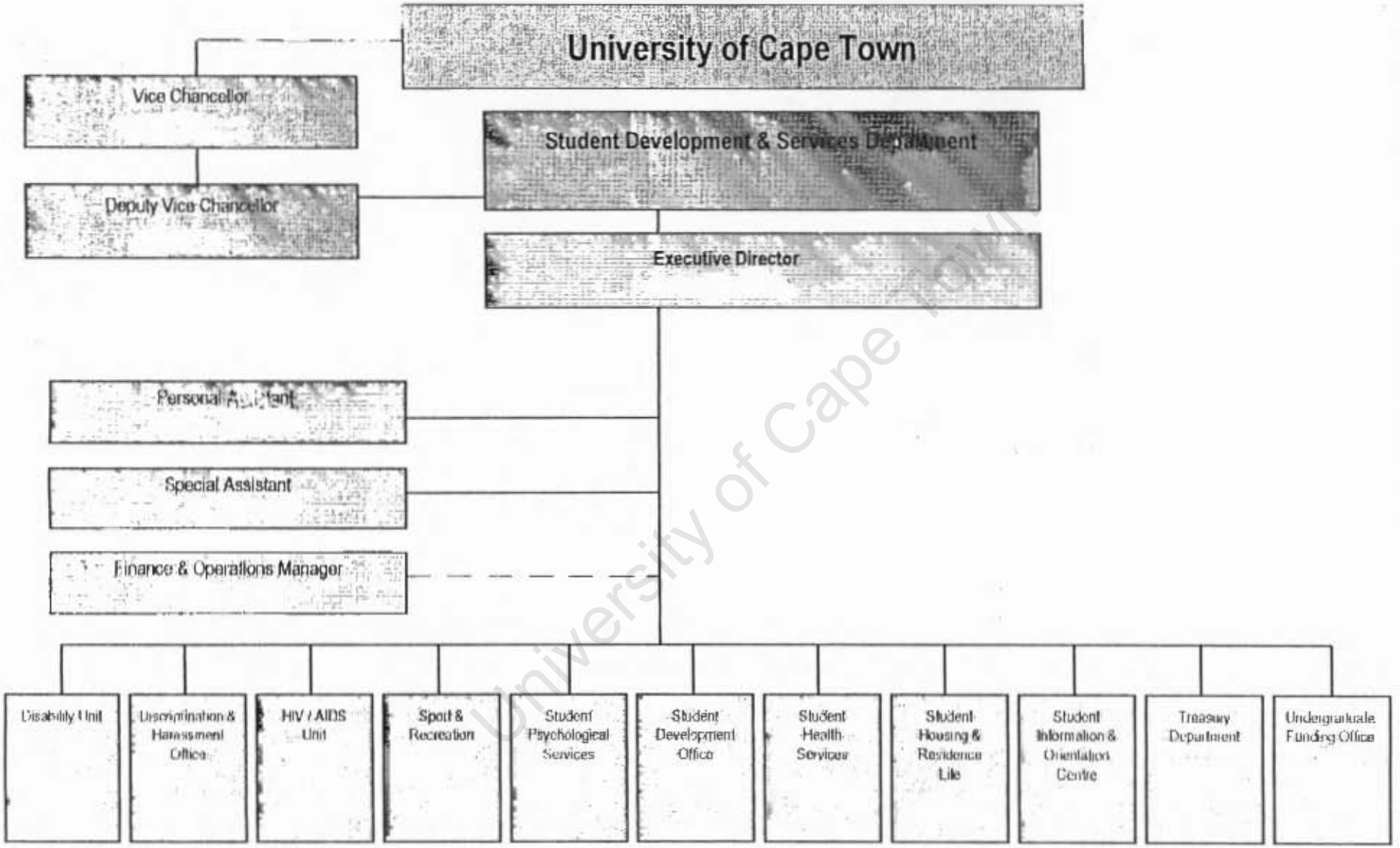
Appendix A: SDSD organogram



Appendix B: The Student Learning Imperative (SLI)

The Student Learning Imperative is an approach to student development that places learning at the heart of the debate. Through doing this it seeks to create a seamless learning environment on campuses by establishing a common language and joint outcomes for learning, based on collaboration between development and academic staff. In this approach the duality between 'out-of-the-classroom learning and in-the-classroom-learning is by and large overcome as students are engaged in purposeful learning activities throughout the campus.

This term was coined in 1986 by Brown and associates who led the Tomorrow's Higher Education Project (THE) (Evans 1998: 9). Major reforms in higher education student development in the latter twentieth century, led by student personnel who utilised human development theory (see Table 3.1) argued that the common cause for both academics and development practitioners was learning. The notion of putting learning first sought to overcome the dichotomy between academic and development staff.

> A primary assumption underlying the SLI is that "if learning is the primary measure of institutional productivity by which the quality of undergraduate education is determined, what and how much students learn also must be the criteria by which the value of student affairs is judged."
> (Journal of College Student Development 1996: 115)

The intention of the SLI framework, according to King and Magolda (1994) is to develop graduates who possess:

a) "complex cognitive skills such as reflection and critical thinking
b) an ability to apply knowledge to practical problems encountered in one's vocation, family or other areas of one's life
c) an understanding and appreciation of human differences
d) practical competence skills (for example decision-making, conflict resolution)

e) a coherent integrated sense of identity, self-esteem, confidence, integrity, aesthetic sensibilities, and civic responsibility."
(American College Personnel Association 1994: 1)

This type of education would result in a new discourse consistent with the needs of the time. It is an example of best practice whereby education becomes the cause of well being and peace, where the rights of all people are respected.

Some examples of the application of the SLI are to be found in the following activities:

> "Such experiences as internships, work-study opportunities, speaker programmes, orientation programmes, and a variety of possible residence-based activities hold considerable attention for linking students' class and out-of-class experiences in ways that promote learning and cognitive development."
> (Terenzini et al in Acpa 1996: 159)

It is through purposeful learning activities in the above programmes that the application of knowledge to create new ways of being, is explored.

The psychological theories assist with producing a more comprehensive approach to higher education. Theories and approaches are by nature acontextual, with universal claims that are not determined by time and space. Understanding of the time and space issues is therefore required to augment psychological theories so that the person-environment dynamic is more fully understood. To the extent that this is true, sociological theories that are context framed enable students to have a broader understanding of the world in which they live.

Appendix C: Training programme outline

Venue Allocations
All plenary sessions will take place in LT. 1

Saturday 18 September & Sunday 19 September

Shape Up!	
Rosemary Exner 2a	Baxter, Clarinus, College, Rochester
Neil Foster 4a	Forest Hill, Fuller, Glendower
Charmain January 4b	G. Schuur, Woolsack, Varietas, L. Marq
Wezi Seme Lt1	Tugwell Hall, Liesbeeck, U.H, Smuts
Nomakhaya Kamwendo Lt3	Medical, G-Schuur, Kilindini, Kopano, .

Sunday 19 September 2003
10h45-11h45 Portfolio Sessions

Head and Deputies	5a
Secretaries	5b
Treasurers	5c
Entertainment/Culture	5g
Sport	4a
Health/Environment	4b
Maintenance/Internal	Lt2a
Catering	Lt2b
Academic	LT1
Security	LT3
ICTS	Quad

11h45-12h45 Bonding with Wardens,"Setting The House on Fire"
Baxter Hall Clarinus Village
College House, Forest Hill .
Fuller Hall, Glendower Res.
GSR Kilindini, Kopano, Leo Marq.
Liesbeeck Gardens, Medres, Rochester, Smuts,.
Tugwell, University House, Varietas
The Woolsack lawn .

UNIVERSITY OF CAPE TOWN

STUDENT HOUSING & RESIDENCE LIFE

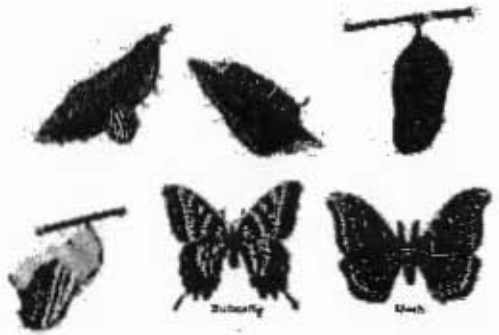
2003/2004 HOUSE COMMITTEE TRAINING

17 - 19 September 2004

KRAMER BUILDING

HOUSE COMMTTEE TRAINING

EMPOWERMENT THROUGH TRANSFORMATION



Appendix D: Interview schedule

Questions for interviews, referencing questions in questionnaire (See Appendix E)

Themes and their relation to the student questionnaire	Directorate	Residence Development Team	Wardens
Strengths (2;14)	How do House Committees add value to the residence governance system?	What are the major accomplishments of House Committees in fulfilling their role?	How do House Committees assist with the smooth running of the residence?
Weaknesses (3;15)	What are the discrepancies between your vision of the role for House Committees ar their current level of functioning? Discuss	What critical issues needs addressing to enhance the quality of the training? Describe.	What have you observed as the major weaknesses with regard to the functioning of House Committees? Explain.
Implementation Needs (4,7,8)	What are the issues to be considered when managing House Committees?	How has the training of House Committees occurred and what were the shortcomings of this strategy?	What are the constraints with regard to ongoing training and support for House Committees?
Impact Needs (9,10)	What factors needs to be considered if the training is to have its desired impact?	What have been the responses of participants (individual and teams) to the programme?	Has the training made a difference to the functioning of the House Committees? Justify.

Questions for interviews, referencing questions in questionnaire (See Appendix E) cont.

Stakeholder Specific Needs (1,11,13)	Define what House Committee training is . What values ought to underpin the training?	What in your view is the purpose of the House Committee training? What values should underpin the training?	What does the House Committee training mean to you? What values should underpin the training?
Outcome Needs (5;6)	What is the desired standard of behaviours for House Committees?	What criteria would you set to measure the performance of House Committees post-training?	To what extent are House Committees able to impact on residence life?
Environmental Needs (12)	What impending changes needs to be considered when designing the training program?	What , as a development practitioner, do you consider as mandatory training for House Committees?	What would you consider the core/indispensable training needs of House Committees?

Appendix E: Questionnaire

Needs Assessment Questionnaire

To the members of House Committees 2004/5

Re: House Committee Training Needs Assessment

Thank you for taking the time to complete this questionnaire. The purpose of the questionnaire is to assess the training needs of house committees at the University of Cape Town. As house committee members you will have first hand experience which will assist the training team to understand the holistic training needs of house committee members. We strive to produce a high quality training programme which is holistic in its approach. In so doing we aim to focus on the "knowledge, skills and attitudes" required for the effective functioning of house committee teams as well as for individual portfolio members.

Please fill in the questionnaire and return to the facilitator. You are required to fill in each answer. The questionnaire is completed anonymously and will take approximately 30 minutes of your time. Indicate your answer by marking X in the appropriate box.

If you have any questions please contact me.

Thank you for your co-operation.

Charmaine January
Ph – 650 3930
Email – shoci@protem.uct.ac.za

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	1	2	
Gender	M	F	☐
Year Of Study			☐
Residence			☐
Tier	1st	2nd	☐
Portfolio(s)			☐

1. Head Student
2. Deputy Head Student
3. Secretary
4. Treasurer
5. Entertainment
6. Culture
7. Sport
8. Health/Environment
9. Maintenance/Internal
10. Catering
11. Academic
12. Security
13. ICTS
14. RA6

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Section One – Evaluation of the 2004/5 house committee training programme

Attached please find a copy of the training programme which you attended. This section aims to understand your needs in relation to the training, that is, which aspects of the training met your needs as well as what was missing.

1. Before you took office and had any training, what were your most important needs in order of importance?

1.1 ..... ☐

1.2 ..... ☐

1.3 ..... ☐

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2. List your most important needs which the training programme met

2.1 ..... ☐

2.2 ..... ☐

2.3 ..... ☐

3. List your most important needs which the programme **did not** meet

3.1 ..... ☐

3.2 ..... ☐

3.3 ..... ☐

4. Rate the following delivery mechanisms (methods of training) from 1 to 10, with no. 1 indicating your strongest preference i.e. it is most suitable for your particular learning style.

4.1	Role play	☐	☐
4.2	Lectures	☐	☐
4.3	Workshops	☐	☐
4.4	Self-study	☐	☐
4.5	Demonstrations	☐	☐
4.6	Observation	☐	☐
4.7	Handover (being prepared by the outgoing member to take over his/her responsibilities)	☐	☐
4.8	Shadowing (accompanying the outgoing member on business for the purpose of learning how to do the work by yourself)	☐	☐
4.9	Case studies	☐	☐
4.10	Other (specify)	☐	☐

Comments (if any)

4.11 ..... ☐

4.12 ..... ☐

4.13 ..... ☐

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5. The training programme aimed to cover 4 key principles that underpin residence governance. Rate each of the following in terms of the importance you attach to them, using the following rating scale, mark an X in the appropriate box.

Most Important	Fairly Important	Important	Less Important	Unimportant
1	2	3	4	5

5.1 Co-operative governance	1	2	3	4	5	☐
5.2 Wellness	1	2	3	4	4	☐
5.3 Values	1	2	3	4	5	☐
5.4 Building learning communities	1	2	3	4	5	☐
5.5 Other principle(s) deemed critical that is/are not mentioned above	1	2	3	4	5	☐

Comments (if any)

5.6 ..... ☐

5.7 ..... ☐

5.8 ..... ☐

6. The leadership competencies listed below were rated by yourselves (HouseCom during 2004/5) as critical for success. Use the following scale to indicate the value of the training for each of the competencies listed below.

Most valued	Highly Invaluable	Valuable	Somewhat valuable	Not valuable
1	2	3	4	5

6.1 Servant Leadership	1	2	3	4	5	☐
6.2 Commitment, reliability, self discipline	1	2	3	4	5	☐
6.3 Lead by example	1	2	3	4	5	☐
6.4 Ability to influence & motivate	1	2	3	4	5	☐
6.5 Listening & Communication	1	2	3	4	5	☐
6.6 Teamwork & collaboration	1	2	3	4	5	☐
6.7 Empowerment & delegation	1	2	3	4	5	☐
6.8 Decision making & problem solving	1	2	3	4	5	☐
6.9 Accountability	1	2	3	4	5	☐
6.10 Facilitating unity	1	2	3	4	5	☐

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Comments (if any)

6.11 .....

6.12 .....

6.13 .....

7. What percentage of the programme should focus on the following 4 learning areas?

Learning...	%
7.1 About oneself	
7.2 How to work with others	
7.3 About the role	
7.4 How to perform the role	

Total 100%

8. Rate the success of the following logistical arrangements:

Excellent	Very Good	Good	Fair	Poor
1	2	3	4	5

8.1 Location	1	2	3	4	5
8.2 Timing	1	2	3	4	4
8.3 Duration	1	2	3	4	5
8.4 Presenters	1	2	3	4	5
8.5 Teaching methods used	1	2	3	4	5
8.6 Learning environment	1	2	3	4	5
8.7 Social environment	1	2	3	4	5

Comments (if any)

8.8 .....

8.9 .....

8.10 .....

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Section Two – Identifying training needs based on the requirements of the role

This section has two parts. The first is about your specific portfolio and the second about the house committee training in general.

Part One

9. How competent do you think you were in fulfilling the requirements of your portfolio(s)? In the case where you have more than one portfolio, please specify a rating and comments for each one. Please use the back of the sheet if necessary.

Very competent	Somewhat competent	Competent	Somewhat incompetent	Very incompetent
1	2	3	4	5

Explain why:

9.1 .....

9.2 .....

9.3 .....

10. Rate your preparedness for your role by using the following scale:

Well prepared	Somewhat prepared	Prepared	Somewhat unprepared	Unprepared
1	2	3	4	5

Explain why:

10.1 .....

10.2 .....

10.3 .....

11. Having done the job for more than 10 months, what are the most important requirements for the job in terms of the following three dimensions of holistic training:

11.1 Knowledge (understanding of your role)

a. .....

b. .....

c. .....

11.2 Skills (ability to apply your understanding of the role in practical terms)

a. .....

b. .....

c. .....

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11.3 Attitudes (your posture or approach to your role)

a. .....

b. .....

c. .....

11.4 Other

.....

.....

11.5 What, in your opinion, is the most important factor in doing the job successfully. Explain.

.....

.....

Part Two

12. The following structures are in place to support the house committees? Rate each in terms of the effectiveness of the support given in the three dimensions of *holistic training*. With 1 very supportive, 2 supportive and 3 unsupportive.

	Support Structure	**Knowledge A**	**Skills B**	**Attitude C**
12.1	Wardens	1 2 3	1 2 3	1 2 3
12.2	Subwardens	1 2 3	1 2 3	1 2 3
12.3	Fellow house committee members	1 2 3	1 2 3	1 2 3
12.4	Residence Development Office	1 2 3	1 2 3	1 2 3
12.5	Student Representative Council (SRC)	1 2 3	1 2 3	1 2 3
12.6	Residences Council	1 2 3	1 2 3	1 2 3
12.7	Student Housing Management	1 2 3	1 2 3	1 2 3
12.8	Other – specify	1 2 3	1 2 3	1 2 3

Overall, what was the most useful support structure? Explain.

12.9 .....

12.10 .....

12.11 .....

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13. Below are the terms of reference of the house committee. Please indicate the extent to which these goals were implemented.

	The House Committee	Always **1**	Often **2**	Sometimes **3**	Seldom **4**	Never **5**
13.1	Understood the interests of students in residence	1	2	3	4	5
13.2	Worked according to the parameters of the constitution	1	2	3	4	5
13.3	Had oversight, together with the warden, of the tutor programme	1	2	3	4	5
13.4	Had oversight, together with the warden, of the mentor programme	1	2	3	4	5
13.5	Controlled the use of equipment and facilities	1	2	3	4	5
13.6	Provided opportunities for debate in relation to the interests and concerns of students	1	2	3	4	5
13.7	Devised a calendar of events that reflects a wellness lifestyle	1	2	3	4	5
13.8	Administered the funds of the house effectively	1	2	3	4	5
13.9	Addressed the framing and reframing of house rules where needed	1	2	3	4	5
13.10	Displayed the ability to work co-operatively with the governing structures in residence	1	2	3	4	5
13.11	Any other activities that you were engaged in that is not reflected above	1	2	3	4	5

13.12 To what extent did the training help the committee fulfill its mandate?

Most Excellent	Excellent	Good	Fair	Poor
1	2	3	4	5

14. What would you say is the most significant achievement/s of your committee in 2004/5?

.....

.....

.....

15. Which is the most significant weakness/es of the house committee of 2004/5?

.....

.....

.....

Thank you for your honest feedback.