



A THEORY AND IMPLEMENTATION EVALUATION OF THE STAP/ADAPT DIVERSITY PROGRAMME

LEIGH-ANN BEHRENDT
(BHRLEI002)

A dissertation submitted in partial fulfilment of the requirements for the award of the
Degree of Master of Philosophy in Programme Evaluation

Faculty of Commerce

University of Cape Town

2013

Supervisor: Mrs Carren Field

COMPULSORY 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, cited and referenced.

Signature:

Date: 10/12/2013

Signature removed

TABLE OF CONTENTS

	Page
Executive Summary	5
Chapter 1: Introduction	7
Literature Review	7
The implementing organisation	18
The evaluation of ADAPT	20
The description of the student training ADAPT programme	21
Recruitment for STAP	22
STAP facilitator training	23
Mentoring sessions	26
Roll-out ADAPT workshops by student facilitators trained through STAP	27
The Evaluation Scope and Questions	29
Chapter 2: STAP/ADAPT Theory Evaluation	32
Method	33
Development of the programme description	33
Ethics	34
Primary data providers	34
Data collection methods and procedures	34
Theory Evaluation Results and Discussion	37
Evaluation question 1	37
Evaluation question 2	41
Evaluation question 3	47

Chapter 3: Implementation Evaluation	58
STAP Training Implementation Evaluation	59
Method	60
Sample	61
Data collection tool	61
Ethics	62
Procedure	63
Data analysis	63
Results and Discussion: STAP Training	63
Service utilisation	63
Service delivery	65
Organisational support	69
Short-term outcomes	70
Chapter 4: Concluding Thoughts	74
Limitations	75
Recommendations	76
References	79
Appendices	87
Appendix A: Interview Schedule	87
Appendix B: Implementation Evaluation Questions: Student ADAPT	
Workshops	88
Appendix C: Student ADAPT Workshop Online Questionnaire	89
Appendix D: Student Facilitator Online Questionnaire	95

LIST OF TABLES AND FIGURES

Tables	Page
Table 1: ADAPT Workshops Conducted by STAP Student Facilitators During 2012	28
Table 2: Demographics of the Student Facilitators	61
Table 3: Service Delivery: STAP Training Session Responses	65
Table 4: Service Delivery: Mentoring Sessions	67
Table 5: Suggestions for improvement	68
Figures	
Figure 1: The different types of evaluation according to Rossi et al. (2004).	30
Figure 2: Initial programme theory diagram based on programme officer's perceptions and programme documentation.	43
Figure 3: The second draft of the programme theory diagram illustrating changes requested by stakeholders.	46
Figure 4: The Johari Window included in the STAP/ADAPT programme manual.	52
Figure 5: The final draft of the programme theory diagram based on literature.	57

LIST OF ACRONYMS

DISCHO	Discrimination and Harassment Office
PASS	Professional, Administrative and Support Services
STAP	Student Training Adapt Programme
TPB	Theory of Planned Behaviour
TSO	Transformation Services Office
UCT	University of Cape Town
UNASA	United Nations Association of South Africa

EXECUTIVE SUMMARY

The modern day workplace is faced with the challenge of managing an increasingly diverse workforce. Although diversity among employees yields many benefits, companies must consider the implications of having people from different cultural, linguistic, socio-economic and religious backgrounds working closely together (Chuang & Liao, 2010; Mayo, 2006; Stewart & Ruckdeschel, 1998; Wentling, 2000). It is for this reason that organisations increasingly invest in programmes aimed at managing diversity. Having interventions which allow employees to understand those different from themselves will not only develop their intercultural communication skills, but also impact positively on interpersonal interaction within the company (Avery & Thomas, 2004; Bagshaw, 2004; Cross, 2004).

Given the history of South Africa, diversity and diversity management are particularly sensitive topics. Legislative measures, such as the Employment Equity Act No. 55 of 1998, were implemented by the post-apartheid government to redress the past imbalances and inequality. While these laws may mandate certain processes and procedures within organisations, they do very little to change people's mind sets in attempt to get employees to engage and cooperate with each other (Alexander, 2007; April, Ephraim, & Peters, 2012; Cavaleros, Van Vuuren, & Visser, 2002). In order to deal with this human aspect of diversity, initiatives aimed at increasing tolerance for and acceptance of 'different others', reducing stereotypes and increasing individuals' intercultural communication skills, have emerged. These programmes often bring people from various backgrounds together, allowing them to learn about each other and communicate, encouraging them to adopt different perspectives and to tolerate and respect views and opinions that may not coincide with their own (Paluck, 2006; Roberson, Kulik, & Pepper, 2003).

Although multinational companies are the forerunners of such programmes, tertiary education providers have been found to invest in or develop similar programmes (McCauley, Wright, & Harris, 2000). The University of Cape Town's Transformation Services Office implemented one such programme: the STAP/ADAPT programme, which is the focus of this evaluation. The evaluation consisted of two parts, namely: a theory and an implementation evaluation. While the theory evaluation focussed on critiquing the design and the programme theory, the implementation evaluation assessed

how (and by whom) the programme was utilised, how the services of the programme were delivered, to what extent the participants were supported and lastly, which of the expected short-term outcomes were in fact achieved.

The evaluator found the programme's design to be in line with social science research and literature. The programme theory required some adjustments in order to be plausible. It was also found that, according to previous evaluations of other diversity programmes, some of the desired medium and long-term outcomes were too ambitious. The implementation evaluation yielded largely positive results. The data collected indicated that the programme was perceived to be implemented successfully and that participants rated themselves as more competent in the short-term outcomes after having attended the training programme.

Upon completing the evaluation, the evaluator was informed that the programme would be discontinued. While the results of this evaluation will not serve the original formative scope, it is hoped that the information and recommendations contained in this report will be taken into account when the transformation office of UCT begin to design / implement a new diversity intervention for the university. In the meantime, the evaluator hopes to have shed some light on the factors which would contribute to the success of diversity training programmes.

CHAPTER 1: INTRODUCTION

Literature Review

It is widely recognised that the most valuable asset and the key to productivity of any organisation is its human asset(s); i.e. the organisation's staff (Cavaleros, et al., 2002; Chuang & Liao, 2010; Mayo, 2006; Stewart & Ruckdeschel, 1998). In order to achieve their organisational objectives, companies are going to great lengths to ensure the well-being of their employees. In line with this, human resource professionals have placed particular importance on considering employees' physical and economic, as well as their social needs (Kupperschmidt, 2000). In the working context, these needs include a pleasant working environment and good inter-collegial relationships (O'Malley, 2000; Seijts & Crim, 2006). With today's increasingly diverse population, businesses, schools and tertiary education institutions are faced with the difficulty of attempting to integrate people from diverse backgrounds (Moore, 1999; Van Knippenberg & Schippers, 2007). Diversity management initiatives and interventions are common practice in the modern workplace and aim to respond to this difficulty (Holladay & Quinones, 2005, Bezrukova, Jehn, & Spell, 2012). Various studies have shown that when diversity is not managed adequately, organisations often experience higher levels of turnover, absenteeism, dissatisfaction, conflict, harassment behaviour and frustration (Cavaleros et al., 2002; Cox, 1997; Milliken & Martins, 1996). On the other hand, when managed effectively, diversity can contribute to an organisation's competitive advantage by fostering creativity and innovation (April, et al., 2012; Cavaleros et al., 2002; Hayles & Russel, 1997). With this in mind, one is able to understand why, in recent years, organisations have begun to recognise the importance of and need for diversity initiatives aimed primarily at raising diversity awareness and improving intergroup interactions (Avery & Thomas, 2004; Bagshaw, 2004; Cavaleros et al., 2002; Cross, 2004).

The term diversity refers to the many ways in which people differ from one another; these differences may be clearly visible or indirect (Bowen & Blackmon, 2003; Chuang, Church, & Zikic, 2004; Clair, Beatty, & MacLean, 2005; Van Knippenberg & Schippers, 2007). Moore (1999) suggests that diversity is context dependent, in other words, no person or object can be considered different in isolation. For example, a single female in the company of a group of males is more likely defined in terms of gender. The same

female in the company of a group of older females would be defined differently in terms of her age. In principle, diversity can refer to any aspect of differentiation, however, the most common dimensions of diversity in practice present in the literature are the following: race, gender, culture, language, religion / beliefs, sexual orientation, age, disability (both physical and mental), education, parental/marital status, social status, communication, working and learning styles, and personality attributes (Bezrukova, et al., 2012, Cavaleros et al., 2002; Harrison & Sin, 2006; Milliken & Martins, 1996; Van Knippenberg & Schippers, 2007). Some of these characteristics and personal attributes (such as race and gender) are indicators of difference that are used more often than most others (Moore, 1999).

In light of what diversity is and the need to establish a diverse workforce, different approaches have been used to promote diversity in various organisational settings (Bezrukova, et al., 2012). The literature differentiates between hard and soft approaches: the former seek to force policies and practices upon employees, thus leaving them no choice but to accept and adhere to the standards set, while the latter aim to raise awareness and change individual perceptions and attitudes through training and discussions (Herring & Henderson, 2011; Horwitz et al., 1996). The hard approach includes legal mandates such as affirmative action: A set of laws “geared towards the imperative of the redistribution of economic, social, cultural and political power and resources” (Alexander, 2007, p. 93) that were monopolised by Whites during Apartheid. This approach, however, does nothing to address the negative attitudes people have towards others who are different to themselves. For this reason many organisations today are choosing to implement soft approaches as these are more likely to combat these negative stereotypes and belief systems (Horwitz et al., 1996). The most common of the variety of soft approaches are diversity training programmes.

Diversity training programmes

Unlike other types of training, diversity interventions focus on emotions, perceptions and how individuals have been conditioned and shaped by their surroundings (Paluck, 2006). Roberson et al. (2003) have highlighted a heated debate about the different types of diversity training. Linnehan, Chrobot-Mason, and Konrad (2006), Roberson et al. (2003), and Wentling and Palma-Rivas (1998) have commented on how some authors argue that

the dominant focus of most diversity training programmes should be to create awareness, while others maintain that the ultimate goal of such an initiative is to shift mind-sets and thereby effect a change in behaviour.

Awareness training focuses on getting participants to reflect on their own perceptions, views, stereotypes about and interactions with others, thereby challenging cognitive and emotional biases (Roberson et al., 2003). The content of diversity awareness programmes is largely self-reflective and often includes modules focused on: understanding culture and how it affects us, recognising how one's own culture differs from others, uncovering personal biases and stereotypes and acquiring knowledge about other cultural and lifestyle groups (Carr-Ruffino, 2006). These initiatives encourage individuals to communicate and share with one another, thereby creating a platform for people of diverse backgrounds to get to know each other rather than rely on their assumptions and entrenched stereotypes (Bezrukova et al., 2012; Cox & Blake, 1991; Linnehan, Chrobot-Mason, & Konrad, 2006; Sanchez & Medkik, 2004).

A study conducted by Rynes & Rosen (1995) found that 66% (n = 785) of human resource professionals surveyed agreed that diversity awareness training is the most important component of a diversity initiative, as a person must be aware of a certain, possibly negative, behaviour before he or she can change it.

Some authors, however, maintain that diversity awareness training is a waste of time and in some cases perpetuates stereotypes and resentment (Flynn, 1998; Roberson et al., 2003). They suggest that organisations should be aiming to modify or change employees' behaviour by equipping individuals with intercultural skills (Lubove, 1997; Roberson et al., 2003; Zhu & Kleiner, 2000). Skill and behaviour-based training, as the term suggests, revolves around a person's actions and reactions towards people of other social, racial, or cultural groups (Bezrukova et al., 2012). This type of training aims to provide the necessary skills to help individuals interact meaningfully and respectfully with others of different backgrounds. Skill-based diversity programmes mainly focus on equipping participants with intercultural communication and listening skills (Bezrukova et al., 2012).

Cavaleros et al. (2002) and Roberson et al. (2003) suggest that a causal link exists between the two types of training in that an increased awareness affects a person's cognitions, thereby leading to behaviour change. In other words, the authors argue that awareness training should be implemented first in order to help individuals understand what diversity is and why it is important. Thereafter participants should be exposed to the skills and behaviour based approaches in order to help them move from a mere increase in knowledge and understanding to the adoption of new behaviours (Cavaleros et al., 2002; Roberson et al., 2003; Wentling & Palma-Rivas, 1998). This combined approach has been implemented by universities, whereby the key objectives are similar to those designed for the workplace: raising awareness and equipping students with the knowledge, skills and abilities to interact meaningfully with other students who may have different characteristics (Bezrukova et al., 2012). Typical campus diversity training programmes include: diversity courses, discussions / debates, curriculums, and workshops (McCauley, et al., 2000).

Based on the popularity of these programmes, it was deemed important to assess whether or not they are effective in reducing stereotypes and increasing feelings of acceptance of and tolerance for 'different others'. A meta-analysis (Bezrukova et al., 2012) of 178 diversity training programmes investigated the factors that influence the success of these programmes. It was found that diversity programmes are particularly effective when: 1) a needs assessment is conducted before the programme is designed; 2) the design of the programme is based on learning and behavioural theories; 3) the context in which the programme is implemented is conducive to learning and includes open and honest discussion; and finally and 4) strategies have been developed to deal with backlash. Each of these aspects will be discussed in further detail below.

Needs assessment

When designing a programme, it is of particular importance that the programme is tailored to the specific needs of the target audience (Rossi, Lipsey, & Freeman, 2004). Before designing and implementing a programme aimed at alleviating a particular problem, a thorough needs assessment should therefore be conducted. The needs assessment will help to identify the problem, its magnitude and how the problem impacts a certain group of people. On the other hand, if no needs assessment is conducted, programme staff will have no way of knowing whether a) a need actually exists and b) the

programme is in fact addressing this need. As a result there is a risk for programme failure (Rossi, et al., 2004).

Diversity programmes have often been criticised for their lack of attention to needs assessment (Roberson et al., 2003; Bezrukova, et al., 2012; Von Bergen, Soper, & Foster, 2002). Roberson et al. (2003) suggest that it is imperative to conduct an organisational analysis prior to implementing a diversity training programme. The organisational analysis is one component of a needs assessment that aims to examine the organisation's strategy and goals in order to determine how to align training with these. The person analysis is of equal importance as it sheds light on existing attitudes, perceptions and deeply entrenched views that people within an organisation hold (Roberson et al., 2003). Knowing and understanding the individuals in an organisation and tailoring the programme according to their specific needs will more likely result in an effective programme (Roberson et al., 2003). Similarly, a person analysis would help determine prominent diversity issues that the programme should be designed to target.

Diversity training design

After the needs analysis has been conducted and the full extent of the problem identified, the programme should be designed taking this information into account. Paluck (2006) suggests that programme staff should make a conscious effort to design diversity training programmes that are grounded in theoretical frameworks and models. Three common diversity-related theories / frameworks can be consulted when designing an intervention. These include: The Theory of Planned Behaviour (Ajzen, 1985; Ajzen 1987), Work-based Learning Model (Raelin, 1997) and motivational models.

Theory of planned behaviour

In the 1980s, Ajzen and Fishbein developed the Theory of Reasoned Action (TRA) which aimed to provide insight into the prediction of behavioural intention (Ajzen & Fishbein, 1980). Adaptions to this original theory were made: Ajzen added the component of perceived behaviour control, thereby increasing its predictive power (Ajzen, 1991), and then changed the name to 'Theory of Planned Behaviour'.

Wiethoff (2004) suggests relying heavily on this Theory of Planned Behaviour (TPB) when designing a diversity training programme. TPB is based on the notion that our

intentions are made up of three components: “attitudes toward the behavior, subjective norms, and perceived behavioural control” (Wiethoff, 2004, p. 264). In other words, people adopt a new behaviour if: they feel positively about it (for example, treating a person of the opposite sex as equal), and they perceive this behaviour to be socially acceptable or even desirable and, finally, when they feel that they are able to adopt this new behaviour. It follows that, for diversity programmes to be successful, they should aim to create positive associations between the participants and their perceptions of certain diversity issues, as well as provide them with the knowledge, resources and skills necessary to change their behaviour.

Work-based learning

Another suitable model which can be considered when designing diversity training programmes is Raelin’s Work-based Learning Model (1997) which illustrates how both theory and practice are needed to generate different types of learning, namely, that of explicit and tacit knowledge (Avery & Thomas, 2004). Avery and Thomas (2004) explain that explicit knowledge is knowledge that can be taught through formal language, whereas tacit knowledge can only be acquired through learner participation and involvement. The literature suggests that in order for a diversity training programme to be successful, the design should consider the need for a combination of explicit and tacit knowledge. Thereby, in addition to increasing participants’ awareness of and knowledge about diversity, the programme’s design provides a platform for people of different groups to interact and get to know one another. These aspects of content and contact, as well as practice and application, contribute to the success of diversity training programmes (Avery & Thomas, 2004).

Motivation to learn

General models of motivation to learn should also be considered when designing training programmes. Wiethoff (2004) claims that even those who are able to learn, will do poorly if they lack motivation. Furthermore, it is argued that the degree of motivation often rests on participant characteristics, perceptions of the training theme, personality traits, as well as perceived support. In order to reduce the amount of unmotivated individuals in the programme, programme staff can target motivated individuals by making participation voluntary and not advertising any incentives for participation (Wiethoff, 2004). It would then be safe to assume that those who enlist in the programme are keen and willing to

learn. The only problem with this approach is that some argue that it might result in “preaching to the converted” (Bezrukova, et al., 2012). In other words, because participation is voluntary, it is arguable that most individuals who sign up for the programme are interested in the subject area and thus are already aware of the issues surrounding diversity. Despite this, it should be a priority to recruit those who would not ordinarily sign up for such a programme, as this is the programme’s target population. Perceived support is another, easily managed factor that influences participants’ motivation to learn (Wiethoff, 2004). Support could be provided in many forms; common approaches are additional coaching and mentoring (Joyce & Showers, 1981). Such sessions would typically take place after the training, thereby providing participants with an opportunity to ask questions or raise concerns. If there are aspects that were not clear during the class or workshop, these can be explained further during the coaching sessions. Coaching may also enhance the participants’ self-efficacy (a person’s confidence in their ability to perform certain behaviours) which has been linked to the actual transfer of knowledge into behaviour (Wiethoff, 2004). The importance of support is further illustrated in the following paragraphs.

Training context

Training context refers to the setting in which the training is conducted. Aspects include training group composition, training methods and materials, as well as participant and trainer characteristics. All of these dimensions influence the success of a programme.

Training group composition

There is an on-going debate of whether to recruit heterogeneous or homogenous groups for diversity training programmes (Baytos, 1995; Ellis & Sonnenfeld, 1994; Kirkland & Regan; 1997). Roberson et al. (2003) report that, while some researchers claim that heterogeneous groups have greater educational benefits and that discussions will be enhanced through the varying perspectives different group members contribute, others argue that homogenous groups are more conducive to open and honest discussions, as people generally feel more comfortable around others who are similar to themselves. Further research suggests that group composition should be linked to participants’ prior exposure to or experience with diversity programmes. Those who have had little exposure to such programmes and thus relatively low cultural competence could benefit from being part of a heterogeneous group. The reason for this is that interacting with people who are

different to themselves (as would be the case in a heterogeneous group), getting to know them face-to-face, raises awareness and thereby counters misconceptions and stereotypes (Roberson et al., 2003).

Diversity training setting

A common approach to diversity training in colleges and university is to include diversity content in the students' curriculum (Avery & Thomas, 2004). Studies conducted in the United States of America showed that white students' tolerance levels regarding diversity had declined from one semester to the next, if they had not been exposed to a diversity course or become a member of a diversity conscious society (Avery & Thomas, 2004).

Diversity in the South African education sphere is mostly addressed within the Arts, Education and Social Sciences faculties or in extra-curricular workshops, leadership seminars, outreach and life-skills programmes. While diversity modules are included in certain courses (often psychology, sociology or business management) in order to contribute to students' knowledge of diversity, these courses do very little to provide them with the necessary skills to engage in meaningful interactions with people from other racial and cultural backgrounds (Cross, 2004).

Student development initiatives, such as diversity workshops seem to yield the greatest benefits, as these actually aim to develop the students' skills in addition to increasing their knowledge and understanding of diversity issues. According to Avery and Thomas (2004) formally organised workshops are more likely to lead to increased diversity sensitivity and decreased stereotyping and prejudice than if such issues are addressed within the context of lectures.

This shows that not only the training methods and material impact on the effectiveness of diversity programmes, but that the setting in which the programme takes place is of similar importance.

Training methods and materials

In their review Bezrukova et al. (2012) investigated diversity training programmes that used one instructional method and compared these with those that used various methods. Examples of single-method programmes are those that use lecture-based methods,

training based on video clips and problem-solving simulation exercises only. Others combine these approaches and add further exercises such as role playing, discussions, reflective exercises, case studies and experiential exercises (Bezrukova, et al., 2012).

The literature supports the use of a variety of training methods. It is argued that learning occurs on many different levels and therefore requires intellectual, emotional and behavioural elements. It was also suggested that facilitators employ a variety of modal preferences such as aural, visual and kinaesthetic approaches in order to maximise learning outcomes. Reflective exercises are particularly common, as they attach a more personal meaning to the topic of diversity, thereby helping participants identify and counter unjustified views and perceptions (Bezrukova, et al., 2012).

Although the review identified a few programmes which employ various training methods, it does not suggest which approaches are most suitable. There seems to be a distinct gap in the knowledge surrounding diversity programmes. This is partly due to the fact that each programme is tailored to a specific context, however, it would be helpful to know how methods are combined (or not) to address the needs of various types of organisations. It would be particularly interesting to know which methods work best when the target population is university students. This leads to the next point; trainee characteristics.

Participant and trainer characteristics

Another theme the review focused on was trainee characteristics. As argued above, this should be considered as a part of the needs assessment as it can determine how the programme is designed or, more accurately, tailored to the needs of the participants (Bezrukova, et al., 2012). The literature suggests that measuring participants' perceptions of various issues surrounding diversity (particularly prejudice and discrimination) may help to estimate the impact the diversity training programme will have on them (Bezrukova, et al., 2012).

As mentioned above, trainee characteristics such as personality often influence the way in which participants respond to the training. A positive link has been found between natural curiousness (the willingness to engage in effortful thinking) and the learning outcomes of diversity training programmes. Furthermore, participants with higher levels of emotional

intelligence were more likely to understand and accept new information about other groups (Bezrukova, et al., 2012).

Cultural attributes have also been found to affect learning outcomes. Participants who grew up in individualistic countries such as Germany, Netherlands, Sweden, the United States of America and the United Kingdom, responded more positively to diversity training than those that came from collectivistic countries such as China, India or Japan (Bezrukova, et al., 2012). Therefore, facilitators of diversity programmes should always bear in mind how a person's culture may determine how he or she responds to diversity training.

Trainer characteristics are of similar importance when considering the effects personal attributes can have on the impact of training. When implementing a diversity training programme, one must be particularly aware of how the trainers' race and sex might affect participants' perceptions concerning trainer competence, as these are observable traits that often cause people to make assumptions about one another. In fact, it was found that, placing emphasis on similarities rather than differences (during training) reduced the effects the trainers' race and sex had on the participants' perceptions of trainer competence (Holladay & Quinones, 2008). Having a trainer or facilitator who is similar to participants in some way (for example, having a student conduct student diversity workshops) can thus lead to more positive reactions in the participants. It is therefore important to bear factors such as participant and trainer characteristics in mind when designing a programme.

In some cases, however, diversity training programmes were met with resistance and other negative responses. In the literature this is referred to as backlash.

Backlash

Backlash refers to "trainees' beliefs that the training will make things worse for minority members by threatening the majority" (Bezrukova, et al., 2012, 220). The term diversity is politically charged. For some, it evokes reactions such a resistance, defensiveness and shame. It brings to mind unfair discrimination based on differences such as race, sexual preference, gender, religion, disability and many more. It is thus not surprising that workshops aimed at discussing such controversial topics may cause participants to feel

uncomfortable or even threatened. In the worst cases, this may lead to intergroup conflicts, thereby perpetuating the negative perceptions rather than countering them. According to Mobley and Payne (1992) common reasons for backlash are: fear, deep-seated biases, lack of jobs (or university places), ignorance, hypersensitivity to issues of diversity, overkill (how topics such as gender and race are constantly referred back to) and guilt. When designing a diversity programme it is therefore, of the utmost importance, to consider how various groups may react, given possible fears and hypersensitivity and to devise ways in which to deal with such conflicts, should they arise. Wiethoff (2004, p. 275) argues that employing a TBP-based intervention before training can help identify the “source of negative subjective norms” and thereby can assist in developing strategies to deal with these. This approach can be particularly effective in avoiding, or if need be, combating issues such as backlash and conflict, because it sensitises programme staff to the issues and anxieties participants are facing and can thus develop ways of addressing these, as well as adapting training activities and group discussion topics accordingly.

As discussed above, the way in which participants are recruited determines what kind of people the group is eventually made up of. Voluntary participation is likely to reduce an issue such as backlash because people who are opposed to or feel negatively towards diversity training are unlikely to sign up for it, especially if no incentives are offered. However, it would seem that these are the people most in need of the training (Bezrukova et al., 2012).

The literature review has introduced various factors that affect diversity programmes. To summarise: a needs assessment must precede the design of a diversity training programme, the actual training content should be based on theoretical models and frameworks, training context aspects such as group composition, training setting, methods and materials and participant and trainer characteristics should be considered and, lastly, measures to deal with backlash should be devised.

Due to all the factors influencing these interventions, the importance of evaluating these programmes in order to determine their effectiveness under particular circumstances is highlighted (Bezrukova et al., 2012).

The Implementing Organisation

Particularly in South Africa's changing socio-political climate diversity issues have been a prominent source of disunity and conflict. Policies such as affirmative action have been met with suspicion and resistance, particularly by Whites, thereby only increasing the animosity between racial groups rather than encouraging reconciliation and acceptance (Pierce, 2003). In order to counter negative reactions to diversity South African organisations are thus beginning to invest in the cultivation of an organisational climate which fosters understanding for and acceptance of others who have different social, racial and cultural backgrounds (Cavaleros et al., 2002; Horwitz, et al., 1996). As mentioned above, universities are also increasingly investing in programmes aimed at fostering tolerance for and acceptance of differences in culture, race, gender and sexual orientation to name a few (Otten, 2003). The University of Cape Town (UCT), South Africa's highest ranked tertiary education provider, is one of the universities that has implemented various programmes which aim to increase diversity awareness, develop staff and students' intercultural communication skills and encourage tolerant and respectful behaviour towards different others (F. Botha, personal communication, 2013; Hall, Aiken, & Featherman, 2010; Transformation at UCT, 2013).

One of UCT's goals is to "establish an inclusive organisational culture in which diversity is considered an asset and, continuous transformation a necessity" (The University of Cape Town, 2013a). Two departments were established within the university to fulfill the transformation needs of UCT, namely, the Discrimination and Harassment Office (DISCHO) and the Transformation Services Office (TSO).

The first transformation programme that was implemented by the university was Khuluma, a diversity awareness programme, which was rolled out by an external service provider (ProCorp) in September 2006. The term Khuluma was chosen for its meaning to speak up. The programme aimed to create sustainable transformation in the institution's culture by creating a safe space for individuals to address diversity issues openly and honestly using dialogue and debate (Transformation in Commerce, 2007). Three-day workshops were held off-campus over an eighteen-month period, with approximately 20 participants per workshop. Hall et al. (2010) found that, although UCT staff's responses

to the programme were largely positive (90%), some participants felt that the workshops were too confrontational.

When Khuluma ended in 2007, a follow-up initiative, Mamela, was outsourced. Where Khuluma had focussed on speaking out, Mamela encouraged listening. These sessions targeted staff who had completed the Khuluma workshops. The training focussed on role modelling, communication and how individuals could contribute to transformation at UCT. Mamela's main objective was to move from speaking about diversity to practicing change (F. Botha, personal communication, 2013). It was a one-day colloquium (10.30am to 5.00pm) that was repeated several times throughout 2007. All Mamela activities were voluntary. Mamela was made up of three components: role models, exchanges and maps (F. Botha, personal communication, 2013).

The role models component focused on working with profiles of people who inspire with their history, personality or special abilities. The aim was to encourage participants to focus on what these people had achieved, thereby challenging cultural and racial stereotypes.

The exchanges component of Mamela revolved around communication and its use as a tool for reaching UCT's transformation goals. It also aimed to create an understanding of positional power and the way it is claimed, asserted, challenged and abused, by using case-studies of simple exchanges between individuals.

The objective of the third component, maps, was to create an understanding about how the individual can use their positional power to give effect to transformation at UCT. It outlined the structure of the university by using a map of committees and jobs, linked by lines indicating accountability. These maps were used to show how the university's structure affects the individual participants and how they can use their positional power in a positive way.

When Martin Hall (the project leader of Mamela) left UCT towards the end of 2007, the programme abruptly ended. Then, in January 2011, a new transformation programme - the ADAPT Intercultural Communication and Leadership Programme was launched by the TSO. Continuing with the theme of Mamela, ADAPT was implemented in support of

the university's transformation goal: "Transformation of UCT Towards Non-Racialism - Redress, Diversity, Inclusiveness and the Recognition of African Voices" (Transformation at UCT, 2013). The ADAPT programme targeted UCT staff and aimed to raise the level of intercultural communication competence, engage participants in meaningful conversations with others and increase levels of diversity literacy, thereby fostering "a climate of understanding and respect for sameness and difference" (ADAPT Programme Synopsis, n.d., p. 3).

The Evaluation of ADAPT

After one year of inception, in 2012, an academic was contracted to conduct an evaluation on the programme. This evaluation focussed on the implementation and short-term outcomes of the ADAPT programme. The evaluation found a number of results which will be discussed under the following subsections:

- a) Attrition of facilitators and lack of participants, b) motivation and service utilisation,
- c) short term outcomes and aspects not implemented to plan (Louw-Potgieter, 2012).

Attrition of facilitators and lack of participants

In order to roll-out the ADAPT programme 17 facilitators were trained. For various reasons, however, only nine went on to conduct workshops. In order to mitigate attrition, programme staff joined the team of facilitators and five expert facilitators (two internal, three external) were recruited. Furthermore, it was found that too few people were attending individual workshops. Programme staff aimed to accommodate 20 participants per workshop, however, only eight out of the 36 workshops contained the intended number of participants. The evaluator recommended that in future only workshops with a minimum of 20 participants should be conducted, otherwise valuable time and resources would be wasted.

Motivation and service utilisation

The findings of the evaluation revealed that participants attended the workshops because they were instructed to do so by their managers (22%) or because they felt that it was expected of them (43%). Furthermore, the overwhelming majority (86%) of attendees were Professional, Administrative and Support Services (PASS) staff (n = 453) and only nine per cent academic staff (n= 48). This in turn translated into an overrepresentation of coloured women. These results indicated that the programme was not reaching a diverse

population in the university setting and that programme staff should perhaps reconsider the methods used for recruitment.

Short-term outcomes and aspects not implemented to plan

Overall short-term outcomes such as increased knowledge of diversity literacy and intercultural competence were achieved. In order to assess the long-term outcomes of the programme, however, evaluation of the follow-up workshops was required.

Despite the evaluation findings, TSO staff were discussing possible changes to their offerings. The TSO had initially planned to conduct 25 ADAPT workshops and 25 follow-up workshops throughout 2012. However, these follow-up workshops were postponed to 2013 when it was agreed to focus the remaining funds on extending the ADAPT workshops to students. Programme staff viewed the programme as having positive effects on UCT staff and thus decided that it should be rolled out to students as well. Following this decision, the Student Training Adapt Programme was developed, which will serve as the evaluand for this evaluation.

The Description of the Student Training Adapt Programme (STAP)

In December 2011 one of the TSO staff members, Khairoonisa Foflonker, approached the directors with the idea of extending the ADAPT programme to UCT's students. She had observed that there was a need for students to be equipped in intercultural communication: "We have a responsibility to create graduateness amongst the students... People ask me every day: what does transformation mean... We have to empower the students... The students are hungry for it." (Programme officer, personal communication, February 11, 2013). When aiming to transform the culture of a tertiary education institution, it does not suffice to focus on staff alone (Programme officer, personal communication, 2013). Undeniably students' perceptions and attitudes about diversity contribute to the organisational climate of a university to a large extent. Thus, neglecting the education of students about such issues could result in a rather lopsided approach to transformation. It was therefore not surprising that, upon approval from the Carnegie Foundation, the remaining funds allocated to running ADAPT staff workshops were invested in the roll-out of the STAP programme.

The STAP programme is a transformation programme designed for students enrolled at the UCT. Student facilitators undergo training in order to equip them to conduct student diversity workshops. These workshops focus on “developing intercultural communication and leadership competencies around the notions of diversity and inclusion at UCT” (ADAPT Programme Synopsis, n.d., p. 3). The programme was launched in January 2012. According to programme staff STAP’s main objective, through the delivery of student workshops, is to generate awareness amongst UCT students about diversity concerns around class, gender, race, disability, culture and sexuality (Programme officer, personal communication, February 11, 2013).

Recruitment for STAP

During the months of February and March 2012 the TSO office began the recruitment process of possible STAP student facilitators. A recruitment poster containing a short synopsis of the programme was mailed electronically to student leaders, the Student Representative Council and other identified parties. Posters were also displayed on campus and at residences. During orientation and certain lectures students were informed about the recruitment process through advertisements and power point presentations. The United Nations Association of South Africa (UNASA Society) also assisted in the advertisement of the STAP programme on the TSO’s behalf.

The recruitment advertisements targeted UCT students who were in their second or third year of study, as well as postgraduate students. Students who wished to become facilitators for the programme required competencies such as: leadership skills, open-mindedness, listening, assertiveness, an approachable nature, a passionate commitment to social justice and transformation as well as excellent time management skills. Students were made aware that the programme was voluntary and participation would not be remunerated (they were given R500 per workshop, but were only informed about this after they had presented the workshop). According to TSO staff this ensured that the students applied for the right reasons, namely to contribute to transformation at UCT.

Interested parties had to send their curriculum vitae and motivational letters to the STAP programme officer. The TSO programme staff then short-listed 23 applicants for interviews. Originally programme staff aimed to recruit 20 students in both the first and the second semester to attend the training to become STAP student facilitators. During the

recruitment process programme staff, however, decided that intimate training with one group of students per year would be more beneficial. After the interviews 15 students were selected to undergo the training.

STAP facilitator training

STAP student facilitators were taken through four training sessions (14.04.2012, 21.04.2012, 7.06.2012, 01.09.2012). These sessions took place off campus, on a Saturday, from about from 8:45-16:00. During each session participants were given three tea breaks and one lunch break.

The 15 students were asked to prepare for the first session on April 14th 2012 by sending programme staff a brief biography and a photograph of themselves. They were asked to read 'Privilege, Power and Difference' by Johnson (2005) and 'The Five Faces of Oppression' by Young (2004) as well as bring a personal item to the workshop in order to introduce themselves.

The first session consisted of the following activities:

- Facilitation theory and skills
- An interactive exercise: Your earliest memory of being different – which explores areas of homogenisation and oppression in a very informal way.
- Facilitation techniques
- A guest speaker (the diversity literacy lecturer from the sociology department) held a lecture about difference, power and oppression.
- Reflection exercises
- Filling out of evaluation forms

The first session began with an introduction to facilitation theory. After the various theories had been discussed, students were then taught how to apply the theory so as to provide them with the necessary facilitation skills. Thereafter an informal discussion was held, encouraging students to recall their first memories of being different, how they had felt and how this relates to themes of homogenisation and oppression. Following this discussion various facilitation techniques were introduced, emphasising the benefits and short-comings of each.

Afterwards a guest speaker from the sociology department held a lecture focussing on themes such as difference, oppression and power. Finally the students were asked to engage in various self-reflective exercises which aimed to foster the application of the knowledge they had acquired throughout the day. Students were also provided with a homework task which required them to work in pairs and prepare a presentation in response to a video clip. The workshop ended with students filling out the evaluation forms provided by the programme facilitator.

Overall the activities on that day aimed to create a self and other-awareness, foster introspection, reflection and openness, challenge mind-sets and stereotypes and enhance facilitation competencies.

The second session (21st April) consisted of the following activities:

- Check-in
- Journals
- Recap: facilitation skills
- Homework presentations
- Review of training manual
- Talk time

To begin the second session programme facilitators ‘checked-in’ with students, assessing how they felt about the training material, what their anxieties were and possible challenges they expected to face as student facilitators. The students were also given journals in which they should record how they were feeling about the training sessions. Hereafter a recap on effective facilitation skills was held. Following this students were taught about intercultural communication theory, which formed the basis of the workshops. This theory was illustrated using video clips, such as Trevor Noah’s Accents. Students then presented the exercise they were given for homework. They had planned a 20-30 minutes to presentation, but the programme facilitators decided to only allow for 15 minutes, in order confront them with time pressures they would be experiencing when conducting their own workshops. These presentations were then recorded and later analysed by the programme facilitators.

Towards the end of the second session, the programme facilitators handed out and briefly discussed the training manual with the students. Students were expected to study it for the next workshop which was to take place in June. They were also asked to choose one exercise (out of the manual – either theory or video clip) to facilitate during the next session. Students could pair up with a partner of their choice.

Finally, the students were given ‘talk time’, during which they could share their thoughts, feelings and anxieties about the programme and the prospect of facilitating their own workshops. ‘Talk time’ also provided the students with an opportunity to brainstorm solutions for possible problems together, which encouraged them to engage with the material on a more personal level.

The third session (7th June) consisted of:

- Check-in
- Facilitation of homework exercises
- Guest lecture on masculinity
- Viewing and discussion of video clips
- Question and answer session

The session began with a check-in, after which the students were given feedback on their facilitation exercise from the second session. Hereafter students facilitated their new exercises. It had become evident to the programme facilitators that masculinity and sexuality seemed to be recurring issues within the group. Therefore Claire Kelly, who is an ADAPT facilitator of staff workshops and was the diversity literacy course lecturer in 2012, was asked to hold a lecture and facilitate a discussion on these topics. Following this lecture a question and answer session was held.

In closing the students were given readings on heterosexuality, sexuality, gender, violence and social control to do as homework for the next follow-up workshop, which was to take place in September. They were also asked to choose exercises related to the theme Intercultural Communication and Leadership Competence and recruit a group of people for an ADAPT workshop that they would co-facilitate with another student facilitator during their first roll-out session.

The final training session (1st September) entailed:

- Workshop preparation: students were given materials such as hand-outs, slideshows and videos
- How to conduct a workshop
- Introduction and overview
- Outcomes
- Ground rules
- Confidentiality

During this session facilitators mainly focussed on preparing the students for the task of facilitating the student ADAPT workshops. To begin, students were given various materials covering workshop design and implementation. These materials were used to help students plan and design their workshops. Discussions about common mistakes and potential difficulties aimed to prepare the students for the realities of facilitation. Students were also asked to think of which outcomes they were expecting to achieve and whether these were realistic and attainable. In closing a few ground rules were established and confidentiality was discussed.

Mentoring sessions

During the training of the student facilitators programme staff suspected that students did not feel confident enough to conduct workshops. For this reason, they decided to offer each student four or five one-on-one mentoring sessions with the STAP programme officer. These mentoring sessions commenced in June 2012 and continued into November 2012.

During these sessions students were able to share their thoughts and anxieties with the STAP programme officer. They could also discuss what they had written down in their journals. The STAP programme officer, in turn, provided them with advice (only upon students' requests), encouragement and coaching. According to the STAP programme officer, these sessions were perceived to have contributed to the success of the STAP programme. Through mentoring she and the students got to know each other well and were able to address certain issues such as feelings of anxiety.

Roll-out of ADAPT workshops by student facilitators trained through STAP

Upon completion of the four facilitator training sessions, the student facilitators were deemed sufficiently prepared to commence the programme roll-out (ADAPT workshops) to other UCT students (ADAPT workshop participants). Each student ADAPT workshop was presented by two student facilitators to students they had recruited themselves. The content of the workshop was selected by the student facilitators. Each pair was given templates of diversity themes as well as exercises and video clips related to these. Using these materials the student facilitators designed their workshop outline. This outline was then presented to the STAP programme officer for feedback. Upon approval student facilitators then conducted their workshops. The workshops started at 08.45am and continued until 15.30pm. The ADAPT workshop participants were given one tea-break and one lunch-break. The number and characteristics of participants per workshop differed from session to session. In total, eight student ADAPT workshops were conducted in 2012; five by student facilitators trained through STAP and three by TSO staff (it was reported that one student was unfortunately unable to present a workshop due to time constraints). For the purposes of this evaluation, only the workshops conducted by STAP student facilitators will be included in the evaluation. The attrition of student facilitators will be discussed as a part of this report.

ADAPT workshops conducted by STAP student facilitators during 2012

From September to mid-October 2012 five ADAPT workshops (all based on the theme Intercultural Communication and Leadership Competence) were conducted by STAP student facilitators with the aim of raising diversity and inclusivity awareness and increasing students' understanding of power relations and intercultural dialogue (Programme officer, personal communication, April 8, 2013). Table 1 provides the details of the student workshops conducted.

Table 1

ADAPT Workshops Conducted by STAP Student Facilitators During 2012

Date	Group	No. of Attendees	Venue
29.09.2012	Clarinus Village Receptionists	14	Clarinus Pub (off-campus)
29.09.2012	Mixed Group of Students	10	Leslie Social 5B (on-campus)
29.09.2012	Organisational Psychology Students Society	11	M216 (on-campus)
06.10.2012	Front Desk Assistants (Clarinus Group 2)	15	Clarinus Pub
06.10.2012	Incoming Humanities Student Council 2013 & Class Representatives	17	Hoerikwaggo 3C

Note. Based on the TSO's programme records.

Each workshop included the following programme activities:

- Ground rules and confidentiality (flipchart)
- Introductions by participants
- The wheel exercise:
 - Participants stand in 2 concentric wheels
 - Facilitator reads out concepts (bigotry, prejudice, colour blindness)
 - Students make immediate associations with each word.
 - Debrief the wheel exercise
- Stereotyping group exercise: Fresh start island exercise (handout and slideshow)
- Debrief fresh start island exercise with the Ladder of Inference
- Intercultural communication
- Communication clips: German Coastguard clip and Trevor Noah's 'Management' clip
- Intercultural communication: Slideshow & discussion
- The model of communication competence (stairs diagram / Johari window)
- Group exercises (two questions per group):
 - Gender and sexuality: *Billy Elliot*
 - Sexuality, race & disability: *Family Stone*
 - Colourblindness: Black joke and / or SABC advert video

- Debrief and closing remarks:
 - Recap
 - Assignment: *What practical things can I do to change?* (eg. journaling, being self-reflexive, support groups, debates, etc.).
 - Workshop evaluations
 - Closing round: *What will you take away from this workshop?*

The TSO decided that student facilitators should be remunerated for each student ADAPT workshop conducted; each facilitator received R500 per workshop. Within two weeks of the student ADAPT workshops, each team of student facilitators was asked to attend a debriefing session with the programme officer, first together and then separately. Hereby she could assess how each facilitator rated the competence of their partner, how the students had coped with the facilitation and organisation of the workshops and what difficulties they had experienced.

The STAP/ADAPT programme described above is the focus of this research. Various approaches to perform the evaluation were considered; the evaluator's choice is discussed below.

Henceforth, the term 'STAP/ADAPT' will refer to the entire programme i.e. the training of the student facilitators as well as the presentation of student ADAPT workshops by these trained student facilitators. 'STAP training' on the other hand only refers to the first part of the programme (the training of the student facilitators), whereas 'student ADAPT workshops' refers to the second aspect of the programme (the ADAPT workshops that were presented to UCT students by the trained student facilitators).

The term 'student facilitators' refers only to those students who completed the STAP training and 'participants of student ADAPT workshops' refers to those who were recruited by the student facilitators to attend the student ADAPT workshops.

Evaluation Scope and Questions

For the purposes of this research a theory evaluation and a process/implementation evaluation were conducted. Figure 1 illustrates how Rossi et al. (2004) have conceptualised the different types of evaluation and how the assessment of theory and implementation fit into this model. The first level of the hierarchy pertains to the need for

the programme. The second level relates to the design of the programme and the plausibility of its underlying programme theory. A process evaluation constitutes the third level of the hierarchy. This is commonly known by evaluators as an implementation evaluation. Implementation evaluations assess how well a programme is implemented. If the programme's design is sound, the underlying theory plausible and it has been implemented correctly, the evaluator may assess whether the programme is achieving the intended outcomes and eventually whether it has had a significant impact on the target population. This is the fourth level in the hierarchy. The fifth and final level of the evaluation hierarchy relates to whether the programme was worth the cost and can usually only be conducted after the programme has been assessed on the four levels mentioned above (Rossi, et al., 2004).

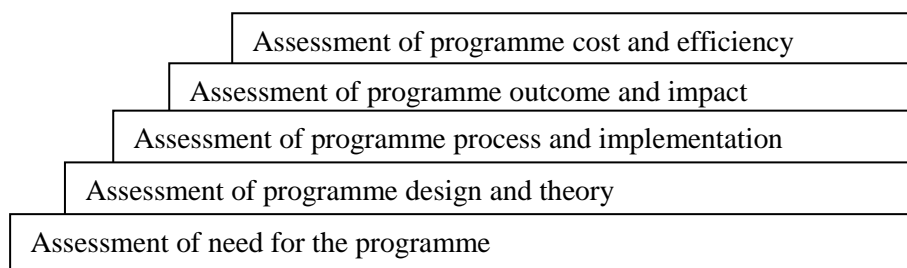


Figure 1. The different types of evaluation according to Rossi et al. (2004).

An evaluator makes a decision on the type of evaluation required by considering the following: 1) the needs of the client, 2) the data available for analysis, 3) time and resources available and 4) the maturity of the programme. Needs assessments have been suggested as a good starting point for evaluation, however, due to the fact that the STAP/ADAPT programme was designed and implemented before the evaluator was contracted, conducting a needs assessment at this point in time would have been superfluous. Outcomes evaluations have been argued to carry a large amount of weight in determining the success of a programme (Kirkpatrick, 1996; Scriven, 1998; Stufflebeam, 2001). Unfortunately, this type of evaluation was not appropriate for the STAP/ADAPT programme. The client had little data in relation to the outcomes of the programme and the programme was too immature to measure medium and long-term outcomes (only implemented in January 2012). Impact and return on investment can also only be measured if the programme has been operating for a number of years and sufficient data has been collected throughout these years relating to how the outcomes of the programme

have impacted on the organization overall, or, in this case, UCT's student body (Rossi, et al., 2004). This leaves levels two and three of Rossi's et al. (2004) evaluation hierarchy, namely: Theory and Process/Implementation Evaluations, which were deemed most appropriate by the evaluator based on the four considerations listed above. Generally, an evaluator would begin with a theory evaluation, and then, if the underlying theory was found to be plausible, he/she would proceed to conduct an implementation evaluation. Due to the time constraints and the fixed deadlines accompanying this dissertation, the two evaluations were conducted concurrently. The evaluation questions, data collection methods and analyses for each of these types of evaluation are unique and it is for this reason that the method, data analysis and discussion for each evaluation type conducted will be recounted in separate chapters.

CHAPTER 2: THEORY EVALUATION

It is important for evaluators to form a clear understanding of how the programme is intended to operate (Bickman, 1987). Programme theory, according to Rossi et al. (2004, p. 432) does precisely this by illustrating “the relationships between the strategy and tactics the program has adopted and the social benefits it is expected to produce.” By clearly describing and illustrating how the activities of a programme are expected to lead to certain outcomes, a programme theory helps the evaluators (and stakeholders) to form a clear understanding of the programme (Donaldson, 2007).

Weiss (1997) distinguishes between articulated programme theory and implicit programme theory. If a programme’s theory is made explicit in the programme documentation, and staff, as well as stakeholders, have a clear understanding of how the inputs and activities are expected to result in the specified outcomes, an articulated programme theory is said to be underlying the programme. In many cases, however, the programme theory is not recorded in the programme documentation and programme staff have not agreed on an explicit theory. Thus, stakeholders often have varying views of how the programme is conceptualised and what its intended outcomes are. In such a case, Weiss (1997) would describe the programme as being based on an implicit programme theory and it becomes the evaluators’ responsibility to make this theory explicit; in other words, to elicit the information necessary to develop and articulate a detailed programme theory. This is one of the tasks of the evaluator during a theory evaluation. It is common practice for evaluators to graphically present a programme’s theory (sometimes referred to as a logic model) that depicts the relationships or linkages between the various functions of the programme and the intended outcomes (Rossi, et al., 2004). This graphical illustration is developed together with the programme staff and stakeholders.

Once the programme theory has been established, phase two of a theory evaluation requires the evaluator to assess whether or not the theory depicted (i.e. the causal logic) is plausible. According to Weiss (1997b) an implausible programme theory results in the failure of programme activities achieving the desired programme outcomes regardless of how well these activities are implemented. Often, evaluators can identify programme failure before monitoring or measuring actual outcomes, simply by examining the literature and assessing whether the activities employed by the programme have been

found to lead to the outcomes expected. If, however, the programme theory is found to be plausible (which includes a valid design), it can be assumed that the programme is likely to achieve its intended outcomes. Donaldson (2007) argues that by conducting these two phases of a theory evaluation, the evaluator is able to make conclusions about whether the linkages between programme activities and outcomes are possible and realistic.

Three evaluation questions guided the theory evaluation of the STAP/ADAPT programme:

1. How was the STAP/ADAPT programme designed? And, is this type of design associated with effective diversity programmes?
2. What is the underlying causal logic of the STAP/ADAPT programme?
3. Is this casual logic of the programme theory plausible?

Method

The role of every evaluator, upon beginning an evaluation, is to fully understand the evaluand. In order to report the details of the actual programme, a programme description was developed. Prior to reporting the theory evaluation's method, this chapter begins by detailing how the evaluator developed the programme description included in Chapter one.

Development of the programme description

In order to understand the programme and generate a programme description, the evaluator conducted a semi-structured interview with the programme officer in February 2013. Appendix A contains the interview questions which guided the data collection for the programme description. During the interview information was gathered on the programme's design, its goals and objectives, implementation, service utilisation, funding and organisational support. The programme officer answered the questions in great detail and arranged for support staff to provide the evaluator with copies of the following programme records, which were also consulted to generate the programme description:

- The ADAPT training manual
- STAP training session outlines
- Student ADAPT workshop outlines

- Student ADAPT workshop schedules (including the date, number of participants, facilitator(s) name(s) and location).

In order to describe the previous transformation programmes implemented by the university (Khuluma and Mamela), an unstructured, brief telephonic interview was conducted with the TSO's director. After the interview, the director provided the evaluator with electronic copies of the programme outlines of these two interventions. The information pertaining to these programmes was also included in Chapter one.

Ethics

Ethics approval to conduct a theory evaluation was granted by the Commerce Faculty's Ethics in Research Committee. Due to the nature of theory evaluations no risks to data providers were anticipated.

Primary data providers

In order to elicit the underlying logic of the programme and develop a programme theory diagram, data was provided by every person who was involved in the conceptualisation, design and implementation of the STAP/ADAPT programme, namely: the programme officer (who was almost solely responsible for the design and implementation of the programme) (n = 1), the director of the TSO (n=1) and the administrative assistant (n=1). The funders, the Carnegie Foundation, were only minimally involved in the programme and did not possess an understanding of the programme or how it was implemented (F. Foflonker, personal communication, 2013). For this reason it was decided that they would not be included in the development of the programme theory.

Data collection methods and procedure

To begin the theory evaluation, the evaluator conducted research on various diversity programmes implemented by organisations and universities. A particular focus was placed on the design of these programmes, so that the evaluator could draw comparisons between these and the design of STAP/ADAPT

In order to elicit the programme theory of the STAP/ADAPT programme Donaldson's (2007) steps for programme theory-driven evaluation were followed. These steps are: 1) engaging stakeholders; 2) developing a first draft; 3) verifying the first draft with the

stakeholders; 4) conducting the plausibility check; 5) developing the final draft and 6) consolidating the programme theory (Donaldson, 2007).

1. Engaging stakeholders

In order to elicit the programme theory of the STAP/ADAPT programme an informal interview was conducted with the programme officer during the month of February 2013. The evaluator was informed that she was almost solely responsible for the design and implementation of the STAP/ADAPT programme. Assuming that she had the most extensive knowledge of the programme, the evaluator decided to interview her first, in order to understand how the need for the programme, the programme activities and the short- and medium term outcomes of the programme had been conceptualised. Open-ended questions were posed and the backward/forward reasoning approach, recommended by Chen (2005), was applied. Backward reasoning involves starting with the programme goal and working backwards; specifying how the activities of the programme lead to the goal and finally how the need was the foundation upon which the programme activities were developed. The opposite is true for the forward reasoning approach, where the need is the starting point and the evaluator then proceeds to elicit the programme activities and lastly the programme outcomes. Utilising a combined approach of both of these approaches is suggested by Chen (2005) as this ensures that the programme's theory is considered from all aspects. Examples of the types of forward reasoning questions asked during the informal interview with the programme officer were: "Which activities were included in the STAP training?" and "How would you expect the participant to change after having taken part in this particular activity?"

The following are some examples of backward reasoning approach questions: "Which long-term outcomes do you think would contribute to the achievement of the programme's goal?" The programme officer spent about one and a half hours answering the evaluators' questions. These answers were recorded and later transcribed. The information obtained was then reviewed and used to draft a simple causal diagram.

2. Developing first draft

Following the interview the evaluator worked further on developing the programme theory diagram. The programme documentation already obtained, as well as the TSO's website, were scrutinised to extract additional information on the programme's short-,

medium- and long-term outcomes. This information was collated with the simple causal diagram from the original interview (step 1) to develop the first draft of the programme theory.

3. Verifying the first draft

The evaluator arranged a meeting with the programme staff (n = 3) to discuss the accuracy of the first draft. Programme staff were asked to review the draft and raise any questions or suggestions, which were then discussed within the group. By the end of the meeting, a second draft had been finalised. Following this meeting the amended diagram was sent to the programme staff. All staff agreed that the programme theory developed accurately represented their assumptions of how the STAP/ADAPT programme aims to achieve its outcomes.

4. Conducting the plausibility check

Upon agreement of the draft programme theory diagram, the evaluator explored social science research and literature in order to assess whether the programme theory was, in fact, plausible. The following databases were consulted using EBSCO Host: Academic Search Premier, Business Source Premier, Africa-Wide Information, eBook Collection, ERIC, Humanities International Complete, PsycArticles, PsycCritiques, PsycInfo, SocIndex with Fulltext and Teacher Reference Center. Keywords such as “evaluation of diversity programmes / initiatives / training”, “facilitation training”, “effectiveness / success of mentoring / peer coaching”, “theory-driven evaluation”, “success of diversity programmes”, “self-reflection/self-awareness” were used and the search was limited to peer reviewed journals that were published between 1995 and 2013. Google Scholar was also used to search for articles containing these terms and the results were filtered as above.

5. Developing the final draft

The results of the review highlighted the causal links within the programme theory diagram that were supported from past research as well as where improvements were required. The required changes to the programme’s design were documented for the programme stakeholders in the form of this dissertation.

Theory Evaluation Results & Discussion

Evaluation question 1: How was the programme designed? And, is this type of design associated with effective diversity programmes?

Programme design

As discussed in the introductory chapter there are a number of programme design factors that have been shown to contribute to the overall success of diversity programmes. The evaluator's research revealed the following key contributors: 1) conducting a needs assessment before the programme is designed, 2) basing the design of the programme on learning and behavioural theories, 3) ensuring that the context in which the programme is implemented is conducive to open and honest discussion (group composition; trainer and participant characteristics, 4) using a variety of training materials and finally 5) applying certain strategies to deal with backlash. Each of these factors will be discussed in relation to the design of STAP/ADAPT programme.

Needs assessment

Conducting a thorough needs assessment and basing the design of the programme on this assessment has been shown to increase the likelihood of the programme addressing the identified needs in a successful manner (Roberson et al., 2003). Unfortunately no such needs assessment was conducted before the design and implementation of STAP/ADAPT programme. This programme was developed one year prior to the original evaluation documented in Chapter one. The programme officer reported that she had identified the need for diversity training for students, after having had numerous discussions with students from various backgrounds and faculties. The programme officer has spent many years at UCT (both as a student and as part of the TSO staff) and she may have a relatively good understanding of what it means to be part of UCT and what the possible needs of both UCT staff and students may be. The manner in which she identified the need, however, does not conform to a standardised and academic needs assessment; the results of which may, therefore, not be reliable and based on empirical evidence.

Rossi et al. (2004) argue that programmes should be designed to cater to the specific need of the target population. Ideally, an organisational analysis (which would compare the universities transformation goal with the current state of transformation) should have been conducted (Roberson, et al., 2003; Rossi et al., 2004). This would serve as a discrepancy analysis. If programme staff had an indication of the magnitude of the need, a time-line could have been created, suggesting deadlines by which the programme should have reach a certain number of students. If STAP/ADAPT is meant to reach the entire student population. It is important to understand how many have been reached already, how many more should be reached and how many student facilitators should be trained / student ADAPT workshops presented each year in order for the programme to achieve its goal: “UCT’s students are sensitised to diversity and intercultural issues and have the ability to respond to such issues in an appropriate manner.” (K. Foflonker & F.Botha, personal communication, 2013).

In addition to the organisational analysis a questionnaire could have been developed asking UCT students to rate the importance of diversity training as opposed to other types of extra-curricular training that the university may offer. They could also have been asked whether they feel that diversity awareness is an issue at the university and whether they believe that diversity workshops may be able to address this concern in an appropriate and effective manner. Obtaining this information from the student body would somewhat conform to a person analysis. In other words, the researcher/evaluator would be able to gain valuable information about the programme’s intended target audience and match the programme’s design to these needs.

Learning and behavioural theories

As discussed in the literature review, basing the design of the programme on theoretical frameworks is likely to increase its overall effectiveness.

The Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) (Ajzen, 1991) claims that new behaviours will be adopted if the person believes that: a) it is a positive behaviour, b) others also view this behaviour positively and c) he/she is physically able to perform this behaviour. Participants of STAP student facilitator training and the student ADAPT workshops signed up voluntarily; it is therefore likely that they view diversity training in a positive

light [a) achieved]. Tolerant and respectful conduct towards ‘others’ who are different to oneself, is generally accepted as a positive behaviour, thus b) above is also achieved (Virchow, 2004).

Lastly, the training aimed to equip the student facilitators with the knowledge and skills necessary for the presentation of the student ADAPT workshops (and the participants of the student ADAPT workshops with knowledge and skills necessary to share what they learnt during these workshops with other UCT students), thereby providing them with the skills to physically perform the desired behaviours. Thus, the programme seems to have been designed in accordance with the Theory of Planned Behaviour. This increases the likelihood of the desired behaviours being adopted by the participants of the STAP/ADAPT programme.

Learning theories and student facilitators’ motivation for participation

The theory of planned behaviour alludes to the likelihood of participants’ acting a certain way. Work-based learning (Raelin, 1997) and motivation to learn (Wiethoff, 2004), on the other hand, refer to whether participants are willing and able to learn. The former states that a holistic approach is best when aiming to achieve learning outcomes: in other words, training should consist of both theory and practice, as this makes it easier for participants to understand and absorb the information presented. The latter claims that participants who are interested in the subject matter (motivated) are more likely to learn. As detailed in the programme description, the STAP programme makes use of theory and practice based training material. The fact that participants signed up to the programme voluntarily indicates that they considered the training to be valuable and their qualitative responses attest to the fact that they were genuinely interested in matters related to diversity. This, in turn, suggests that they were motivated to take part in STAP/ADAPT which, according to theory, implies that they were likely to understand and accept the information (Wiethoff, 2004). This is another positive design aspect of the STAP/ADAPT programme.

Training Context

Group Composition

Research suggests that group composition should depend on the participants’ characteristics (Roberson, et al., 2003). Homogenous groups may be more conducive to open and honest discussion, however, heterogeneous groups allow participants to interact

with others who are different to themselves in a safe environment. This interaction may counteract stereotypes and misconceptions, thereby contributing to the participants' diversity awareness. Thus, both approaches have been found to lead to positive results.

Training materials

The programme used a variety of training materials and mediums. In addition to the theory component of the training (lectures), students were given self-reflexion exercises, they were mentored by the programme officer, interactive group discussions were held, clips were watched (and then discussed), students were given practical exercises (facilitation and presentations on diversity issues) and their peers as well as the trainers provided feedback. In their review Bezrukova et al. (2012) highlight how research has revealed that using a variety of methods to convey information facilitates learning on different levels. Programmes that utilise various teaching methods have thus been found to be more effective than those which employ a single-method approach (Bezrukova et al., 2012). Therefore, it is more likely that the multi-method approach used by STAP/ADAPT contributes to the overall effectiveness of the programme.

Participant characteristics

According to the literature, diversity programmes are more effective when participants are willing and motivated. One way to increase the likelihood of attracting participants who display these characteristics is by making participation voluntary (Bezrukova et al., 2012), which was the case with the STAP/ADAPT programme. The programme staff also interviewed each of the applicants to determine what their motivations for joining the programme were. Applicants who revealed an entirely selfish motivation were less likely to be chosen to participate in the programme.

Trainer characteristics

When addressing sensitive issues such as diversity, trainee characteristics as well as trainer characteristics are important considerations. As mentioned in the literature, it is particularly important that the trainer is aware of how their extrinsic characteristics might impact on how the participants view the training and the trainer's competence. The STAP student facilitator training is conducted by the programme officer. She has many years of experience with diversity and facilitation. She reported that she was fully aware of how her age, gender and race may have caused participants to feel that she was different to

them. A particular effort was, therefore, made to emphasise other things she and the students had in common; for example, their interest in diversity and their commitment to transformation at UCT. Furthermore, as mentioned above, frequent interaction helps diminish stereotypes (Roberson et al., 2003). The mentoring sessions provided a platform for students to get to know the programme officer better and, thereby, are likely to have contributed to the overall success of the programme.

Backlash

In some situations raising issues related to diversity may result in feelings of defensiveness and even anger. Backlash is something that, according to the literature can be avoided by ensuring that 1) those who sign up for the programme do so voluntarily and 2) by conducting a person analysis (Bezrukova et al., 2012; Wiethoff, 2004). The STAP/ADAPT programme has partly employed both of these approaches: sign-up for the student facilitator training was voluntary and the programme officer interviewed each applicant before they were chosen. Although this would not be considered a thorough person analysis, it can be assumed that these interviews gave the programme officer some sense of the students' personality. Furthermore, the mentoring sessions provided students with the opportunity to raise any fears, concerns (or even resentments) with the programme officer in a safe, confidential environment, which would otherwise have been discussed in the group and there, may have led to conflict between participants. Although no formal strategies were employed to deal with backlash, the two approaches described should decrease the likelihood of its occurrence in the STAP/ADAPT programme.

As reported above, the programme's design is largely in line with the literature, which suggests that, overall, the STAP/ADAPT programme's design is sound.

Evaluation question 2: What is the underlying causal logic of the STAP/ADAPT programme?

Steps 1, 2 and 3 of Donaldson's (2007) theory-driven evaluation answer this evaluation question. Steps 4 and 5 will be discussed under evaluation question 3.

Step 1 and 2: Engaging stakeholders and developing the first draft

Upon starting the unstructured interview with the programme officer to begin the process of eliciting the STAP/ADAPT programme theory, it became evident that the causal logic, of the programme was implicit (it had not been made explicit in the programme documents and programme staff/stakeholders did not have a common understanding of the programme theory). The evaluator, however, continued with her questions using the backward/forward approach until sufficient detail about the programme was obtained. The responses from the programme officer, as well as the information contained in the programme documentation, enabled the evaluator to plot the need for the programme, the programme's activities, the linked outcomes of these activities and the programme's impact using a variable-oriented diagram. This draft programme theory diagram is depicted in Figure 2.

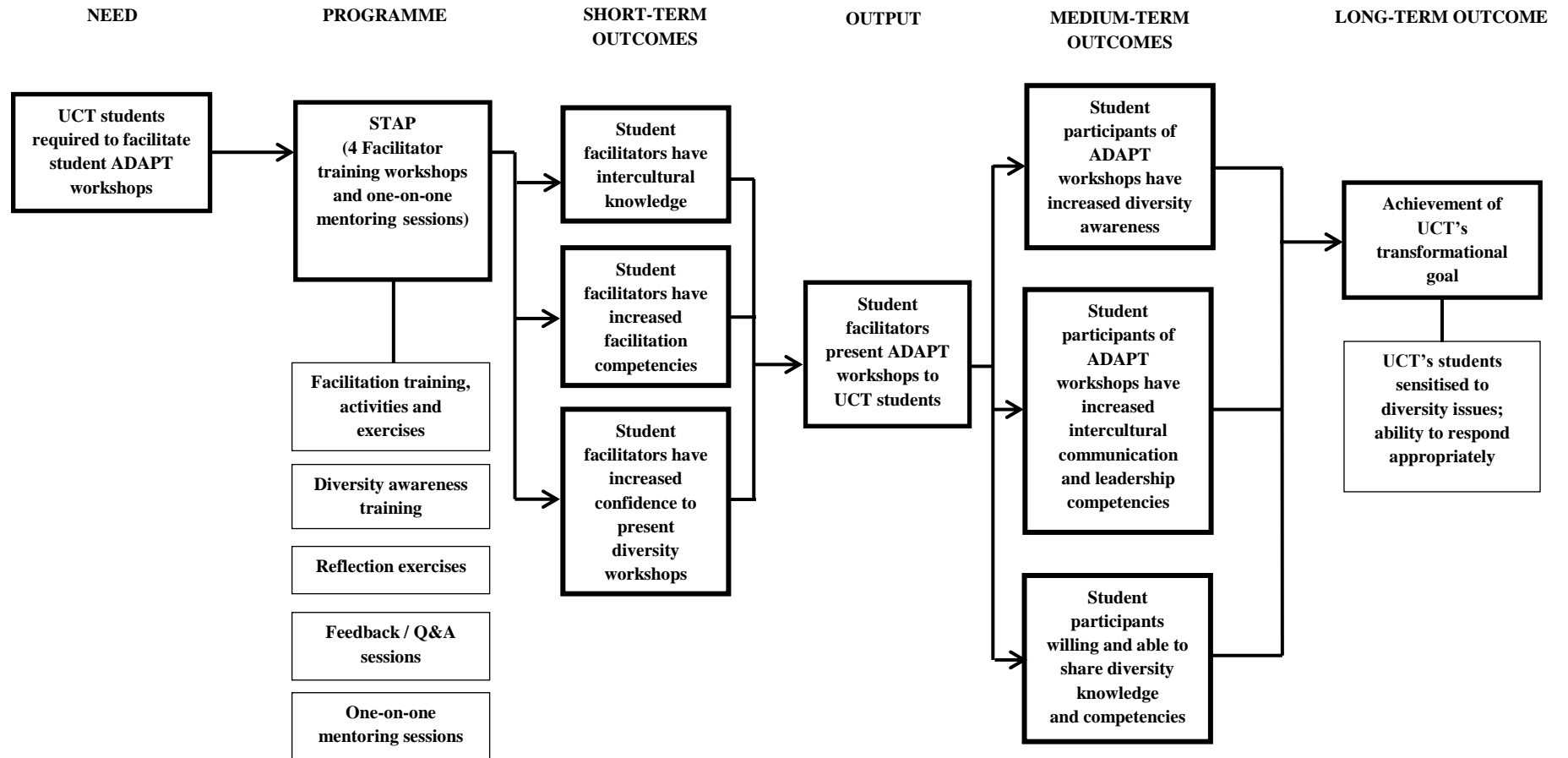


Figure 2. Initial programme theory diagram based on programme officer's perceptions and programme documentation.

Figure 2 illustrates the programme officer's initial perception of the STAP/ADAPT programme. The diagram aims to depict the cause-and-effect sequence expected to be brought about by the programme. It shows the need that was informally identified by the programme officer, namely, an increased awareness and knowledge about various aspects of diversity. The diagram also details the programme activities and how these are expected to achieve a number of outcomes: a) increased intercultural knowledge b) the development of facilitation skills and c) the confidence to present student ADAPT workshops. Furthermore, the diagram shows how these short-term outcomes are expected to result in the successful presentation of student ADAPT workshops. Using the interview responses, the evaluator was also able to plot the intended medium- and long-term outcomes. Following the implementation of the student ADAPT workshops the programme officer expected the following outcomes: a) workshop attendees have increased diversity awareness, b) intercultural communication and leadership competencies and c) workshop attendees are expected to share the diversity knowledge and competencies acquired through the student ADAPT workshops. These three medium-term outcomes were expected to contribute to the university's transformation goal.

Step 3: Verifying first draft with stakeholders

This first draft of the programme theory (Figure 2) was used as a starting point for the follow-up interview with programme staff (programme officer, TSO director and administrative assistant). Programme staff made suggestions on where the draft could be amended to better depict their understanding of the programme.

Amendments to programme activities

When the evaluator asked how the programme intends to achieve the 'increased intercultural communication and leadership competencies' medium-term outcome, the programme officer clarified that the activities of STAP included intercultural and leadership training in addition to diversity awareness training (these were therefore included as part of the programme activities). It was also suggested that 'feedback / Q&A sessions' be changed to 'peer / trainer feedback sessions'. The programme officer felt that it should be clear that the student facilitators were not only provided with feedback from the trainers, but also from their peers. She emphasised that peer feedback was an important and valuable part of the STAP facilitator training.

Amendments to short-term outcomes

The programme officer explained that the intercultural communication and leadership activities were expected not only to lead to the short-term outcome of increased intercultural communication skills and knowledge, but that increased leadership skills was another outcome of these activities (not included in the original draft). Programme staff felt that their training would not only lead to increased awareness of different cultures but also provide students with the skills to communicate meaningfully with those who are culturally different from themselves. Both the TSO director and the administrative assistant agreed and the change was made. Furthermore, it was suggested that the increased confidence short-term outcome results in the ability to present ‘intercultural communication and leadership workshops’ as opposed to ‘diversity workshops’ as specified in the draft. This change was too made.

Amendments to medium-term outcomes

‘Diversity awareness’ was changed to ‘diversity and intercultural awareness’ as programme staff felt that the intercultural aspect of the training should be made explicit in the diagram. “Intercultural communication and leadership competencies” was listed as two separate medium-term outcomes. Lastly, ‘able to share diversity knowledge and competencies’ was replaced with ‘able to share intercultural knowledge and experiences’, as these one-day workshops were not likely to have equipped participants with new competencies. Programme staff expressed that the term ‘diversity’ in the last block should be replaced with ‘intercultural’ as they felt that this term more accurately represented what the workshops were about.

Amendment to long-term outcome

Finally the programme’s long-term goal was scrutinised. The TSO’s director felt that ‘Achievement of UCT’s transformational goal’ was far too ambitious an outcome. He added that the STAP/ADAPT programme was merely hoping to continuously contribute to this goal, rather than achieving it as such. In line with this the long-term outcome was rephrased.

The changes were made and the second draft programme theory diagram developed. This amended diagram can be seen in Figure 3. The changes requested are highlighted in red.

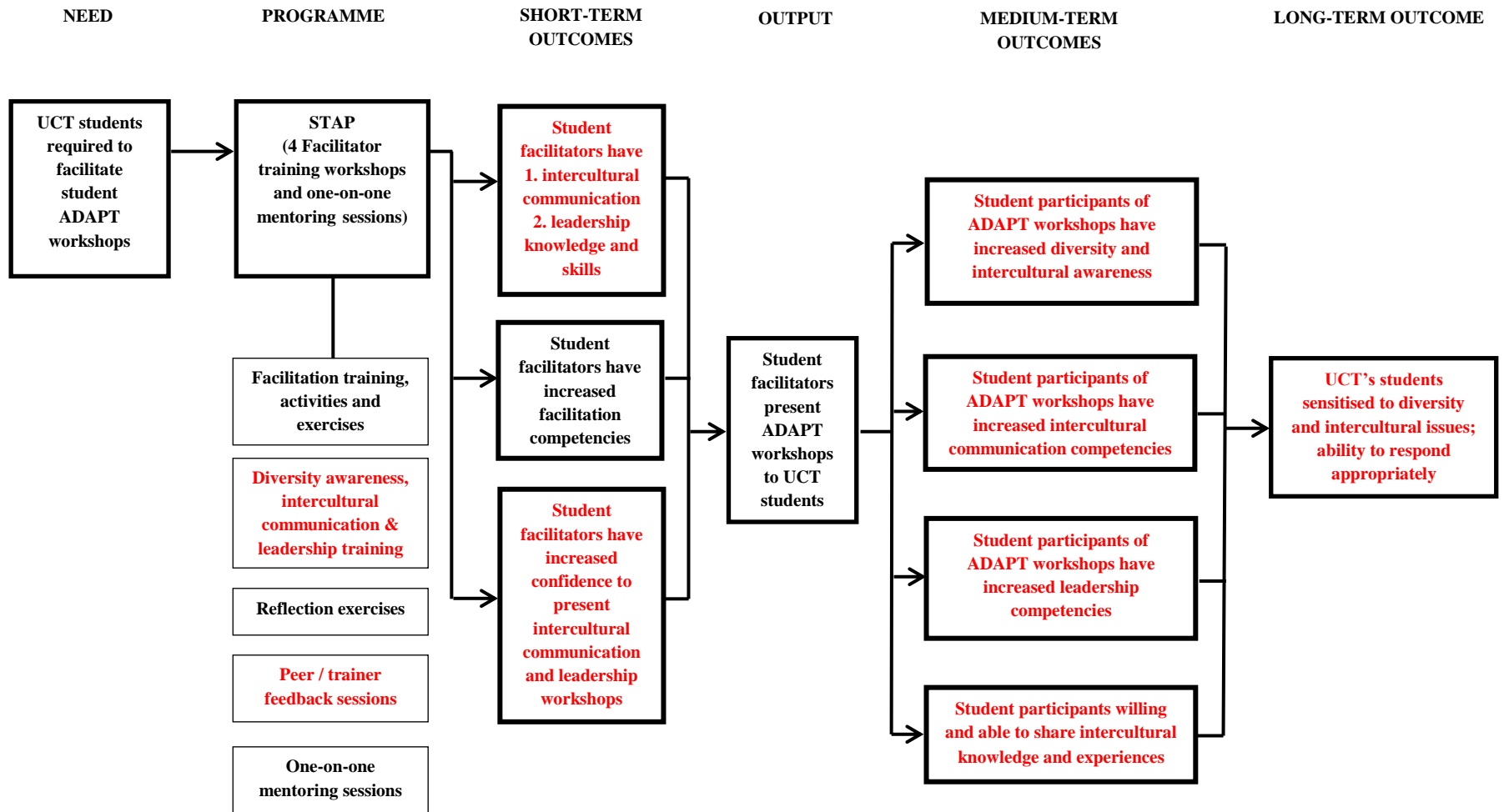


Figure 3. The second draft of the programme theory diagram illustrating changes requested by stakeholders.

Evaluation question 3: Is the programme theory plausible?

Step 4 of Donaldson's (2007) programme theory-driven evaluation framework is the plausibility assessment, which answers this evaluation question. In addition to exploring the design of the programme, the evaluator assessed its plausibility by investigating the programme content and activities and how these are linked to: short-term outcomes, output, medium- and long-term outcomes.

Links between programme activities and short-term outcomes: STAP training

The programme officer, who designed the STAP/ADAPT programme, had chosen specific activities which she believes will lead to the following desired short-term outcomes: 1) increased intercultural communication knowledge and skills, 2) increased leadership knowledge and skills, 3) increased facilitation competencies and 4) the ability to display the confidence to facilitate student ADAPT workshops. The evaluator consulted the literature in order to determine whether the activities included in the programme have been found to result in the above mentioned outcomes.

Intercultural communication training and increased intercultural skills

Intercultural communication activities were included in the programme's content in order to develop the participants' intercultural communication skills. Kulik and Roberson (2008) argue that it is important for diversity training to include empirical research and social science theories as part of content. Whether these are taught on a theoretical and/or practical level, they are likely to contribute to the overall effectiveness of diversity or intercultural programmes (Kulik & Roberson, 2008). Thus, if the intercultural communication activities included in the STAP/ADAPT programme are found to be based on empirical research and sound theories, the evaluator may assume that these activities could plausibly lead to increased intercultural communication skills.

The programme officer reported that the following content areas (linked to theory) were covered in the STAP training:

- Socialisation and stereotyping
- Diversity literacy
- Colour-blindness

Socialisation and stereotyping

Children are taught, by their parents, educators, friends and surroundings to behave in ways that are appropriate for their culture, race and gender (Demo & Hughes, 1990). Very early on, stereotypes are formed which are then either countered or reinforced throughout their lives. When approaching the topic of intercultural communication it is important to consider how each participant was socialised and what stereotypes they have developed as a result (Scollon, Scollon, & Jones, 2011). Furthermore, it is important for the participants themselves to be aware of how they were socialised and ideally, to be able to identify stereotypes they hold. The STAP/ADAPT programme manual comments on both of these themes, explaining what they are about and, therein, challenging participants to question their own views and stereotypes of different others. According to the theory, these activities not only raise awareness about intercultural communication, but, by causing participants to become aware of and recognise their own (false) perceptions of others, it increases the likelihood that these individuals will be able to communicate more meaningfully (and more tolerantly) with those who do not share their ex- or intrinsic characteristics (Kulik & Roberson, 2008; Scollon, et al., 2011). Including this theory in the content of the STAP/ADAPT programme, therefore, makes it more likely that participants' intercultural skills are increased.

Diversity literacy

Another theme identified by the programme officer was diversity literacy: the way in which people perceive and respond to social climate and structures of oppression (Steyn, 2011). It refers to the ability of understanding the impact hegemonic identities, such as heterosexuality, have on society and what this means for minority groups. The programme officer expressed that, as a part of the intercultural communication component of the STAP training, students were asked to think about how such systems of oppression are linked and co-construct each other, in an attempt to teach them about diversity literacy. Once again, this encouraged the student facilitators to actively engage with content that is rooted in empirical research and theories, as well as to see things from a different perspective, more specifically, a perspective that is culturally (in its broadest sense) different from their own. This component of the programme may also contribute to an increase in the student facilitators' intercultural skills.

Colour-blindness

Reading through the programme's manual, it seemed that addressing the issue of colour-blindness was a very important focus of the intercultural communication activities included in the STAP training. Research has revealed that often people believe that to recognise race is to be racist (Foflonker, 2010). Often these people then adopt this so-called colour-blind approach to intercultural communication; they are unsure of how to address others in a manner that recognises their race or culture and so forth, without sounding racist (Foflonker, 2010) and therefore, neglect to recognise colour or other attributes that make the other person different from themselves. The programme incorporates the theme of colour-blindness to teach the student facilitators that intercultural communication can only be genuine and effective if differences between oneself and others are recognised and respected, rather than ignored. This is another positive activity in the STAP student facilitator training.

To summarise, the evaluator found that the content included in the intercultural communication activities was based on empirical research and social science theories. It is therefore more likely that the programme is able to achieve its intended short-term outcome of increased intercultural skills (Kulik & Roberson, 2008). These links in the programme theory diagram have thus been deemed plausible.

Increased Leadership

As can be seen in Figure 3, stakeholders also expected 'increased leadership' to be a short-term outcome of the STAP training. When examining the activities included in the training, however, no formal leadership training activities were found. Upon requesting more detailed information about the leadership training activities, the evaluator was told that leadership training activities were not offered as such, however, but that the facilitation training contained leadership exercises by default. This was supported by Hart (1996). It is common practice to link facilitation training to increased leadership skills (Hart, 1996). When facilitating a workshop, the facilitator is required to adopt a leadership role as he / she determines the climate and direction of the workshop. Thus, the evaluator can conclude that the facilitation training included in the programme activities, could lead to an increase in the participants' leadership skills.

Mentoring sessions

According to Kulik and Roberson (2008) mentoring has proven psychosocial benefits such as friendship, role modelling and emotional support. When people spend one-on-one time together they tend to bond, particularly when one of the two is providing the other with advice or assistance of some form. This leads to feelings of gratitude in the mentee and thereby gradually generates psychosocial benefits such as those mentioned above (Eby & Lockwood, 2005; Kulik & Roberson, 2008). Many interventions (including the STAP / ADAPT programme) make use of informal mentoring (Eby & Lockwood, 2005). Student facilitators were assigned a mentor, as opposed to choosing one themselves. As mentioned in the programme description, the programme officer met with each student facilitator four to five times throughout the year in order to provide them with personal, targeted support. She hoped that these sessions, in combination with the facilitation and leadership training, would provide them with the confidence to conduct successful student ADAPT workshops.

Research has revealed that formal mentoring results in fewer psychosocial benefits than informal mentoring. The reason for this is often that, when mentees choose their mentors, they feel a stronger connection to them and are thus more motivated to form a deeper relationship with them (Chao, Walz, & Gardner, 1992; Fagenson-Eland, Marks, & Amendola, 1997; Kulik & Roberson, 2008). Moreover, when the mentor is demographically similar (particularly gender and race), these similarities tend to foster mutual identification and liking, thereby also contributing to deeper relationships (Ragins & Kram, 2007). In line with this research, the fact that the student facilitators were not able to choose their mentors could be disadvantageous to this programme. Programme staff reported that the TSO was not able to recruit additional staff for STAP/ADAPT because of insufficient budget. When new funding is sought, it is recommended that the TSO reconsider this aspect of the programme.

Although the research suggests that informal mentoring relationships are more likely to result in deeper relationships, formal mentoring has also been shown to have positive effects on mentees (Kulik & Roberson, 2008). In other words, formal mentoring is better than no mentoring at all. This leads the evaluator to expect that the mentoring sessions made a positive contribution to the overall success of the programme. And, if the student facilitators were able to practice their facilitation skills and raise questions pertaining to

any of the content areas included in the activities of the STAP training, as suggested by the programme officer, the evaluator may conclude that these mentoring sessions may, in fact, also contribute to increased skills and awareness pertaining to the content areas mentioned above.

Facilitation training and increased facilitation competencies

As detailed in the programme description, students were provided with facilitation training which included both theoretical and practical components. According to the programme officer, the majority of the STAP programme was, in fact, spent on the various aspects of facilitation. According to Hart (1996) the following activities and training methods contribute to the success of facilitation training programmes:

- Self-reflection
- Practice (role-play)
- Feedback
- The use of video

All four of these activities were present in the STAP student facilitator training. The first session included reflection exercises which aimed to increase the student facilitators' self-awareness. Hereafter they were taught facilitation theory and techniques. Students were then given the opportunity to practice the facilitation skills they had learnt. The programme officer would record these practice sessions and their peers would provide feedback on their performance. The programme officer also analysed the recorded sessions and provided formal feedback during the student facilitator's next mentoring meeting. Furthermore, these mentoring sessions provided an additional platform through which students could communicate their questions or possible anxieties about the facilitation of the student ADAPT workshops. Thus, based on the fact that the facilitation activities and exercises included in the STAP training have been found to successfully increase facilitation skills, the evaluator deems this link in the casual logic of the programme theory to be plausible; i.e. that the activities included in the facilitation aspect of the training could (if implemented as intended) lead to increased facilitation skills.

The research, however, also revealed a possible fifth short-term outcome, namely: increased self-awareness. Armour, Bain, and Rubio (2004) suggest that a primary outcome of diversity training is (and should be) self-awareness. Many diversity initiatives have been found to include self-reflection / self-awareness exercises as these encourage participants to examine their own stereotypes and biases, as is the case with the STAP/ADAPT programme (Armour et al., 2004). This is important as one cannot change a behaviour or thought pattern that one is not aware of. Thus, this kind of self-scrutiny is needed for diversity training to have any effect. The STAP/ADAPT programme manual had included a sub-section titled critical consciousness. This section employs the Johari Window (Luft & Lingham, 1982) illustrated in Figure 4 as a model of awareness.

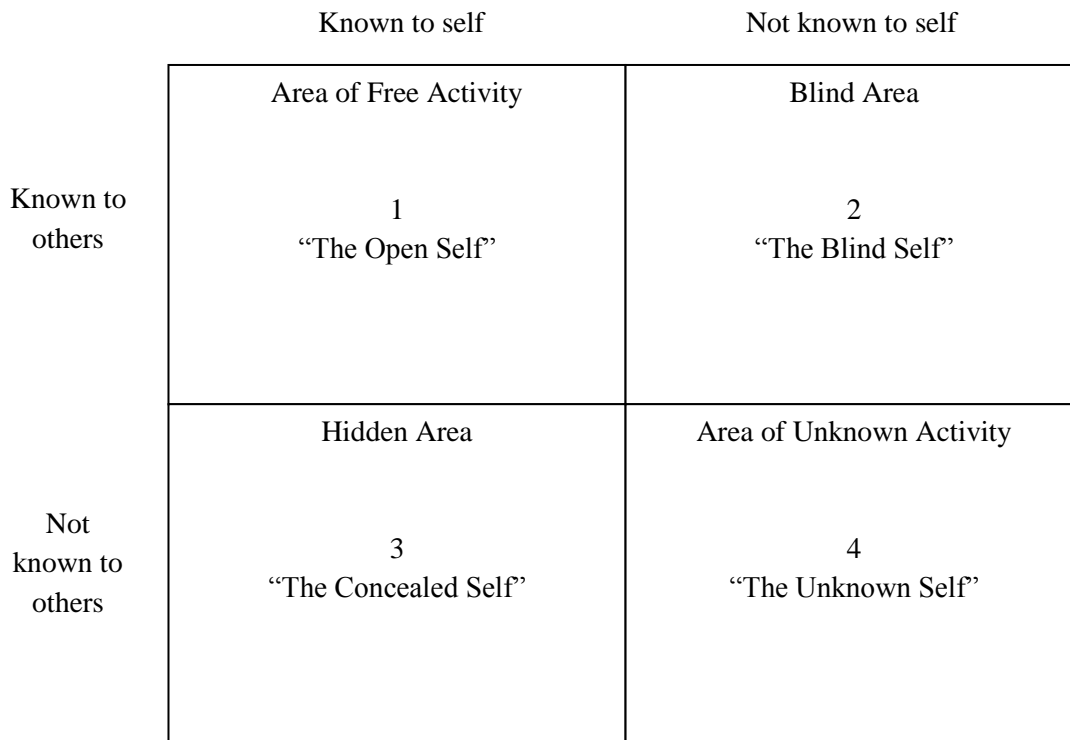


Figure 4. The Johari Window included in the STAP/ADAPT programme manual.

As shown in the diagram, ‘the open self’ refers to the things a person knows about themselves as well as the things others know about them; ‘the blind self’ refers to the things others recognise about a person which they are not aware of themselves; ‘the concealed self’ alludes to the things a person is not willing and able to share with others and, lastly, ‘the unknown self’, indicates things that neither the person themselves nor

others know about them. This model, as well as the reflective and peer/trainer feedback exercises are used to increase the student facilitators openness (quadrant 1), reduce blindness (quadrant 2), reduce the hidden areas (quadrant 3) and reduce the unknown (quadrant 4). It was thus found that self-awareness activities had, unknowingly, been included in the training activities. It is for this reason that increased self-awareness was included in the final programme theory diagram as a fifth short-term outcome.

As discussed above, the activities (and content) included in the STAP training were found to be related to the desired short-term outcomes: increased intercultural communication, leadership and facilitation knowledge and skills. This is a good result as it suggests that the first part of the programme theory (the STAP training) is supported by research and is therefore plausible.

Links between short-term outcomes and medium-term outcomes

The second part of the programme theory diagram illustrates how the short-term outcomes discussed above are expected to lead to the following output: the trained student facilitators are equipped to present student ADAPT workshops to UCT students. When individuals are trained specifically for the purpose of training others in a certain field or discipline, the literature speaks of ‘Train the Trainer’ (TtT) workshops or initiatives (Assemi, Mutha, & Hudmon, 2007). Unfortunately no evidence was found to suggest that such train the trainer initiatives are effective when used within the context of diversity training. Moreover, studies that have investigated other programmes which utilise this approach, have found that there is a decline in the transfer of information from the original training to the secondary training (Assemi, et al., 2007; Trabeau, Neitzel, Meischke, Daniell, & Seixas, 2008). Much like the game ‘broken-telephone’, some of the information is lost as it is transferred from one person to the next. Thus, programmes conducted by professional trainers are generally more effective than when individuals, who have had little facilitation experience, are trained specifically for the purpose of a conducting a particular workshop (Assemi, et al., 2007).

The participants of the STAP student facilitator training were only provided with four formal training sessions, which aimed to, not only, teach them facilitation skills but also to increase their diversity awareness, intercultural communication skills and leadership skills all at once. Although the programme activities are likely to lead to positive short-

term outcomes, and possibly even to the suggested output (presentation of student ADAPT workshops), the successful implementation of these workshops is dependent of the effectiveness of the train the trainer approach used. To assume that this training (particularly because only four formal training sessions are scheduled to equip the student facilitators with facilitation and intercultural skills) will automatically lead to the successful presentation of the student ADAPT workshops seems overly ambitious. As argued throughout this dissertation, diversity is a highly complex issue and requires trainers who are not only experienced facilitators but also knowledgeable about the topics the workshops focus on (Roberson & Kulik, 2008). Thus, although the student facilitators will have gained some additional knowledge and skills through the training, whether these are sufficient to deem them fully-equipped facilitators of student ADAPT workshops is questionable.

A particular concern would be conflict management/resolution and backlash. If conflict arises and the facilitator does not have the knowledge, skills and experience to diffuse the situation successfully, participants might leave the workshop feeling angry, hurt and resentful (Mobley & Payne, 1992). Instead of increasing the participants' diversity and intercultural knowledge, such a workshop may cause the opposite effects. For this reason the evaluator decided that the successful presentation of the student ADAPT workshops should be included in the programme theory diagram as a moderator rather than an output. A moderating variable influences the strength of the relationship between two variables (Arnold, 1982). In this case, the relationship between the short- and medium-term outcomes is moderated by the successful presentation of the student ADAPT workshops. Thus, if the workshop was conducted successfully, the link between the short and medium-term outcomes is strengthened. If, however, the student facilitator failed to conduct a successful workshop, the opposite is true. This adaptation can also be seen in Figure 5.

The medium-term outcomes show the assumption that the presentation of student ADAPT workshops will not only lead to diversity awareness but also increase the participants' intercultural communication and leadership competencies. However, even if the student facilitators were able to present the workshops successfully (the moderation effect was strong), it is unlikely that significant changes will be brought about by such short training programmes, especially when the programme in question is attempting to change deep-

seated beliefs and stereotypes (Rynes & Rosen, 1995). Diversity programmes aim to achieve prejudice reduction, inclusion and increased intercultural communication skills (Paluck, 2006). Kulik and Roberson (2008) and the meta-analysis by Bezrukova et al. (2012), have found that most programmes do not achieve these goals; the studies show that most diversity initiatives do not lead to reduction in stereotypes and other behaviour changes. They suggest that raising awareness around diversity issues is the only realistic outcome of such interventions. This is particularly true for once-off, short programmes / workshops. For this reason programme staff should re-think the outcomes they expect from the student ADAPT workshops. Diversity training requires time. These types of programmes aim to bring socially undesirable beliefs and views, possibly even deep-seated resentments, out into the open, and, as mentioned previously, such discussions can often result in feelings of anger and defensiveness, which are likely to cause more conflict unless sufficient time and counselling are dedicated to resolving these feelings (Rynes & Rosen, 1995). A one-day student ADAPT workshop can thus be expected to achieve some increase in awareness and knowledge, at best, but is not likely to have a great effect on behaviour change.

Links between medium-term outcomes and long-term outcomes

If the student ADAPT workshops succeed in increasing UCT students' diversity awareness and intercultural knowledge, these students would have to be willing and able to share this knowledge and their experiences with other UCT students in order for the programme's long-term outcome contributing to 'UCT students sensitised to diversity and intercultural issues; able to respond appropriately'. The evaluator considers this transfer of information to other UCT students a mediator rather than an outcome (Bates & Khasawneh, 2005; Velada & Caetano, 2007). A mediating variable causes a relationship to exist between variables that would otherwise not be related. In this case, increased diversity and intercultural knowledge would not lead to the sensitisation of (other) UCT students to diversity and intercultural issues, unless this knowledge is transferred, i.e. the mediating variable of knowledge transfer makes it possible for a relationship to exist between the medium-term and long-term outcomes of the STAP/ADAPT programme.

The second part of the long-term outcome statement is cause for concern. 'Ability to respond to diversity and intercultural issues appropriately' implies that students will have acquired certain intercultural communication skills. This is, however, improbable. As

discussed above, the student ADAPT workshops are not likely to increase the participants' intercultural communication skills, it is thus illogical to assume that students who haven't attended any form of workshop or diversity training will develop intercultural competencies simply by hearing about the experiences of another student who attended the student ADAPT workshops. The evaluator therefore suggests that this part of the long-term outcome is removed.

Step 5: Final adaptation to the programme theory diagram

After having conducted a thorough literature review assessing whether the links between the activities and short-term outcomes, short-term outcomes and output, output and medium-term outcomes and medium- and long-term outcomes are plausible, the evaluator adapted the programme theory diagram once more in order to accommodate what had been revealed by the research (see Figure 5; changes highlighted in green). Self-awareness was included as a short-term outcome and the medium-term outcomes relating to increased skills or competencies of any kind were removed and replaced with 'diversity awareness and intercultural knowledge'. Furthermore, 'the successful presentation of student ADAPT workshops was deemed a moderator, and the 'willing and able to share intercultural knowledge and experiences' as a mediator. Even if this knowledge is shared with other UCT students by the participants of the student ADAPT workshops, the impact is likely to be limited to a minimal increase in diversity and intercultural awareness and is not likely to lead to the development of intercultural competencies. Therefore 'ability to respond appropriately' was removed from the diagram.

What this means is that, the initial expectations of the TSO were too high. The research has shown that the programme, although theoretically possible, is not likely to achieve its long-term goal. The implications and suggestions for improvement will be discussed in the final chapter under 'Concluding Thoughts'.

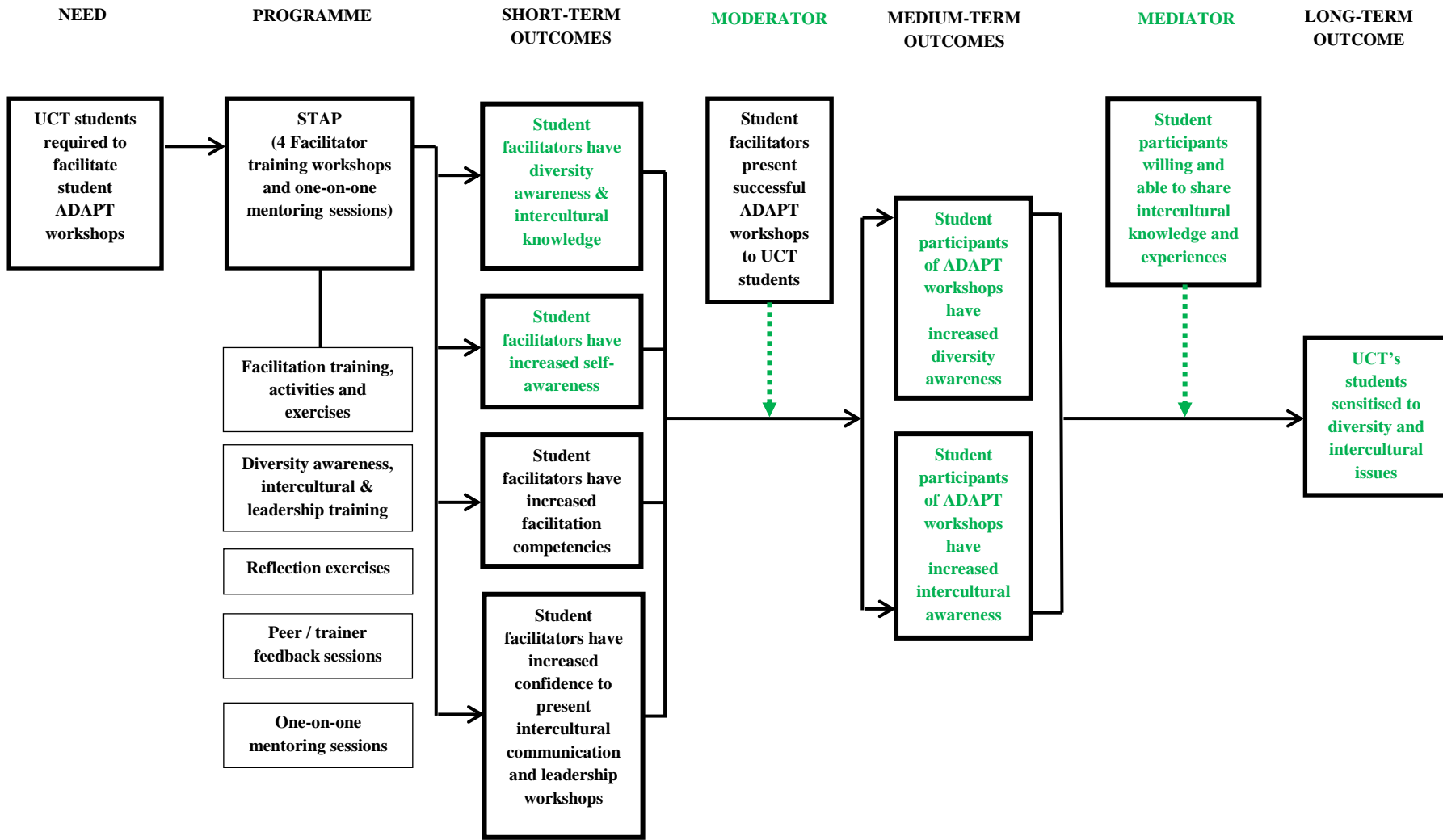


Figure 5. The final draft of the programme theory diagram based on literature.

CHAPTER 3: IMPLEMENTATION EVALUATION

When a programme fails to achieve its desired outcomes, it is often deemed ineffective or faulty. This lack of results, however, should not immediately be interpreted as programme failure. In many cases the reason underlying the unattainment of certain outcomes may not be due to the actual programme. For example, in some cases the need and target population may have been correctly identified, the programme theory may be sound and the programme design appropriate, it is nonetheless possible that something happened during the roll-out of the programme which caused it to fail (Harachi, Abbott, Catalano, Haggerty, & Fleming, 1999; Mihalic, 2004). In such cases evaluators speak of implementation failure: “The programme does not adequately perform the activities specified in the program design that are assumed to be necessary for bringing about the intended improvements” (Rossi et al., 2004, p. 427). Thus, the aim of an implementation evaluation is to investigate how well the programme has been rolled out. According to Donaldson and Lipsey (2006) as well as Rossi et al (2004), the data collection for an implementation evaluation usually pertains to three areas: service utilisation, service delivery and organisational support. Service utilisation evaluation questions typically aim to assess who attended the programme in an attempt to determine whether the programme reached its target population. Service delivery, as the term implies, investigates the actual implementation of the programme and whether it was successful. Lastly, organisational support questions address the extent to which the participants of the programme as well as the programme itself, were supported so that the goals of the programme could be reached. All three of these areas were included in the implementation evaluation of the STAP/ADAPT programme.

Due to the programme having two components: 1) the STAP training for student facilitators and 2) the ADAPT workshops for UCT students, an implementation evaluation would need to look at the roll-out of both components.

Unforeseen circumstances prevented the evaluator from conducting an implementation evaluation for 2) the student ADAPT workshops, as neither the programme staff nor the student facilitators were able to provide the evaluator with the ADAPT participants’ contact details. As mentioned in the programme description, the student facilitators were expected to recruit participants for the student ADAPT workshops and then facilitate a

diversity workshop with these students. Table 1 (see Chapter 1) illustrated that STAP student facilitators conducted five workshops, with a total of 63 student participants. When the evaluator approached the programme staff, requesting the contact details for these individuals, she was informed that programme staff did not keep a record of who attended the student ADAPT workshops; this was the responsibility of the student facilitators who presented the workshops. The evaluator then contacted each of the student facilitators' via telephone and email (contact details provided by the TSO's administrative staff), and explained the purpose of the evaluation. She then requested the names and contact details of the participants who attended the student ADAPT workshops that they had presented in 2012.

Unfortunately, only one of the student facilitators had kept a record of her workshop participants, however, she was only able to provide the evaluator with the students' UCT email addresses. After further investigation to get in touch with these students it was found that they were in fact third year students when they attended the workshop. None of the participants responded to the emails sent. There are two possible reasons for this; it could be that these students left the university after completing their undergraduate degree and as a result their student email accounts were deactivated. The other is that these students who may now be postgraduate students who tend to use personal email addresses and check their UCT account less frequently. Regardless of the reason, the evaluator was not able to collect data from them and the proposed implementation evaluation questions about the ADAPT workshops could therefore not be answered. The evaluator has included the questions which would have guided this evaluation as well as the data collection tool that would have been used in Appendix B and C, respectively. The implications of this limitation will be discussed in the final chapter.

STAP Training Implementation Evaluation

Despite the evaluator being unable to assess the implementation of the ADAPT workshops, an implementation evaluation was nonetheless conducted for the STAP student facilitator training which took place. This evaluation investigated service utilisation, programme delivery, as well as short-term outcomes. The questions presented below guided the evaluation.

Service utilisation questions

1. What are the demographics of the student facilitators who attended the STAP training?
 - 1.1 Which groups were over or under-represented?
2. What motivated students to sign up for the programme?
3. Who dropped out of the STAP training and why?

Service delivery

4. Were the student facilitators satisfied with the delivery of the STAP training?
5. Were the student facilitators satisfied with the mentoring sessions?
6. What were the student facilitators' suggestions for improvement?

Organisational support

7. Was the budget adequate to roll-out the STAP training as planned?
8. How did programme staff support the students?

Short-term outcomes and output

9. Did the STAP training achieve its intended short-term outcomes
10. Did the student facilitators conduct student ADAPT workshops
 - 10.1 How did student facilitators feel about their role as facilitators?

Method

Sample

The 12 student facilitators who completed the STAP training during 2012 made up the population for the STAP component of this implementation evaluation. Convenience sampling was used as the sample for the research consisted only of the participants who responded and completed the questionnaire. Eleven out of the 12 student facilitators, who were trained, completed the online questionnaire, indicating a response rate of 91.7%. The ages of the students facilitators ranged from 21 years to 34 years ($M = 24.73$, $SD = 3.77$). Further demographic information of the sample can be seen in Table 2.

Table 2

Demographics of the Student Facilitators

	Number of participants (n)	Number of participants (%)
Gender:		
Female	9	82
Male	2	18
Race:		
African	4	36
Indian	2	18
Chinese	0	0
White	2	18
Coloured	2	18
Prefer not to answer	1	9
Faculty:		
Humanities	10	91
Health Sciences	1	9

Data collection tool

An online, self-developed questionnaire about the programme's delivery and organisational support, as well as perceptions of the programme's outcomes, was developed to gather the necessary data to judge the implementation of the STAP training. The questionnaire can be found in Appendix D. This method of data collection was chosen as it is both cost-effective and easy to complete and administer. A cover letter was attached to the questionnaire outlining the purpose of the evaluation as well as informing the students that their participation was voluntary and their responses would be anonymous. The cover letter also mentioned that students could withdraw from the research at any stage of the evaluation. Students were also informed that the questionnaire was approved by the Commerce Faculty's Ethics in Research Committee. The questionnaire posed no risk to the respondents and thus ethical considerations were not necessary.

The student facilitator questionnaire consisted of six sections. Section A focused on service delivery (STAP training sessions), Section B addressed service delivery (mentoring sessions), Section C posed comparison questions about short-term outcomes, Section D aimed to investigate the facilitation of the student ADAPT workshops, Section E was designed for qualitative responses, in order to provide the student facilitators with

an opportunity to voice their opinions of the programmes and Section F requested the student's demographic information.

The questionnaire predominantly made use of questions/statements with a 5-point Likert scale response option (ranging from 1 - strongly disagree to 5 - strongly agree). The Likert scale was chosen as it is the most commonly used scaling method in the social sciences and evaluation. It is not only simple, straight-forward and easy to construct but it is also as reliable and valid as other, more complex or detailed scaling methods (Wyatt & Meyers, 1987).

In order to assess the short-term outcomes a post-then approach was used (Section C). Research indicates that when self-report measures are used, conventional pre-post tests do not show significant changes in participants from before and after an intervention is implemented (Pohl, 1982). Rohs (2002) therefore suggests allowing participants to respond to comparison questions: they are asked to rate their attitudes and behaviours while thinking back to how they were *before* the training. They are then asked to rate themselves now, *after* having undergone the intervention. This eliminates what is called control shift response. The two tests are done at the same time, so a person's frame of reference is constant. This provides participants with the opportunity to show precisely how they perceive their attitudes/behaviours to have changed as a result of, in this case, attending the STAP training.

Some qualitative response questions were also included in the questionnaire (Section E). These responses mainly served to provide the evaluator with more detailed information about how the student facilitators perceived the various aspects of the training and the overall programme.

Ethics

Prior to collecting data to answer the implementation evaluation questions, the evaluation proposal was submitted to the Commerce Faculty's Ethics in Research Committee for ethical clearance. The proposal was approved on June, 19th 2013 and the questionnaires were administered shortly thereafter.

Procedure

Programme staff provided the evaluator with the contact details of the 12 student facilitators who had completed the STAP programme in 2012. All 12 were contacted by the evaluator via electronic mail. The electronic mail requested each student facilitator to partake in the research by completing an anonymous online questionnaire. The electronic mail included a link to the STAP questionnaire which had been set up on UCT's information management site, Vula. The questionnaire remained live for three weeks and automatic reminders were sent every five days. Of the 12 student facilitators 91.6% (n=11) completed the questionnaire.

Data Analysis

After three weeks the questionnaire was closed. The data was collated and entered into the Statistical Package for the Social Sciences (IBM SPSS Statistics 21) for statistical analysis. Descriptive statistics as well as paired sample t-test analyses were performed to analyse the data obtained through the questionnaire.

The qualitative responses were analysed using thematic analysis. This type of analysis aims to identify patterns or themes, thereby organising and describing the data. It is a widely used method and was chosen as it provides an accessible and flexible framework for qualitative data analysis (Braun & Clarke, 2006). The participants' responses were read and re-read carefully and were thereby searched for recurring words and expressions translating into common themes.

Results and Discussion – STAP Training

Service utilisation

1. What are the demographics of the student facilitators who attended the STAP training?

1.1 Which groups were over or under-represented?

By account of the programme officer, the STAP training aimed to attract UCT students from all faculties across the university, regardless of age, race, gender or culture. The results, however, showed that 91% of the student facilitators (n = 11) were enrolled in the

humanities faculty. Women were also over-represented (82%) and 10 out of the 11 respondents were in their twenties (this is, however, expected for the university context in which the programme was implemented). Overall, these results suggest that programme is not attracting a diverse pool of students for the facilitator training. With the programme focusing on diversity, this should be an important aspect. It is recommended that staff review their approach to recruitment and advertising across faculties in an attempt to encourage more students to sign up for the programme. In addition, the advertisements could be designed in such a way that they may attract more males.

2. What motivated students to sign up for the programme?

From the responses it was evident that most of the student facilitators (64%) were either interested in STAP, because they were enrolled in degrees, or planned to pursue careers, that are in some way related to diversity. This also explains why the overwhelming majority of the student facilitators were humanities students. Diversity is a social science matter and those already interested in diversity (or related fields of study) would be attracted to a diversity programme such as STAP/ADAPT programme. This only strengthens the evaluator's suggestion that programme staff should revise their recruitment strategies and employ advertising techniques that would attract students from other faculties as well.

Many of the respondents (55%) also felt that participating in such a programme would contribute to their personal development and help them interact more meaningfully with others who are different to themselves in some way. The quote below is an example of one of the responses to illustrate this point:

“I applied to be part of the STAP team to learn more about how to not only increase my own understanding of how I relate and interact with other students from various academic disciplines, backgrounds and races but to understand the way in which the vast majority of the UCT student community experiences the feeling of being othered, discrimination or gendered and how to overcome this through increased social and cultural awareness through adaptation and intercultural competency.” – Participant 5.

Furthermore, the responses indicated that most of the student facilitators (73%) had signed up to STAP voluntarily and were motivated by a genuine interest in diversity and keenness to develop their intercultural competencies. Two respondents, however, reported that they signed up for the programme as they felt it would ‘look good’ on their CV and one mentioned that he/she had been asked to participate by a UCT staff member.

3. Who dropped out of the STAP training and why?

15 applicants were accepted into the programme of which 12 completed the STAP training. Programme staff were not able to provide the evaluator with the contact details of those who dropped out of the programme. Therefore, the reasons for attrition could not be reported.

Service Delivery

Evaluation question 4: Were the student facilitators satisfied with the delivery of the STAP training?

Seven items that related to service delivery were included in the STAP questionnaire. Participants generally selected the ‘agree’ and ‘strongly agree’ response categories. A composite mean of 4.3 was obtained for the seven items. This positive result indicates that student facilitators were satisfied with the overall delivery of the programme. Table 3 represents the individual means for each of the service delivery items.

Table 3

Service Delivery: STAP Training Session Responses

Questions and responses	X (SD)
The trainers were competent in delivering the training:	4.5 (0.7)
The training was well organised:	4.7 (0.5)
The training environment was conducive to learning:	4.3 (1.0)
The training content was delivered in a way that was easy to understand:	4.1 (1.0)
The training manual was easy to understand:	3.9 (1.2)
The materials we were provided with enabled us to deliver the student ADAPT workshops:	4.5 (0.7)
I would encourage friends to sign up for the training:	4.3 (0.8)

The fact that the student facilitators were satisfied with the STAP training is a positive result. It should be noted, however, that this does not suggest that the training was effective. All of the questions asked above merely assess perceptions, likes and dislikes of the service delivery components of the programme. These results cannot be used to prove success; simply because a certain activity is well-organised and enjoyable, does not mean that this activity will lead to an increase in knowledge or behaviour change. Although it is important to ask questions such as those listed above, programme staff must understand that these responses can be used for formative purposes alone (eg. if the respondents had reported that the training manual was difficult to understand, programme staff could have made the necessary adjustments to make it more clear), and not to justify the roll-out of the programme to stakeholders or funders.

The item stating that the manual was easy to understand was the only one which yielded a mean response below 4 (3.9). Although this is still a positive result, programme staff could consider reviewing the manual to see where improvements could be made.

Evaluation question 5: Were the student facilitators satisfied with the mentoring sessions?

Seven items in the questionnaire were used to obtain perceptions of the mentoring sessions in the STAP training. A composite mean for the items was calculated at 4.0. The positive result suggests that, overall, the student facilitators were satisfied with the mentoring sessions. Table 4 shows the means and standard deviations of the responses for each of the questions pertaining to the mentoring sessions.

Table 4
Service Delivery: Mentoring Sessions

Questions and responses	X (SD)
I felt comfortable being honest with the programme officer:	4.2 (0.8)
I felt comfortable sharing my anxieties with the programme officer:	4.4 (0.5)
Overall, I benefitted from the mentoring sessions:	3.9 (0.8)
I benefitted more from the mentoring sessions than from the training sessions:	2.8 (1.2)
The programme officer helped me improve my facilitation techniques:	4.5 (0.7)
The programme officer helped me develop an outline(s) for my student ADAPT workshop(s)	4.2 (0.8)
The programme officer helped me overcome my facilitation anxieties:	4.2 (0.8)

The mentoring sessions were found to be the primary vehicle for student support. The programme officer reported that she spent focussed, one-on-one time with each participant assisting them with the development of their workshop outlines, addressing any questions, concerns and anxieties they had, and giving them the opportunity to practice their facilitation skills. The responses above support the notion that students felt supported and considered the mentoring sessions to be valuable. The programme officer was also described using terms such as “helpful” – Participant 1, “amazing” – Participant 11, “friendly and relaxed” - Participant 8, “attentive” – Participant 4, and “a great mentor” – Participant 12. According to the student facilitators, the programme officer would begin the mentoring session by providing them with an opportunity to talk about their personal and academic lives, if there was anything they were concerned about or bothered by at the time. She would then proceed by focussing on improving the mentees’ facilitation skills. Unless the student facilitators brought it up, the topic of diversity was not discussed.

It should be noted, however, that the student facilitators also gave varying accounts of how the mentoring sessions were presented. One respondent reported that the mentoring sessions would last for 15 minutes, while another mentioned that they would spend 30 minutes to an hour with the programme officer during such a session. Some of the responses indicated a very structured approach to the session, while others suggested that they “managed the situation” – Participant 10, and that the sessions were mostly informal: “we would chat” – Participant 7.

Essentially, this suggests that the mentoring component of the programme varied from student to student. An ever-changing programme makes evaluation virtually impossible (Rossi, et al., 2004). If the programme activities change from one participant to the next, the evaluator will not be able to suggest that ‘the programme’ lead to changes in the participants, as a different programme was delivered to each participant. Thus, programme staff should be careful to remain consistent in the delivery of the programme.

Lastly, the mean of 2.8 indicates a negative response to the item which states that students benefitted more from the mentoring sessions than they did from the STAP training. This is a positive result, as the mentoring sessions were designed to support the STAP training sessions rather than be the focus of the programme. The fact that students reported that they were satisfied with- but had not benefitted more from the mentoring than from the STAP training sessions thus shows that the mentoring sessions fulfilled their role without taking over that of the STAP training sessions.

Evaluation question 6 (qualitative data): What were the student facilitators’ suggestions for improvement?

One of the qualitative response questions included in the questionnaire asked students to make suggestions for the further improvement of the STAP training. Overall, the responses were positive and suggested that very little should be changed about the STAP training. A summary of these responses can be seen in Table 5.

Table 5
Suggestions for improvement

Responses	Number of participants (n)	Number of participants (%)
Conduct the STAP training at the beginning of the year so that there is more time for facilitation.	2	18.2
Provide opportunities for more student ADAPT workshops to be conducted throughout the year.	3	27.3
The programme staff should be responsible for organising and recruiting participants for the workshops.	1	9.1
Participation in at least one student ADAPT workshop should become compulsory for UCT students.	1	9.1
Fewer video clips should be shown and more time made for discussion.	2	18.2

Three of the five suggestions displayed above allude to the fact that, overall, student facilitators regarded the STAP training and the student ADAPT workshops to be valuable. This is evident in their desire for more ADAPT workshops to be available to UCT students as well as wanting at least one ADAPT workshop to be compulsory for UCT students. Of course, the conclusion drawn here is not very strong as each of these suggestions is supported by a maximum of two student facilitators. Nonetheless, the nature of these responses does indicate a positive result. What was surprising was that none of the respondents suggested more intensive training. This would surely have been the case if they had not felt sufficiently equipped to present successful student ADAPT workshops. This in turn could suggest that, although, the research revealed the training (four sessions) was likely to be insufficient for the successful presentation of student ADAPT workshops, the workshops may have been perceived as successful from the perspective of the student facilitators.

Organisational support

Evaluation question 7: Was the budget adequate to roll-out the STAP programme as planned?

When the evaluator was contracted, she was told that Carnegie had initially provided funding for the staff ADAPT programme. After the TSO had brought forward the request to roll-out ADAPT to students as well, Carnegie agreed that the rest of the funding that had been provided for the staff ADAPT workshops could be used for the student ADAPT workshops (which included the training of the student facilitators). Carnegie were, however, not prepared to provide additional funding. Although, according to the programme officer, both the STAP training and student ADAPT workshops had been running successfully, Carnegie was not prepared to make further investments in the continuation of the programme. Thus, the programme will be discontinued in March 2014 due to insufficient budget. Unfortunately the TSO was not willing to provide the evaluator with a budget report. Thus, she was not able to draw any further conclusions as to how exactly the budget was spent and if this could have been done differently to increase the impact of the STAP/ADAPT programme.

Evaluation question 8: How did programme staff support the students?

As mentioned in the programme description and discussed in the sections above, the

student facilitators were provided with mentoring sessions to support them on their road to becoming student ADAPT facilitators. They were also granted a stipend of R500.00 per workshop presented. The literature did not reveal any further typical support approaches; mentoring and remuneration were the most common. Thus, the extent of the support provided seems appropriate and sufficient in this context.

Short-term outcomes

Evaluation question 9: Did the STAP training achieve the desired short-term outcomes?

A paired samples t-test was conducted to analyse the responses from the pre-then test and the post-test data responses. The short term outcomes on which student facilitators had to rate themselves were:

- Diversity awareness
- Openness towards ‘others’
- Confident interaction with ‘others’
- Intercultural communication skills
- Facilitation skills

This type of statistical test compares the means of the students’ responses before and after the training in order to determine whether these are statistically different or not. The results of each question pair will be reported separately below.

Diversity awareness

The t-test revealed that there was a significant difference between the before (M = 6.91, SD = 2.02) and after (M = 9.00, SD = 0.77) ratings for diversity awareness; $t(10) = -4.227, p = .002$. This indicates that students perceived their diversity awareness to have increased after they attended the training.

Openness towards ‘others’

The student facilitators were asked to recall how open they felt towards others who were different to themselves before and after the training. The difference in the means revealed that students tended to rate their ‘openness towards others’ higher after (M = 8.45, SD =

1.37) having attended the training than before ($M = 7.00$, $SD = 2.00$). The paired samples t-test showed that this difference in means was statistically significant; $t(10) = -2.951$, $p = .015$.

Confident interaction with 'others'

The evaluator was interested in whether the student facilitators felt more confident interacting with others who are different to themselves after having attended the training. The research revealed that this was, in fact, the case. The mean rating had increased from before ($M = 6.73$, $SD = 2.15$) to after the training ($M = 8.18$, $SD = 1.40$) and this change was found to be statistically significant; $t(10) = -3.068$, $p = .012$.

Intercultural communication skills

The programme staff hoped that the students' intercultural communication skills had improved after having attended the training. Performing the paired-sample t-test on the data revealed that there was a statistically significant difference in how the students rated their intercultural communication skills before ($M = 6.64$, $SD = 2.06$) and after ($M = 8.55$, $SD = 1.21$); $t(10) = -3.724$, $p = .004$. In other words, students reported that they had experienced an increase in their intercultural communication skills after having attended the training.

Facilitation skills

Lastly, the evaluator aimed to assess whether the students' facilitation skills had increased after having attended the programme. By comparing the mean rating before ($M = 5.09$, $SD = 1.58$) and after ($M = 7.91$, $SD = 1.04$), a definite change was observed. Furthermore, the t-test showed that this difference was statistically significant ($t(10) = -6.080$, $p = .000$) and, thus, it seems that a significant increase in facilitation skills had occurred after the students had attended the training.

A positive result has thus been found for each of the short-term outcomes, however, it is important to note that these changes in knowledge and skills cannot reliably be attributed to the STAP training. The reason for this is that there are major threats to the internal validity of the evaluation design. This, however, will be discussed further in the final chapter under limitations.

Evaluation question 10 (qualitative data): Did the student facilitators conduct student ADAPT workshops and how did they feel about their role as facilitators?

By analysing the qualitative responses, the evaluator found that nine out of the 11 student facilitators conducted student ADAPT workshops towards the end of 2012. One respondent reported that they had been willing to conduct a workshop, but were not able to do so for logistical reasons; they were overseas during the time that the workshops were conducted. The other respondent mentioned that they did not feel comfortable facilitating a student ADAPT workshop, as they did not agree with the content and the way in which programme staff expected them to facilitate the workshops: “At the end of the day, I am not comfortable facilitating and endorsing that training as it is – I would want to personalise and facilitate it my own way. This was not possible. So it was an incompatibility thing” – Participant 10.

Nine out of the 11 respondents (82%) felt positively about their role as ADAPT student facilitators. They reported that the training had increased their facilitation skills, knowledge about diversity issues and how to best address these, as well as their intercultural communication skills (as reflected in the short-term outcomes results above). “I feel equipped with knowledge to carry on the STAP discussion...” – Participant 2.

“I felt more confident in myself and my ability to facilitate constructive discussions amongst students.” – Participant 3.

“I appreciate this programme and having that role. I also enjoy the work that the programme offers and it is relevant, necessary and effective.” – Participant 4.

“I feel better equipped to deliver presentations and to facilitate discussions and debates around diversity and transformation with and within the UCT student community.” – Participant 5.

“Before my actual workshop that I held I felt nervous, which is inevitable. I think we always doubt our abilities until we are actually tested on them. After the workshop I felt very proud of myself and excited for my future facilitations (nothing planned but I know that it is something that I want to pursue at some point in my life).” – Participant 7.

Overall the implementation thus revealed positive results that suggest that the STAP training (including the mentoring sessions) was implemented to a high quality. Nonetheless, the evaluator has identified points for consideration as well as a few areas

which present room for improvement. These will be discussed in the following, final chapter.

CHAPTER 4: CONCLUDING THOUGHTS

The evaluator was approached by programme staff and tasked with evaluating the STAP/ADAPT programme. After understanding the extent of the evaluability of the programme, it was decided that a theory and implementation evaluation would be conducted concurrently.

The evaluator began the theory evaluation by investigating the programme's design and contrasting it with what social science research and literature considers a 'sound' design. An extensive literature review revealed that the design of the STAP/ADAPT programme was generally good, although a number of areas were identified which could be improved upon.

As the second part of the theory evaluation, the evaluator was tasked with eliciting the programme theory of the STAP/ADAPT programme as this was found to be implicit. After investing programme documents and holding an informal interview with the programme officer, a first graphic representation of the programme (also often referred to as a logic model) was developed. This diagram illustrated the relationships between the activities of the programme, its short-, medium- and long-term outcomes. After further interviews with the programme staff and TSO director, the programme theory diagram was adapted until it logically represented how the programme intended to reach its goals.

The relationships illustrated in this programme theory diagram were then assessed for plausibility. It was found that the links, although plausible, are rather ambitious and dependent on a moderator and a mediator variable: 1) the relationship between the short- and medium-term outcomes is moderated by the successful presentation of the student ADAPT workshops and 2) the mediating variable of knowledge transfer would make it possible for a relationship to exist between the medium-term and long-term outcomes of the STAP/ADAPT programme. However, the long-term outcome, although theoretically possible, was found to be too ambitious and will not likely be achieved.

The implementation evaluation aimed to investigate the roll-out of both the STAP training and the presentation of the student ADAPT workshops by the trained student facilitators. Unfortunately the latter was not possible due to insufficient data. This

limitation will be discussed further below.

The implementation evaluation of the STAP training yielded largely positive results. A questionnaire developed by the evaluator for the purposes of assessing service utilisation, service delivery, organisational support and short-term outcomes was administered to the student facilitators who participated in STAP throughout 2012.

The results showed that: women enrolled in the humanities faculty were overrepresented, overall the students were satisfied with both the STAP training sessions as well as the mentoring sessions, the suggestions for improvement were few and revolved around more opportunities for the facilitation of workshops throughout the year (which indicates that the student facilitators considered the student ADAPT workshops to of value), the budget for the roll-out of the STAP/ADAPT programme was insufficient, the student facilitators felt adequately supported (mainly thanks to the mentoring sessions) and that the short-term outcomes of the programme were largely achieved (based on self-report data).

Limitations

The limitation with the largest impact was that the evaluator was not able to gain access to the participants of the student ADAPT workshops due to poor record keeping on the part of the student facilitators and TSO staff. The participants' responses to the questionnaire could have provided formative information on how these workshops may be improved in the future. In addition, gaining their perceptions of whether their diversity knowledge and intercultural awareness increased after having attended the workshop, would have indicated their perceptions on whether or not the programme achieved the intended effect on the participants. Unfortunately, due to the lack of data, the evaluator was not able to investigate this component of the STAP/ADAPT programme.

Another limitation was the absence of a control group. If a control group had been included, the changes that had been reported in the experimental group (the student facilitators) and not in the control group, would have enabled the evaluator to draw stronger conclusions regarding the effects of the training (Shadish, et al., 2002). Unfortunately this was not possible due to timing and resources available to the evaluator.

The nature of the pre-then test is somewhat unreliable as it requires the respondents to

remember how they felt a year ago (Rohs, 2002). The accuracy of these memories is therefore questionable. It was, however, still chosen for use due to the lack of any pre-test data. The data regarding the short term outcomes should therefore be reviewed cautiously.

The lack of information pertaining to the budget allocated to the programme was also a limitation. The evaluator was provided with insufficient information to be able to assess how the budget was spent and in which areas additional financing would have been necessary. From the interviews, the evaluator was able to conclude that the budget was insufficient. However, no indications can be made as to the amount of money the TSO would have required to roll-out the programme as desired. Furthermore, around the time the data for the evaluation was to be collected, the programme officer informed the evaluator that the programme would be discontinued the following year, due to budget constraints.

Recommendations

As mentioned above, the STAP/ADAPT programme will not be rolled-out as planned next year, due to the lack of budget. The first recommendation would thus be to begin investing time and resources in fund-raising initiatives. Once sufficient financial assistance has been obtained, programme staff could consider making the following improvements to the programme: 1) conducting a needs assessment to determine whether there is in fact a need for the programme, 2) intensification of the STAP training and formal skills assessment, 3) recruiting more males, 4) making more than one mentor available to the students, so that they may choose their mentor, 5) specifications to guide the mentoring relationship and 6) student ADAPT workshops integrated into orientation week at UCT.

Needs assessment

As discussed in the literature review, it is important to conduct a needs assessment before designing and implementing certain programme assumed to address a particular need. A needs assessment in this case would determine if a need actually exists, the extent of this need and what programme would be best suited to respond to the need (Rossi, et al., 2004). The TSO should conducted a needs assessment exercise before including students into the same rationale as the STAP programme. The informal nature of the needs

assessment the TSO conducted, makes it impossible to determine whether the need identified was actually a need for a diversity programme (as opposed to any other type of diversity awareness initiative).

Intensification of the STAP training and formal skills assessment

The STAP training should be intensified, in order to increase the likelihood of success. Programme staff should consider holding weekly training sessions in facilitation, diversity awareness and intercultural communication as opposed to only four a year. This is also supported by the student facilitators' suggestions for improvement reported in Chapter 3.

In order to monitor whether actual changes have taken place, programme staff should administer a pre-test when the students are recruited and a post-test after they complete the training. Video-taping each session (as well as the student ADAPT workshops presented) could yield further insight to the progress of the students and their facilitation skills. Once the student facilitators have completed the training, programme staff should formally assess whether they are sufficiently equipped to present student ADAPT workshops, handle difficult participants and manage conflict. Only once the student facilitators have passed this assessment should they be permitted to present student ADAPT workshops, thus ensuring that these will be successful.

Moreover, the students should be trained in record keeping. The limitations of this evaluation were mainly the result of poor and/or lack of records. More thorough evaluations will only be possible if the records are sound.

Recruiting males

A further recommendation made by the evaluator is to invest in incentives which would encourage more males to participate in the STAP training. The challenge here would be to target males without directly discriminating against females. This could be done by offering incentives that are more likely to attract male attention. Another suggestion could be to design recruiting materials aimed specifically at males. A further option would be to direct recruiting initiatives at male dominated faculties, such as engineering or computer sciences.

Choosing a mentor

As discussed in Chapter 2 and 3, mentoring is an important part of the STAP training. Unfortunately, the literature suggests that the effectiveness of the mentoring sessions is slightly reduced when participants are assigned mentors, rather than given the opportunity to choose a mentor themselves. Again, insufficient budget is responsible for the fact that only one mentor was available to all the participants. Thus, if the budget permitted it, additional mentors (skilled in facilitation with a background in diversity) could be recruited and student facilitators could be given the opportunity to choose a mentor they personally feel most comfortable with. This, in turn, would result in deeper and more meaningful relationships (Chao, et al., 1992; Fagenson-Eland, et al., 1997; Kulik & Roberson, 2008). Of course, overall, the questionnaire showed that the student facilitators had enjoyed and benefitted from the mentoring sessions. The evaluator, however, suggests making at least one male mentor available to students, especially if more males are to be recruited for a similar programme in the near future.

Integration of ADAPT into orientation

A further problem with the STAP /ADAPT programme is that it has been implemented on too small a scale to impact the entire student body. If only 15 student facilitators are trained a year and each of these conducts an average of three workshops in total (which is optimistic as most presented between zero - two workshops) it would take 425 years to reach the a student population the size of UCT's (approximately 25 500) (UCT, 2013). One possibility would be to integrate a student ADAPT workshop into the programme during orientation week, thereby ensuring that each UCT student is exposed to diversity awareness training. Of course this would have to be arranged with the vice chancellor and would involve a change of UCT policy.

In conclusion, although the evaluation has revealed certain theoretical and practical benefits, the STAP/ADAPT programme could benefit from a number of improvements. Most importantly, programme staff should invest a large amount of effort into fund raising, as most of the areas which could be improved upon (and of course the programme's apparent discontinuation) are directly related to the insufficient budget. It is important to note that the programme was surprisingly successful, given its circumstances. The literature largely suggested, that success would not be highly likely given the way the programme was set up and its dependence on a moderator and a

mediator variable. Nevertheless, the results obtained through the questionnaire were far more positive than the evaluator had initially expected. Overall, the students responses indicated a high degree of satisfaction both with the STAP training and the mentoring sessions. Furthermore, the students seemed to place great value on the diversity training and felt that other UCT students should also be exposed to the programme. As mentioned above, the greatest recommendation for programme staff is to make every effort possible to raise the funds necessary to continue the programme. If the programme yielded positive results under the circumstances of insufficient budget, how much more successful would it be if additional funds were invested and the suggestions for improvement made by the evaluator implemented?

REFERENCES

- ADAPT Programme Synopsis. (n.d.). Can be obtained from the Transformation Services Office.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Upper Saddle River, New York: Prentice Hall.
- Alexander, N. (2007). Affirmative action and the perpetuation of racial identities in post-apartheid South Africa. *Transformation: Critical Perspectives on Southern Africa*, 63(1), 92-108.
- April, K., Ephraim, N., & Peters, K. (2012). Diversity management in South Africa: Inclusion, identity, intention, power and expectations. *African Journal of Business Management*, 6(4), 1749-1759.
- Armour, M. P., Bain, B., & Rubio, R. (2004). An evaluation study of diversity training for field instructors: A collaborative approach to enhancing cultural competence. *Journal of Social Work Education*, 40(1), 27-38.
- Arnold, H. J. (1982). Moderator variables: A clarification of conceptual, analytic, and psychometric issues. *Organizational Behavior and Human Performance*, 29(2), 143-174.
- Assemi, M., Mutha, S., & Hudmon, K. S. (2007). Evaluation of a train-the-trainer program for cultural competence. *American Journal of Pharmaceutical Education*, 71(6), 1-8.
- Avery, D. R., & Thomas, K. M. (2004). Blending content and contact: The role of diversity curriculum and campus heterogeneity in fostering diversity management competency. *Academy of Management Learning and Education*, 3(4), 380-396.
- Bagshaw, M. (2004). Is diversity divisive? A positive training approach. *Industrial and Commercial Training*, 36(4), 153-157.
- Bates, R., & Khasawneh, S. (2005). Organizational learning culture, learning transfer climate and perceived innovation in Jordanian organizations. *International Journal of Training and Development*, 9(2), 96-109.
- Battistich, V., Watson, M., Solomon, D., Lewis, C., & Schaps, E. (1999). Beyond the three R's: A broader agenda for school reform. *The Elementary School Journal*, 99(5), 415-432.
- Baytos, L. M. (1995). *Designing and implementing successful diversity programs*. Englewood Cliffs, New York: Prentice Hall.

- Bezrukova, K., Jehn, K. A., & Spell, C. S. (2012). Reviewing diversity training: Where we have been and where we should go. *Academy of Management Learning & Education, 11*(2), 207-227.
- Bickman, L., (Ed.). (1987). *Using program theory in evaluation*. San Francisco: Jossey-Bass.
- Bowen, F., & Blackmon, K. (2003). Spirals of Silence: The Dynamic Effects of Diversity on Organizational Voice. *Journal of Management Studies, 40*(6), 1393-1417.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101.
- Brewer, M. B. (1979). In-group bias in the minimal intergroup situation: A cognitive-motivational analysis. *Psychological Bulletin, 86*(2), 307-324.
- Carr-Ruffino, N. (2006). *Managing diversity: People skills for a multicultural workplace*. Boston: Pearson Education Higher.
- Cavaleros, C., Van Vuuren, L. J., & Visser, D. (2002). The effectiveness of a diversity awareness training programme. *South African Journal of Industrial Psychology, 28*(3), 50-60.
- Chao, G. T., Walz, P., & Gardner, P. D. (1992). Formal and informal mentorships: A comparison on mentoring functions and contrast with non-mentored counterparts. *Personnel Psychology, 45*(3), 619-636.
- Chen, H. T. (2005). *Practical program evaluation: Assessing and improving planning, implementation, and effectiveness*. California: Sage Publications.
- Chuang, C. H., & Liao, H. U. I. (2010). Strategic human resource management in service context: Taking care of business by taking care of employees and customers. *Personnel Psychology, 63*(1), 153-196.
- Chuang, Y. T., Church, R., & Zikic, J. (2004). Organizational culture, group diversity and intra-group conflict. *Team Performance Management, 10*(1/2), 26-34.
- Clair, J. A., Beatty, J. E., & MacLean, T. L. (2005). Out of Sight but Not Out of Mind: Managing Invisible Social Identities in the Workplace. *Academy of Management Review, 30*(1), 78-95.
- Cox, T. (1997). Linkages between managing diversity and organisational performance. In T. Cox and R. L. Beale (Eds.), *Developing competency to manage diversity: Readings, cases and activities* (pp. 35-47). San Francisco: Berrett-Koehler.
- Cox, T. H., & Blake, S. (1991). Managing cultural diversity: Implications for organizational competitiveness. *The Executive, 5*(3) 45-56.

- Cross, M. (2004). Institutionalising campus diversity in South African higher education: Review of diversity scholarship and diversity education. *Higher Education*, 47(4), 387-410.
- Demo, D. H., & Hughes, M. (1990). Socialization and racial identity among Black Americans. *Social Psychology Quarterly*, 53(4), 364-374.
- Donaldson, S. I. (2007). *The emergence of program theory-driven evaluation science*. New York: Taylor & Francis Group.
- Donaldson, S. I., & Lipsey, M. W. (2006). Roles for theory in contemporary evaluation practice: Developing practical knowledge. In I. Shaw, J. C. Greene, & M. M. Mark (Eds.), *The handbook of evaluation: Policies, programs, and practices*, (pp. 56-75). London: Sage Publications.
- Eby, L. T., & Lockwood, A. (2005). Protégés' and mentors' reactions to participating in formal mentoring programs: A qualitative investigation. *Journal of Vocational Behavior*, 67(3), 441-458.
- Ellis, C., & Sonnenfeld, J. A. (1994). Diverse approaches to managing diversity. *Human Resource Management*, 33, 79-109.
- Fagenson-Eland, E. A., Marks, M. A., & Amendola, K. L. (1997). Perceptions of mentoring relationships. *Journal of Vocational Behavior*, 51(1), 29-42.
- Fink, A. (2007). *Practicing research: Discovering evidence that matters*. Thousand Oakes, CA: SAGE Publications.
- Flynn, G. (1998). The harsh reality of diversity programs. *Workforce*, 77(12), 26-30.
- Foflonker, K. (2010). The integration of adolescents of immigrant origin into the German education system. Investigating everyday racism and xenophobia: A case study of an integrated public secondary school in Germany, [Published Master's Thesis] (Oldenburg, Germany: IBKM Series, University of Oldenburg, 2010).
- Foflonker, K. (2013, February). *ADAPT Programme Synopsis*. Transformation Services Office, University of Cape Town.
- Ford, J. K., & Weissbein, D. A. (1997). Transfer of training: An updated review and analysis. *Performance Improvement Quarterly*, 10(2), 22-41.
- Hall, M., Aiken, D., & Featherman, N. M. (2010). In M. Hall, M. & M. Krislov (Eds.), *The next twenty-five years: Affirmative action in higher education in the United States and South Africa*. Michigan: Anne Arbor, University of Michigan Press.
- Harachi, T. W., Abbott, R. D., Catalano, R. F., Haggerty, K. P., & Fleming, C. B. (1999). Opening the black box: Using process evaluation measures to assess implementation and theory building. *American Journal of Community Psychology*, 27(5), 711-731.

- Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, 32(4), 1199-1228.
- Harrison, D. A., & Sin, H. (2006). What is diversity and how should it be measured. In A. M. Konrad, P. Prasad & J. K. Pringle (Eds.), *Handbook of workplace diversity* (pp. 191-216). Newbury Park, CA: Sage.
- Hart, L. B. (1996). *Faultless Facilitation: Instructor's Manual for Facilitation Training* (2nd ed.). Amherst: HRD Press.
- Hayles, V. R., & Russell, A. M. (1997). *The diversity directive: Why some initiatives fail & what to do about it*. Chicago: Irwin.
- Herring, C., & Henderson, L. (2012). From affirmative action to diversity: Toward a critical diversity perspective. *Critical Sociology*, 38(5), 629-643.
- Holladay, C. L. (2004). An evaluation of diversity training: Effects of trainer characteristics and training focus. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 65(2).
- Holladay, C. L., & Quinones, M. A. (2008). The influence of training focus and trainer characteristics on diversity training effectiveness. *Academy of Management Learning and Education*, 7(3), 343-354.
- Horwitz, F. M., Bowmaker-Falconer, A., & Searll, P. (1996). Human resource development and managing diversity in South Africa. *International Journal of Manpower*, 17(4/5), 134-151.
- Johnson, C. D. (2008). It's more than the five to do's: Insights on diversity education and training from Roosevelt Thomas, a pioneer and thought leader in the field. *Academy of Management Learning and Education*, 7(3), 406-417.
- Joyce, B. R., & Showers, B. (1981). Transfer of Training: The Contribution of "Coaching". *Journal of Education*, 163(2), 163-72.
- Kaplan, D. M. (2006). Can diversity training discriminate? Backlash to lesbian, gay, and bisexual diversity initiatives. *Employee Responsibilities & Rights Journal*, 18(1), 61-72. doi: 10.1007/s10672-005-9005-4
- Kirkland, S. E., & Regan, A. M. (1997). Organizational racial diversity training. In C. E. Thompson & R. T. Carter (Eds.), *Racial identity theory: Applications to individual, group, and organizational interventions* (pp. 159-175). Mahwah, NJ: Lawrence Erlbaum.
- Kirkpatrick, D. (1996). Great Ideas Revisited. Techniques for Evaluating Training Programs. Revisiting Kirkpatrick's Four-Level Model. *Training and Development*, 50(1), 54-59.
- Krosnick, J.A., Holbrook, A.L., Berent, M.K., Carson, R.T., Hanemann, W.M., Kopp,

- R.J., Mitchell, R.C., Presser, S., Ruud, P.A., Smith, V.K., Moody, W.R., Green, M.C., & Conaway, M. (2002). The impact of "no opinion" response options on data quality: Non-attitude reduction or an invitation to satisfice? *The Public Opinion Quarterly*, 66(3), 371-403.
- Kulik, C. T., & Roberson, L. (2008). Diversity initiative effectiveness: What organizations can (and cannot) expect from diversity recruitment, diversity training, and formal mentoring programs. In A. P. Brief (Ed.), *Diversity at work* (pp. 265 - 304). Cambridge: Cambridge University Press.
- Kupperschmidt, B. R. (2000). Multigeneration employees: Strategies for effective management. *The Health Care Manager*, 19(1), 65-76.
- Lacey, A., & Luff, D. (2001). *Qualitative data analysis*. London: Trent Focus.
- Linnehan, F., Chrobot-Mason, D., & Konrad, A. M. (2006). Diversity attitudes and norms: The role of ethnic identity and relational demography. *Journal of Organizational Behaviour*, 27(4), 419-442.
- Louw-Potgieter, J. (2012). A Formative Evaluation of the ADAPT Programme for the Transformation Services Office. The Institute of Monitoring and Evaluation: University of Cape Town.
- Lubove, S. (1997, December 15). Damned if you do, damned if you don't. *Forbes*, 160, 122-134.
- Luft, J., & Ingham, H. (1982). The Johari Window: a graphic model of awareness in interpersonal relations. *NTL Reading Book for Human Relations Training*, 32-38.
- Mayo, A. (2006). *The human value of the enterprise*. London: Nicholas Brealey Publishing.
- McCauley, C., Wright, M., & Harris, M. E. (2000). Diversity workshops on campus: A survey of current practice at US colleges and universities. *College Student Journal*, 34(1), 100-114.
- Mihalic, S. (2004). The importance of implementation fidelity. *Emotional and Behavioral Disorders in Youth*, 4(83-86), 99-105.
- Milliken, F. J. & Martins, L. L. (1996). Searching for common threads: Understanding the multiple effects of diversity in organisational groups. *Academy of Management Review*, 21(2), 402-433.
- Mobley, M., & Payne, T. (1992). Backlash! *Training & Development*, 46(12), 45.
- Moore, S. (1999). Understanding and managing diversity among groups at work: key issues for organisational training and development. *Journal of European Industrial Training*, 23(4/5), 208-218.

- O'Malley, M. (2000). *Creating commitment: How to attract and retain talented employees by building relationships that last*. New York: John Wiley & Sons.
- Otten, M. (2003). Intercultural learning and diversity in higher education. *Journal of Studies in International Education*, 7(1), 12-26.
- Paluck, E. L. (2006). Diversity training and intergroup contact: A call to action research. *Journal of Social Issues*, 62(3), 577–595.
- Pierce, J. L. (2003). “Racing for innocence”: Whiteness, corporate culture, and the backlash against affirmative action. *Qualitative Sociology*, 26(1), 53-70.
- Pohl, N. F. (1982). Using retrospective pre-ratings to counteract response-shift confounding. *Journal of Experimental Education*, 50(4), 211-214.
- Raelin, J. A. (1997). A model of work-based learning. *Organization Science*, 8(6), 563-578.
- Ragins, B., & Kram, K. 2007. *The handbook of mentoring at work: Theory, research and practice*. Thousand Oaks, CA: Sage
- Roberson, L., Kulik, C. T., & Pepper, M. B. (2003). Using needs assessment to resolve controversies in diversity training design. *Group & Organization Management*, 28(1), 148-174.
- Rohs, F. R. (2002). Improving the evaluation of leadership programs: Control response shift. *Journal of Leadership Education*, 1(2), 50-61.
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks: Sage Publications.
- Rynes, S., & Rosen, B. (1995). A field survey of factors affecting the adoption and perceived success of diversity training. *Personnel Psychology*, 48(2), 247-270.
- Sanchez, J. I., & Medkik, N. (2004). The effects of diversity awareness training on differential treatment. *Group & Organization Management*, 29(4), 517-536.
- Scollon, R., Scollon, S. W., & Jones, R. H. (2011). *Intercultural communication: A discourse approach*. Oxford: Wiley-Blackwell.
- Scriven, M. (1998). Minimalist theory: The least theory that practice requires. *American Journal of Evaluation*, 19(1), 57-70.
- Seijts, G. H., & Crim, D. (2006). What engages employees the most or, the ten C’s of employee engagement. *Ivey Business Journal*, 70(4), 1-5.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. New York: Houghton Mifflin Company.

- Stewart, T., & Ruckdeschel, C. (1998). Intellectual capital: The new wealth of organizations. *Performance Improvement*, 37(7), 56-59.
- Steyn, M. (2011). *Being different together. Case studies on diversity interventions in some South African organisations*. Cape Town: iNCUDISA.
- Stufflebeam, D. (2001). Evaluation models. *New Directions for Evaluation*, 2001(89), 7-98.
- The University of Cape Town. 2013a. Retrieved from <http://www.uct.ac.za/about/intro/goals/>
- The University of Cape Town. 2013b. Retrieved from <http://www.uct.ac.za/about/intro/statistics/>
- Trabeau, M., Neitzel, R., Meischke, H., Daniell, W. E., & Seixas, N. S. (2008). A comparison of “Train-the-Trainer” and expert training modalities for hearing protection use in construction. *American Journal of Industrial Medicine*, 51(2), 130-137.
- Transformation at UCT. 2013. Retrieved from <http://www.uct.ac.za/about/intro/goals/>
- Transformation in Commerce. 2007. Retrieved from <http://www.commerce.uct.ac.za/commerce/transformation/khuluma/khuluma.asp>
- Van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. *Annual Review of Psychology*, 58, 515-541.
- Velada, R., & Caetano, A. (2007). Training transfer: the mediating role of perception of learning. *Journal of European Industrial Training*, 31(4), 283-296.
- Virchow, F. (2004). The groupuscularization of neo-Nazism in Germany: The case of the Aktionsbüro Norddeutschland. *Patterns of Prejudice*, 38(1), 56-70.
- Von Bergen, C. W., Soper, B. & Foster, T. (2002). Unintended negative effects of diversity management. *Public Personnel Management*, 31(2), 239-251.
- Weiss, C. H. (1997). How can theory-based evaluation make greater headway? *Evaluation Review*, 21(4), 501-524.
- Weiss, C. H. (1997b). Theory-based evaluation: Past, present, and future. *New directions for evaluation*, 76, 41-55.
- Weiss, C. H. (1998). *Evaluation: Methods for studying programs and policies* (2nd ed). Upper Saddle River, NJ: Prentice Hall.

- Wentling, R. M. (2000). Evaluation of diversity initiatives in multinational corporations. *Human Resource Development International*, 3(4), 435-450.
- Wentling, R. M., & Palma-Rivas, N. (1998). Current status and future trends of diversity initiative in the workplace: Diversity experts' perspective. *Human Resource Development Quarterly*, 9, 235-253.
- Wiethoff, C. (2004). Motivation to learn and diversity training: Application of the theory of planned behavior. *Human Resource Development Quarterly*, 15(3), 263–278.
- Wyatt, R. C., & Meyers, L. S. (1987). Psychometric properties of four 5-point Likert type response scales. *Educational and Psychological Measurement*, 47(1), 27-35.
- Zhu, J., & Kleiner, B. (2000, May/June). The failure of diversity training. *Nonprofit World*, 18, 12-14.

APPENDIX A: INTERVIEW SCHEDULE

February 2013, Programme Officer

1. Please explain how the ADAPT programme is rolled out.
2. Who initiated / what led to the initiation of this programme?
3. How were the students informed / participants selected?
4. Did anyone drop out of the programme?
5. Last year 15 students were trained to facilitate the workshops. How were these students selected? Who trained them and what kind of training did they receive?
6. What exact activities is the training / programme made up of?
7. What is the duration of the training? Where does it take place? How many workshops will be held this year?
8. What materials do the students receive during or after the training? Could I please have access to these materials?
9. What does the training cost and who bears these costs?
10. Do the students receive any incentives or other benefits in connection with the programme?
11. What are the programme's goals and how does it achieve these?
12. Did the training / programme have any unexpected effects on the participants that you know of?
13. What is your general perception of the programme?
14. What concerns do you have about the programme? About its outcomes? Its operations? Other issues?
15. What do you hope to learn from the evaluation? What would your questions be? Why are these issues important to you?
16. How would you use the information provided by the evaluation?
17. Are there other stakeholders who would be interested in this question? Who are they? What is their interest?
18. Primary goals vs. long term goals
How did participants change? How did you want / expect them to change?
19. How is it supposed to work? Why would the programme actions lead to success on the programme's objectives or criteria? Which programme components are most critical to success?)

APPENDIX B: IMPLEMENTATION EVALUATION QUESTIONS

Student ADAPT Workshops

Service utilisation

1. What are the demographics of the students who attended the student ADAPT workshops?
 - 1.2 Which groups were over or under-represented?
2. What motivated students to sign up to attend these workshops?
3. Did anyone leave the workshop before it ended? If so, why?

Service delivery

4. Were the student participants satisfied with the delivery of the workshops?
5. Did the student participants feel comfortable to share their thoughts and opinions during the workshop?
6. What were the student participants' suggestions for improvement?

Short-term outcomes

7. Do the student participants' have increased diversity and intercultural awareness after having attended the student ADAPT workshops?

APPENDIX C: STUDENT ADAPT WORKSHOPS ONLINE QUESTIONNAIRE



Dear Participant,

The aim of this research is to investigate students' perceptions of and opinions about extracurricular workshops and programmes, offered by UCT, which raise awareness about a variety of issues young adults are faced with today.

The research is being conducted as a part of a Master's thesis, your participation is voluntary and your responses will be anonymous. You may choose to withdraw from the research at any stage. The study has been approved by the Commerce Faculty Ethics in Research Committee.

The questionnaire is divided into four sections and contains 28 questions in total. It will take approximately 15 minutes to complete.

Your input is valued and will be used to tailor such programmes to students' needs. Should you have any questions, please feel free to contact me.

Thank you in advance for your participation.

Yours Sincerely,

Leigh-Ann Behrendt

Leigh.behrendt@gmail.com

072 448 1816

INSTRUCTIONS:

Please answer all of the following questions. Furthermore, please note that the questions are all based on programmes or workshops which aim to raise awareness about certain social issues young adults are faced with today, such as: discrimination, HIV/AIDS, drugs, sexual abuse, sexuality, gender, race, crime and so forth.

Indicate the extent to which you agree or disagree with each statement by marking the appropriate box with an 'X'. For example:

I would attend an extracurricular workshop.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

Section A – Programmes

1. I have attended an extracurricular workshop aimed at raising awareness about issues such as those mentioned above.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

2. I would attend an extracurricular workshop aimed at raising awareness about issues such as those mentioned above.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

3. I find it important that the university invests in programmes which aim to raise awareness about issues such as those mentioned above.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

4. I think such programmes are a waste of time.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

5. I think the university should rather invest these finances elsewhere.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

6. I think the university should dedicate more of their resources to programmes such as these.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

7. I would invite my friends to a workshop aimed at raising awareness about issues such as those mentioned above.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

8. I would dedicate my time and effort to a programme aimed at raising awareness about social issues such as those mentioned above.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

Section B – Comparison Questions: Preferences

Please rate your preference for each of the following programmes (1 = I would not attend this programme, 10 = I will definitely attend this programme)

9. HIV/AIDS awareness programme

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Would not attend

Will definitely attend

10. Diversity awareness programme

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

11. Drug awareness programme

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

12. Crime prevention awareness programme

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

13. Self-defense awareness programme

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

14. Sexuality workshop (discussing hetero- and homosexuality)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

15. Gender roles workshop

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

16. Intercultural communication skills workshop

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

17. Disability awareness workshop

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

18. Sexual abuse awareness programme

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

19. Body image workshop

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Now please choose three programmes you would most likely attend. Rank them in terms of first, second and third choice:

1.

—

2.

—

3.

—

Section C – Qualitative Responses

20. If you had to initiate a programme aimed at raising awareness about a certain social issue, which issue would you focus on?

21. If you had to develop a diversity awareness programme, which topics would you focus on? Please name at least three.

22. In your opinion, what types of programmes should the university dedicate their resources to?

23. Do you think that UCT students would benefit from a diversity awareness programme? Please motivate your answer.

24. Do you think a single-day workshop would be sufficient in creating awareness about diversity issues, for example? Please motivate your answer.

25. Have you heard of the student ADAPT programme? If so, what do you know about it?

Section D – Demographic Information *(for descriptive purposes only)*

Age: _____

Gender: Female Male

Sexual Orientation: Homosexual Heterosexual Bisexual Unsure Prefer not to answer

Race: African Indian Chinese White Coloured Prefer not to answer

Other Please specify: _____

Faculty: _____

THANK YOU FOR YOUR TIME!

APPENDIX D: STUDENT FACILITATOR ONLINE QUESTIONNAIRE



Dear Participant,

The aim of this research is to investigate the Student Facilitator Training you attended throughout 2012. Your participation is voluntary and your responses will be anonymous. The study is being conducted as part of a Master's research project at the University of Cape Town and has been approved by the Commerce Faculty Ethics in Research Committee. The questionnaire is divided into 7 sections and contains 34 questions in total. It will take approximately 15 minutes to complete.

Your input is valued and will be used to further improve the programme. Please read through each item carefully. Should you have any questions, please feel free to contact me.

Thank you in advance for your participation.

Yours Sincerely,

Leigh-Ann Behrendt

Leigh.behrendt@gmail.com

072 448 1816

INSTRUCTIONS:

Please answer all of the following questions. Indicate the extent to which you agree or disagree with each statement by marking the appropriate box with an 'X'. For example:

I enjoyed the Student ADAPT Training Programme.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

Section A – Service Delivery: STAP Training Sessions

1. The trainers were competent in delivering the training.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

2. The training was well organised.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

3. The training environment was conducive to learning.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

4. The training content was delivered in a way that was easy to understand.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

5. The training covered diversity issues that are relevant to me as a UCT student.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

6. Overall, I was satisfied with how the training was delivered.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

7. I would encourage friends to sign up for the training.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

Section A – Service Delivery: STAP Mentoring Sessions

8. I felt comfortable being open and honest with the programme officer.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

9. I felt comfortable sharing my anxieties with the programme officer.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

10. Overall, I feel that I benefitted from the mentoring sessions.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

11. I benefitted from the mentoring sessions more than from the training workshop sessions.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

Section B – Organisational Support

12. The training materials were easy to understand.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

13. The materials we were provided with enabled us to deliver the student ADAPT workshops.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

14. The programme officer helped me improve my facilitation techniques.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

15. The programme officer helped me develop an outline(s) for my student ADAPT workshop(s).

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

16. The programme officer helped me overcome my anxieties regarding facilitation.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

Section C – Short-term Outcomes

17. I feel that my understanding of diversity as a whole has increased as a result of the training .

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

18. I feel more open towards people who are different to me as a result of the training.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

19. I feel more confident interacting with others who are different to me after having attended the training.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

20. The training increased my intercultural communication skills.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

21. The training increased my facilitation skills.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

Section D – Facilitation of Student ADAPT Workshops

22. After having completed the four training sessions, I felt sufficiently equipped to conduct student ADAPT workshop(s).

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

23. Overall, I feel that the student ADAPT workshop(s) my co-facilitator and I conducted were successful.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

24. I enjoyed facilitating the student ADAPT workshop(s).

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

Section E – Qualitative Responses

25. What motivated you to sign up for STAP. Please provide a detailed answer in the box below.

26. Did you conduct a student ADAPT workshop? If not, please provide the reason for this.

27. Did you feel anxious at any point during your participation in the STAP student facilitator training or mentoring sessions? If yes, what made you feel anxious and how did you overcome this anxiety?

28. How would you improve the programme?

29. Please make use of the box below if you would like to provide additional feedback about any aspect of the programme.

Section F – Demographic Information *(for descriptive purposes only)*

Age: _____

Gender: Female Male

Race: White African Asian Indian Coloured Prefer not to answer

Faculty: _____

Degree: _____

THANK YOU FOR YOUR TIME!