

Strengthening leadership through networking: A mixed method evaluation of a core component of the Emerging African Leaders Programme (EALP)

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COMPULSORY DECLARATION:

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ABSTRACT

In line with its mission to promote public leadership in Africa, the UCT Nelson Mandela School of Public Governance (NMSPG) implements the Emerging African Leaders Programme (EALP). With the use of an intensive two-week residential workshop in Cape Town, integral coaching and an EALP alumni network, the programme endeavours to enhance the leadership capacity of emerging African leaders. The purpose of the EALP alumni network is to keep EALP alumni connected, enable them to have an ongoing dialogue and facilitate collaborations with the ultimate objective of making a contribution to addressing Africa's wicked challenges. A mixed method formative outcome evaluation of the networking component of the EALP was conducted. Data was collected by means of a document review, an online survey, semi-structured interviews and focus group discussions involving the main stakeholders. The findings showed that the EALP alumni network had created, albeit in a suboptimal resource-constrained context, positive outcomes at individual, network, organisational and policy-making levels. The network helped to increase the self-confidence, connectivity, networking ability, networking, problem-solving and decision-making capacity, learning, social capital and career prospects of EALP alumni. Furthermore, most of the EALP alumni expressed above average trust and commitment in the EALP alumni network, and, opined that efforts were made to ensure effective inclusion of all network members. On the other hand, on average, EALP alumni, were generally connected and interacted with others within their respective cohort, with mutual support and exchange of information and other resources only occasionally taking place among them. Of the sample, fifty percent of the EALP alumni experienced network cohesion. On average, EALP alumni, reported that it was easy to collaborate on the network but they had developed few productive collaborations with others. Slightly more than half of EALP alumni were satisfied with the management of the EALP alumni network and one fifth of them had fully internalised the network goal. Some positive outcomes were also noted at organisational and policy-making levels. With a view to strengthening the EALP alumni network, ensuring its sustainability and improving its effectiveness, the following recommendations have been made: formulation of a strategy and plans for the network, introduction of a monitoring, evaluation and learning system, formalisation of the network, appointment of a dedicated network manager to engage and support EALP alumni, and ongoing capacity-building.

Keywords: Leadership development, wicked challenges, network, connections, outcomes.

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LIST OF ABBREVIATIONS

BB.....	Building Bridges
CCAFS.....	Climate Change, Agriculture and Food Security
DFID.....	Department for International Development
EALP.....	Emerging African Leaders Programme
EALPA.....	Emerging African Leaders Programme Alumnus
EFA.....	Exploratory Factor Analysis
LDP.....	Leadership Development Programme
IDRC.....	International Development Research Centre
KMO.....	Kaiser-Meyer-Olkin
LGBTQ.....	Lesbian, Gay, Bisexual, Transgender and Queer
NGOs.....	Non-Governmental Organisations
NMSPG.....	Nelson Mandela School of Public Governance
PCA.....	Principal Components Analysis
PLEST.....	Political, Legal, Economic, Social and Technological
PS.....	Programme Staff
SNA.....	Social Network Analysis
SPSS.....	Statistical Package for the Social Sciences
UCT.....	University of Cape Town
U.S.....	United States

CHAPTER ONE: INTRODUCTION

This dissertation reports on an outcome evaluation of the networking component of the Emerging African Leaders Programme (EALP) using a mixed method approach. The purpose of this formative evaluation is to inform the management of the Building Bridges (BB) programme, under which the EALP has been implemented since 2015, about the effectiveness of the networking component of the EALP (the evaluand) and the various options for strengthening the EALP alumni network. The evaluation findings can also be used to improve the design and implementation of the next cycle of the EALP.

This introductory chapter establishes the background and rationale for the evaluation. It provides a description of the EALP, the target group and selection process, the structure and content of the EALP, the programme theory and the purpose of the evaluation. The second chapter presents a review of the literature on leadership development, leadership networks as well as the evaluation of leadership development and networks. In Chapter 3, evaluation questions are presented at three main levels of the evaluation. The fourth chapter discusses the method employed to carry out the outcome evaluation with particular focus on the evaluation design, participants, the data collection process, data management, data analysis and research ethics. In the last two chapters, the results are presented and then discussed with reference to the programme theory, and, the theoretical and empirical foundations of the evaluation. The final chapter also presents some recommendations, the contribution made by this evaluation to knowledge, the limitations of the evaluation, suggestions for future research and conclusions.

1. Programme description

In keeping with its mission to promote and enthuse public leadership at strategic level in Africa, the Nelson Mandela School of Public Governance (NMSPG) of the University of Cape Town (UCT), initiated the BB programme. The purpose of the programme is to establish critical relationships between theory and practice, emerging African leaders and experts, and, Africa and the rest of the world (Camerer, 2019). The BB programme comprises of fellowships, dialogue, and leadership development. The particularity of Africa's development challenges and the context is acknowledged and therefore calls for a relevant continental response. Accordingly, the capacity of public leaders, policy-makers, researchers, experts and academics should be developed and a space should be provided to them so that

they can honestly converse, exchange views and collaborate to find *African solutions* to these challenges. BB was launched in April 2014 with the financial support of the Ford Foundation, the International Development Research Centre (IDRC) and the UK Department for International Development (DFID). The programme has five main pillars, *Public Leadership Development* being one of them. The model adopted for the leadership development component focuses on the following critical competencies required by African leaders to operate effectively in the public sphere (Camerer, 2019):

- *Agency* - The aptitude to lead from the inside-out based on one's own sense of agency
- *Collaboration* - The capability to work effectively and partner with other stakeholders to address complex/ wicked problems¹ and challenges in Africa
- *Innovation* - The ability to lead change and innovation in the complex public sphere
- *Integration* - The capacity to appreciate the main African development challenges and potential solutions as well as to apply and develop the learning in the context

Core methodologies employed under the model comprises of '*integral coaching, team challenge, individual reflection, interactive learning, inspirational experiences, skills enhancement, continental context and cultural expression*' (Camerer, 2019, p. 6). The approach to leadership development also embraces an alumni network of solidarity, action and continuous learning. As an essential part of BB, the EALP focuses on the empowerment of young African leaders. This programme brings together emerging leaders principally from ten African countries and aims to build their leadership capabilities by various means. The purpose is to connect emerging African leaders to policymakers, experts, practitioners, academics, researchers, private sector and civil society and provide a space where they can exchange information and other resources, support each other and take part in an ongoing dialogue centred on social change. The ultimate goal of the EALP is to enhance the leadership capacity of African leaders operating in the public sphere, both as individuals and as a collective, so that they can collaborate, bring about change and make a contribution to addressing Africa's wicked challenges.

¹ A wicked problem refers to a social or cultural problem which is hard or impossible to resolve for four main reasons: inadequate or contradictory knowledge, the involvement of too many people and their diverse views, significant economic bearing of the problem and the fact that the problem and other problems are interlinked (Source: https://www.wickedproblems.com/1_wicked_problems.php)

2. Target group and selection of participants

The EALP primarily targets emerging leaders in ten focus countries, namely: Ethiopia, Ghana, Kenya, Nigeria, Senegal, South Africa, Tanzania, Uganda, Zambia and Zimbabwe. During the period 2015 to 2018, about 25 to 30 emerging African leaders were selected each year by a panel to participate in the programme. Recruitment of emerging leaders is not done via open call but through nominators and networks in Africa in October in the year preceding an intensive two-week residential workshop in Cape Town (see Appendix 1). Nominators are expected to ensure that nominated candidates will be available for the entire duration of the EALP and that they respect several criteria (see Appendix 2). The nominations are then screened by the selection panel, after which candidates who meet the above-mentioned criteria, are requested to apply formally to participate in the EALP. The next step involves an examination of the applications received and shortlisting. The selection panel then carry out interviews of shortlisted candidates to select 25 to 30 of them. Successful candidates are ultimately notified and invited to the residential workshop in Cape Town.

3. EALP structure and content

The EALP had been implemented on an annual basis during the period 2015-2018 and included four main elements. First, an intensive and interactive two-week residential workshop was organised in Cape Town to build leadership capacity (both individually and collectively) using the adult learning and social learning principles. Presentations were made by selected African experts having particular expertise in governance, policy and activism, and, leadership experience in the public sphere. These resource persons applied important concepts and tools in real-life situations and encouraged emerging leaders to participate in discussions and to exchange views on key African issues. The training focused on several leadership areas such as:

- How to become an effective, fearless and ethical agent;
- Steering change and innovation;
- Making the most of networks to forge collaborations with other stakeholders; and,
- Promoting African solutions to address key challenges in Africa and elsewhere (Camerer, 2019).

Participants were subjected to individual and group activities and were called upon to record their experience and learning in a journal. They were then expected to critically reflect on

their own beliefs, attitudes, norms, values and behaviour during this personal journey. Other activities were used to deepen insights of the emerging leaders and these included success stories, a guided tour of Robben Island, a writing workshop, film screening, panel discussions and networking events. The residential workshop was designed in such a way that participants get to know each other by way of both formal and informal interactions and learning activities, and hence to expand their networks of connections.

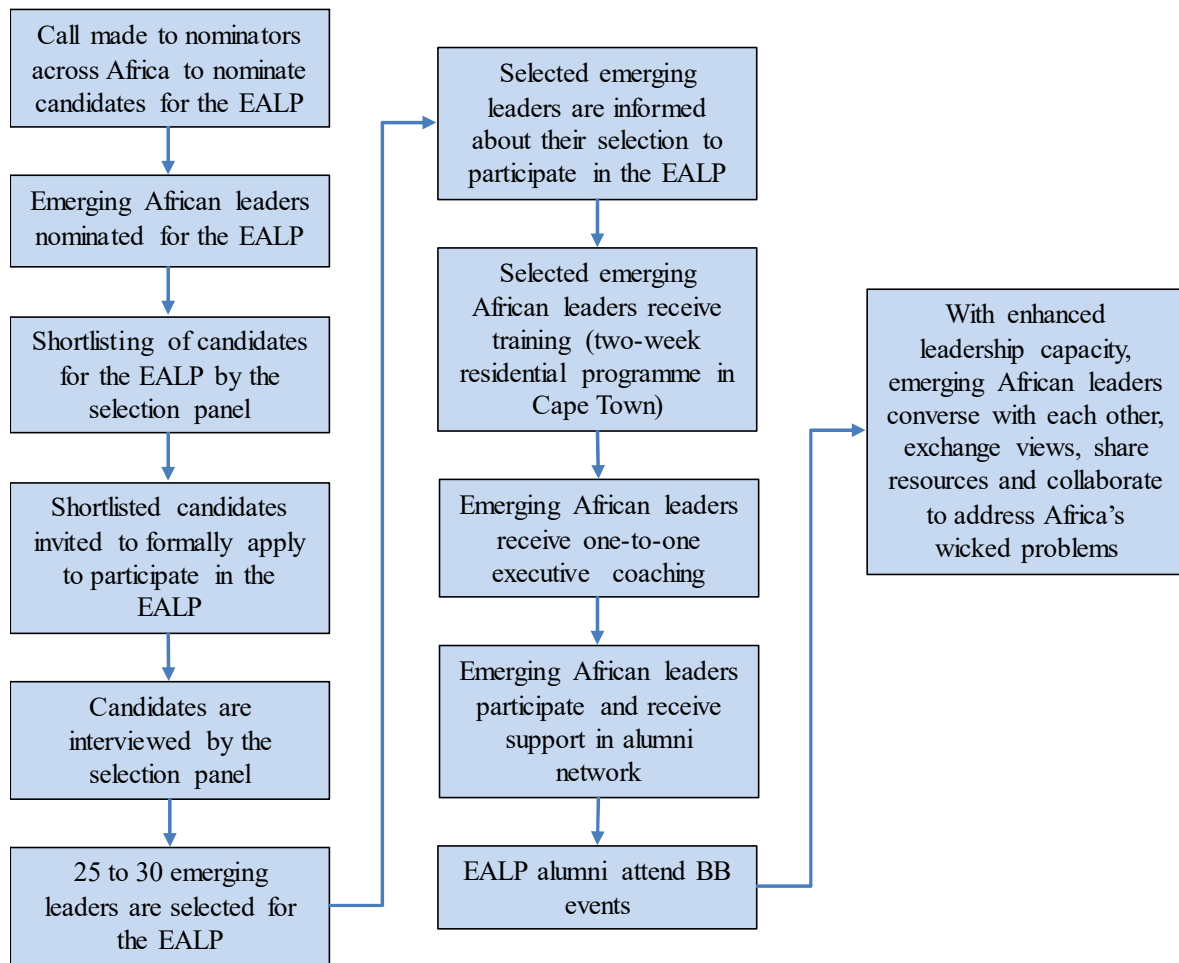
Each edition of the EALP was centred on a particular theme relevant to Africa. Themes used for the first four years were: African Economic Integration (2015), Governance Activism for Inclusive Democratic Development (2016), Inclusive Governance: Promoting Accountability (2017), and, Youth, Engagement and Inclusivity (2018). The costs of tuition, full-board accommodation and transport for all participants for the two weeks were met under the BB programme. Participants were expected to pay for their air tickets to Cape Town but scholarships were provided on a case-to-case and need basis.

Second, one-to-one sessions of executive coaching were provided to each participant by UCT certified executive coaches. Emerging leaders were supported and guided by the coaches during the two-week residential programme and after, for a period of 6 months online. Third, once the two-week programme ended, participants were introduced to the EALP alumni network which linked EALP alumni, experts, resource persons and other key stakeholders. The network was intended to facilitate networking, exchanges, sharing of resources and collaborations. Fourth, EALP alumni had been invited to participate in additional activities and events organised under BB. These events afforded EALP alumni the opportunity to engage themselves into thematic discussions, further enhance their competencies, network with other key stakeholders and explore avenues for collaborations. Based on the information gathered, a service utilisation plan has been designed for the EALP (see Figure 1 on page 5).

The leadership development programme (LDP) was launched in 2015 as the ‘Young African Leaders Programme’, and since then 104 African leaders had benefitted from it (Camerer, 2019). Over the years, various changes had been brought about to the programme. A Programme Officer (for the entire BB) was recruited in 2016 and the LDP was renamed as the EALP in 2017. The BB Director left the programme in April 2018 whereas the BB Programme Officer was promoted to Programme Manager in 2019.

Figure 1

Service utilisation plan for the EALP



The focus of the current study is on the networking component of the EALP, in particular on the outcomes of the EALP alumni network.

The networking component of the EALP

The NMSPG seeks to foster peer networks, networking and collaboration among leaders operating in the public, private and civil society spheres. In alignment with this objective, the EALP endeavours to develop the capacity of emerging African leaders to enable them to maximise on networks and alliances and implement partnerships. In the two-week residential workshop, a two-hour networking session and group work exercises are organised to afford participants the opportunity to know each other, network and explore possibilities for future collaborations. Participants are also afforded some time to relax, socialise and network. For instance, a cultural evening is programmed to induce emerging African leaders to share information about their countries and to enable them to connect with each other. Besides, a

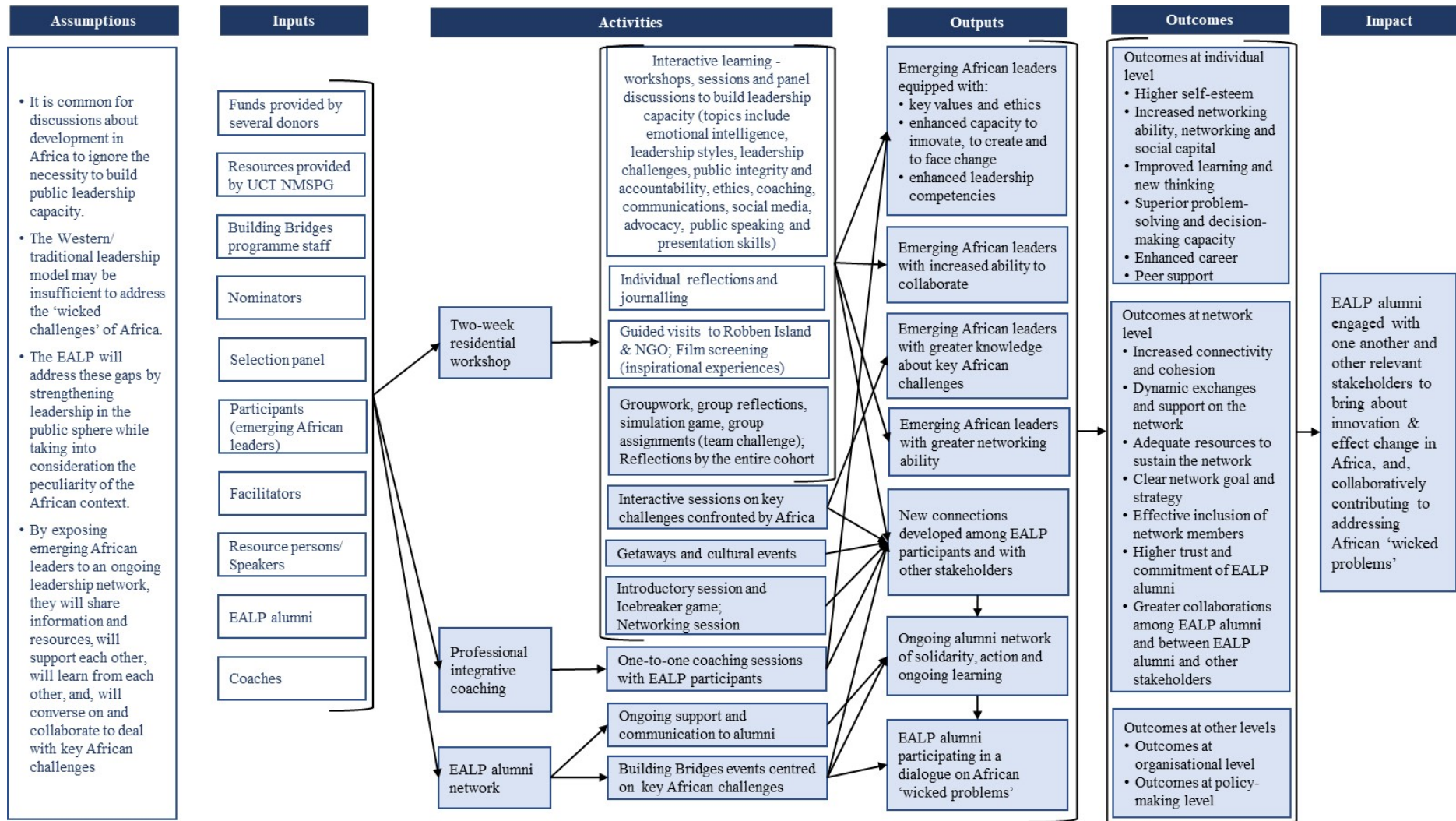
network has been created to promote exchanges, sharing of resources, learning and collaboration among alumni of the EALP. During the residency, it has been common for a BB programme staff to communicate the intention to expand the EALP alumni network and to encourage participants to engage actively in the network. The engagement of alumni takes place at various levels, in particular, via a WhatsApp group, emails, a Facebook page, the NMSPG website, and UCT's online platform (Vula). The EALP alumni are also given the opportunity to further enhance their capacity and enlarge their networks via various BB events such as *Symposia for African experts*, *Roundtables for policymakers and business leaders* and *Regional multi-stakeholder workshops*.

4. Programme theory

Following multiple consultations with the BB Programme Manager, and, a review of the literature on leadership development and EALP documents, a programme theory for the EALP was conceptualised by the evaluator and was approved by the programme staff (see Figure 2 on page 7). The EALP alumni network is expected to produce outcomes at individual, network and other levels, and, at different points in time. Outcomes at individual level include higher self-confidence, increased networking ability, networking and social capital, improved learning and new thinking, superior problem-solving and decision-making capacity, career development and peer support. Outcomes at network level comprise of a sustainable EALP alumni network with increased connectivity and network cohesion, dynamic exchanges and support on the network, adequate resources, clear network goal and strategy, effective inclusion of network members, higher trust and commitment of EALP alumni as well as greater collaborations. Besides, some outcomes are expected to occur at other levels, above all, at organisational and policy-making levels.

Figure 2

Programme theory for the EALP



5. Evaluation of the EALP

The current study relates to an outcome evaluation of the networking component of the EALP. The evaluation is primarily formative and is intended to inform BB programme management about the effectiveness of the EALP alumni network while highlighting the outcomes accrued at individual level, network level and other levels, more specifically at organisational and policy-making levels. An attempt is also made to expose ways in which the EALP alumni network can be strengthened to allow African leaders further contribute to addressing challenges in Africa. Besides, the evaluation report represents a useful tool to show accountability to funders and to mobilise extra resources to deepen the alumni network.

Primary objective of the evaluation

The purpose of this research is to evaluate the networking component of the EALP at individual, network and other levels. The broad evaluation questions relate to outcomes of the networking component of the EALP at individual, network and other levels. To answer the evaluation questions in a comprehensive manner and draw a clearer picture, a mixed method approach with formative elements was adopted for the evaluation of the networking component of the EALP. Elements of both quantitative and qualitative designs and analyses were integrated, and, triangulation was undertaken. All emerging African leaders who completed the EALP (n = 103) and other relevant stakeholders, including programme staff, facilitators and coaches, were targeted for the study. Secondary data were primarily collected by means of a document review whereas primary data were collected via online surveys, semi-structured interviews, and focus group discussions. Primary and secondary data had been analysed simultaneously. Analysis of quantitative data was carried out with the use of Principal Components Analysis (PCA), reliability analysis, descriptive statistics and inferential statistics. Qualitative data were subjected to content analysis using a deductive approach. Merging and triangulation were also part of the analysis to draw a more comprehensive picture of the outcomes of the networking component of the EALP. Before the start of the evaluation, approval was sought from the BB Programme manager as well as from the Ethics in Research Committee of the Faculty of Commerce, University of Cape Town. Various measures were taken to safeguard confidentiality and associated legal requirements. In particular, study participants were requested to give their consent prior to giving their responses, and, were informed that data collected would be used solely for the purpose of the study and would be kept confidential.

Rationale and significance of the study

The study seeks to comprehend the outcomes of the networking component of an African LDP. The results of the study are expected to inform the implementation of the next cycle of the EALP. In particular, the study endeavours to describe what has worked, what has not worked, for whom and under what circumstances. It also provides for the identification of possible ways to strengthen the effectiveness of the EALP alumni network and is expected to contribute to knowledge in the area of network evaluation and programme evaluation.

6. Outline of the report

The next chapter covers the theoretical and empirical foundations of the research, and, presents a review of the literature with particular emphasis on leadership development, leadership networks, the evaluation of LDPs and network evaluation. Chapter Three presents the evaluation questions which have been developed while referring to the programme theory and the literature review. These questions have been established at individual, network and other levels respectively. With a view to facilitating the collection of data, specific questions and statements have been formulated. Chapter Four describes the method used for the study. Amongst others, this chapter provides details about the evaluation design, participants and data providers, measures and procedures, data management and data analysis. The results of the quantitative and qualitative data analysis are reported in Chapter Five. They speak to the evaluation questions that have driven this research project. The results have been presented in three sections, each addressing a relevant set of evaluation questions at individual, network and other levels. In Chapter Six, the results are discussed and interpreted with reference to the literature on leadership development, leadership networks and network evaluation. This chapter also presents some recommendations to consolidate the EALP alumni network, highlights the contribution made by this evaluation to knowledge, discusses the study's limitations, and makes some proposals for further research and conclusions.

CHAPTER TWO: LITERATURE REVIEW

The programme theory illustrated in the previous section presupposes that the EALP will create outcomes for emerging African leaders and produce other intended effects at multiple levels. The impact is dependent on the extent to which the cause-and-effect relationships in the programme theory are plausible, more specifically, whether they 'could work' (Rossi et

al. 2018). With a view to ascertaining that the relationships and causal links in the EALP programme theory are plausible, a review of the literature on leadership development, leadership networks, evaluation of LDPs and network evaluation was conducted and presented in this chapter.

1. Leadership development and leadership networks

Well before the beginning of the 21st century, leadership effectiveness has been found to be contingent on the characteristics or attributes of the leader, the followers, the situation and the complex interactions among these elements (Fiedler, 1967; Hollander, 1978; Ayman et al., 1995). Nevertheless, until recently, LDPs, in general, were centred on building the individual capabilities of leaders (Day, 2000; McCauley et al., 2004; Cullen-Lester et al., 2016). Key political, legal, economic, social and technological (PLEST) changes in the external environment, and the accompanying challenges, had triggered a need to adopt a more integrated approach to leadership development (Day, 2000; Cohen et al., 2001; McCallum et al., 2009). Simultaneously, the leadership research and the literature had started to acknowledge the critical role of social processes and relational linkages in leadership and had called for a reconceptualization of leadership as an ongoing social influence and relational process (Day 2000; Balkundi & Kilduff, 2006; Daly & Moolenaar, 2011). In this respect, increasing emphasis is being put by leadership theorists on the need for LDPs to develop leadership (rather than individual leaders) in a holistic manner, while considering leaders, followers, the situation and the environment (Day, 2000; Day et al. 2014). Similarly, they have called for an examination of leadership development through both individual and relational lenses while giving equal attention to the development of human capital and of social capital (Day 2000; McCallum et al., 2009). Based on the principles of game theory (Cable & Shane, 1997), various writers have argued that collaborative working in a network has the potential to allow its members to achieve a much higher collective outcome than the sum of the outcomes which would have been achieved individually without the network (Provan & Milward, 2001; Macke et al., 2010). By the same token, it has been argued that, by working together in networks, individuals can gain the advantage of leveraging a larger amount of knowledge and resources to achieve a shared goal (Provan et al., 2005).

It is also acknowledged that most of societal problems and challenges in an increasingly globalised world, are too complex and interrelated to be left to individual leaders or

organisations operating as stand-alone entities (Hoppe & Reinelt, 2010; Taylor et al., 2015; Haarich, 2018). A single entity, no matter how effective it is, does not have entire control over all elements of each meta-problem or challenge. Indeed, solving complex social problems and challenges effectively calls for a shift from a traditional top-down approach to a more horizontal co-operative approach (Klijn and Koppenjan 2012; Klijn & Koppenjan, 2016). In this respect, a networked and concerted effort has been found to be more appropriate to address complex or wicked problems in an efficient and effective manner (Camarinha-Matos & Afsarmanesh, 2005; Innovations for Scaling Impact and Keystone Accountability, 2010; Klijn & Koppenjan, 2016; Bright et al., 2019). Similarly, the potential power of networks to achieve social change is increasingly being recognised (Network Evaluation Guide, 2014). In view of their ability to leverage considerable capacities, knowledge, resources and collaborations, leadership networks have been found to be a useful means to address wicked problems effectively and create social change (Hoppe & Reinelt, 2010; Plastrik et al., 2014; Taylor et al., 2015). An integrated or network approach which involve multiple stakeholders has the potential to amplify the impact of leaders either as individuals or as a collective (Hoppe & Reinelt, 2010; Bright et al., 2019). LDPs have been viewed as an important mechanism to allow diverse cohorts of leaders to establish strong relationships and to nurture authentic connections among them (Meehan & Reinelt, 2012). For these reasons, a network component is deliberately included in many leadership development programmes to connect leaders, support them and enhance their capacity to bring about social change in a systemic manner (Hoppe & Reinelt, 2010).

In line with the above, the EALP has included a networking component to afford emerging African leaders the possibility to connect with each other, to participate in an ongoing dialogue about wicked challenges in Africa and to make a contribution to their solution.

2. Evaluation of LDPs and networks

2.1. Levels of evaluations

Various frameworks have been used or suggested by researchers and practitioners to evaluate the outcomes of LDPs and networks. While some of them have focused on immediate or short-term outcomes at individual level, others have centred on outcomes at other levels as well. As proposed by ORS Impact (2018), the evaluation of LDPs should rise above short-term/ proximal outcomes at individual level and should examine longer-term outcomes such

as the difference leaders make to issues, fields and communities (ORS Impact, 2018). The W. K. Kellogg Foundation sponsored a scan of fifty-five LDPs to shed light on the way their impact had been evaluated. In this latter study, Reinelt et al. (2002) identified outcomes at the individual, organisational, community and field levels (see Appendix 3). They also underlined the importance of evaluating the effects of alumni networks as part of LDP evaluations in the future.

In a study of a collaboration network of Gender-based violence non-governmental organisations (NGOs) in Zambia, outcomes have been recognised to occur at individual member and whole network levels (Cooper & Shumate, 2012). The findings included positive outcomes of collaboration, with increased effectiveness at individual member level and benefits at network level as referrals allowed the holistic provision of services to a larger number of clients. Provan & Milward (2001), on their part, have suggested a three-tier approach for the evaluation of publicly-funded networks. Community level evaluation involves investigating the contribution of the network to the communities it is trying serve. The second step involves assessing whether the network is viable and sustainable. Evaluation at the third level encompasses the assessment of outcomes achieved by individual members. Similarly, Easterling (2012) proposed that while evaluating a network, evidence needs to be gathered to measure the extent to which the network strategy has contributed to build the capabilities of network members and the network as a whole, as well as, the degree to which efforts made have a bearing on outcomes. Popp et al. (2014), while reviewing the literature on inter-organisational networks, proposed a model of action to guide the evaluation of networks (see Appendix 4). The model advocates a multilevel analysis, with outcomes being considered at network, individual, organisational and community levels.

An alumni network, like the EALP alumni network, has been categorised as a ‘peer leadership network’ which is a system of connections among leaders with shared interests and commitments, work or experiences (Hoppe & Reinelt, 2010). Features of a peer leadership network include a shared a sense of community and purpose, the sharing of information and other resources, provision of advice and support, project collaborations, and, mutual learning (Hoppe & Reinelt, 2010; Younis, 2017). Exchanges, ongoing discussions and collaborations among members are promoted on these networks to enable social change and

achieve a common network goal. Hoppe & Reinelt (2010) have recommended a few guidelines for the evaluation of networks (see Appendix 5).

It is useful to highlight that, throughout the literature on evaluating cross-sector and social change networks, there is an emphasis on customising evaluation to suit a network's needs (Tremblay et al., 2017). Moreover, a multilevel approach has been found to be more appropriate while evaluating networks (Provan and Milward, 2001). It is with this spirit in mind, and in line with the literature and the EALP programme theory, that the present evaluation was centred on assessing the outcomes at the following levels:

- Outcomes at individual level
- Outcomes at the network level
- Outcomes at other levels (organisational and policy-making levels)

2.2. Outcomes at individual level

As members actively engage in a network, outcomes that can accrue at individual level include increased networking ability, networking and social capital, improved self-confidence, increased learning, new thinking and related behaviours, and, enhanced problem-solving and decision-making capacity. These outcomes are discussed below.

i. Leadership development, networking ability, networking and social capital

The relationship between leadership, networking and social capital has been extensively studied. It has been argued that leadership effectiveness is somewhat dependent on the ability of individuals and collectives to establish and leverage relationships with key stakeholders (Christopoulos, 2016). Networks have been found to be suitable springboards for leaders to establish connections across organisational and geographical boundaries and build social capital (Gilchrist, 2009; Meehan & Reinelt, 2012). The management of social networks is thus considered as central to the leadership role (Balkundi and Kilduff, 2006). The links between networking ability, networking and social capital are discussed below.

Networking ability

The concepts of “collaborative” leadership and “shared” leadership have also gained prominence over the years (Chrislip et al., 1994). Similarly, leadership is increasingly being viewed as relational and multi-level where individuals and collectives are linked via social

processes (Uhl-Bien, 2006; Yammarino et al., 2012; Carter et al., 2015). Interpersonal skills, including networking ability, constitute an important category of leadership skills (Balkundi and Kilduff, 2006). The networking ability of a person refers to his set of social skills that can be used to establish relationships and his capacity to capitalise on these connections (Ferris et al., 2007; Semrau & Sigmund, 2012). LDPs endeavour to develop the capabilities of leaders as a group by way of learning activities and to indirectly develop their networking ability (Day, 2000; Van Velsor et al., 2010). Such capacity encompasses the ability of leaders and collectives to create, maintain and enhance relationships, to coordinate efforts, make commitments and to extend social networks (Day, 2000; Gentry et al., 2007; McCallum et al., 2009). Leaders, equipped with networking capabilities, are able to make and manage connections (networking), and therefore have access to valuable resources (Day, 2000; McCallum et al., 2009). As networking is a social activity, networking ability is supported by personality traits such as extraversion (Wanberg et al. 2000). Similarly, Forret et al. (2001) identified extraversion as a significant predictor of networking ability and recommended its inclusion in future research on networking.

Networking and social capital

Networking at individual level relates to the behaviours associated with building, managing and leveraging relationships (Byrum-Robinson & Womeldorff, 1990). Being a key step in the process of creating social capital, networking is considered as an antecedent of social capital as it is (Kostova & Roth, 2003, Zacharakis & Flora, 2005; Fredricks, 2013). Networks have been found to enable the creation of social capital as they help network members to expand their relationships, (Bourdieu, 1985). The volume of connections and quantity of both current and potential resources that an individual has access to by being part of a network, has been referred to as his social capital (Bourdieu, 1980; Cohen et al., 2001; Adler et al., 2002; Brass, 2012). An individual's social capital is a function of the size of the network that he can effectively marshal as well as the quality of the relationships developed (Bourdieu, 1985; Nahapiet & Goshal, 1998). Membership in social groups and organisations can be used as a measure of social capital (Putnam et al., 1993; Putnam, 2000; Grootaert & Van Bastelar, 2002). Networking has the potential to enhance social capital since increased connections can build support and expand the access to resources (Day, 2000; Wolff et al., 2008). Effective leaders, while regarding leadership as a responsible position, develop and use social capital leading to value creation (McCallum et al., 2009). Social capital confers various benefits

including lower transaction costs, increased trust, knowledge creation, exchange of resources, common understanding and reduced conflicts, stability and higher returns (McCallum et al., 2009). In addition to being considered as the consequence of social interaction, social capital is also being viewed as a predecessor of new relationships (McCallum et al., 2009).

LDPs often seek to enhance networks, partnerships, information sharing and the spheres of influence of leaders (Van Velsor et al., 2010). They are also viewed as a medium for the development of networking competency and, hence, social capital (Day, 2000; McCallum et al., 2009; Wolff & Moser., 2010; Meehan et al. 2012). Similarly, networking has been recognised as an important outcome of the participation of leaders in LDPs (Black et al., 2006; Roberts, 2013). LDPs have the potential to engender interaction and establishment of relationships based on trust, goodwill, and reciprocity (McCallum et al. 2009). When leaders are subjected to network-enhancing LDPs, they tend to engage in networking (behaviour) to maintain and expand these relationships (Forret et al., 2004; Uhl-Bien, 2006; Wolff & Moser. 2010) and therefore to increase their social capital (de Janasz et al. 2008). The net effect of networking is improved leadership effectiveness at both individual and collective levels (Cullen-Lester et al., 2017). Leaders could also further build relationships in various areas if they are given the opportunity to participate and interact in other fora, including conferences, symposia and workshops, beyond the LDP (Day, 2000; McCallum et al., 2009).

Leadership development approaches, networking ability, networking and social capital

The links between approaches to leadership development, networking competency, networking and social capital outcomes have been the subject of a recent study (Burbaugh & Kaufman, 2017). This descriptive-correlational study was carried out with a purposive sample of 231 alumni of fifteen U.S. agricultural-based LDPs. Significant (weak to moderate) relationships were found between skill building and personal growth approaches to leadership development and networking ability. Such approaches to leadership development encompass collaborative exercises, teamwork, group reflection and other group learning activities. Grounded on the principles of action-learning, these activities can elicit social interaction, favour networking and therefore support a higher level of social capital (Day, 2000; Burbaugh, 2015; Burbaugh & Kaufman, 2017). Links between networking ability and social capital dimensions (save *trust* and *solidarity*), were also observed (Burbaugh, 2015; Burbaugh & Kaufman, 2017). This second finding supports the conclusion made by Kostova

& Roth (2003) in a study of social capital in multinational companies. The extent and efficacy of individual interactions was found to have a bearing on social capital. A link was also found between LDP activities, geared to heighten networking, and leadership capacity (Cullen-Lester et al., 2017). The quality of the LDP experience affects social capital as well (Galli & Muller-Stewens, 2012). LDPs, which encourage self-reflection (via coaching and feedback) and interaction, and, endow participants with an identification experience through action learning, have the potential to improve their social capital (Galli & Muller-Stewens, 2012). The relationship between leadership development approaches, networking and social capital is a dynamic one (Burbaugh, 2015; Burbaugh & Kaufman, 2017). In addition to being an outcome of social interactions, social capital has been found to precede networking competency, and, the development and access to new relationships, meaning that prior relationships have an incidence on future connections (Burbaugh & Kaufman, 2017; Kilduff & Tsai, 2003). The effects of LDPs in relation to networking have also been explored in several LDP evaluations conducted in the United States of America (see Table 1 below).

Table 1

Findings of LDP evaluations in relation to networking

Researchers	Findings
Carter and Rudd (2000)	Carter and Rudd (2000), who surveyed participants in a state-wide LDP, their spouses and their employers to have a more valid view of the LDP outcomes, identified networking as a key outcome of the LDP.
Diem & Nikola (2005)	Diem & Nikola (2005) found that a state-wide LDP helped participants in the agricultural field to build and maintain an extensive network.
Black (2006)	Black (2006), in an outcome evaluation of a state-wide LDP, identified outcomes at individual, organisational, and societal levels. The surveyed LDP alumni highly rated the outcomes of network of contacts and networking skills.
Black et al. (2009)	Black et al. (2009) carried out a study to provide a wide-ranging method for evaluating LDPs. Qualitative results included an increased ability to network at individual level and an enhancement in networking at organisational level.

The EALP has incorporated skill building and personal growth approaches to the development of leadership capacity of emerging African leaders. Activities are provided to enhance the networking ability of EALP participants in the residency and after. The residential workshop and the EALP alumni network, including the BB events, are viewed as useful channels for emerging African leaders to network and enhance their social capital.

ii. Self-confidence

Being part of the network affords individuals the possibility to build their self-confidence. Evidence gathered from a *Networked Learning Programme* suggested that improved confidence and self-esteem were among the benefits accrued to individuals while operating and learning in a network (Jackson & Temperley, 2006). Similarly, in the evaluation of the *New Leadership Network*, a large majority of network participants reported higher self-confidence as a result of their participation and experience in the leadership network (McLeod Grant & Sacks, 2019). Harris and Orth (2019), while conducting a meta-analysis, also found a significant prospective effect of social relationships on self-esteem.

iii. Learning in leadership networks

Peers in a network tend to learn from one another, discovering new opportunities and obtaining new knowledge while being engaged and interacting with one another (Tsai, 2001; Hoppe & Reinelt, 2010). The interactions among members in a network enable the creation and transfer of knowledge which helps to expand learning (Tsai, 2001). Networks have proved to facilitate the empowerment of members, both individually and as a collective, to address change and problems with enhanced capacity and resilience (Popp et al. 2013). Similarly, networks, being endowed with the power to ease exchanges, have the potential to improve the capacity of their members and bring about innovative solutions and systems change (Isett et al., 2011; Popp et al., 2013; Chandler & Kennedy, 2015; Dreier et al., 2019).

To enhance the effectiveness of learning, LDPs incorporate adult learning principles including social learning (Conger, 1992; Allen, 2007; Allen & Hartman, 2008). Under this approach, learning is expected to take place at individual, network and system levels (CCAFS, 2013). New methods of knowing leading to changes in practice appear as participants work together, interact, learn, act, reflect and collaborate in an iterative manner (CCAFS, 2013). Indeed, the process of social learning involves accumulation, co-creation and integration of technical, institutional and social knowledge at various levels and is characterised by iterative collective learning (Van Epp & Garside, 2014). The objective of social learning is to enhance the effectiveness of human systems to formulate and implement solutions to better deal with wicked problems (Le Borgne, 2016). Van Epp and Garside (2014) provide a framework for the monitoring and evaluation of social learning which is based on the assumption that a blend of iterative learning, capacity building, good

engagement and the challenging of institutions may result in more effective social learning (see Table 2 below). Joint learning and co-creation of solutions to address complex issues are enabled by social learning. Considering the centrality of social learning in LDPs and networks, this study has considered the inclusion of this framework for network evaluation.

Table 2

Framework for the monitoring and evaluation of social learning

Monitoring and evaluation area	Explanation
Engagement	Getting in touch with and engaging relevant individuals and groups so that they can connect to each other and understand the problem, thus allowing co-learning in effect
Iterative learning	Collective learning that takes place continuously or cyclically, causing looped learning, a situation where stakeholders examine assumptions, norms and values associated with problem-solving.
Capacity development	Developing the knowledge and skills of multiple stakeholders while ensuring effective engagement and co-learning in multiple directions
Challenging institutions	Institutional change may be brought about through active questioning of practices and values in both formal and informal institutions. A conducive environment for social learning is established to allow stakeholders to understand and attend to institutional opportunities and blockades

Source: Van Epp & Garside (2014)

iv. New thinking and behaviours

Networks represent useful platforms for people from different organisations and geographical locations to exchange information and discuss. In the discussion and debate process, information is transformed into intelligence and knowledge (Gilchrist, 2009). Equally, during network interactions, members are likely to encounter situations where their thinking gets challenged on multiple issues. Such interactions tend to shape ideas, attitudes and behaviours of network members (Balkundi & Kilduff, 2006). As a result, network members learn and develop new ways of thinking about themselves and the world around them (Gilchrist, 2009; Meehan & Reinelt, 2012).

v. Enhanced problem-solving and decision-making capacity

A network characterised by a high level of trust is more likely to enhance the exchange of information and knowledge, learning and innovation, and, hence, improve problem-solving as

well as decision-making capacity (Klijn et al., 2010). While operating in networks, well-connected individuals can take advantage of diverse information sources and can learn from the experiences of and contributions made by other network members (Gibson et al., 2014). Drawing from these experiences, learning and support of others, network members can tap opportunities, make decisions and address complex problems that otherwise would have been difficult to solve on their own (Gibson et al., 2014).

2.3. Outcome evaluation at network level

At the network level, Plastrik and Taylor have proposed an evaluation framework made up of three elements, namely, network connectivity, network health and network results (Plastrik & Taylor, 2006; Taylor et al., 2014; Taylor et al., 2015). Knowing how a network functions helps to inform the assessment of outcomes produced by a network (Provan and Kenis, 2008). Investigating *network connectivity* and *network health* is of essence prior to exploring *network results*. The three elements for network evaluation are presented in Appendix 6 (Taylor et al., 2014) and are further discussed below.

i. Network connectivity

An effective network consists of people operating to achieve a common goal. Ties in a network represent the critical glue and connectivity enables the nodes within a network to exchange information and share resources (Plastrik & Taylor, 2006; Taylor et al. 2015). It is therefore important to understand who are connected to whom, and, the extent to which ties are weaved among members in the network. Two dimensions that can be used to gauge network connectivity and get a complete picture depicting key network ties are *membership*, and *structure*. Membership can be evaluated by finding out who are engaged in the network and what roles do they play. Structure can be examined by referring to the way in which connections among network members are organised, including the number, quality and configuration of connections (Taylor et al. 2014). The efficiency of connections as well as the information, ideas and resources that flow between the nodes can also be explored (Taylor et al. 2015). *Connectivity* may also be assessed by way of the nature of relationships within the network, the evolution of connections within the network, the degree to which the network effectively connects clusters, the existence of improbable alliances and the changes in connectivity that follow a LDP (Innovations for Scaling Impact and Keystone Accountability, 2010; Hoppe & Reinelt, 2010).

Social network analysis (SNA) has been identified as a useful tool for evaluating connectivity following LDP implementation (Hoppe & Reinelt, 2010; Fredericks, 2013). Using SNA, the nature and strength of relationships among elements of the network can be examined and the enablers and barriers to networking can be explored (Hoppe & Reinelt, 2010). Similarly, it is useful to investigate the extent of network cohesion while evaluating network structure. Network cohesion is a measure of togetherness or closeness among members in the network and refers to the extent of the connections between members within a network (Falci & McNeely, 2009). Cohesion (high density) facilitates sharing of information, knowledge transfer and learning of members (Reagans et al., 2003; Rogers, 2010). Research conducted by Tasselli & Borgonovi (2013) reported a significant relationship between network cohesion and ease of knowledge transfer among health professionals in a network. Strong cohesive ties among actors in the network was found to facilitate the sharing and diffusion of knowledge. Evaluating what flows through a network is an important component of network evaluation (Hoppe & Reinelt, 2010; Taylor et al., 2014; Taylor et al., 2015). In this respect, Reinelt et al. (2006), in the evaluation of an alumni network, suggested several proximal outcomes that could be assessed at network level, namely, peer support, peer coaching, sharing of resources, job assistance, introductions and collaboration. These outcomes are discussed below while taking into consideration the results of other studies.

Peer support

Peer support relates to the extent to which members in the network listen, advise and provide personal support to each other (Reinelt et al., 2006). Support can take many forms including mentoring, coaching and political support. Through coaching, members share their stories with others in the network and expect to obtain relevant advice. Network members require political support in critical times to allow them to move plans ahead (Reinelt et al., 2006).

Sharing of information, knowledge and other resources

Strong networks are characterised by the active sharing of information, ideas, knowledge and other resources. The relationship between networking and outcomes is mediated by the access to information (Gibson et al., 2014). Active networks enable members to have access to a wide range of information that can assist in both their personal growth and professional development (Gibson et al., 2014). Exchange of resources among network members can enhance learning, build capacity, trigger innovative solutions and produce broader systems

change (Dreier et al., 2019). A more diverse network endows its members ample possibilities to marshalling resources, even those found beyond the boundaries of their respective organisations and immediate environment (Popp et al. 2013).

Career development and referrals

Networking has been found to be a useful medium for the development of one's career (Forret & Dougherty, 2004). Wolff & Moser (2009), in longitudinal study, reported a positive effect of networking on career success. Networking behaviours can increase the visibility and power of individuals which then facilitates career success (Forret and Dougherty, 2004; Wolff and Moser, 2009). Networking can also allow individuals to leverage resources such as career advice, personal support, knowledge and strategic insight, to build their careers (Whiting & de Janasz, 2004; Casciaro et al., 2014). Additionally, a positive relationship was found between networking behaviour and level of satisfaction with their careers (Wolff & Moser, 2009). Network evaluation may therefore include an appraisal of job assistance provided by members to each other such as sharing of job opportunities and making job references, (Reinelt et al. 2006). An evaluation of the extent of introductions and referrals made within a network and to external stakeholders is equally valuable (Reinelt et al., 2006).

Collaborations on the network

Actors in a network are afforded the opportunity to connect and interact with other people whom they may not have been in contact before. The connections between them create prospects to work in association (Long et al. 2014). Collaborations are not straightforward, are complex and can happen in various forms and extents. Their initiation and effectiveness depend on several factors or pre-conditions such as depth of relationships, shared purpose and understanding, contribution of resources by each partner, an enabling environment, trust and partners' characteristics (Gray & Wood, 1991; Peters & Manz, 2007; Roberts et al., 2016). Trust is viewed as the lubricant that enables members to work together in a network (Popp et al., 2013). For effective collaborations to take place, a level of high trust needs to be built between the parties and this process requires time (Schubert & Bjorn-Andersen, 2012). Besides, competencies and experience of network members (partners) in working collaboratively are key determinants of effective collaborations (Bryson et al., 2006). At times, capacity building of network members may be required to equip them with the right competencies to work collaboratively (Bryson et al., 2006).

ii. Network Health

Network health is the second aspect to be examined in an outcome evaluation at network level. Different elements are used to evaluate the health of each network and they may be grouped under three dimensions, namely, (1) Resources, (2) Infrastructure, and (3) Advantage (Taylor et al., 2015).

For a network to be sustainable, it needs to be endowed with adequate *resources* including human resources, information, funding, legitimacy and equipment (Silvia, 2011; Taylor et al., 2014). Network sustainability is ensured if resources are diverse and dependable, network members contribute to resources and the network gradually adapts itself (Kickert et al. 1997; Taylor et al. 2014; Taylor et al., 2015). Critical resources, such including human resources, need to be adequate to ensure execution of the complex network leadership and management functions (Provan and Milward, 2001; Popp et al., 2015). Similarly, the way a network is being managed and led has an important incidence on its performance and effectiveness (Taylor et al., 2015; Klijn et al, 2020). A particular set of skills is required for network leadership and management and these include facilitation, conflict management and negotiation skills (Milward and Provan, 2006; Popp et al., 2015). An examination of informal leadership on a network is equally important as some of the network processes are not directed by the formal leaders (Bryson et al., 2006). As argued by Scearce (2011), leadership is distributed in a healthy network as leadership is required for various purposes on the network. Resources also relate to those required for the network management role, more specifically for the maintenance, growth and formalisation of the network (Tremblay et al., 2017). Indeed, network management is a primary role which includes both simple and complex tasks ranging from making a conference call to supporting collaborations on the network (Giovanelli et al., 2015). Network management requires a network mindset, a stance which gives precedence to openness, transparency, shared decision-making on the network. Plastrik & Taylor (2006) and Parzen & Plastrik (2012) have suggested some functions of a network manager or co-ordinator (see Appendix 7).

The *infrastructure* dimension refers to internal systems and structures that support the network. The performance of a network is expected to be sub-optimal if it does not have proper structures and systems in place (Robins et al., 2011). The wellbeing of a network is dependent on effective coordination of action and communication, the presence of network

rules and adherence to them, and the degree to which network members are called upon to participate in decision-making (Robins et al., 2011; Taylor et al. 2014). Rules, amongst others, help to structure the interactions on a network, to guide and regulate behaviour, to protect the key values of individual members, to allow members to participate in decision-making and to effectively manage conflicts (Klijn & Koppenjan, 2016). In consideration of that important role of communication in a network, it is proper to probe what is being communicated, by whom, to whom and in what way, in network evaluation (Tremblay et al., 2017). Likewise, the effectiveness of communication mechanisms in fostering information exchange may be examined (Leithwood & Azah, 2016). Equally, the formalisation of a network has been found to be advantageous as it improves network capacity, relationships, accountability and access to resources (Thacher 2004; Imperial 2005; Isett, 2011).

The third dimension, *Advantage*, refers to the capacity of the network for joint-value creation. A network is likely to be effective when there is shared purpose, goal clarity and goal congruence among its members and that the conditions are present to achieve long-term goals (Taylor et al., 2015; Popp et al., 2015; Tremblay et al., 2017). Being aware of the vision, purpose, plans and goals of a network helps its members to better understand what it means to be in the network and to be more focused in their engagement on the network. Of equal importance is to evaluate whether the network has the capacity to engage its members, to sustain their interest, commitment and engagement, and, to make them work as a whole to achieve the shared goals (Taylor et al. 2014; Taylor et al., 2015). Effective leadership networks pay particular consideration to diversity and inclusiveness to allow higher levels of leadership efficacy of network members. The capacity of a network to generate innovative ideas and solutions, when topics, issues and challenges are discussed, depends on its diversity as well. Indeed, innovation is likely to happen when knowledge and experiences of individuals from diverse contexts come together (Johansson, 2006). Similarly, multiple perspectives are brought in debates and discussions when there is adequate diversity among members (Provan & Kenis, 2008). Examining the extent to which a network is inclusive of diverse elements helps in better understanding a leadership network and its impact (Hoppe & Reinelt, 2010).

Besides the abovementioned dimensions, trust has been found to be a key success factor in networks and has even been construed as the glue that binds members of a network together (Plastrik & Taylor, 2006; Silvia, 2011; Sarpy & Stachowski, 2020). The effectiveness of a

network depends on the extent to which it is trusted and how the members trust each other (Hoppe & Reinelt, 2010; Taylor et al., 2014; Popp et al., 2015). Given the uncertainty associated with networks, the more members have trust in each other in the network, the more likely they will be involved in productive relationships with other network members, will share information and other resources, will collaborate with each other, and, will support each other to achieve the mission of the network (Plastrik & Taylor, 2006; Silvia, 2011; Ysa et al., 2014; Tremblay et al., 2017; Sarpy & Stachowski, 2020). Little empirical evidence has been gathered on the effect of trust on network outcomes. In one study, Klijn et al. (2010) reported that trust among network members had a positive impact on network outcomes. Trust and commitment are related constructs, with the former being considered as an antecedent of the latter. In a network, if trust is lacking, members will refrain from engaging and doing things which will make them visible to others, hence thwarting commitment (Westerlund et al., 2009). Trust and commitment have thus been viewed as mediating factors for interactions and collaboration in networks (Westerlund et al., 2009). Individuals with a higher level of trust tend to be more willing to take risks, engage with others and collaborate with them to achieve goals (Inkpen & Currall, 2004; Westerlund et al., 2009).

iii. Network results

The third aspect to examine in evaluating outcomes at network level relates to network results. A network is created for a specified purpose and network members operate to achieve a common network goal. The evaluation of a network involves examining whether it has positive outcomes that support effective processes and desired results (Provan et al., 2007). Network results can be assessed via interim outcomes and the long-term goal or the intended impact itself (Taylor et al. 2014). Interim outcomes refer to intermediate results achieved in the short to medium term (Taylor et al., 2015). They can be used as yardsticks to gauge progress made by the network towards achieving its long-term goal (Plastrik & Taylor, 2006; Innovations for Scaling Impact and Keystone Accountability, 2010).

2.4. Outcome evaluation at other levels

The active participation of organisational leaders, employees and civil society activists in networks can have repercussions at other levels (Gibson et al., 2014). While it is useful to identify outcomes beyond individual member and network levels, the difficulty of attributing the effects to and gauging their extent at a particular level has been acknowledged (Provan &

Milward, 2001). The participation of individuals in networks can result in some gains at organisational level. The extra knowledge and learning acquired by members on the network may have an impact on their job performance, hence on organisational efficiency and effectiveness (Thompson, 2005). Similarly, the increased capacity of members and their network reach endows organisations with the possibility to innovate, to undertake ambitious projects, to enhance their management capacity, and, to improve service quality and its range of products/services (Lemaire & Provan, 2012; Gibson, 2014). In addition, resources can be leveraged from other sources via a network (Popp et al., 2014). By being part of networks, organisations can achieve efficiency gains and economies of scale (Lemaire & Provan, 2012). Last but not least, strategic information and insights captured from the network by members may help their organisations to continually revisit their respective strategies and ensure better adaptation to the environment (Gibson et al., 2014). The indirect effects of networks at organisational level can be categorised as follows (Popp et al., 2014; ORS Impact, 2018):

- Enhanced capacity and higher potential for innovation at organisational level
- The survival of organisations is more likely with increased capacity and reach
- Increased referrals, visibility and legitimacy of organisations
- Greater access to additional resources and new sources of funds

LDPs often initiate and support leadership networks to build leadership capacity to shape policy and create social change (Hoppe & Reinelt, 2010). The interaction among a diverse group of stakeholders in networks has the potential to improve the policy process and create multiple outcomes at policy decision-making level. Such outcomes include:

- Higher capacity of network members to contribute to the policy-making process;
- Adoption of a more inclusive approach to policy-making with increased involvement of diverse stakeholders at grassroot, intermediate and strategic levels;
- Increased capacity of institutions to design, implement and monitor policies which are more relevant to the context and which, given their complexity, would not have been possible without involvement of a diverse group of stakeholders;
- Development of consensus on policies among various stakeholders and enhanced quality of the evidence in the policy process; and,
- New policies leading to social changes at multiple levels (Toke & Marsh, 2003; Perkin & Court, 2005; Popp et al., 2014; ORS Impact, 2018)

2.5. Networking and gender differences

Gender differences in networking have been explored in several studies and mixed results have been obtained so far. Mazman et al. (2011) conducted a study to determine usage purposes of social networks by individuals as well possible gender differences. This online study of 870 Facebook users, 74.4% of whom were between 18 and 25 years old, identified significant differences between males and females. The results showed that females were using Facebook for maintaining existing relationships to a relatively higher extent than their male counterparts. In contrast, males used Facebook for making new relationships to a higher extent than females. Watson (2012), while undertaking a three-year study of 2,919 male-controlled and 181 female-controlled enterprises, observed that male and female SME owners differ to a slight extent in the networks they accessed. Another study, involving individuals who were willing to take part in social sciences experiments at Essex Lab, found no evidence of differences between males and females in network formation (Mengel, 2020) with the exception that men, as compared to women, tended to connect with people who are similar to them in a socially significant manner. Besides, men and women were found not to significantly differ in the number of connections formed or received.

3. *Identified research gaps*

The literature reviewed above illustrates that much research has been carried out on leadership development, and, the evaluation of LDPs and networks. These studies have no doubt contributed to a better understanding of how to design networks, how networks operate and the likely outcomes of networks.

Nonetheless, the bulk of the research analysing leadership networks has centred on connectivity and SNA, and, has paid scant attention to the consequences of being increasingly connected. While networks are regarded as social systems which evolve over time, few empirical studies have given adequate consideration to the stage reached by networks in their lifecycle and external factors in their respective environment (Popp et al. 2013; Haarich, 2018). Additionally, little research has explored the outcomes that are likely to accrue at the level of the organisation and the community as their members actively engage in networks (Gibson et al., 2014).

CHAPTER THREE: EVALUATION QUESTIONS

The EALP has completed its first cycle (2015-2018) and, once sufficient resources have been raised, it is envisioned that the next programme cycle will start again. Against this background, a predominantly formative outcome evaluation of the networking component of the LDP has been undertaken. The formulation of appropriate evaluation questions is seen as a crucial task in the design phase of an evaluation (Wholey et al., 2010). Particular consideration has therefore been given to the process of identifying evaluation questions.

Evaluation questions, centred on the evaluand, have been developed while referring to the programme theory and the main elements uncovered in the literature review. The overarching evaluation questions have been established at *individual*, *network* and *other* levels. Specific questions and statements have thereafter been formulated to facilitate the collection of data. Particular reference has been made to EALP documents, the programme theory, the literature and material from the PARTNER tool resources². The sources of evaluation questions are listed in Appendix 8.

Furthermore, considering that the EALP is expected to make a contribution to addressing African wicked challenges, it was found suitable to use the outcome mapping approach to unearth outcomes at various levels. This approach considers the elements of the programme theory, provides a framework to collect data on short-term changes which are expected to trigger long-term changes, and, helps to assess the contribution of the intervention to longer term outcomes.³ The evaluation questions have been developed to guide the entire evaluation process and to provide it with a focus and structure (Rossi et al., 2018). Considering the literature review and theory of change, evaluation questions have been established to examine outcomes at three levels, namely, at network level, individual level, and other levels (see Table 3 on page 28).

² <https://visiblenetworklabs.com/>

³ https://www.betterevaluation.org/en/plan/approach/outcome_mapping

Table 3

Evaluation questions

Level	Evaluation questions
Outcome evaluation at individual level	<ul style="list-style-type: none"> • What is the impact of the EALP alumni network on EALP alumni's self-confidence? • To what extent has the EALP increased the connectivity of EALP alumni? • To what extent has the EALP alumni helped EALP alumni in their career? • To what degree has EALP alumni network improved the ability of EALP alumni to solve problems, make decisions and tap opportunities? • To what degree has EALP alumni network enhanced learning for EALP alumni? • What other outcomes has EALP alumni network created for EALP alumni? • To what extent have the Building Bridges events been beneficial to EALP alumni?
Outcome evaluation at network level	<ul style="list-style-type: none"> • How well are connections structured on the EALP alumni network? <ul style="list-style-type: none"> <input type="checkbox"/> To what extent have EALP alumni developed relationships on the network? <input type="checkbox"/> Which channels are used by EALP alumni to interact with each other? <input type="checkbox"/> How close are the members of the EALP alumni network? • How frequent do information and other resources flow through the connections on the EALP alumni network? • How frequent do EALP alumni provide support to others on the network? • To what degree it is easy to collaborate with other EALP alumni in the network? • What is the extent of collaboration between EALP alumni and others? • Is the EALP alumni network endowed with sufficient resources, management, leadership and internal systems to ensure its sustainability? • Does the EALP alumni network have governance rules and policies? • To what extent do members of the alumni network share a common purpose and work together to achieve shared goals? • To what extent have efforts been made to ensure effective inclusion of EALP alumni? • What is the level of trust and commitment of EALP alumni in the network? • How effective is the EALP alumni network and how can its effectiveness be improved? • What are the challenges encountered by EALP alumni on the EALP alumni network?
Outcome evaluation at other levels	<ul style="list-style-type: none"> • What are the indirect effects of the EALP alumni network on the organisations in which EALP alumni operate? • What are the indirect effects of the EALP alumni network on policy-making?
Additional evaluation question	<ul style="list-style-type: none"> • Is there any difference in outcomes of the EALP alumni network due to (1) year of participation and (2) gender?

CHAPTER FOUR: METHOD

1. Evaluation design

The choice of an appropriate evaluation design is an important aspect of any programme assessment as it determines the extent to which the evaluation questions can be effectively answered. Quantitative methodologies are generally used to answer research questions about causality, generalisability and/or effect size whereas qualitative methodologies are employed to examine the reason or process behind the occurrence of a phenomenon, to conceive a theory or to depict experiences (Fetters et al., 2013). The use of either quantitative or qualitative methods alone was found to be inadequate to fully investigate and understand complex phenomena such as leadership development and leadership networks which are generally shaped by contextual factors (Taylor et al., 2011; Creswell et al., 2011; Stentz et al., 2012; Creswell, 2014; Halcomb, 2019). Restricting the evaluation to a quantitative approach only would not have allowed deep probing into the perspectives of programme beneficiaries and other key stakeholders, and, could have concealed differences among them and in programme effects (Patton, 1990; Creswell, 2014). With a view to maximising on the strengths of quantitative and qualitative methods, a mixed method approach with formative elements was chosen for the evaluation of the networking component of the EALP (Creswell et al., 2011; Stentz et al., 2012; Fetters et al., 2013). In this respect, elements of quantitative and qualitative designs and analyses were integrated. The findings from one method were complemented, clarified, elaborated or enhanced by other methods (Bryman, 2006; Wisdom et al., 2012; Stentz et al., 2012). By equally considering data obtained from multiple methods, triangulation was undertaken. This process certainly strengthened the reliability and validity of the data, and enhanced the credibility of the evaluation findings (Creswell et al., 2011; Fetters et al., 2013). Furthermore, the mixed method approach helped to obtain answers to the evaluation questions in a complete manner as statistical results were analysed in conjunction with comments made by EALP alumni (Creswell et al., 2011; Scammon et al., 2013).

Quantitative and qualitative data collection and analysis took place within one period to provide systemic explanations, facilitate triangulation and draw a more accurate and complete picture of the effects of the EALP alumni network (Reinelt et al., 2002). Data, collected from various sources using complementary methods, were triangulated to strengthen confidence in the validity of measures and provide persuasive evidence. Triangulation also helped to establish whether there was a concurrence of points of view on each theme studied and

therefore to enhance confidence in the evaluation findings. By comparing data collected on the same variable from multiple methods, including a document review, a survey, semi-structured interviews and focus group discussions, it was possible to partly deal with threats to internal validity. Protocols for the collection of qualitative data were used to ensure consistency and comparability of data. This contributed to some extent to reducing measurement error and hence dealing with instrumentation threats. The use of a mixed method approach requires integration of qualitative and quantitative research procedures and data at three levels, namely, design, methods, and, interpretation and reporting levels (O’Cathain et al. 2010; Creswell et al., 2011; Fielding, 2012). The process of integration of procedures and data for the current study is presented at Appendix 9.

2. Participants/ data providers

The evaluation targeted all emerging African leaders who completed the EALP during its first cycle of implementation and who were still alive ($n = 103$). In addition, other relevant stakeholders, including programme staff, facilitators and coaches, were called upon to participate in the evaluation. Thorough preparation and arrangements were made with the BB Programme Manager to achieve a reasonable response rate. The consent of participants was sought in each component of the data collection process. A collaborative approach, with the engagement of key stakeholders, was adopted for the evaluation to obtain a broader and more balanced view of the outcomes of the networking component of the EALP (Patterson et al., 2017). The BB Programme Manager was particularly involved in the planning of the evaluation and in facilitating access to relevant data, documents and reports pertaining to the EALP. In addition, she helped the evaluator to connect to EALP alumni and other stakeholders, and, getting their inputs. Consultations with the dissertation supervisor and the BB Programme Manager, by way of meetings and emails at various stages of the evaluation process, had been constant during the evaluation process. They were based on mutual respect and took place in line with factors such as relevance, convenience and availability.

3. Measures and procedure

Multiple methods were used to collect both primary and secondary data on key constructs and to provide answers to the evaluation questions. The process was kick-started with collection of secondary data on the EALP by way of meetings with the BB Programme Manager and a document review. The sources of secondary data included annual EALP reports, interim

EALP reports, an interim assessment report and an alumni tracer study report were examined (see Appendix 10). The document review was helpful in describing the EALP and understanding its evolution over the years. The second stage involved the collection of primary data by way of various methods. The BB Programme Manager initially communicated the evaluation exercise to all EALP alumni ($n = 103$) via email and called for their voluntary collaboration in a web-based survey. The evaluator thereafter took over the communication to introduce himself to the respondents, explain the purpose and process of the evaluation, and, encourage participation in the study. Despite its resource advantage, the survey was felt to be insufficient to draw conclusions about programme effects (Reinelt et al., 2002). Moreover, as the survey involved self-reporting by EALP alumni, it could have comprised of an element of participant bias. Other techniques that gauged more than just the perception of participants were therefore employed (Martineau & Hannum, 2004). Semi-structured interviews and focus group discussions were used in this research to better grasp the nuances of the experiences and perceptions of EALP alumni and other stakeholders (Reinelt et al., 2002). All interviews and focus group discussions were carried out in English, were guided by protocols designed specifically for the evaluation of the EALP and were conducted in the best conditions for participants. To ensure accuracy and completeness of the data collected, opportunities were constantly given to participants in the qualitative part of the research to allow them to clarify any point or to make additional comments. The methods for collecting primary data for this evaluation are summarised in Table 4 below and are thereafter further discussed one by one.

Table 4
Methods of collecting primary data for the evaluation

Method	Type of data	Valid responses (n)	Remarks
Web-based survey	Quantitative and qualitative data	37	All EALP alumni (103) were invited to participate in the survey
Semi-structured interviews	Qualitative data	2	Former BB Director and current BB Programme Manager were interviewed
Semi-structured interviews	Qualitative data	3	Twelve EALP alumni were invited to take part in online interviews
Web-based survey	Qualitative and qualitative data	2	Seventy-six nominators for the EALP were invited to participate
Focus group discussions	Qualitative data	3	Two facilitators and one coach participated in the discussions

Online Survey of EALP alumni

In view of the efficiency advantage that it conferred, a web-based survey of EALP alumni was conducted to obtain their inputs in relation to the effects of the EALP alumni network (Reinelt et al., 2002). A questionnaire was administered as an online survey on *www.surveymonkey.com* to 103 EALP alumni (see Appendix 11). The response rate for this web-based survey was 36%. Forty-two (42) EALP alumni responded to the survey but five of them responded to the first question only. The responses from the remaining thirty-seven ($n = 37$) respondents were considered for quantitative and qualitative analysis as appropriate. The questionnaire primarily comprised of multiple-choice questions and statements with Likert scales to obtain data for quantitative analysis as well as a few open-ended questions to get qualitative data. The survey instrument was pre-tested, after which it was amended. An invitation to participate in the survey was then sent by email to all EALP alumni ($n = 103$) by the BB Programme Manager in the second week of December 2019. An Information sheet-cum-consent form was attached to the invitation and was placed on UCT online platform Vula as well (see Appendix 12). Participants could also choose to participate and give their consent on the front page of the questionnaire on *www.surveymonkey.com*. With a view to maximising responses, two reminders were sent by the researcher to all EALP alumni on 24 December 2019 and on 13 January 2020 respectively (see Appendix 13). The characteristics of participants in the online survey are displayed in Appendix 14.

Focus group discussions

Key stakeholders of the EALP, such as facilitators, coaches and a member of the selection panel, were also invited to focus group discussions ($n = 8$). Though stakeholders were given the opportunity to also participate virtually (via Zoom) in the discussions and were followed up by emails, only three of them turned up and consented (see Information-cum-consent form at Appendix 15). Two facilitators and one coach participated in the discussions which were guided by a detailed protocol (see Appendix 16). The support of the dissertation supervisor in planning and guiding the focus group discussions had been instrumental to engaging the participants and extracting relevant information from them.

Semi-structured interviews

Key programme staff, more specifically the former Director and the current Programme Manager of Building Bridges, were called upon to share their respective experiences of the

EALP via two separate face-to-face audio-recorded semi-structured interviews (see Information-cum-consent form at Appendix 17). In line with current policy, the approval of the Executive Director, UCT Human Resources Department, was obtained prior to conducting these two semi-structured interviews (see Appendix 18). Several themes and questions based on the literature review and the programme theory were used to guide the semi-structured interviews (see Appendix 19). Each interview was audio recorded and lasted about ninety minutes but such time was not enough to cover all the themes and questions. The two respondents were therefore requested to provide their inputs on the outstanding themes and questions by email. The interviews were conducted and transcribed in English before being the subject of qualitative content analysis.

Other methods of collecting data

It was originally planned to collect primary data by means of semi-structured interviews of a sample of 20 EALP alumni clustered by country and a web-based survey of a sample of 20 people operating in the immediate environment of EALP alumni. These methods were discussed with the dissertation supervisor and the BB programme manager, and, constraints such as availability of resources and accessibility of stakeholders were identified. It was considered more practical to organise focus group discussions with a sample of EALP alumni instead of 20 semi-structured interviews and to survey EALP nominators. Some 76 EALP nominators were invited to participate in a web-based survey (see Information sheet-cum-consent form and Questionnaire at Appendices 20 & 21). Considering that only 2 valid responses were obtained from this second survey, they were not included for analysis. Focus group discussions were planned with a sample of 12 EALP alumni but none of these EALP alumni responded favourably. A random sample of 15 EALP alumni based in various countries was invited to participate in semi-structured interviews (see Information sheet-cum-consent form at Appendix 22). Only 3 EALP alumni responded favourably and online interviews were conducted. The interviews centred on the EALP alumni network and data were collected in relation to the effects of the EALP alumni network at individual level, network level and at other levels. The realities associated with data collection have been discussed in greater detail in the limitations section in the last chapter.

4. *Data management*

All data collected and analysed have been electronically recorded, coded and stored via a secured portal. Access to the data and results had been restricted to the evaluator. Laptops, used for the purpose of the evaluation, had been put under firewall protection and had been equipped with automated virus update. Provision had been made to deal with missing and doubtful data. As a contingency measure, the data had been backed-up on a daily basis and had been stored in a second secure physical location.

5. *Data analysis*

The analysis of primary and secondary data had been conducted at the same time. Quantitative data had been analysed with the support of Principal Components Analysis (PCA), reliability analysis, descriptive statistics and inferential statistics. Data obtained from qualitative methods had been subjected to qualitative content analysis while using a deductive approach. Evaluation questions, sources of data and methods used for analysis are detailed in Appendix 23. Besides, the methods used for analysis of data are elaborated one by one below.

Principal Components Analysis (PCA) and Reliability analysis

The survey of EALP alumni included several questions with multiple items with five-point Likert Scales. Exploratory Factor Analysis (EFA) using Principal Components Analysis (PCA) was used to facilitate the analysis of the resulting quantitative data while condensing the large number of items into fewer factors (Pallant, 2011; Field, 2018). PCA was run in SPSS 25 for each set of items to categorise and reduce them to fewer principal components which accounted for most of the variance. Rotation facilitated the interpretation of factors as it maximised the loading of each variable on an extracted factor and minimises the loading the remaining extracted factors (Field, 2018). Orthogonal rotation, more specifically varimax rotation, was chosen to ensure that extracted factors were independent and were not correlated with each other (Field, 2018). While running each PCA, checks were carried out to ensure that it was feasible and a solution was likely. All PCAs conducted in this study were found to be feasible (see Appendix 24 for the factorability criteria).

Resulting principal components with an eigenvalue value of more than 1 were retained. Exception was made for one construct, namely *Individual outcomes* as it was found more appropriate to group all items into one component only. After factors were extracted from

each PCA, the internal consistency (or scale reliability) for the set of items constituting each factor was assessed by way of Cronbach's alpha tests in SPSS 25. Internal consistency gauges the extent to which the items are closely related as a group and the degree to which the scale or set of items is free from error (Pallant, 2011; Field, 2018). The Cronbach's alpha value indicates the average correlation among items composing the scale, with values ranging from zero to one (Pallant, 2011). A minimum value of .7 for the Cronbach's alpha was considered as good reliability in this evaluation (Field, 2018; Nunnally, 1978; Kline, 1999).

After ascertaining scale reliability, the score for each resulting factor was calculated as the mean of the responses for the items constituting the factor for each participant. Exception was made for one question where Likert scale was not attached to each item and survey participants were requested to specify the number of interactions per medium they had with others. In this case the 'Interaction' score was calculated as the sum (rather than mean) of the individual responses for the items per participant. The resulting components or variables were then subjected to various analyses in SPSS 25 to add further meaning.

Descriptive and Inferential Statistics

Quantitative data, obtained from the survey of EALP alumni, were analysed by means of descriptive statistics with the support of SPSS version 25. EALP alumni were numbered to ensure confidentiality of their respective responses. The online survey of EALP alumni sought to obtain information on some key constructs, identified in the literature review and the programme theory, by way of multiple statements or items with Likert scales. Descriptive statistics, including mean and standard deviation, were computed for quantitative single-item variables and factors. One-way ANOVAs and independent samples tests were carried out to find out if outcomes of the EALP alumni network significantly differed among male and female EALP alumni, and, the four cohorts of EALP alumni, respectively.

Analysis of qualitative data

Qualitative data were analysed using *directed content analysis*. Results of all the semi-structured interviews and focus group discussions were transcribed in English by the evaluator. Themes, which were derived from the literature, were used to categorise the qualitative data (text) collected from the online survey, interviews and focus group discussions. For qualitative responses obtained from EALP alumni in the online survey to be

accepted and categorised into a theme or sub-theme, more or less similar responses ought to have been obtained from a minimum of 3 EALP alumni.

Merging and triangulation of data

The analysis of data was principally guided by the EALP programme theory. The evaluand was assessed in terms of its effects/ outcomes at three main levels. The data, collected by means of mixed methods and from several sources, were triangulated to explore outcomes from different perspectives (Fusch & Ness, 2015). The qualitative data yielded detailed and thick descriptions and were used for triangulation to confirm the findings that emerged from the quantitative analysis and to add further meaning.

6. Research ethics

No adverse events and unintended effects arose during the study. The approval of the BB Programme Manager was obtained prior to the start of the evaluation. Ethical approval was secured from the Ethics in Research Committee of the Faculty of Commerce, University of Cape Town (see Appendix 25). All study participants were informed by the BB Programme Manager about the evaluation of the networking component of the EALP and were requested to give their full collaboration to the evaluator. Key consideration was given to the safeguard of confidentiality (of people, processes, data and reports) and associated legal requirements. Participants were assured, via emails and *Information and consent forms*, that data collected would be used solely for the purpose of the study and would be kept confidential. EALP alumni were requested to give their prior consent to signify their acceptance to be part of the study. Study participants were given the possibility to resign from the evaluation research, subject to providing the reason behind their decision. The main findings of this study will be disseminated, while considering relevancy and privacy criteria, by way of publication in peer-reviewed journals, conferences and reports.

CHAPTER FIVE: RESULTS

This chapter reports on the results of the quantitative and qualitative data analysis. They speak to the evaluation questions that have driven this research project. They have been grouped into four sections, each addressing a relevant set of evaluation questions, with the following core evaluation questions:

- What are the outcomes of the EALP alumni network at individual level?
- What are the outcomes of the EALP alumni network at network level?
- What are the outcomes of the EALP alumni network at other levels?
- Is there any difference in outcomes of the EALP alumni network due to (1) year of participation, and (2) gender?

The findings of the outcome evaluation at the individual EALP alumni level are firstly presented. The results of the outcome evaluation at network level, with particular reference to the extent to which the EALP alumni network is healthy and sustainable, are then reported. The last part of this chapter discloses the evidence gathered at other levels, in particular, the results at organisational and policy-making levels. In general, the results of the quantitative analysis of the survey data are displayed first, followed by qualitative results. The full results of the factorability checks, PCAs and reliability tests are presented in Appendix 26. To answer the last evaluation question, one-way ANOVAs and independent samples tests were run in SPSS. The objective was to find out whether there were any significant differences in the means obtained for each factor extracted from PCA between the four cohorts of EALP alumni, and, between male and female respondents respectively. With a view to ensuring confidentiality while reporting the results, the two programme staff have been labelled as PS1 and PS2 respectively, and, each EALP alumnus (EALPA), who participated in the study, was assigned a number based on the survey respondent number ascribed automatically to him/her by SurveyMonkey (e.g. EALPA1, EALPA2, etc.). A basic rule was adopted to accept and categorise qualitative responses, obtained in the survey, into a theme or sub-theme: at least 3 EALP alumni ought to have given relatively similar responses.

1. Outcome evaluation at individual level

A key feature of this evaluation relates to an assessment of the effects of the networking component of the EALP on individual EALP alumni. In this respect, the online EALP alumni survey included sections where respondents had to rate groups of items related to *Networking ability*, *Networking*, *Membership in groups/organisations* as well as sixteen items with Likert scales grouped under the term *Individual Outcomes* (see Appendix 27). A PCA was performed on the 16 items to extract only one factor. The mean of the extracted factor, *Individual Outcomes*, ($M = 2.59$, 95% CI [2.23, 2.95]), being less than the mid-point (3.00),

indicated that, on average, EALP alumni perceived the EALP alumni network as having an *above moderate* impact at individual level.

1.1. What is the impact of the EALP alumni network EALP alumni's self-confidence?

All the survey respondents ($n = 33$), to varying degrees, felt an increase in their self-confidence as a result of their participation in the EALP alumni network. Seventy-three percent of them were of the view that the programme had improved their self-confidence to a *very great* or *great extent*. The remaining respondents felt either a moderate effect (24%) or a small effect (3%) on self-confidence. Similarly, PS1 provided evidence about how the increased self-confidence of EALP alumni helped them to advise people operating at strategic level in government and to assume senior positions in the public sphere.

1.2. To what extent has the EALP alumni network increased the connectivity of EALP alumni?

Three survey items were used to assess the impact of the EALP alumni network on the connectivity of individual EALP alumni. Seventy-six percent of EALP alumni reported that the EALP alumni network had greatly helped them to understand the importance of being connected to and to be more open to other people. For two thirds of the respondents, the EALP alumni network had greatly enabled them to increase their individual connections and to enhance their professional network. A majority of the respondents (58%) opined that the EALP alumni network had greatly helped them to connect to other networks.

Networking ability

Considering that connectivity was dependent on the networking ability of EALP alumni, the extent to which the EALP and the EALP alumni network had influenced the networking ability of the EALP alumni was assessed. All the respondents to this question ($n = 31$) agreed that the EALP had improved their networking ability, though to varying degrees, with 65% of them stating a great change. The survey also assessed the degree to which the networking ability of EALP alumni was influenced by individual EALP activities. The majority of EALP alumni stated that the coaching sessions, visits/excursions, creativity exercises, lectures, journalling & reflections, group exercises, cultural evening, networking session, interactive discussions on African challenges and simulation game had a great effect on their networking ability (see Appendix 28). A great effect of the icebreaker, social media and public speaking

sessions on networking ability was perceived by only 50% to 58% of the respondents. The EALP alumni were also cross-examined, by way of another survey question, on the extent to which the to which the programme had changed their networking ability. For 64.5% of them, the EALP had greatly influenced their networking competencies.

Extent of networking

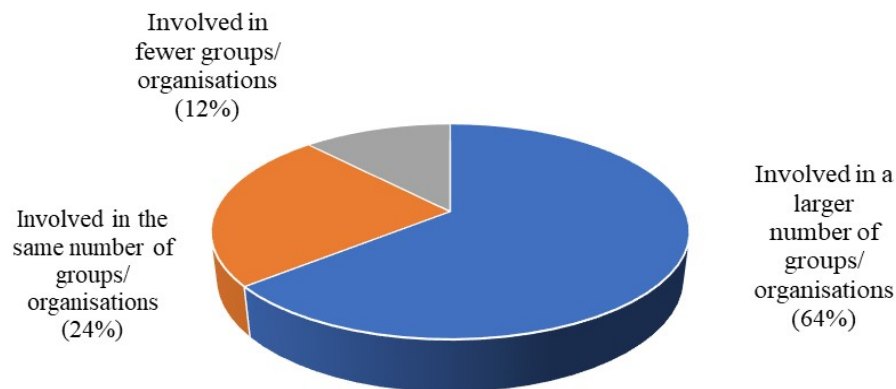
Six items were used to assess the degree to which EALP alumni were involved in networking. A PCA, using varimax rotation, was conducted to reduce the items to one or a few factors. In this relatively small sample ($n = 37$), the mean of the extracted factor, *Networking*, $M = 2.20$, 95% $CI [1.94, 2.45]$, which is below the midpoint (3.0), suggests that, on average, EALP alumni are involved in networking *to a great extent*.

Membership in social & professional groups and organisations

Survey participants reported on their involvement in social & professional groups and organisations after the EALP. As shown in Figure 3 below, 64% of them reported that they had been involved in a larger number of such groups and organisations after the EALP.

Figure 3

Involvement of EALP alumni in groups and organisations after the EALP



The connectivity of EALP alumni was also discussed in the semi-structured interviews and the focus group. PS1 and focus group participants underlined the value of *'bringing EALP participants together physically for two weeks'*, above all to trigger connections among the participants, and, between them and other programme stakeholders. Similarly, focus group participants emphasised *'the powerful and magic moment of EALP alumni being together in the room'* as being critical for the establishment of connections. Yet, PS1 underscored that

'some alumni were more interested than others in networking as they saw its power and value for their continued professional lives beyond the event or fellowship'. For PS2, the selection of candidates for the programme was based to some extent on their need to network while ensuring that the group was composed of sufficient people having multiple perspectives about how to tackle challenges.

One focus group participant revealed that the coaching sessions helped her to appreciate the increased connectivity of EALP coachees. She also noticed intra-cohort connections among EALP alumni on social media as they exchanged experiences.

All the three interviewed EALP alumni reported that the EALP alumni network had helped them to enhance their networking ability and expand their connectivity. They recognised that the WhatsApp group was an important medium to stay in touch with other EALP alumni in the same cohort. Yet, individual differences among EALP alumni in their ability and willingness to connect were underlined and hence their different capacity to tap opportunities that the network presented. For EALPA9, the EALP had widened his network in Africa as he made personal efforts to connect other EALP alumni in all cohorts and other stakeholders he met at BB events.

1.3. To what extent has the EALP alumni network helped EALP alumni in their career?

Two items gauged the effect of the EALP on the career of survey participants. Seventy percent of the respondents ($n = 23$) stated that they had received, either *to a moderate or great extent*, career advice and developmental feedback from other EALP alumni in the EALP alumni network. A separate item was used, earlier in the survey, to identify whether EALP alumni had changed jobs after the EALP. Sixty-five percent of the respondents ($n = 24$) stated that they had changed jobs after having completed the EALP. A cross-tab analysis was conducted to find out the responses to this latter item and the item *'The EALP alumni network helped me to develop my career'*. The cross-tab analysis showed that out of 22 EALP alumni who changed jobs after the EALP, the EALP alumni network helped 73% of them ($n = 16$) to develop their career *to a moderate or great extent*.

1.4. To what degree has EALP alumni network improved the ability of EALP alumni to solve problems, make decisions and tap opportunities?

Five items were used in the online survey to explore the effects of the EALP alumni network on the ability of EALP alumni to solve problems, make decisions and tap opportunities. As shown in Table 5 below, the majority of respondents felt a positive impact of the EALP alumni network on their ability to make decisions, to solve problems and to tap opportunities.

Table 5

Degree to which the EALP alumni network has improved the ability of EALP alumni to solve problems, make decisions and tap opportunities (n = 33)

Impact of the EALP alumni network on the ability of EALP alumni	To a moderate or great extent		To a small extent/ Not at all	
	n	%	n	%
To solve problems quicker	24	73%	9	27%
To solve problems in a better manner	26	79%	7	21%
To tap opportunities	28	85%	5	15%
To make decisions quicker	26	79%	7	21%
To make better decisions and move plans ahead	27	82%	6	18%

1.5. To what degree has the EALP alumni network enhanced learning for EALP alumni?

Learning was probed via two items in the online survey of EALP alumni. Two thirds of the survey respondents ($n = 22$) were of the view that the EALP alumni network had *greatly* contributed to their learning and had increased their capacity whereas for 24% of the respondents ($n = 8$), the effect on learning had been *moderate*. Similarly, 88% of the survey respondents felt that the interaction in the EALP alumni network challenged their thinking *to a moderate or great extent*. The interviews of the three EALP alumni also highlighted the value of the interactions in the EALP alumni network in advancing their learning. Interviewees emphasised that they had learned from the experiences and challenges shared by other EALP alumni on the network, and, that the network helped them to stay informed about what was happening in other countries on the continent. PS2 provided evidence in relation to the change in attitude and knowledge of an EALP participant as a result of his experience in the EALP alumni network. In effect, by being part of discussions with other EALP alumni on the network, the EALP fellow changed his perspective with respect to LGBTQ.

1.6. What other outcomes has EALP alumni network created for EALP alumni?

Other outcomes at individual level were assessed by means of four other survey items. The responses demonstrated that the EALP alumni network had helped respondents, *to a moderate or great extent*, to increase access to resources and funding (60%) and to receive support in hard or critical times (57%). In contrast, on average, only one third of the respondents received political support on the EALP alumni network to move their plans ahead. In an interview, EALPA13 exemplified the increased access to resources by being part of the network. She used her connection with a Kenyan on the EALP alumni network to get hosted for a night while attending an event in Nairobi.

1.7. To what extent have BB events been beneficial to EALP alumni?

The participation of EALP alumni in other events organised under the BB programme was explored in the online survey. Nearly 86% of the respondents ($n = 24$) had participated in one or two BB events after the EALP. The remaining 14% were split among those who participated in 3 or 5 BB events. Moreover, the survey component, which investigated the contributions made by EALP alumni, confirmed that respondents, while acting as participants or rapporteurs, contributed to BB events such as research roundtables and workshops. The aggregate responses of EALP alumni to one survey item (see Table 6 below) also suggest that, on average, BB events have been beneficial to the majority of the respondents.

Table 6

Survey responses with respect to the effects of BB events (n=28)

Outcome	Very great / great extent		Moderate extent		Small extent/ not at all		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Acquired new knowledge and skills	22	79%	2	7%	4	14%	28	100%
New connections/ relationships developed and enlarged network	21	75%	4	14%	3	11%	28	100%
Increased access to resources	13	46%	6	21%	9	32%	28	100%
New collaborations developed	18	64%	4	14%	6	22%	28	100%
More abled to contribute to policies at national level	18	64%	3	11%	7	25%	28	100%

In the interviews, the programme staff certified that EALP alumni had been participating actively in the activities of the NMSPG, including research meetings, conferences, policy

meetings and direct consultation with stakeholders working in specific areas. The programme staff and focus group participants confirmed that BB events had allowed EALP alumni to reconnect to or establish connections with other NMSPG fellows, EALP alumni in other cohorts, and, other people who operated in the same spaces, fields or sector as them. Likewise, the interviews of the three EALP alumni confirmed increased connectivity and learning outcomes as a result of their participation in BB events. EALPA32 stated that he had participated actively in several BB events and had served as speaker at EALP residential workshops. These events enabled him to connect to other people, to demonstrate his abilities as a facilitator, to share his perspectives and experience, and, to learn from the discussions. EALPA13, who acted as rapporteur in a 2018 BB research roundtable in Cape Town, stated that the event allowed her to *'better appreciate the value of research and to establish connections with other participants'*. For EALPA9, his participation in 2 BB events enabled him to contribute to the discussions and to connect with EALP alumni from other cohorts.

2. Outcome evaluation at network level

2.1. How well are connections structured on the EALP alumni network?

This sub-section considers the extent to which EALP alumni have developed relationships with other members of the EALP network as well as the channels they used to interact.

Table 7 below indicates the extent to which the survey respondents had developed weak, moderate and strong relationships on the EALP alumni network.

Table 7

Number and strength of relationships developed by EALP alumni (n = 35)

No. of relationships developed with other EALP alumni	Weak relationships		Moderate relationships		Strong relationships	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
20 and above	4	14%	3	9%	1	3%
15 to 19	2	7%	0	0%	0	0%
10 to 14	4	14%	6	19%	1	3%
5 to 9	6	21%	11	34%	9	30%
Less than 5	13	45%	12	38%	19	63%
Total	29	100%	32	100%	30	100%

The total number of relationships developed by EALP alumni with others in the network was also considered. Given that the responses were provided in range, the total number of relationships developed were computed using the mid-point of each range. It was found that most of the EALP alumni had developed relationships with 30 or less members on the network. In the interview, PS2 confirmed evidence of the development of relationships among EALP alumni in the ten countries, with some of them being more active than others.

i. Which channels are used by EALP alumni to interact with each other?

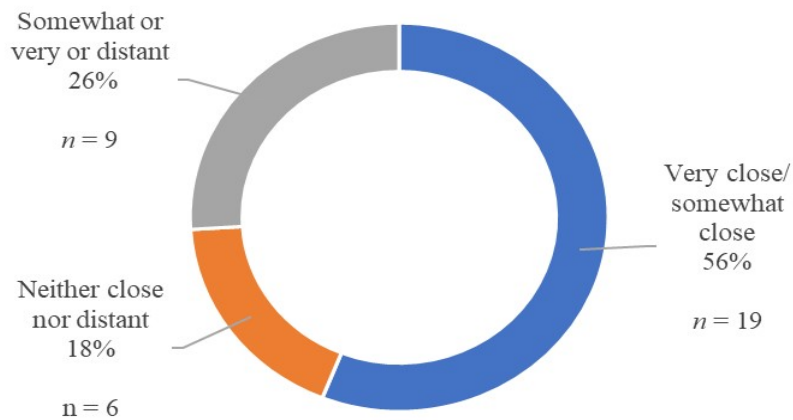
The survey also investigated how EALP alumni usually interacted with others in the network through various channels such as phone calls, WhatsApp, email, Twitter, Instagram, Facebook and LinkedIn. Thirty-five EALP alumni responded to the items meant to assess interactions among EALP alumni through these channels. The seven *Interaction by medium* items was reduced to two factors by the PCA. The first factor consisting of four items (interactions by phone, email, WhatsApp and Facebook) was labelled as *Common Media* whereas the second one comprising of 3 items (interactions through Twitter, Instagram and LinkedIn) was termed as *New Social Media*. On average, EALP alumni used to interact with slightly more than 4 others ($M = 4.39$, 95% CI [3.36, 5.41]) on the network while using *Common Media*. On average, EALP alumni used to interact with less than 2 others ($M = 1.61$, 95% CI [.94, 2.28]) on the network while using *New Social Media*. The results show that EALP alumni tend to interact with others on the network, using *New Social Media* to a lesser extent than *Common Media*, and, that *all* respondents were connected to others on the EALP alumni network via WhatsApp. In the interviews, PS2 revealed that programme staff used UCT's Vula platform to communicate and keep in touch with EALP alumni once or twice every month. Besides, she once organised a Zoom meeting for one cohort of EALP alumni to enable them to re-connect and discuss about common issues. PS2 indicated that interactions among EALP alumni had mostly taken place within their respective cohorts.

ii. How close are the members of the EALP alumni network?

Most of the survey participants ($n = 34$) shared their views on the degree of closeness with other members of the EALP alumni network. As illustrated in Figure 4 overleaf, slightly more than half of the respondents perceived that members of the EALP alumni network were *very close* or *somewhat* close to each other.

Figure 4

EALP alumni's perception of the degree of closeness among network members



2.2. How frequently do information and other resources flow through the connections between members on the EALP alumni network?

With a view to assessing the extent of sharing of information, ideas, experience, knowledge, professional contacts, reports and other resources among EALP alumni on the network, survey participants were called upon to rate the frequency of sharing seven items with Likert scales ranging from Once a week (5) to Never (1). The PCA extracted one factor, *Sharing*, with a mean, $M = 3.96$, 95% CI [3.75, 4.17]. The mean being close to 4, implied that EALP alumni were *occasionally* involved in sharing of information and other resources among themselves on the network. On average, male EALP alumni were lesser involved in *Sharing* than female ones.

Slightly less than half of the EALP alumni in the sample ($n = 17$) responded to an open-ended question to specify their contributions to the EALP alumni network. Eleven respondents asserted that they had contributed to the EALP alumni network through sharing of information, knowledge, ideas, contacts, experiences and other resources with EALP alumni whereas several others explained how they contributed to the professional development of other EALP alumni on the network (see Appendix 29). The interviews of the three EALP alumni also confirmed the sharing of information, experiences, job openings, funding prospects and professional development opportunities on the EALP alumni network.

2.3. How frequent do EALP alumni provide support to others on the network?

Leadership networks are also a platform for leaders to mutually support each other. Six items were used to assess the frequency at which survey participants were providing various types of support to others in the EALP alumni network. Such support included *Peer support, Solving problems, Professional advice, Coaching and mentoring, Job assistance and Introducing others to connections/ networks*. A factor analysis, was performed on the *Support* items. The extracted factor from the PCA, *Support*, with a mean, $M = 3.29$, 95% CI [2.94, 3.65], being slightly above the mid-point (3.00), suggests that, on average, EALP alumni *do not frequently* engage in supporting others on the EALP alumni network.

The open-ended question centred on *the main contributions made EALP alumni on the network* also exemplified support on the EALP alumni network. While EALPA7 hosted other EALP alumni from his cohort who travelled to his country, EALPA9 provided referral/ motivational letters to other EALP alumni to facilitate their fellowship and scholarship applications. In the semi-structured interview, the latter reiterated this kind of support and went on to say that he assisted other EALP alumni in fundraising. For EALPA10, his contribution took the form of legal counselling to other EALP alumni whereas EALPA14 *'availed himself to be of service to support EALP alumni in the network'*.

The programme staff and focus group participants provided examples of solidarity and support in the EALP alumni network. EALP alumni once mobilised to support an individual who was in trouble with the authorities. The circulation of petitions to support particular causes including tolerance, anti-xenophobia and LGBTQ was also highlighted.

2.4. How easy is it to collaborate with other EALP alumni in the network?

Thirty-four survey respondents expressed their opinion in relation to the ease of collaboration with other EALP alumni in the network. For, 68% of the respondents, it was *very easy* or *easy* to collaborate on the EALP alumni network.

The extent of collaboration by EALP alumni after the EALP was also assessed in the survey. EALP alumni ($n = 28$) stated the number of collaborations which the programme had helped them to develop with other EALP alumni and with other stakeholders (see Table 8 on page 47).

Table 8

Descriptive statistics on collaborations developed by EALP alumni

Type of collaborations	<i>M</i>	<i>SD</i>	<i>SE</i>	<i>min</i>	<i>max</i>	<i>Median</i>
Collaborations developed between respondents and other EALP alumni after the EALP	2.32	1.49	.28	0	5	2.00
Collaborations developed between EALP alumni and other stakeholders after the EALP	2.39	2.35	.44	0	10	2.00

On average, respondents have established few collaborations with other EALP alumni, $M = 2.32$, 95% *CI* [1.74, 2.90]. Similarly, on average, respondents have established *few* collaborations with other stakeholders, $M = 2.39$, 95% *CI* [1.48, 3.30]. Seven percent of the respondents ($n = 2$) had not forged any collaboration with other EALP alumni as compared to 25% of them ($n = 6$) who had not partnered with other stakeholders.

The three interviewed EALP alumni gave examples of collaborations developed on the EALP alumni network (see Appendix 30). The programme staff recognised that some EALP alumni had been more involved in collaborations than others. They provided evidence of collaborations among EALP alumni in research and publications, awareness-raising campaigns and fundraising. Such examples included the involvement of EALP alumni in the organisation of online LGBTQ and ‘# *We Are All Migrants*’ anti-xenophobia campaigns.

2.5. Is the EALP alumni network endowed with sufficient resources, management, leadership and internal systems to ensure its sustainability?

In the interviews, the programme staff confirmed that resources raised from three international donors were sufficient to organise the four iterations of the EALP from 2015 to 2018 and BB events. Efforts were being made, with the support of some EALP alumni, to mobilise funds to implement the next cycle of the EALP and keep the EALP alumni network alive. The difficulty in raising funds was highlighted. While funding for programme implementation was not available at the NMSPG, the funding landscape and the policies of external funders had changed a lot, making it harder to obtain entire continued financial support for programmes with broad coverage. Various options were being considered to run the next cycle, including seeking contributions from EALP alumni, calling for part funding by future EALP participants and restructuring the face-to-face residential workshop. The programme staff agreed that a balance would have to be struck among the elements of the

EALP, including its structure, intensity and length of the residency, funding of participants and follow-up, while considering the resources mobilised. In the event that funding would be inadequate to maintain the EALP in the present format, the programme could be narrowed and could focus on niches (e.g. women or climate leadership). Options to enhance cost-efficiency at the EALP level were also discussed with key stakeholders (see Appendix 31).

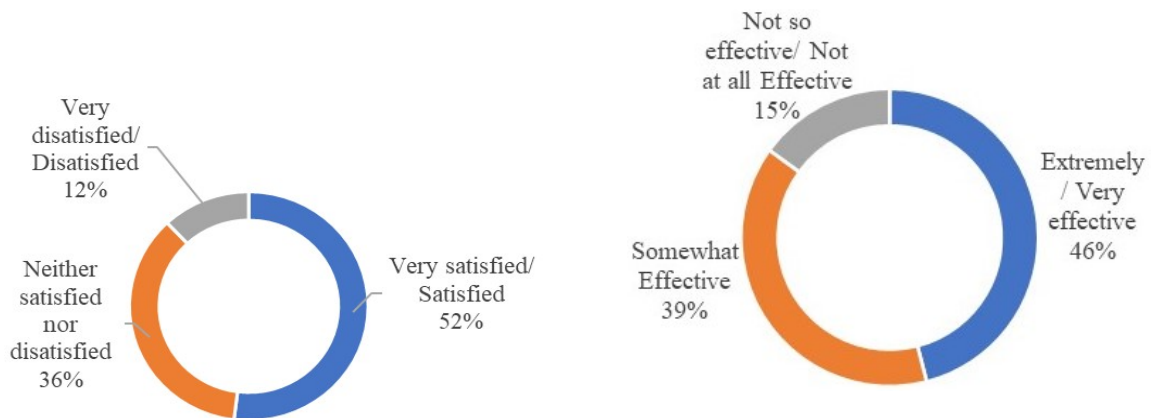


Figure 5: Degree of satisfaction with management of the EALP alumni network Figure 6: Effectiveness of the overall leadership of the EALP alumni network

The degree of satisfaction of EALP alumni with respect to the management of the EALP alumni network and the extent to which they perceived the effectiveness of network leadership are illustrated in Figures 5 and 6 above. Slightly more than half of the survey respondents were satisfied with the way in which the EALP alumni network was managed. On the other hand, the majority of the respondents (85%) perceived the overall leadership of the EALP alumni network as *somewhat to very effective*.

Data obtained from interviews and focus group discussions revealed that the EALP underwent a major shift in the year 2016. Initially, the post two-week connections were not thought through or really built in the design of the programme, and, a structure that enabled follow-up of EALP alumni was not yet in place. The idea of an alumni network emerged organically from the connections which occurred and were becoming gradually important. For the focus group participants, the follow-up was filled in 2016 by bringing on board a programme staff who embodied the spirit of an emerging African leader and whose character and personality helped her to serve as a touchpoint on the alumni network. In April 2018, the BB Director left the programme and since then, only one person had been managing the BB

programme and the EALP alumni network. According to PS2, the NMSPG intends to recruit two additional programme staff.

PS2 claimed that the network's internal systems and structures had been adapting over time. Feedback collected from EALP participants after each two weeks' programme and BB events as well as the constructive comments made in the 'alumni tracer study' report had been used to think strategically about the EALP and to improve the EALP alumni network. Nevertheless, the limited human resource capacity had been recognised as an obstacle to maintaining regular contact with EALP alumni and deepening the EALP alumni network.

2.6. Does the EALP alumni network have governance rules and policies?

The interviews of programme staff revealed that the policies for communicating via email, UCT Vula, the NMSPG website and BB events were formal and were guided by those of the NMSPG. Formal mechanisms were not yet in place to promote accountability among members of the alumni network. For instance, no formal policies were attached to the interaction on the WhatsApp group for each of the four cohorts, and EALP alumni were not required to sign any pledge before operating on the EALP alumni network. Yet, during the residential workshops, EALP alumni were requested to engage and behave ethically and respectfully. PS2 provided an example of conflict on the network and explained how it was managed. In September 2019, at a critical time when South African and Nigerian statesmen were publicly discussing about unacceptable xenophobic incidents in South Africa, an EALP alumnus posted an unclear and vague message on his position around Xenophobia on Facebook. He was challenged by another EALP alumnus from a different country and was requested to provide clarifications. A Zoom meeting was therefore organised between the two parties as well as ten other EALP alumni. PS2 highlighted the value of her mediation to thrash out all the anger and misunderstanding. The meeting was also an opportunity for the group to discuss about other similar issues and what pan Africanism would mean to them.

2.7. To what extent do members of the alumni network share a common purpose and work together to achieve shared goals?

Responding to an open-ended question, 68% percent of the survey participants ($n = 25$) stated the goal of the EALP alumni network (see Appendix 32). The remaining twelve participants (32%) either did not respond or asserted that they were not aware of the network goal.

Seventeen EALP alumni (46%) more or less agreed that the goal of the network was to connect and support young emerging African leaders so that they could share information, resources and experiences, pursue their professional development, support each other and collaborate with each other. The second group of eight respondents (22%) went one step further to suggest that the goal was not only to connect emerging African leaders but also to ultimately bring about change and development in Africa.

Data collected from the semi-structured interviews of programme staff confirmed that a clear alumni network strategy had not yet been formulated and that an iterative approach had been adopted so far. The strategy of the alumni network would soon be incorporated into the plan of the NMSPG. PS2 stated that many of the NMSPG's proposals and reflections as well as the 2019 EALP webzine had captured what it had done, what it intended to do and what key stakeholders were thinking about the alumni group. For her, the goal of the EALP alumni network is *'to deepen and/or strengthen the solidarity amongst EALP alumni groups, to nurture relationship-building across (geographical) contexts, and, to create opportunities for alumni to influence change and add their voice to dialogues that affect youth today.'* This goal had been shared to EALP fellows during interviews, the two-weeks workshop, in BB events and through the EALP webzine.

The three interviewed EALP alumni argued that the informality of the alumni network might have affected the commitment of members to work as a whole to achieve shared goals. Focus group participants also stressed the importance of defining an explicit sense of mission and purpose for the EALP alumni network to guide its members and therefore enhance effectiveness at multiple levels. In the online survey, almost 80% of the respondents stated that they were working together with other EALP fellows on issues related to the goal of the EALP alumni network either *once every month* or on a *less frequent basis*. For the remaining 21%, they were working together with other EALP alumni on issues related to the network's goal a few times a month (15%) or more frequently (6%).

2.8. To what extent have efforts been made to ensure effective inclusion of all EALP alumni on the network?

The views of survey participants were sought in relation to the extent of efforts that were made to ensure effective inclusion of all EALP alumni on the network. Mixed results were

obtained for this survey item from the 34 respondents. About 70% of the respondents were of the view that *moderate or great* efforts were made to ensure inclusion of EALP alumni on the EALP alumni network. For 30% of the respondents, little or no efforts were made to ensure effective inclusion of all EALP alumni in the network.

2.9. What is the level of trust and commitment of EALP alumni in the network?

With a view to gauging the level of trust and commitment among EALP alumni, a twelve-item scale was used in the online survey. The PCA resulted into the extraction of three factors. The first one, consisting of seven items, was labelled as *Network Trust* and the second one, comprising of 4 factors, was termed as *Network Commitment*. The third component included the reverse item '*In the EALP alumni network, we have to be alert as someone may take advantage of you*' only. Considering that the reverse item might have confused survey respondents, the third factor was not further considered. The mean *Network Trust*, $M = 2.15$, 95% CI [1.91, 2.39], and the mean *Network Commitment*, $M = 1.54$, 95% CI [1.39, 1.69], being below the mid-points of the two scales (3.0), implied that, on average, EALP alumni reported *above average* network trust and network commitment.

2.10. How effective is the EALP alumni network?

In the online survey, thirty-four participants stated their opinion with respect to the extent of success of the EALP alumni network in achieving its goal. Eighty-two percent of respondents indicated that the EALP alumni network had been *somewhat* or *very successful* in achieving its goal. The remaining 18% of the respondents were of the opinion that the EALP alumni network was *not so successful* or *not at all successful*.

In the online survey, respondents were also required to identify the aspects of the EALP alumni network which had contributed to its level of success, by choosing from a list of eight options.

A crosstab analysis was used to compare the perception of EALP alumni of the degree of success the EALP alumni network and aspects which contributed to its level of success (see Table 9 on page 52).

Table 9

Aspects of the EALP alumni which contributed to its level of success

Aspects of the EALP alumni network which contributed to its level of success	Percentage of respondents who agreed that the EALP alumni network had been <i>somewhat to extremely successful</i> due to this aspect
Having brought together people from diverse backgrounds	73%
Having enabled the exchange of information, ideas and experience	67%
Having allowed the sharing of resources among network members	67%
Having permitted the creation of relationships on the EALP alumni network	64%
Level of support provided to alumni on the network	21%
The organisation of regular meetings of network members to discuss about African challenges	21%
Network members having a shared goal	15%
Collective decision-making	12%

2.11. How can the effectiveness of the EALP alumni network be improved?

EALP alumni and focus group participants proposed two means to improve the effectiveness of the EALP alumni network. First, they were of the view that physical or virtual events should be organised regularly. More than half of the respondents ($n = 15$) proposed the physical or virtual organisation of regular events, such as meetings, roundtables, conferences, workshops, face-to-face events, online fora as well as annual alumni meets, at national, regional and continental levels. Similarly, they submitted that the NMSPG could facilitate the participation of EALP alumni in other regional and continental platforms and projects. Secondly, 25% of the respondents called for the consolidation and formalisation of the EALP alumni network ($n = 8$). In this respect, the official organisation of the EALP alumni network, the creation of country chapters and a review of the communication system were submitted. The WhatsApp forum set up for each cohort was perceived as helpful for exchanges among EALP alumni but insufficient as each group was operating in silos. For the respondents, a web-based platform could be created to connect all EALP alumni from the four cohorts and enable them to interact on an ongoing basis. Besides, with a view to enhancing network management, the appointment of an alumni officer was proposed. The latter would principally ensure follow up of EALP alumni, regularly interact with them, organise webinars

and other events, invite members to give their inputs on developmental issues, and, share information and other resources. These two proposals had also been made in the interviews of the 3 EALP alumni and the focus group discussions. PS2 confirmed that the need for a secured web-based platform with log-in features was first voiced out in a 2016 Research Roundtable.

2.12. What are the challenges encountered by EALP alumni while operating on the EALP alumni network?

Sixty-five percent of the survey respondents specified the challenges they had encountered while operating on the EALP alumni network. Their responses (see Appendix 33) have been analysed and grouped into two main challenges.

Firstly, EALP alumni are mostly connected to others in their respective cohorts only. An important theme, that emerged from the responses ($n = 10$), was the absence of a formal, deliberate and consistent strategy to bring alumni together. The majority of these respondents acknowledged that they were connected to other alumni who participated in the EALP in the same year as them but not to those belonging to other EALP cohorts. The absence of a broader network comprising of participants from all the four cohorts was particularly highlighted by the respondents. Secondly, EALP alumni found that communication, face-to-face meetings and other activities were not frequently carried out. Eight respondents declared that even though they were connected to others in the same EALP cohort, they felt that the enthusiasm had shrunk over the past two years as members were communicating less vibrantly as they used to do just after the programme. Connections tended to fade over time as EALP alumni lost interest and communicate less.

In the semi-structured interviews, the three EALP alumni confirmed that they used to interact and exchange information with others in their respective WhatsApp group from time to time, but this channel was quite limited. For that reason, they called for a more structured and formalised engagement on the EALP alumni network with the use of new technology and an alumni officer to enable connections and interactions among all the EALP alumni. Moreover, they pressed for the organisation of regular activities to afford EALP fellows from different cohorts the opportunity to meet and connect and interact. Evidence gathered from the

programme staff revealed that the NMSPG had tried to bring together all the four EALP cohorts in a three-day workshop, but this project had to be parked due to lack of funds.

3. *Outcome evaluation at other levels*

3.1. What are the effects of the EALP alumni network at the level of organisations in which EALP alumni operate?

In the online survey, thirty-three survey participants reported the indirect effect of the EALP alumni network on organisational efficiency and effect on cost-reduction in various ways. For 48% of the respondents ($n = 11$), the EALP alumni network helped to reduce costs for their respective organisation *to a moderate or great extent* whereas for the remaining 52% the impact on efficiency was *insignificant*. A second but broader question explored the indirect effects of the EALP alumni network at organisational level. The impact of the EALP and its network on *organisational effectiveness and strategy* was mentioned by 58% of the respondents ($n = 14$). Six of these respondents declared that they had *transferred the learning* acquired on the EALP network to their respective organisations whereas three of them highlighted the *improved visibility and credibility of their organisations*. For four of the respondents, the EALP alumni network had endowed their organisations with *improved access to resources*. The main responses of EALP alumni with respect to the effects at organisational level are listed in Appendix 34.

3.2. What are the effects of the EALP alumni network at policy-making level?

In an open-ended question in the online survey, most of the respondents ($n = 22$) stated that the EALP alumni network had helped them to broaden their perspectives as well as their knowledge and skills in the area of policy-making (see Appendix 35). As a result, they had been actively involved in policy-making and made contributions in their respective spheres of influence. The sharing of best practices in policy making and the involvement of EALP alumni in other policy dialogues had been exposed as well. The interviews of programme staff revealed that the enhanced capacity in policymaking and connections of EALP alumni had helped them to secure a voice and a seat in regional and international fora.

4. *Differences in outcomes among EALP alumni due to gender and year of participation*

As mentioned in the previous chapter (Method), one-way ANOVAs were carried out to check whether each cohort of EALP alumni significantly differed from other cohorts in the

achievement of outcomes of the EALP alumni network. In addition, independent samples tests were run in SPSS to find out whether there were significant gender differences in the outcomes of the EALP alumni network among EALP alumni.

The analysis did not detect any significant difference in the outcomes of the EALP alumni network due to year of participation. Male and female EALP alumni significantly differed with respect to only two the outcomes of the EALP alumni network, namely *Sharing of information and other resources* and *Network commitment* (see Table 10 below).

Table 10

Significant gender differences in the outcomes of the EALP alumni network

Evaluation question	Outcome of the EALP alumni network	Significant gender differences in outcomes of the EALP alumni network
How frequently do information and other resources flow through the connections between members on the EALP alumni network?	Sharing of information and other resources on the EALP alumni network	An independent samples test confirmed a <u>significant</u> difference in <i>Sharing</i> score (-.5118) between male and female EALP alumni, $t(32) = -2.590, p < .05$
What is the level of trust and commitment of EALP alumni in the network?	Network commitment	An independent samples test found that the difference in <i>Network Commitment</i> (-.36) between male EALP alumni, ($M = 1.33, SD = .36$) and their female counterparts, ($M = 1.69, SD = .45$) was <u>significant</u> , $t(34) = -2.589, p < .05$

5. *Summary of results*

The abovementioned results obtained at individual, network and other levels are summarised in Appendix 36. With a view to adding further meaning to the results, they are discussed in the next chapter, with particular reference being made to the literature.

CHAPTER SIX: DISCUSSION

The primary objective of this study was to evaluate the networking component of the EALP and identify key outcomes at multiple levels. In this chapter, the main findings of the evaluation are discussed while referring to the literature on leadership development,

leadership networks and network evaluation. The results are interpreted (what do they mean?) and their implications are discussed (why do the results matter?). In addition, the chapter presents some recommendations to strengthen the EALP alumni network, the contribution made by this evaluation to knowledge, the study's limitations, suggestions for further research and conclusions.

1. Discussion of results

1.1. Self-confidence

In the current evaluation, almost all survey respondents reported a *moderate* to *great* increase in their self-confidence as a result of their participation in the EALP alumni network. This result is consistent with the literature. While being involved on the EALP alumni network, EALP alumni had gathered experience and had enhanced their knowledge, skills and attitudes (Jackson & Temperley, 2006). The experience and competencies acquired by EALP alumni on the network had surely boosted their self-confidence (McLeod Grant & Sacks, 2019). Another possible explanation for higher self-confidence of EALP alumni related to the interactions, informal networking and EALP activities which they had been subjected to. With increased self-confidence, EALP alumni are expected to be more effective as leaders in their respective spheres of influence.

1.2. Networking ability

The results of this study indicate that the EALP alumni network has improved the *networking ability* of EALP alumni, to varying degrees. Moreover, a large majority of EALP alumni considered the EALP activities as having a positive effect on their networking competencies. The literature has reported significant positive relationships between skill building and personal growth approaches to leadership development, with a focus on action learning, and networking ability (Burbaugh & Kaufman, 2017). The findings of this study validated the value of the leadership development approach adopted in the EALP. The emphasis on skill building, personal growth and action learning had indeed positively impacted on the networking ability of EALP alumni. Results from the qualitative component of this evaluation also confirmed the enhancement of network capabilities of EALP alumni, to varying extent, given their diverse experiences.

1.3. Networking, connectivity and cohesion

Equipped with increased networking ability, following their participation in the EALP and the alumni network, EALP alumni are expected to be involved in increased *networking* and be more connected (Byrum-Robinson, & Womeldorff, 1990; Day, 2000; McCallum et al., 2009; Black et al., 2009; Carter et al., 2015). The survey findings confirmed that, on average, EALP alumni were greatly involved in networking, and, that the EALP alumni network had greatly helped them to understand the importance of being connected and be more open to other people. A significant proportion of EALP alumni also felt that the EALP alumni network had greatly assisted them to increase their individual connections and to be linked to other networks. The triangulation of quantitative and qualitative data attested that EALP alumni were engaged in networking and are greatly connected. The qualitative findings also brought to light the value of the face time afforded to EALP alumni during the two-week's residency in influencing networking behaviour and hence the connectivity of EALP alumni. The four informal WhatsApp groups and BB events had been the main platforms for EALP alumni to connect and network with others. Considering the qualitative data obtained in the interviews, and the fact that each yearly cohort consists of 30 or less participants, it appeared that, on average, EALP alumni had mostly established connections with those who were in the same cohort but were not able to connect to all EALP alumni ($n = 103$). Besides, some of them felt that the enthusiasm to communicate with each other and engage in the WhatsApp groups had waned over time. The findings also indicated that even though EALP alumni were connected with others within the same cohort, they did not *regularly* interact with the entire cohort on the EALP alumni network via various channels. It can be inferred that connectivity and interactions among EALP alumni had been sub-optimal up to now. Moreover, the bulk of EALP alumni had participated in only 1 or 2 BB events and therefore had only limited opportunities to connect and interact with all others in the four cohorts.

The absence of a formal, deliberate and consistent strategy, with ongoing network coordination and a versatile online discussion platform, to simultaneously bring EALP alumni together and constantly engage them on the EALP alumni network, has no doubt contributed to the waning in their enthusiasm over time, silos connections and limited interactions among them.

Another key finding, relating to connectivity, was that slightly more than half of the respondents perceived members of the EALP alumni network as being *somewhat or very close* to each other. The sub-optimal connections among EALP alumni and perceived cohesion on the EALP alumni network had undoubtedly affected the level of interactions, exchange and knowledge diffusion among EALP alumni (Tasselli & Borgonovi, 2013; Plastrik & Taylor, 2006; Rogers, 2010; Reagans & McEvily., 2003). It is presumed that if all the 103 EALP alumni would have been given ample opportunities to connect to each other and would have been constantly motivated to engage on the network, with the support of a common platform, they would have felt a higher level of cohesion. At the same time, they would have interacted more frequently, would have been involved in regular exchanges and would have experienced a higher level of learning.

1.4. Social capital

The value of networks in creating social capital has been recognised in the literature (Bourdieu, 1985; Cohen et al., 2001; Adler et al., 2002; Brass, 2012). In this study, about two thirds of the EALP alumni reported that, after the EALP, they had a higher membership in social and professional groups and organisations, a proxy for social capital (Putnam et al., 1993; Putnam, 2000; Grootaert & Van Bastelar, 2002). This finding is consistent with the literature where networking ability has been found to be an antecedent of social capital (Kostova & Roth, 2003; Burbaugh & Kaufman, 2017). Inferring from the literature, the improvement in networking ability of EALP alumni could have led to amplified social capital, with networking behaviour being a mediator. Given the dynamic nature of the relationship between leadership development approaches, networking and social capital, it can also be inferred that a higher level of social capital may have additionally contributed to enhanced networking ability of EALP alumni. Nonetheless, had all EALP alumni been afforded increased opportunities to connect to and interact with others in all the four cohorts as well as with other stakeholders in BB events, their social capital would have certainly reached much higher levels.

1.5. Learning and new thinking

An overwhelming majority of survey respondents and all the interviewed EALP alumni reported that their participation in the EALP alumni network had facilitated their learning and had honed their skills and knowledge. These results are aligned with previous studies which

found that peers in a network tend to learn from each other and build their capacity as they interact and share experiences, knowledge and other resources (Tsai, 2001; Hoppe & Reinelt, 2010; Isett et al., 2011; Popp et al. 2013; Chandler & Kennedy, 2015). As EALP alumni had been engaged on the EALP alumni network, they had been learning in an iterative manner and had developed their capacity (Van Epp & Garside, 2014).

Interestingly, most of the survey respondents felt that the interactions in the EALP alumni network challenged their thinking to a *moderate* or *great* extent. This finding is in line with the literature which suggests that network members are likely to come across interactions and situations in networks which challenge their thinking (Gilchrist, 2009; Meehan & Reinelt, 2012). The exposure of EALP alumni to interactions and situations on the EALP alumni network have further shaped their knowledge, skills and attitudes which are likely to have an incidence on their behaviours (Balkundi & Kilduff, 2006). The end result is that EALP alumni have acquired and developed new ways of thinking about themselves and the world around them (Gilchrist, 2009; Meehan & Reinelt, 2012).

1.6. Problem-solving and Decision-making capacity

A major finding, closely associated with social learning, is that the majority of EALP alumni felt a positive effect of the EALP alumni network on their ability to make decisions, to solve problems and to tap opportunities. Being exposed to interactions on the EALP alumni network, and hence information, experiences, insights and other resources shared by other network members, EALP alumni are likely to learn and build their capacity in solving problems and making decisions in a more effective manner (Gibson et al., 2014).

1.7. Career outcomes

The online survey results showed that around seventy percent of EALP alumni had received, to a moderate extent or above, career advice and developmental feedback on the EALP alumni network. Besides, of those who had changed jobs since the end of the EALP, most of them were of the view that the EALP alumni network had supported their career development. These results are consistent with those of Wolff & Moser (2009) who reported a positive effect of networking on visibility and power, and, by extension on career success. Career development of EALP alumni may also have been influenced by the support of other network members in the form of introductions and referrals (Reinelt et al., 2006).

1.8. Exchanges and peer support on the EALP alumni network

The exchange of information and other resources is a common feature of strong networks. The survey findings revealed that EALP alumni were *occasionally* involved in sharing of information, knowledge, ideas, contacts, opportunities, job openings, experiences and other resources among themselves on the EALP alumni network. Qualitative findings revealed that connections and exchanges among EALP alumni had faded over time, above all due to the absence of a focused strategy to coordinate the network and engage EALP alumni on a continuing basis. It is inferred that the occasional exchange on the EALP alumni network, had helped network members, though to a limited extent, to enrich their learning, build their capacity, and, bring about innovation and change (Dreier et al., 2019, Chandler & Kennedy, 2015; Popp et al., 2013; Isett et al., 2011).

Peer support is expected to be a proximal outcome in leadership networks (Reinelt et al., 2006; Hoppe & Reinelt, 2010). The findings demonstrate that, on average, EALP alumni do not frequently engage in personally supporting others on the EALP alumni network. The qualitative component of the current research revealed that the limited peer support among EALP alumni took several forms such as hosting of EALP alumni in another country, referrals and recommendations, fundraising assistance, and provision of advice.

It is inferred that the network strategy, structure, infrastructure and coordination of the EALP alumni network, in their current state, has a direct bearing on network connections and, incidentally on the intensity of network exchange and peer support. A possible explanation for occasional sharing and mutual support among EALP alumni relates to the limited (intra-cohort) connections among EALP alumni and their gradual weakening over time. The absence of an online discussion platform, with multiple functionalities and possibilities, and ongoing network coordination and engagement of EALP alumni also explains the low frequency of network exchange. With a proper network engagement strategy and a more diverse EALP alumni network, with all EALP alumni connected to each other, ample possibilities would have existed for network members to marshal resources and support beyond the boundaries of their immediate environment (Popp et al. 2013).

1.9. Network resources and network management

Data collected from qualitative sources revealed that financial resources, mobilised from international donors, were sufficient to organise the EALP, to keep the EALP alumni network alive and organise BB events from 2015 to 2018. In view of the changes that have occurred in the funding landscape and donor policies, numerous efforts are being made by the EALP programme management, with the support of EALP alumni, to mobilise resources to ensure continuity of the programme and the EALP alumni network. Funds are required to operate the EALP alumni network to principally meet the costs associated with network management/coordination and organisation of BB events. In the event that resources marshalled from donors would be insufficient, the possibility of seeking a contribution from EALP alumni should be fully explored. Obviously, EALP alumni would be more likely to chip in resources if they would see the real value in engaging on the EALP alumni network.

With limited resources, the EALP programme management might have to think creatively about how to allocate resources to various programme components. In the short-term, the focus would need to be on mobilising resources and introducing a new approach to managing the EALP alumni network to keep the momentum of, connections between and interactions among the 103 EALP alumni. Enlarging the network will depend on the effective implementation of the next cycle of the EALP. It is therefore critical to identify ways to effectively fund the EALP, above all, to meet the costs of programme staff, facilitators and coaches, travel costs and transfers, resource persons for the two-week programme. Likewise, avenues to enhance cost-efficiency can be explored at the level of the EALP and the network.

The survey findings disclosed that half of the EALP alumni were satisfied with the management of the EALP alumni network and that a large majority of them perceived the overall leadership of the EALP alumni network as effective. Qualitative results showed that key stakeholders valued the competencies of the Programme Manager while describing her appointment in 2016 as a turning point. At the time of conducting this evaluation, the entire BB was being managed by one person only. Limited human resources had no doubt affected management of the EALP alumni network and thus had an important incidence on its effectiveness (Taylor, 2015). The fact that the Programme Manager had to manage the entire BB programme alone might have left her with insufficient time and resources to wholly commit herself to the EALP alumni network.

1.10. Network infrastructure

The results obtained from qualitative sources highlighted the low degree of formality on the EALP alumni network. Indeed, in the absence of a proper single platform to connect all EALP alumni, most network interactions occurred on the four WhatsApp groups in silos, with the exception of the few opportunities presented by BB events. Interview results showed that communications between programme staff and EALP alumni used to take place on formal channels guided by NMSPG policies. On the other hand, the interactions among EALP alumni on their respective WhatsApp group were not subjected to formal rules and network members were simply expected to behave respectfully and ethically. Mechanisms are not yet in place to promote accountability among members of the alumni network and the network health relies heavily on network norms, including mutual respect. The absence of network rules or formal policies no doubt affects the well-being of the EALP alumni network (Taylor et al. 2014; Robins et al., 2011). As suggested by Klijn & Koppenjan (2016), formal network rules could help in structuring the interactions on the EALP alumni network, guiding and regulating behaviour, protecting the key values of network members and effectively managing conflicts. In order to strengthen the EALP alumni network and enhance its effectiveness, key stakeholders have suggested the use of a versatile online platform to connect all EALP alumni, the introduction of mechanisms to ensure accountability of network members, the appointment of a dedicated human resource to manage the network on an ongoing basis and ensure its dynamism as well as increasing opportunities for EALP alumni to meet and interact more regularly.

1.11. Network goal, strategy and perceived effectiveness

As per the survey findings, a majority of EALP alumni recognised that the goal of the EALP alumni was to connect and support young emerging African leaders so that they could share information, resources and experiences, pursue their professional development, support each other and collaborate. Yet, only one-fifth of the EALP alumni were fully aware that the ultimate goal was to influence change and make a contribution to addressing wicked challenges in Africa. Besides, a large majority of EALP alumni stated that they were not regularly working together on issues related to the goal of the EALP alumni network. The findings also highlighted that a strategic plan and short-term plans for the EALP alumni network were not yet in place. The fact that not all EALP alumni are fully aware of the goal

of the EALP alumni network and that a network strategy and plans are not in place may have undermined the effectiveness and sustainability of the network.

1.12. Efforts made to ensure effective inclusion of all EALP alumni

The extent to which efforts have been made to ensure effective inclusion of all EALP alumni on the network was perceived as *moderate to great* by a majority of survey respondents. This finding indirectly implies that there is adequate diversity among network members to bring in multiple perspectives during debates and discussions on the EALP alumni network (Provan & Kenis, 2008). In view of the diversity in the EALP alumni network, innovative ideas and solutions are likely to happen, above all, when all EALP alumni across contexts are given increased opportunities to use their competences to participate in debates, dialogues and discussions (Johansson, 2006).

1.13. Level of trust and commitment of EALP alumni in the network

A high level of trust and commitment to the network was reported by EALP alumni in the online survey. In the literature, trust among network members has been found to precede commitment (Westerlund et al., 2009), and, to have a positive impact on network outcomes (Klijn et al., 2010). The findings of this study on trust and commitment imply that EALP alumni are more likely to engage in productive personal and professional relationships with other network members, to exchange of information and other resources, and, to provide support to each other to achieve the network goals (Plastrik & Taylor, 2006; Silvia, 2011; Ysa et al., 2014; Sarpy & Stachowski, 2020). A high level of trust and commitment among EALP alumni also mean that they are prepared to take risks, engage with others in the network and collaborate among them to achieve the network goal (Inkpen & Currall, 2004; Westerlund et al., 2009; Tremblay et al., 2017).

1.14. Collaborations among EALP alumni

The survey results indicated that a large proportion of EALP alumni found it easy to collaborate on the EALP alumni network but, on average, they had developed few collaborations with others on the EALP alumni network and with other stakeholders. Similarly, the qualitative data provided evidence of a few collaborations established by EALP alumni and revealed that some EALP alumni had been more active in partnering than others. The academic literature suggests that connections among network members create

opportunities for them to establish and operate in partnerships (Long et al. 2014). For EALP alumni to collaborate, some favourable conditions need to be present (Roberts et al., 2016; Peters & Manz, 2007; Gray & Wood, 1991). The high level of trust and commitment which EALP alumni have in the network tends to favour the establishment of partnerships (Popp et al., 2013; Schubert & Bjorn-Andersen, 2012). However, it is inferred that some factors may have constrained the development of a large number of collaborations among EALP alumni. For instance, connections on the EALP alumni network have not yet been optimised and EALP alumni are mostly connected with only those in the same EALP cohort as them. Besides, the process of initiating and setting up collaborations takes time and only two to five years have elapsed since EALP alumni have been connected to each other. A determining factor that might have also affected partnerships development relates to the capacity of EALP alumni. As posited by Bryson et al., (2006), working collaboratively requires certain skills, knowledge, attitudes and experience. It is important to build the capacity of EALP alumni to allow them to explore and initiate collaborations in an effective manner. In addition, for deeper collaborations to take place in an effective manner, EALP alumni would need to be given appropriate and sustained support.

1.15. Effects of the EALP alumni network at the level of organisations

In the online survey, slightly less than half of the EALP alumni reported a positive effect on organisational efficiencies. This finding is consistent with the literature which highlights the potential for organisations to achieve higher efficiency and economies of scale as their members participate in networks (Lemaire & Provan, 2012). In another open-ended question forty-two percent of EALP alumni, stated the positive impact of the EALP and its network on organisational effectiveness and strategy. Accordingly, the EALP alumni network had indirectly endowed organisations with increased capacity to reassess organisational strategy and undertake collaborations. The additional learning acquired by EALP alumni from the EALP alumni network is likely to have an effect on their job performance (Thompson, 2005). Their increased capacity may also trigger innovations, facilitate the design and implementation of ambitious projects and improve products and services (Gibson, 2014; Lemaire & Provan, 2012). The finding pertaining to organisational strategy is supported by the literature as well. As proposed by Gibson et al. (2014), the strategic knowledge captured from the network by EALP alumni has enabled them to better assist their organisations to revisit strategies and ensure better adaptation to the environment on an ongoing basis (Gibson

et al., 2014). Similarly, with increased capacity of EALP alumni, the organisations in which they operate are likely to acquire legitimacy and survive in the longer term (ORS Impact, 2018; Popp et al., 2014). EALP alumni also reported that their organisations have benefitted from increased access to resources and improved organisational visibility and credibility. This latter result is in line with the literature which suggests networks, such as the EALP alumni network, have the potential to widen opportunities for organisations, in which network members operate, to access and leverage resources (Popp et al., 2014).

1.16. Effects of the EALP alumni at policy-making level

The present study found a positive effect of the EALP alumni network at policy-making level. The majority of the EALP alumni reported that the network was instrumental to broadening their perspectives and to build their capacity in policy-making. As a result, they had been involved in sharing best practices in policy-making as well as contributing to policy-making at country, regional and continental levels. In response to another survey item, the majority of EALP alumni also reported that the BB events had enabled them to contribute to policy decision-making. These results are consistent with other studies in which networks like the EALP alumni network were found to be valuable in building capacity in the area of policy-making, influencing the policy-making process, eliciting an increased consideration of relevant policy solutions and facilitating higher involvement of stakeholders at multiple levels (ORS Impact, 2018; Popp et al., 2014; Perkin & Court, 2005; Marsh et al., 2003). It can therefore be concluded that, by being increasingly engaged in policy decision-making which is relevant to Africa, EALP alumni are more likely to make a contribution to social change and Africa's developmental challenges in the longer term.

1.17. Differences in outcomes of the EALP alumni network due to gender and year of participation

Only two significant differences in the outcomes of the EALP alumni (*Sharing* and *Network commitment*) between male and female EALP alumni were identified. It is hard to know whether these differences between male and female are real or the result of a statistical fluke. Additional research may be carried out to further investigate the gender differences in sharing of information and other resources, and network commitment.

1.18. Summary of discussions

The EALP alumni network has created, though in a sub-optimal manner, positive outcomes at multiple levels. The findings showed that EALP alumni network, on average, had helped to enhance the self-confidence, connectivity, networking ability, networking, social capital, problem-solving and decision-making capacity, learning, career prospects of EALP alumni. Furthermore, most of the EALP alumni felt above average trust and commitment in the EALP alumni network, and, were of the view that efforts were made to ensure effective inclusion of all EALP alumni on the network. Yet, it was found that EALP alumni, on average, were generally connected with others within their respective informal WhatsApp group or cohort. Though operating in a small cohort not exceeding 30 members, the provision of mutual support and exchange of information and other resources among EALP alumni were occasional. Similarly, inter-cohort connections and interactions had been limited so far, and, only fifty percent of the EALP alumni felt network cohesion. In spite of the perceived ease of collaboration on the network, EALP alumni, on average, had developed few collaborations with others. The mobilisation of resources to implement the next cycle of the EALP is not without challenges as the funding landscape evolves. Slightly more than half of EALP alumni are satisfied with the management of the EALP alumni network but many of the stakeholders have called for a dedicated human resource to take full charge of the EALP alumni network. Similarly, it was found crucial to formalise the EALP alumni network to enable optimal connections and engagement of EALP alumni. The goal of the EALP alumni network had been internalised by some EALP alumni and formal network strategy and action plans were not yet in place. A few positive outcomes were also noted at organisational level and policy-making levels.

2. *Recommendations*

In light of the above, and, with a view to strengthening the EALP alumni network, improving its effectiveness and ensuring its sustainability in the long term, the following recommendations are being proposed:

1. Network planning, monitoring, evaluation and learning
2. Formalisation of the EALP alumni network
3. Appointment of a dedicated human resource to manage the EALP alumni network
4. Ongoing engagement of EALP alumni
5. Additional capacity-building of EALP alumni

6. Knowledge management and email newsletter

These recommendations are discussed in more details in Appendix 37.

3. Contribution to knowledge

This evaluation has sought to understand the outcomes of the networking component of a leadership initiative in Africa. The findings have provided inputs for refinement of the EALP before the implementation of its next cycle. The BB programme staff and other key stakeholders can use the evaluation report to reflect on what has worked, what has not worked, for whom and under what circumstances. They can also explore the possibility of implementing the options recommended to strengthen and improve the effectiveness of the EALP alumni network. This evaluation has contributed to knowledge in the area of network evaluation and programme evaluation. It has helped to test the effectiveness of an alumni network which has been emulated on practices in the Western world but implemented in a different context, which is Africa. The study has confirmed the importance and value of using a mixed method approach in an iterative manner to evaluate networks, in particular leadership networks. The methods used, the multiple levels of analysis and findings can serve as a reference for the outcome evaluation of similar LDPs and leadership networks, including those implemented in Africa. Additionally, the results provide some directions to practitioners on the areas to focus on while designing and operating a leadership network.

4. Limitations of the evaluation

While conducting the evaluation, particular care was taken to ensure that the standards of propriety, utility, feasibility, accuracy are adhered to. Nevertheless, a number of challenges and limitations were noted. Evaluation questions for this study were formulated after having reviewed the literature as well as frameworks which had previously been used to simplify the real world. Yet, these models might have been insufficient to capture complex elements in real life. Equally, given time constraints, elements of the literature and other frameworks might have been overlooked. Limitations also relate to the design of the study. In view of limited resources and other constraints, including the lack of comparable historic data and the fact that EALP alumni were based in ten different countries, a one-group design was favoured and data were collected within a single period of time. With the absence of a control or comparison group and inadequate data collected at various points in time, extraneous

factors could not be completely ruled out. In addition, the use of an ego-centric approach, with a lot of self-reporting, to collect data from EALP alumni might have created scope for respondents' bias. Leadership efficacy of EALP alumni, hence the outcomes at multiple levels, is dependent on the quality and amount of support provided to them by other people in their respective organisations or environment to ensure transfer of learning. With different level of environmental support, the extent to which learning had been transferred at multiple levels could have differed among EALP alumni. Attributing the change in leadership effectiveness solely to the EALP alumni network had been challenging. Inputs were received from a small sample of EALP alumni in the online survey (n = 37) and in semi-structured interviews (n = 3). Similarly, only two facilitators and one coach participated in the focus group discussions. The generalisability of the results to other leadership networks is limited by the fact that a distinctive process has been used for the EALP alumni network and that the evaluation covered a small number of participants. Last but not least, the use of a mixed method design, more than one question for some constructs and triangulation had no doubt counter some of the threats to internal validity but might not have dealt with all of them effectively.

5. Suggestions for future research

The limited resources and presence of some constraints, including ethical constraints, lack of comparable historic data and the fact that participants were based in different countries, had to some extent influenced the research design, the data collection process and hence the findings. For ethical and privacy reasons, it was not possible for the current study to identify responses by name and therefore to use SNA to fully appreciate the membership and structure of the EALP alumni network (Hoppe et al., 2010; Fredericks, 2013; Taylor et al., 2014; Taylor et al., 2015). The use of SNA would have helped to identify who was connected to whom, the nature of ties, the strength of different relationships, the existence of cliques and clusters, and, the evolution of the EALP alumni network. In the future, SNA could be used to continually "take snapshots" of the EALP alumni network, compare them over time to figure out its evolution, and develop network strategies as appropriate. Data were collected at one point in time from a sample of the whole group. It is therefore recommended that in future similar research, that data be collected on outcomes at multiple levels at multiple points in time, and, from a broader sample of network members and stakeholders. The use of SNA to better explore bridging and bonding as they evolve over time will no doubt add value to

future evaluations. The resulting network pictograms can be visualised to understand the evolution of the network and identify areas where emphasis and actions are required to enhance network effectiveness and leadership efficacy.

6. Conclusions

The EALP alumni network was created to connect emerging African leaders, engage them and provide them with the required support so that they can have an ongoing constructive conversation and can collaborate to address African challenges. The network is still in its early stage of its lifecycle and, as of date, some positive outcomes have accrued at individual, network and other levels. Yet, it was found that the connections and interactions, so far, had been limited, with EALP alumni being mostly connected to others within the same cohort and not regularly interacting with each other. Given the current infrastructure of the EALP alumni network, limited resources and planning deficit, the outcomes achieved until now had been sub-optimal. The EALP alumni network can be strengthened, and its sustainability can be ensured, through the proper formulation, implementation and evaluation of a network strategy and action plans. In a similar vein, the implementation of the recommendations made in the previous section and in Appendix 37, as part of the network strategy, is likely to strengthen the EALP alumni network and enhance its effectiveness. With a strengthened network, emerging African leaders can bring about effective social change in Africa in a collaborative manner and can make a higher contribution to address the continent's wicked challenges.

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Appendix 1 – Call for nominations of candidates for the EALP

Emerging African Leaders Programme 2018 - Nominations Open!!

The Graduate School of Development Policy and Practice (GSDPP) at the University of Cape Town promotes strategic public leadership development in Africa. Building Bridges, the outreach and leadership development platform of the GSDPP, organizes the innovative Emerging African Leaders Programme (EALP). In its fourth year, the residential programme will take place from 11-23 March 2018 in Cape Town, South Africa.

Next year's programme will focus on Africa's Future: Youth, Engagement and Inclusivity. The two-week programme will host participants from all ten focus countries: Ethiopia, Ghana, Kenya, Nigeria, Senegal, South Africa, Tanzania, Uganda, Zambia and Zimbabwe.

The aim of the Emerging African Leaders Programme is to continue to build a strong cohort of innovative and courageous individuals committed to development; with the vision, ethics and skills to bring about change within their sphere of influence. Sessions combine quality inputs from African thought leaders on key issues, the development of core leadership skills, and the practical application of concepts and tools in real-life situations. Each participant works with an executive coach both during and following the course, and participants continue their association with UCT through our alumni network. For more information about the programme, see a brief video about our EALP 2017 programme, the electronic EALP 2017 report, and a link to our alumni page on the GSDPP website.

The GSDPP invites public, private, civil society and academic sectors to nominate exceptional individuals within your institutions or networks that could benefit from this innovative fellowship at this point in their career. Please complete the online nomination form by no later than Monday 2 October 2017.

Criteria for nominees is detailed in the checklist below:

- ✓ Candidate between 25 and 35 years old
- ✓ From one of the ten focus countries Ethiopia, Ghana, Kenya, Nigeria, Senegal, South Africa, Tanzania, Uganda, Zambia and Zimbabwe, and preferably working in Africa
- ✓ Minimum 3-5 years work experience in a development related field (public, private, civil society)
- ✓ Fluency in English
- ✓ High leadership potential
- ✓ Demonstrable personal integrity
- ✓ Commitment to public service in their field

All nominees will be informed by GSDPP that they have been nominated and invited to complete an online application form. Short-listed candidates will be interviewed during October/November 2017. Successful candidates will be notified after a competitive selection process by mid-December 2017. If you have any queries related to the Emerging African Leaders Programme, please contact Mabel Sithole (mabel.sithole@uct.ac.za) of the Building Bridges team.

(Source: <http://www.mandelaschool.uct.ac.za/news/ealp-nominations-2018>)

Appendix 2 – Criteria for the nomination of candidates for the EALP

Candidates should:

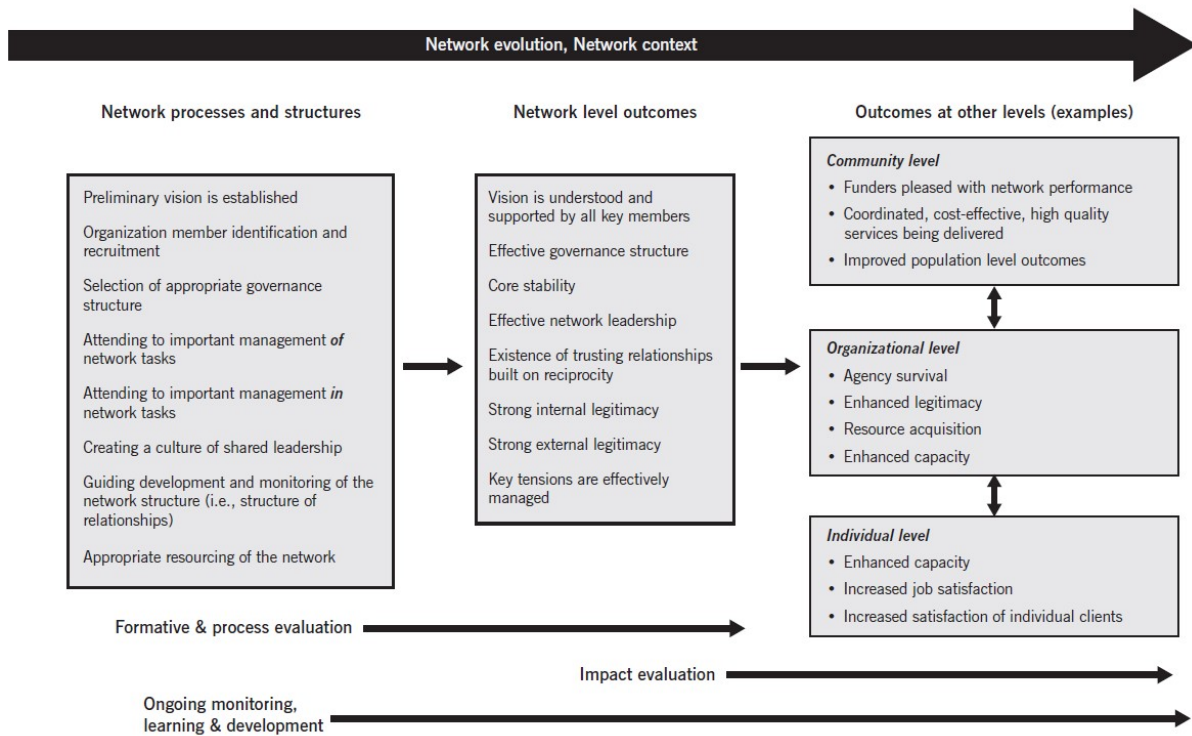
- be aged between 25 and 35 years
- be fluent in English
- originate from the ten focus countries and preferably work in Africa
- have 3 to 5 years' work experience in the public sector, private sector or civil society
- have high leadership potential
- demonstrate personal integrity
- be committed to public service in their respective field
- have a career vision

Appendix 3 – Outcomes at individual, organisational, community and field levels

Outcome level	Outcomes
Individual	<ul style="list-style-type: none"> • Development of skills and knowledge • Changes in attitudes • Changes in perspectives • Behavioural change • Changes in values and beliefs • Longer-term outcomes - leadership paths that individuals pursue and the relationships that support them in their work. • Relationships
Organisational	<ul style="list-style-type: none"> • Enhancing organizational leadership capacity and providing opportunities for youth • Program Innovation and Expansion • Changes in organizational functioning
Community	<ul style="list-style-type: none"> • Collaborative projects and resources leveraged • Broadening leadership participation • Collaboration (Enhanced collaborative leadership)
Field	<ul style="list-style-type: none"> • Developing future leaders in a field • Replication of LDPs in other sites • Connections and Networking • Policy Knowledge

Source: Reinelt et al. (2002)

Appendix 4 – Model of action to guide the evaluation of networks



Source: Popp et al. (2014)

Appendix 5 – Guidelines for evaluation of peer and community networks

Type of network	Evaluation
Peer leadership network	<ul style="list-style-type: none"> • Peer support • Peer coaching • Sharing of resources • How peers assist others in getting a job?; Network membership and career development/ job satisfaction • Extent to which peers introduce each other to others/ other networks. • Extent of collaboration among peers in the network • Connectivity <ul style="list-style-type: none"> ○ Change in the number of connections between leaders in the network ○ Existence of a strong network core to sustain the network over time ○ Diversity and inclusiveness of network • Level of trust among peers in the network • Sharing of advice to support personal and professional development, hence leadership effectiveness
Collective leadership network	<ul style="list-style-type: none"> • Growth of network membership • Extent to which the members are active in the network • Diversity of network membership • Engagement of member in network activities • How do members combine in the network? • Bonding and bridging in the collective network

Source: Hoppe & Reinelt (2010)

Appendix 6 - Three core elements of network evaluation

Network Connectivity	Network Health	Network Results
<ul style="list-style-type: none"> • <i>Membership</i> or the people or organizations that participate in a network • <i>Structure</i> or how connections between members are structured and what flows through those connections 	<ul style="list-style-type: none"> • <i>Resources</i> or the material resources a network needs to sustain itself (e.g., external funding) • <i>Infrastructure</i> or the <i>internal systems</i> and structures that support the network (e.g., communication, rules and processes) • <i>Advantage</i> or the networks capacity for joint value creation 	<ul style="list-style-type: none"> • <i>Interim outcomes</i> or the results achieved as network works toward its ultimate goal or intended impact • The <i>goal or intended impact</i> itself (e.g., a policy outcome was achieved, a particular practice was spread, the community or its members changed in a certain way)

Source: Taylor et al. (2014)

Appendix 7 – Functions of a network manager/ co-ordinator

- To participate in the preparation of long-term and short-term plans for the network
- To manage communication and information flow on the network
- To orient new members, continually engage in network weaving and sustain the engagement of network members
- To ensure effective implementation of network plans
- To support the mobilisation of funds and other resources
- To ensure accountability of members and governance on the network
- To monitor activities on the network

Appendix 8 - Sources of evaluation questions

Domain	Main sources of evaluation questions
Demographics	Literature review; Evaluator's own reflections
Outcomes at individual level	Hoppe & Reinelt (2010); Innovations for Scaling Impact and Keystone Accountability (2010); Burbaugh (2015); Burbaugh & Kaufman (2017); PARTNER tool resources; Evaluator's own reflections
Outcomes at network level	Plastrik & Taylor (2006); Hope & Reinelt (2010); Impact and Keystone Accountability (2010); Taylor et al. (2014); Network Evaluation Guide. (2014); Taylor et al. (2015); Burbaugh (2015); Burbaugh & Kaufman (2017); PARTNER tool resources; Evaluator's own reflections
Outcomes at other levels	Hoppe & Reinelt (2010); Impact and Keystone Accountability (2010); Burbaugh (2015); Burbaugh & Kaufman (2017); Evaluator's own reflections

S.N.	Level of integration	Process of integration
1. Integration at the design level		<p>A multistage mixed methods framework, combining explanatory and convergent approaches, had been chosen for the evaluation of the networking component of the EALP (Nastasi et al., 2007). Quantitative and qualitative data were first collected and analysed by way of a web-based survey of all alumni of the EALP. The findings of the first stage helped to inform the collection and analysis of additional data with other key stakeholders (Ivankova et al., 2006). Data collected from quantitative and qualitative methods had been analysed separately and then compared to add meaning.</p>
2. Integration at the methods level		<p>Integration at the methods level is accomplished by linking the methods for collecting and analysing data (Creswell et al. 2011). Linking can take place through connecting, building, merging or embedding, or a combination of these (Creswell et al. 2011). Connecting and merging had been chosen for integration at this level. Integration through connecting arises when one type of data is allowed to relate with the other through the sampling frame. The collection of data initially took place via a web-based survey of EALP alumni, after which semi-structured interviews, a second web-based survey and focus group discussions followed. Integration had been achieved through merging of data while bringing the quantitative and qualitative databases together for analysis and comparison. Merging had been carried out after analysing the quantitative data and qualitative data separately.</p>
3. Integration at the interpretation and reporting level		<p>Integration at the interpretation and reporting level was carried out through narrative (weaving), data transformation and joint display. Qualitative and quantitative findings had been weaved together on a theme-by-theme basis to provide a rich picture (Krippendorff, 2013; Fetters et al., 2013). The process of data collection and analysis had been performed in an iterative manner to ensure that maximum information was collected and analysed within available resources.</p>

Appendix 10 – Sources of secondary data

- Sample EALP application form
- EALP interview scorecard
- EALP shortlisting criteria
- EALP programme for 2018
- Position description for Programme Officer, Building Bridges (May 2018)
- EALP reports for 2015, 2016, 2017
- Participant course evaluation summary reports – EALP 2016, 2017, 2018
- BB Research Roundtable Report (Sept. 2018)
- Interim Assessment and Development of a M&E Framework (Stephen Yeo, July 2016)
- Building Bridges Thematic report (2014 – 2016)
- Working Paper - Insights from the first 3 years of the UCT GSDPP Building Bridges' EALP (June 2017)
- EALP tracer study
- EALP alumni biographies
- EALP Alumni webzine
- EALP theory of change as per BB management



**A mixed method evaluation of the networking component of the
Emerging African Leaders Programme (EALP)**

Welcome to My Survey!

Thank you for participating in the survey. Your feedback is important.

A. Consent

1. I have read the information (provided by email) about the evaluation of the networking component of the EALP and am satisfied with my understanding of the study, its possible risks, benefits and alternatives. I hereby voluntarily consent to participate in the research study as described.

- I agree
 I disagree

B. Background information

2. In which did you participate in the EALP?

- 2015
 2016
 2017
 2018

3. What is your nationality?

- Ethiopia
 Ghana
 Kenya
 Nigeria
 Senegal
 South Africa
 Tanzania
 Uganda
 Zambia
 Zimbabwe
 Other (Please specify): _____

4. What is your country of residence?
- Ethiopia
 - Ghana
 - Kenya
 - Nigeria
 - Senegal
 - South Africa
 - Tanzania
 - Uganda
 - Zambia
 - Zimbabwe
 - Other (Please specify): _____
5. What is your gender?
- Female
 - Male
6. How old are you?
- Less than 30 years
 - 30 - 39 years
 - 40- 49 years
 - 50 years and above
7. What is the highest level of school you have completed or the highest degree you have received?
- PhD
 - Masters
 - Undergraduate
 - Diploma
 - Completed High school
8. * How do you operate?
- As an employee in an organisation
 - As self-employed
 - On a freelance basis
9. At what level do you operate in your current organisation?
- Board level
 - Top management level
 - Middle management level
 - Operational level
10. What position of you currently hold in the organisation?
- _____

11. What type of organisation do you work for?

- Public (government) organisation
- Business (enterprise)
- Civil society organisation (NGO)

12. How many years have you spent in the organisation? (length of service)

- Less than 5 years
- 5 to 9 years
- 10 to 14 years
- 15 years and above

13. Have you changed job/ position since you completed the EALP?

- Yes
- No

If so, please describe the previous and current positions.

C. Networking ability and Networking

14. **Extraversion** (please rate as appropriate for each statement)

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
While being in a group, I tend to remain quiet and listen to others					
I like to talk to other people when I am at an event					
I am a reserved person and fear to mix with others					
I am an energetic person					
I generate a lot of enthusiasm					
I am a shy person and tend to wait for others to start a conversation with me					
I am outgoing, sociable and assertive					
I keep my distance with other people					

15. **How active are you in groups/ organisations?**

	Not active at all	Active to a small extent	Active to a moderate extent	Active to a great extent	Active to a very great extent
Membership in civil society organisation/ NGO					
Membership in trade union					
Membership in grassroot organisation/ neighbourhood group					

	Not active at all	Active to a small extent	Active to a moderate extent	Active to a great extent	Active to a very great extent
Membership in political party/ group					
Membership in pressure group					
Membership in business association/ employer organisation					
Membership in religious organisation/ church					
Membership in cultural group					
Membership in sports organisation					
Membership in youth organisation					
Membership in women's association					
Membership in professional organisation					
Membership in other group/ organisation					

16. Networking (please rate as appropriate for each statement)

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
I spend a lot of time and effort networking with others					
I am good at building relationships with influential people					
I have developed a large network of colleagues and associates whom I can call on for support when I really need to get things done					
I know a lot of important people and am well connected					
I spend a lot of time developing connections with others					
I am good at using my connections and network to make things happen					

17. Attitude of the EALP alumni to the network (please rate for each statement)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have trust in the EALP alumni network and believe that it has the potential to achieve its goal					
Most people on the EALP alumni network can be trusted					
In the EALP alumni network, we have to be on our alert as someone may take advantage of you					

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Most people are willing to help and support others in need in the EALP alumni network					
I know that other EALP alumni in the network will support me if I get into difficulties					
I believe that I can rely on other EALP alumni in the network to support my professional development					
I can rely on other EALP alumni in the network to increase my access to resources					
I have the power and influence to impact the overall goal of the EALP alumni network					
I am involved (committed and active) in the EALP alumni network and get things done					
I am willing to share resources (information, knowledge, ideas, experience, etc.) to others in the EALP network					
I am open to discussion with other EALP alumni on the network					
I am willing to engage in collective decision-making in the EALP alumni network					

D. Connections, sharing and support in the EALP alumni network

18. Please state the number of relationships you have developed with other EALP alumni as per the strength of the relationship

	Strength of relationships and number		
	Weak	Moderate	Strong
Number of relationships developed with other alumni			

19. Please state the number of EALP alumni with whom you regularly interact as per each medium

	Number of EALP alumni
EALP alumni with whom I interact by way of phone calls	
EALP alumni with whom I interact through WhatsApp	
EALP alumni with whom I interact by email	
EALP alumni with whom I interact on Twitter	

EALP alumni with whom I interact on Instagram	
EALP alumni with whom I interact on Facebook	
EALP alumni with whom I interact on LinkedIn	
EALP alumni with whom I interact using a combination of the abovementioned methods	

20. How often do you share resources with other EALP alumni in the network? (choose as appropriate for each statement)

	Never	Occasionally when I have time	Once a month	Once a week	More than once a week
I share INFORMATION with other EALP alumni					
I share IDEAS with other EALP alumni					
I share MY EXPERIENCE with other EALP alumni					
I share KNOWLEDGE/ EXPERTISE with other EALP alumni					
I share DETAILS OF PROFESSIONAL CONTACTS with other EALP alumni					
I share RELEVANT REPORTS with other EALP alumni					
I share OTHER RESOURCES with other EALP alumni					

21. How frequent do you provide each type of support to other EALP alumni on the network? (choose as appropriate for each type of support)

Support provided to other alumni	Never	Rarely	Sometimes	Often	Always
Peer (personal) support					
Solving a problem					
Professional advice					
Peer coaching and mentoring					
Referral for a job/ position (job assistance)					
Introduction to other connections/ networks					

E. The alumni network

22. Overall, how dissatisfied/ satisfied are you with the manner in which the EALP alumni network is being managed?

Very satisfied

- Satisfied
- Neither dissatisfied nor satisfied
- Dissatisfied
- Very dissatisfied

23. In your opinion, how effective is the overall leadership of the EALP alumni network?

- Extremely effective
- Very effective
- Somewhat effective
- Not so effective
- Not at all effective

24. How easy is it to collaborate with other EALP alumni in the network?

- Very easy
- Easy
- Neither difficult nor easy
- Difficult
- Very difficult

25. How frequently do you work together with other EALP alumni on issues related to the alumni network's goal?

- Every day
- A few times a week
- About once a week
- A few times a month
- Once a month
- Less than once a month

26. How do you perceive the degree of togetherness or closeness among members in the EALP alumni network?

- Very distant
- Somewhat distant
- Neither distant nor close
- Somewhat close
- Very close

27. To what extent do you feel that efforts have been made to ensure effective inclusion of all EALP alumni in the network?

- To a very great extent
- To a great extent
- To some extent
- To a small extent
- Not at all

28. Describe your most important contribution to the EALP alumni network?
29. What is the goal of the EALP alumni network?
30. In your opinion, how successful has this EALP alumni network been at achieving its goal?
- Extremely Successful
 - Very Successful
 - Somewhat Successful
 - Not so Successful
 - Not at all successful
31. What aspects of the EALP alumni network has contributed to this level of success?
(choose all that apply)
- Bringing together people from diverse backgrounds
 - Members of the network meeting regularly to discuss about the challenges of Africa
 - Members of the network exchanging information, ideas, knowledge and experience
 - Resources being shared among members of the network
 - Level of support provided to alumni on the network
 - Informal and formal relationships being created
 - Collective decision-making
 - Having a shared goal
32. What are the challenges you encountered while operating on EALP alumni network?
33. Considering your personal experience, what could be done to enhance the effectiveness of EALP alumni network

F. Outcomes of the ‘networking component of the EALP’

34. Overall, to what extent has the EALP built your capacity/ ability to network?
- A great deal
 - A lot
 - A moderate amount
 - A little
 - None at all

35. How influential has each of the EALP activities been in developing your ability to network?

Activity	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
Icebreaker game					
Session on social media					
Group work and group exercises					
Session on public speaking and presentations					
Cultural evening					
Visits / excursions					
Lectures and presentations					
Coaching (including feedback)					
Journaling and reflections					
Exercises to encourage creative and out-of-the-box thinking					
Networking session					
Interactive discussions on Africa challenges					
Simulation game					

36. Other EALP outcomes at the individual level (please choose the rating that most suits you for each statement)

	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
After my participation in the EALP, I feel more self-confident					
Overall, the EALP has helped me to understand the importance of being connected to other people and to be more open					
The EALP alumni network has enabled me to increase my individual connections and enhance my professional network					
The EALP alumni network has helped me to connect to other/ new networks					
The EALP alumni network has increased my access to resources and funding					
The EALP alumni network has contributed to learning and has increased my capacity					

	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
The EALP alumni network has enabled me to solve problems quicker					
The EALP alumni network has enabled me to solve problems in a better manner					
The EALP alumni network has enabled me to tap opportunities					
The EALP alumni network has enabled me to make decisions quicker					
The EALP alumni network has enabled me to make better decisions and move plans ahead					
I received personal support from the EALP alumni network in hard/ critical times					
I received political support from the EALP alumni network that allow me to move my plans ahead					
I received career advice and developmental feedback that helps me be more effective from other EALP alumni in the EALP alumni network					
The EALP alumni network has helped me to develop my career					
The interactions in the EALP alumni network actively challenge my thinking on various issues					
The EALP alumni network has helped me / my organisation to reduce costs, to be cost effective					

37. Compare your involvement in groups/ organisations during the period before and after your participation in the EALP. To what extent are you actively involved in social & professional groups and organisations?

- I am involved in the same number of groups / organisations
- I am involved in a larger number of groups/ organisations
- I am involved in fewer groups/ organisations

38. Various events have been organised under the Building Bridges programme and it is common for alumni of the EALP to be invited to these events. How many times have you participated in these events after the EALP?

- One time
- Two times
- Three times
- Four times

- Five times and above

39. What have been the effects of your participation in these Building Bridges events?
(please choose the rating most appropriate to you for each statement)

	Not at all	To a small extent	To some extent	To a great extent	To a very great extent
My participation in the event(s) has helped me to acquire new knowledge and learn new skills					
My participation in the event(s) has helped me to develop new connections / relationships and enlarge my network					
My participation in the event(s) has increased my access to resources					
My participation in the event(s) has helped me to develop new collaborations / partnerships					
My participation in the event(s) has helped me to better contribute to policies at national level					

40. Please specify the number collaborations/ partnerships which your participation in EALP has helped you to develop

Collaboration	Number of collaborations developed
Collaborations/ partnerships with other EALP alumni	
Collaboration/ partnerships with other stakeholders	

41. Has the EALP had indirect effects on your organisation?

- Yes
 No

42. Could you please describe the indirect effects/ impact of the EALP on your organisation?

43. In your opinion, what are the indirect effects/ impact of the EALP on policy decision-making at both country at continental (Africa) levels?

44. Reflecting on your experience of the EALP and the EALP alumni network, please add any other comments you would like to share



Dear EALP Alumni,

A mixed method evaluation of the networking component of the Emerging African Leaders Programme (EALP)

It is now the close of 2019 and we, as the Building Bridges team, have been reflecting on the first four years of the programme. It is with pleasure that I would like to begin by sharing news that Dr Marianne Camerer has recently been appointed as a Senior Lecturer at The Nelson Mandela School of Public Governance. Her role in laying the foundations for Building Bridges and the Emerging African Leaders Programme (EALP), in particular, cannot be measured. The team is grateful for her contribution and we hope that as I take over the programme, we will be able to build on our previous successes, whilst casting vision into the future.

Part of this process involves a mixed method study conducted in partnership with the School of Management Studies at the University of Cape Town, to evaluate the power of network building in leadership development programmes. The outputs of this research study will help us to justify funding for future iterations of the EALP programme. It is a critical juncture for us to learn from your thoughts and experiences of the programme; and to share these insights with various stakeholders.

I am pleased to invite you to participate in the evaluation of the EALP. Although we have carried out other evaluations of the programme, this is the first time we go in-depth to understand the value of network building and management in the EALP family.

In partial fulfilment of the Master's degree in Programme Evaluation at the University of Cape Town, Mr. Niven Muneesamy is conducting an evaluation of the 'networking component' of the Emerging African Leaders Programme (EALP). This component includes the enhancement of leaders' networking ability, the promotion of connections, implementation of the alumni network and ensuring participation of EALP alumni at events organised under the Building Bridges programme.

The evaluation will principally involve an assessment of how the EALP has been implemented, how the alumni network is being managed and what are the outcomes of the programme, with particular reference to its networking component. A review of documents pertaining to the programme has already been carried out. The next step is a web-based survey of all alumni of the EALP to collect part of the required data. The findings of the survey will be reported to the University of Cape Town and a copy of the evaluation report will be submitted to the management of the EALP for consideration before the next implementation cycle of the programme.

Kindly note that your participation in the survey is voluntary and does not involve any known risk. The choice to participate is yours alone, and if you decide to do so, kindly sign the Consent Form below and email it back to Niven (mnslog001@myuct.ac.za). If you choose not to participate, there will be no negative consequence. If you choose to participate, but wish to withdraw at any time, you will be free to do so without negative consequence. However, your inputs are highly valued to undertake the evaluation of the EALP and we rely upon your collaboration to make it more effective. It would therefore be highly appreciated if you could kindly complete the web-based survey **at latest by 22 December 2019**. The survey is available at the following link: <https://www.surveymonkey.com/r/HKMH67W>

By beginning the survey, you are agreeing to participate. The web-based survey will take approximately 30 minutes to complete. You do not need to complete the survey in one sitting. When you click "next" at the bottom of the page, your data will be saved and you can return to the survey as long as you use the same computer that you are using now. When you click "done" at the end of the survey, you will not be able to make further changes. It is useful to highlight that your participation is entirely voluntary and that your responses will be kept confidential. You will be asked whether or not you want to remain anonymous, and, if you would, you would not be readily identifiable. Pseudonyms will be used in analysis of data, in discussion with the partner institutions, and, in publication and presentation of the data. The name of your organisation will not be associated with your responses in any report without your written permission. You may choose not to complete the survey in whole or in part. Survey responses will be held in a secure location and would be stored for five years on a data management system before being destroyed. At the end of the research, a copy of the evaluation report will be made available to you for consultation.

To maintain the integrity of the research process, if you have any questions or queries related to this study, kindly direct them to:

Associate Prof. Suki Goodman	Supervisor	Tel: +27 216502472	suki.goodman@uct.ac.za
Niven Muneesamy	Student	Tel: +27 72186 8352	mnslog001@myuct.ac.za

Both Niven Muneesamy and Prof Goodman are copied here for your convenience.

Thank you in advance for taking the time to provide important information about your experience of the EALP.

Yours,

Ms Mabel Sithole
 Programme Manager, Building Bridges
 The Nelson Mandela School of Public Governance
 T +27 (0) 21 650 5239
 F +27 (0) 21 650 5709
 E mabel.sithole@uct.ac.za
www.mandelaschool.uct.ac.za

I have read the information above and am satisfied with my understanding of the study, its possible risks, benefits and alternatives. I hereby voluntarily consent to participate in the research study as described.

Signature of participant

Date

Signature of researcher

Date

Appendix 13 – Reminders sent to EALP alumni to complete the web-based survey

First Reminder

Dear EALP Alumni,

A mixed method evaluation of the networking component of the EALP

I refer to the recent invitation sent to you to participate in the online survey in relation to the above.

If you have already completed the survey, we want to extend our sincere thanks to you.

If you have not yet participated in the survey, we call upon your support in this important research. The questionnaire should take no longer than 30 minutes to complete. Kindly note that your inputs will contribute to a better understanding of the inputs, processes and outcomes of the ‘networking component’ of the EALP. The survey is available at the following link: <https://www.surveymonkey.com/r/HKMH67W>

We thank you for your time and consideration.

We wish you and your family a Blessed Christmas and a Happy New Year!

Best regards.

Niven Muneesamy

Student, MPhil in Programme Evaluation

Faculty of Commerce

University of Cape Town

Mobile: +27 72186 8352

Whatsapp: +230 57951090

Email: mnslog001@myuct.ac.za

Skype: nivenmoon

Second Reminder

Dear EALP Alumni,

LAST REMINDER - A mixed method evaluation of the networking component of the EALP

First of all, I hope that you have well started the year 2020 and wish you good luck in your quest to continuously enhance your leadership competencies.

I refer to the invitation emailed to you, by Ms. Mabel Sithole, Programme Manager of Building Bridges, to participate in the online survey in relation to the above as well as the reminder I sent to you in December 2019.

I thank ALL those who have responded positively so far.

I understand that many of you were not at the office and were busy with personal matters during the festive season, and therefore did not have the time to participate in the survey. **I would like to make a third call to you to participate in the EALP alumni survey and support this important research at latest by Friday 17 January 2020.** The questionnaire should take no longer than 30 minutes to complete. Kindly note that your inputs will contribute to a better understanding of the inputs, processes and outcomes of the ‘networking component’ of the EALP. The survey is available at the following link: <https://www.surveymonkey.com/r/HKMH67W>

I rely on your understanding and support.

Thanks and best regards.

Niven Muneesamy

*Student, MPhil in Programme Evaluation
Faculty of Commerce
University of Cape Town*

Mobile: +27 72186 8352

Whatsapp: +230 57951090

Email: mnslog001@myuct.ac.za

Skype: nivenmoon

Appendix 14 – Characteristics of participants in the online survey of EALP alumni

Characteristics	<i>n</i>	%
Year of participation		
2015	4	10.8%
2016	9	24.3%
2017	10	27.0%
2018	14	37.8%
Gender		
Male	16	43.2%
Female	20	54.1%
Missing	1	2.7%
Age		
30 to 39 years	34	91.9%
Less than 30 years	3	8.1%
Country		
Ethiopia	4	10.8%
Ghana	5	13.5%
Kenya	5	13.5%
Nigeria	4	10.8%
Senegal	1	2.7%
South Africa	6	16.2%
Tanzania	2	5.4%
Uganda	4	10.8%
Zambia	3	8.1%
Zimbabwe	3	8.1%
Highest level of schooling		
PhD	1	2.7%
Masters	22	59.5%
Undergraduate	12	32.4%
Diploma	2	5.4%
Occupational status		
Self-employed	4	10.8%
Freelance	4	10.8%
Employee	29	78.4%
Level at which the alumni operate		
Board level	1	2.7%
Top Management level	12	32.4%
Middle Management level	14	37.8%
Operational level	2	5.4%
Type of organisation		
Public organisation	6	16.2%
Business	5	13.5%
Civil Society Organisation (CSO)	18	48.6%



Dear Sir/ Madam,

A mixed method evaluation of the networking component of the Emerging African Leaders Programme (EALP)

My name is Niven Muneesamy and I am conducting research towards a Master's degree in Programme Evaluation. The research relates to an evaluation of the 'networking component' of the Emerging African Leaders Programme (EALP). This component includes the development of networking ability, the promotion of connections, implementation of the alumni network and ensuring participation of EALP alumni at events organised under the Building Bridges programme. I am pleased to invite you to participate in the evaluation of the EALP.

The evaluation will principally involve an assessment of how the EALP has been implemented, how the alumni network is being managed and what are the outcomes of the programme, with particular reference to its networking component. A review of documents pertaining to the programme, a semi-structured interview of key programme staff and a web-based survey of all alumni of the EALP have already been carried out to collect part of the required data. The next step involves focus group discussions of key stakeholders.

Kindly note that your participation in the focus group discussion is voluntary and does not involve any known risk. The choice to participate is yours alone. If you choose not to participate, there will be no negative consequence. If you choose to participate, but wish to withdraw at any time, you will be free to do so without negative consequence. However, your inputs are highly valued to undertake the evaluation of the EALP and we rely upon your collaboration to make it more effective. The focus group discussion will be held at 14.00 hours on Thursday 13 February 2020, at the seat of the Nelson Mandela School of Public Governance, de Burg Street, Rondebosch, Cape Town. The focus group discussions will take approximately 90 minutes. It is useful to highlight that your inputs/responses will be kept confidential. Pseudonyms will be used in analysis of data, in discussion with the partner institutions, and, in publication and presentation of the data. The name of your organisation will not be associated with your responses in any report without your written permission. Data collected during the focus group discussions will be held in a secure location and will be stored for five years on a data management system before being destroyed. At the end of the research, a copy of the evaluation report will be made available to you for consultation.

Should you have any questions or issues related to this study, kindly direct them to:

Associate Prof. Suki Goodman	Supervisor	Tel: 0216502472	suki.goodman@uct.ac.za
Niven Muneesamy	Student	Tel: 072186 8352	mnslog001@myuct.ac.za

I thank you in advance for taking the time to provide important information about your experience of the EALP and its effects at multiple levels.

Yours,

Niven Muneesamy
Student, MPhil in Programme Evaluation
Faculty of Commerce, University of Cape Town
Mobile: +27 72186 8352
Whatsapp: +230 57951090
Email: mnslog001@myuct.ac.za
Skype: nivenmoon

I have read the consent form and am satisfied with my understanding of the study, its possible risks, benefits and alternatives. I hereby voluntarily consent to participation in the research study as described.

Signature of participant

Date

Signature of researcher

Date

Appendix 16 – Protocol used to guide the focus group discussions

Stage 1: Introduction (10 minutes)

- Recorder is turned on
- Brief introduction by researcher
 - “Good morning everybody. First of all, I would like to thank you for joining us in the focus group today. I’m Niven Muneesamy and am conducting an evaluation of the ‘networking component’ of the Emerging African Leaders Programme (EALP) as part of a Master’s degree in Programme Evaluation at the University of Cape Town. This component includes the development of networking ability, the promotion of connections, implementation of the alumni network and ensuring the participation of EALP alumni at events organised under the Building Bridges programme. I am pleased to also introduce to you Associate Prof. Suki Goodman who is supervising my research. Dr. Suki Goodman is an Associate Professor in Organisational Psychology and is the current Head of Department of the School of Management Studies, University of Cape Town. As you are aware, the focus group is one of the means for collecting data for the evaluation of the EALP. Over the course of the next 2 hours or so, we would like to have your inputs on various topics related to the EALP, its organisation and processes, and, the effects of the programme. Kindly note that the focus group discussions is being audio recorded, and, will be transcribed before being subjected to analysis together with data obtained from other sources. Your participation in the focus group is voluntary and, if at a certain point of time, you want to leave the discussions, please feel free to do so. Before proceeding further, it would be good to get to know each other a little more. We’ll go around the room and each of you will make a quick introduction while mentioning your name, where you work and your role in the EALP.”
- Participants make a brief introduction of themselves.
- The consent of each participant is confirmed and participants are allowed a few minutes to ask for clarification on any relevant issue.

Stage 2: Key topics are presented and discussed one after the other (100 minutes)

S.N.	Theme	Key issues
1.	Networking ability of alumni	<ul style="list-style-type: none">• Activities used to develop the networking ability of EALP participants• Extent to which each of these elements helped to develop the networking ability of EALP participants<ul style="list-style-type: none">- networking session- group sessions- cultural evening- coaching sessions- self-reflection• What worked? What did not work? For whom? Why? What could be done to improve the situation?

S.N.	Theme	Key issues
2.	Connectivity of EALP alumni and social capital	<ul style="list-style-type: none"> • Role of the residential workshop to enhance connectivity • Role of the alumni network to enhance connectivity • Role of Building Bridges events in enhancing connectivity • Evolution of connectivity of EALP alumni • Enablers and barriers to networking • What worked? What did not work? For whom? Why? What could be done to improve the situation?
3.	Network health and effectiveness	<ul style="list-style-type: none"> • Network membership and structure • Network management, level of trust, coordination, communication, leadership, systems/infrastructure, governance • Adequacy of resources to sustain the network, the systems and structure that support the network, and, the value addition (advantage) • Other relevant issues pertaining to the alumni network
4.	Sharing of ideas, experience and resources; provision of advice and support	<ul style="list-style-type: none"> • What flows through the EALP alumni network? • What worked? What did not work? For whom? Why? What could be done to improve the situation?
5.	Learning/ Social learning	<ul style="list-style-type: none"> • How does social learning take place in the alumni network? • What worked? What did not work? For whom? Why? What could be done to improve the situation?
6.	Partnerships/ collaborations	<ul style="list-style-type: none"> • Activities undertaken to develop the collaboration competency <ul style="list-style-type: none"> ○ To what extent were they effective? • Extent of partnerships/ collaborations • Obstacles to partnerships/ collaborations • What worked? What did not work? For whom? Why? What could be done to improve the situation?
7.	Building Bridges events (Symposia; Roundtables; Regional multi-stakeholder workshops)	<ul style="list-style-type: none"> • Organisation of BB events (content, etc.) • Effects of BB events • What worked? What did not work? For whom? Why? What could be done to improve the situation? How can these events be improved to maximise effects?

Stage 3: Conclusion and vote of thanks (10 minutes)

- Participants, one after the other, are called upon to add anything else about the EALP or about their experience
- The researcher wraps up and thank all participants for their contribution to the focus group discussions
- Recorder is turned off



Dear Marianne & Mabel,

A mixed method evaluation of the networking component of the Emerging African Leaders Programme (EALP)

My name is Niven Muneesamy and I am conducting research towards a Master's degree in Programme Evaluation. The research relates to an evaluation of the 'networking component' of the Emerging African Leaders Programme (EALP). This component includes the development of networking ability, the promotion of connections, implementation of the alumni network and ensuring participation of EALP alumni at events organised under the Building Bridges programme.

The evaluation will principally involve an assessment of how the EALP has been implemented, how the alumni network is being managed and what are the outcomes of the programme, with particular reference to its networking component. A review of documents pertaining to the programme, and, a web-based survey of all alumni of the EALP have already been carried out to collect part of the required data. The next step involves interviewing the main programme staff, more specifically the Director and Programme Manager of Building Bridges. I am pleased to invite you to participate in the evaluation of the EALP.

Your participation is voluntary and does not involve any known risk. The choice to participate is yours alone. If you choose not to participate, there will be no negative consequence. If you choose to participate, but wish to withdraw at any time, you will be free to do so without negative consequence. However, your inputs are highly valued to undertake the evaluation of the EALP and we rely upon your collaboration to make it more effective. The semi-structured interview should last for one hour or so. Kindly note that your responses will be kept confidential. You will be asked whether or not you will want to remain anonymous, and, if you would do, you would not be readily identifiable. Pseudonyms will be used in analysis of data, in discussion with the partner institutions, and, in publication and presentation of the data.

The semi-structured interview will be audio-recorded, after which transcripts would be generated. Audio recordings will be restricted to the evaluator's use and will not be used in reporting. The recordings and transcripts will be held in a secure location and will be stored for five years on a data management system before being destroyed. You may choose not to answer all questions. At the end of the research, a copy of the evaluation report will be made available to you for consultation.

Should you have any questions or problems related to this study, kindly direct them to:

Associate Prof. Suki Goodman	Supervisor	Tel: 0216502472	suki.goodman@uct.ac.za
Niven Muneesamy	Student	Tel: 072186 8352	mnslog001@myuct.ac.za

I thank you in advance for taking the time to provide important information about the EALP, its implementation and its effects at multiple levels.

Yours,

Niven Muneesamy
 Student, MPhil in Programme Evaluation
 Faculty of Commerce, University of Cape Town

Mobile: +27 72186 8352
 Whatsapp: +230 57951090
 Email: mnslog001@myuct.ac.za
 Skype: nivenmoon

I have read the information on the process for evaluating the ‘networking component of the EALP’ and am satisfied with my understanding of the study, its possible risks, benefits and alternatives. I hereby voluntarily consent to participate in the research as described.

Signature of participant

Date

Signature of researcher

Date

Appendix 18 – Approval of the Executive Director, Human Resources Department, UCT, for the interviews of EALP Programme Staff

HR194	ACCESS TO UCT STAFF FOR RESEARCH PURPOSES	 UNIVERSITY OF CAPE TOWN (YUNIBESITHI YASEKAPA - UNIVERSITEIT VAN KAAPSTAD)
-------	--	--

RECEIVED
23 JAN 2019
ED: HR OFFICE

NOTES

- Forms must be downloaded from the UCT website: <http://www.uct.ac.za/depts/sapweb/forms/forms.htm>
- This form must be completed by applicants who are requesting to access UCT staff for the purpose of research.
- A copy of the research proposal as well as the Ethics Committee approval must be attached.
- It is the responsibility of the researcher/s to apply for ethical clearance from the relevant Faculty's Research in Ethics Committee (RIEC).
- If you are requesting staff information, you are required to complete the [HR Information Request Form](#) (HR190) and submit it together with all the required documentation.
- The turnaround time for a reply is **approximately 10 working days unless specified as urgent**.
- Return the completed application form and all the above documentation to Joy Henry via email: joy.henry@uct.ac.za; or deliver to: For the Attention: Executive Director, Human Resources Department, Bremner Building, Room 214, Lower Campus, UCT.

SECTION A: APPLICANT DETAILS

Title	Mr.	Name	Loganaden MUNEESAMY
Telephone number	+27 72 186 8352	Email address	mnslog001@myuct.ac.za
Student number	MNSLOG001	Staff number	
Visiting researcher ID / passport number	1680321 (Mauritius)		
Faculty Officer contact details			
University or institution at which employed or a registered student	University of Cape Town		
Faculty or department in which you are registered or work	Faculty of Commerce		
Address (if not UCT)	101 Newlands Terrace, 7 Arbor Road Newlands Cape Town 7700, South Africa		


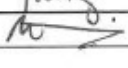
SECTION B: SUPERVISOR DETAILS

	Title and name	Telephone number	Email address
Supervisor	Associate Professor Suki Goodman	0216502472	suki.goodman@uct.ac.za
Co-Supervisor			

SECTION C: APPLICANT'S FIELD OF STUDY (if applicable) / TITLE OF RESEARCH PROJECT / STUDY

Degree	Master of Philosophy (Programme Evaluation)		
Research project or title	A mixed methods evaluation of the networking components of the Emerging African Leaders Programme (EALP)		
Research proposal attached	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Target population (number of UCT staff)	Director and Programme Manager of Building Bridges at NMSPG (2)		
Amount of time required for an interview and/or questionnaire	one hour		
Lead Researcher details	Loganaden Muneesamy (commonly known as Niven MUNEESAMY)		
Proof of ethical clearance status attached	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

SECTION D: FOR OFFICE USE (Approval status to be completed by the Executive Director, Human Resources or Nominee)

Support or approval	Role	Signature	Date
Supported? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Joy Henry (Office Co-Ordinator)		23/01/2020
Approved? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Miriam Hoosain (Executive Director: HR)		23/01/20

A. Networking ability

1. Could you please elaborate on the elements of the EALP which seek to develop the networking ability of emerging leaders?
2. In your perception, how effective have these elements been in enhancing networking ability of alumni?
3. What changes have been brought to the programme over the years to improve these components to ensure that the networking ability of emerging leaders are optimised?

B. Network purpose

4. What is the purpose of the alumni network?
5. What are the strategic goals and objectives for the network?
6. Do you have an explicit / a formalised plan to meet these goals and objectives?
7. Are alumni informed of the goals of the alumni network? And if yes, how?

C. Network Management and Performance

8. How is the alumni network managed and led?
 - Who? How? When? Frequency?
 - How is the structure adjusted to meet changing network needs and priorities?
9. Resources to manage and lead the alumni network
 - How is the alumni network funded?
 - In your opinion, are resources adequate for management of the alumni network?
 - How diverse and dependable are these resources?
 - How are members contributing resources to the network?
 - What are the strategies used to mobilise other resources/ additional funding?

D. Infrastructure (Internal systems and structures that support the network, (e.g., communication, rules and processes))

10. How are decisions taken on the network? (Decision-making processes)
11. How do you encourage members to contribute and collaborate on the network?
12. If there are conflicts on the network, how are they managed them?
13. Could you please describe the communication processes on the network?
14. Could you please elaborate on the mechanisms put in place to promote accountability among members of the alumni network?

15. How are the network's internal systems and structures adapting over time?
16. Network policies and protocols
- How are network policies/ protocols formalised and communicated to all alumni?
 - How do you ensure that members comply with these policies?
 - How often are network policies they reviewed?
 - Are there network's governance rules?
 - How do you ensure that governance rules are followed?
17. Feedback, reflection and improvement of the alumni network
- How is feedback collected on the network?
 - How is reflection carried out on the feedback?
 - What happens to the outcome of the reflection?
18. How is the strategic plan for the alumni network being adjusted over time?

E. Participation of members on the network

19. Could you please elaborate on the participation of alumni on the network?
- On average, how much time do alumni spend on the network per week?
 - How active are members on the network?
 - How dependent is the network on a small number of individuals?
 - To what extent do alumni contribute to the network?

F. Knowledge development and dissemination

20. Could you please briefly explain the process of knowledge management on the network? (creation/ capture, processing, organisation, sharing/ dissemination, etc.)
21. Do you assign tasks to work groups? If so, how is the outcome shared to the network?

G. Network outcomes

22. In your opinion, how is the network adding value to the EALP?
23. Overall, what have been the main effects/ impact of the alumni network and events organised under the Building Bridges programme (at individual alumni level, at collective level, at policy decision-making level)
24. What challenges do you confront while managing such an alumni network?
25. To what extent are you satisfied with the effectiveness of the network?
26. How do you intend to enhance the effectiveness of the alumni network?
27. Other comments which you would like to make:



Monday 27 January, 2020

Dear Sir/Madam,

A mixed method evaluation of the networking component of the Emerging African Leaders Programme (EALP)

My name is Niven Muneesamy and I am conducting research towards a Master's degree in Programme Evaluation. The research relates to an evaluation of the 'networking component' of the Emerging African Leaders Programme (EALP). This component includes the development of networking ability, the promotion of connections, implementation of the EALP alumni network and ensuring participation of EALP alumni at events organised under the Building Bridges programme.

The evaluation principally involves an assessment of how the EALP has been implemented, how the alumni network is being managed and what are the outcomes of the programme, with particular reference to its networking component. A review of documents pertaining to the programme, and, a web-based survey of all alumni of the EALP have already been carried out to collect part of the required data. The next step involves a web-based survey of key stakeholders who are knowledgeable of alumni of the Emerging African Leaders Programme. I am pleased to invite you to participate in the evaluation of the EALP.

Your participation is voluntary and does not involve any known risk. The choice to participate is yours alone. If you choose not to participate, there will be no negative consequence. If you choose to participate, but wish to withdraw at any time, you will be free to do so without negative consequence. However, your inputs are highly valued to undertake the evaluation of the EALP and we rely upon your collaboration to make it more effective. It would therefore be highly appreciated if you could kindly complete the web-based survey (**while referring to ONLY ONE EALP alumni**) **at latest by Monday 17 February 2020**. The survey is available at the following link: <https://www.surveymonkey.com/r/2M77JG6>

At the beginning of the survey, you will be asked again to give your consent. The web-based survey will take approximately 30 minutes to complete. You do not need to complete the survey in one sitting. When you click "next" at the bottom of the page, your data will be saved and you can return to the survey as long as you use the same computer that you are using now. When you click "done" at the end of the survey, you will not be able to make further changes. It is useful to highlight that your participation is entirely voluntary and that your responses will be kept confidential. You will be asked whether or not you want to remain anonymous, and, if you would, you would not be readily identifiable. Pseudonyms will be used in analysis of data, in discussion with the partner institutions, and, in publication

and presentation of the data. The name of your organisation will not be associated with your responses in any report without your written permission. You may choose not to complete the survey in whole or in part. Survey responses will be held in a secure location and would be stored for five years on a data management system before being destroyed. At the end of the research, a copy of the evaluation report will be made available to you for consultation.

Should you have any questions or problems related to this study, kindly direct them to:

Associate Prof. Suki Goodman	Supervisor	Tel: 0216502472	suki.goodman@uct.ac.za
Niven Muneesamy	Student	Tel: 072186 8352	mnslog001@myuct.ac.za

I thank you in advance for taking the time to provide important information about the EALP, its implementation and its effects, above all on **ONE EALP alumni whom you know well.**

Yours,

Niven Muneesamy
 Student, MPhil in Programme Evaluation
 Faculty of Commerce, University of Cape Town

Mobile: +27 72186 8352
 Whatsapp: +230 57951090
 Email: mnslog001@myuct.ac.za
 Skype: nivenmoon

 I have read the information on the process for evaluating the ‘networking component of the EALP’ and am satisfied with my understanding of the study, its possible risks, benefits and alternatives. I hereby voluntarily consent to participate in the research as described.

 Signature of participant

 Date

 Signature of researcher

 Date



A mixed method evaluation of the networking component of the Emerging African Leaders Programme (EALP)

1. I have read the information (provided by email) about the evaluation of the networking component of the EALP and am satisfied with my understanding of the study, its possible risks, benefits and alternatives. I hereby voluntarily consent to participate in the research study as described.
- I agree
 - I disagree

Background Information

2. What is your nationality?
- Ethiopia
 - Ghana
 - Kenya
 - Nigeria
 - Senegal
 - South Africa
 - Tanzania
 - Uganda
 - Zambia
 - Zimbabwe
 - Other (please specify): _____
3. What is your gender?
- Male
 - Female
4. How old are you?
- Less than 30 years
 - 30 - 39 years
 - 40- 49 years
 - 50 years and above

5. What is the highest level of school you have completed or the highest degree you have received?
- PhD
 - Masters
 - Undergraduate
 - Diploma
 - Completed High school
6. For how long have you known the EALP alumnus?
- Less than one year
 - 1 to 3 years
 - 3 to 5 years
 - 5 to 10 years
 - More than 10 years
7. What is the nationality of the EALP alumnus?
- Ethiopia
 - Ghana
 - Kenya
 - Nigeria
 - Senegal
 - South Africa
 - Tanzania
 - Uganda
 - Zambia
 - Zimbabwe
 - Other (please specify): _____
8. In which year did the EALP alumnus participate in the EALP?
- 2015
 - 2016
 - 2017
 - 2018

Networking and social capital

9. Extraversion includes various characteristics such as active engagement with the world, self-confidence, sociability, and the need for external stimulation. How would you classify the EALP alumnus?
- I do not have sufficient knowledge to rate
 - Very introvert
 - Introvert
 - Extrovert
 - Very extrovert

10. In your opinion, to what extent is the EALP alumnus proficient at establishing relationships both inside and outside his/her organisation and transforming these relationships from simple contacts to close connections?
- I do not have sufficient knowledge to rate
 - Not at all proficient
 - Not proficient
 - Proficient
 - Very proficient
11. In your opinion, to what extent does the EALP alumnus show positive attitudes vis-à-vis other people, shows respect for them and actively listens to them?
- I do not have sufficient knowledge to rate
 - Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent
12. According to you, how able is EALP alumnus to build a rapport and communicate with other people?
- I do not have sufficient knowledge to rate
 - Not at all proficient
 - Not proficient
 - Proficient
 - Very proficient
13. In your opinion, how able is EALP alumnus to work effectively with other people to analyse situations /problems and find solutions to them?
- I do not have sufficient knowledge to rate
 - Not at all proficient
 - Not proficient
 - Proficient
 - Very proficient
14. In your opinion, on the overall, to what extent has the Emerging African Leaders Programme (EALP) helped the EALP alumnus to enhance his/her network/ connections with his/her organisation's clients, consultants, government/ public institutions, civil society organisations, private sector, donors and the media?
- I do not have sufficient knowledge to rate
 - No change
 - Slight change
 - Moderate change
 - Large change

Sharing, joint programming and collaborating with other people/ organisations

15. Social capital has been referred to the relational resources that can be achieved by individuals by way of their membership of social networks. Reflect on the social capital of the EALP alumnus before and after the EALP. In your opinion, to what extent has the social capital of the EALP alumnus changed after completion of the EALP?

- I do not have sufficient knowledge to rate
- Not at all
- To a small extent
- To a moderate extent
- To a great extent

16. Please rate the following statements in relation to the involvement of the EALP alumnus in sharing, joint programming and collaborating with other people/ organisations

	Do not have sufficient knowledge to rate	Strongly disagree	Disagree	Agree	Strongly agree
After completion of the EALP, the EALP alumnus has been progressively exchanging advice and relevant information with other people/ organisations					
After completion of the EALP, the EALP alumnus has been increasingly seeking for and sharing management practices that work well					
After completion of the EALP, the EALP alumnus has increasingly been involved in joint programming					
After completion of the EALP, the EALP alumnus has been highly involved in alliance building, strengthening local collaborations/ partnerships and establishing new collaborations/ partnerships					

17. In your opinion, to what extent has the EALP alumnus been successful in raising and mobilising additional resources for his/her organisation and for joint programmes, after completion of the EALP?

- I do not have sufficient knowledge to rate
- Not at all
- To a small extent
- To a moderate extent
- To a great extent

Visibility, legitimacy and reputation of the organisation

18. In your opinion, to what extent has the EALP alumnus contributed to an increased presence/ visibility of his/ her organisation (viz. online presence, local and international events, presentations, fairs, meetings, etc.)?
- I do not have sufficient knowledge to rate
 - Not at all
 - To a small extent
 - To a moderate extent
 - To a great extent
19. According to you, to what extent the EALP alumnus has progressively made his/her organisation’s accomplishments visible?
- I do not have sufficient knowledge to rate
 - Not at all
 - To a small extent
 - To a moderate extent
 - To a great extent
20. In your opinion, to what extent has the EALP alumnus contributed to an increased visibility, legitimacy and reputation of his/her organisation at various levels (Local, Africa, International)?
- I do not have sufficient knowledge to rate
 - Not at all
 - To a small extent
 - To a moderate extent
 - To a great extent

Pushing for and contributing to change

21. Please rate the following statements which relate to the involvement of the EALP alumnus in pushing for and contributing to change

	Do not have sufficient knowledge to rate	Not at all	To a small extent	To a moderate extent	To a great extent
After completion of the Emerging African Leaders Programme, the EALP alumnus been increasingly involved in mobilising his/her organisation’s constituents and other people in the community					
After completion of the Emerging African Leaders Programme, the EALP alumnus has been ever more involved in championing issues and pushing for causes					

After completion of the Emerging African Leaders Programme, the EALP alumnus been increasingly involved in in the political process, politics or government					
After completion of the Emerging African Leaders Programme, the EALP alumnus been increasingly involved in advocating, lobbying for causes and influencing policy decisions changed					
After completion of the Emerging African Leaders Programme, the EALP alumnus demonstrated an increased involvement in community activities, civic affairs, and volunteer work					

Additional Questions

22. In your opinion, what have been the most significant changes you have observed in the emerging leader who participated in the Emerging African Leaders Programme?
23. In your opinion, what are the barriers which could have hindered the ability the emerging leader to put into practice the learning acquired in the EALP?
24. In your opinion, to what extent has the EALP alumnus been perceived and trusted as a leader, above all after completion of the EALP?
- Not at all
 - To a small extent
 - To a moderate extent
 - To a great extent
 - To a very great extent
25. Could you please suggest any areas in which the EALP alumnus need additional development to further enhance his/her leadership effectiveness?
26. Is there anything else important that you would like to share about the EALP and its effects/ impact?



Dear Sir/ Madam,

**A mixed method evaluation of the networking component of the
Emerging African Leaders Programme (EALP)**

My name is Niven Muneesamy and I am conducting research towards a Master’s degree in Programme Evaluation. The research relates to an evaluation of the ‘networking component’ of the Emerging African Leaders Programme (EALP). This component includes the development of networking ability, the promotion of connections, implementation of the alumni network and ensuring participation of EALP alumni at events organised under the Building Bridges programme.

The evaluation will principally involve an assessment of how the EALP has been implemented, how the alumni network is being managed and what are the outcomes of the programme, with particular reference to its networking component. A review of documents pertaining to the programme, a web-based survey of all alumni of the EALP, and, semi-structured interviews of the main programme staff have already been carried out to collect part of the required data. The next step involves interviewing a sample of EALP alumni. I am pleased to invite you to participate in the evaluation of the EALP.

Your participation is voluntary and does not involve any known risk. The choice to participate is yours alone. If you choose not to participate, there will be no negative consequence. If you choose to participate, but wish to withdraw at any time, you will be free to do so without negative consequence. However, your inputs are highly valued to undertake the evaluation of the EALP and we rely upon your collaboration to make it more effective. The semi-structured interview should last for one hour or so. Kindly note that your responses will be kept confidential. You will be asked whether or not you will want to remain anonymous, and, if you would do, you would not be readily identifiable. Pseudonyms will be used in analysis of data, in discussion with the partner institutions, and, in publication and presentation of the data.

The semi-structured interview will be audio-recorded, after which transcripts would be generated. Audio recordings will be restricted to the evaluator’s use and will not be used in reporting. The recordings and transcripts will be held in a secure location and will be stored for five years on a data management system before being destroyed. You may choose not to answer all questions. At the end of the research, a copy of the evaluation report will be made available to you for consultation.

Should you have any questions or problems related to this study, kindly direct them to:

Associate Prof. Suki Goodman	Supervisor	Tel: 0216502472	suki.goodman@uct.ac.za
Niven Muneesamy	Student	Tel: 072186 8352	mnslog001@myuct.ac.za

I thank you in advance for taking the time to provide important information about the EALP, its implementation and its effects at multiple levels.

Yours,

Niven Muneesamy
Student, MPhil in Programme Evaluation
Faculty of Commerce, University of Cape Town

Mobile: +27 72186 8352
Whatsapp: +230 57951090
Email: mnslog001@myuct.ac.za
Skype: nivenmoon

I have read the information on the process for evaluating the ‘networking component of the EALP’ and am satisfied with my understanding of the study, its possible risks, benefits and alternatives. I hereby voluntarily consent to participate in the research as described.

Signature of participant

Date

Signature of researcher

Date

Appendix 23 – Evaluation questions, sources of data and methods used for analysis

		How to get the answers?	
Domain	Evaluation Questions	Sources of data	Type of analysis
Outcome evaluation at individual level	What is the impact of the EALP alumni network on the self-confidence of EALP alumni?	Quantitative data collected from the EALP alumni survey – Q36 Qualitative data collected from semi-structured interviews	
	To what extent has the EALP alumni network increased the connectivity of EALP alumni?		
	<ul style="list-style-type: none"> Impact of the EALP alumni network on the connectivity of EALP alumni Networking ability Extent of networking by alumni Membership in groups and organisations 	Quantitative data collected from the EALP alumni survey – Q36, Q34, Q16 & Q37 Qualitative data collected from semi-structured interviews and focus group discussions	<ul style="list-style-type: none"> Descriptive statistics Factor analysis
	To what extent has the EALP alumni network helped EALP alumni in their career?	Quantitative data collected from the EALP alumni survey – Q36	<ul style="list-style-type: none"> Inferential statistics Qualitative content analysis
	To what extent has the EALP alumni network enhanced on the ability of EALP alumni to solve problems, make decisions and tap opportunities	Quantitative data collected from the EALP alumni survey – Q36	
	To what degree has the EALP alumni network enhanced learning for EALP alumni?	Quantitative data collected from the EALP alumni survey – Q36 Qualitative data collected from interviews	
	What other outcomes has EALP alumni network created for EALP alumni?	Quantitative data collected from the EALP alumni survey – Q36 Qualitative data collected from interviews	
	To what extent has the Building Bridges events been beneficial to EALP alumni?	Quantitative data collected from the EALP alumni survey (Q38, Q39) Qualitative data collected from semi-structured interviews	
Outcome at network level	How are connections structured on the EALP alumni network?	Quantitative data collected from the EALP alumni survey – Q18 and Q19 Qualitative data collected from	<ul style="list-style-type: none"> Descriptive statistics Factor

		How to get the answers?	
Domain	Evaluation Questions	Sources of data	Type of analysis
	relationships on the network? <ul style="list-style-type: none"> • Which channels are used by EALP alumni to interact with each other? • How close are the members of the EALP alumni network? 	semi-structured interviews	analysis <ul style="list-style-type: none"> • Inferential statistics • Qualitative content analysis
	How frequently do information and other resources flow through the connections between members on the EALP alumni network?	Qualitative data collected from focus group discussions and semi-structured interviews Quantitative and qualitative data collected from the EALP alumni survey (Q20 & Q28)	
	How frequent do EALP alumni provide support to others on the network?	Qualitative data collected from focus group discussions and semi-structured interviews Quantitative and qualitative data collected from the EALP alumni survey (Q21 & 28)	
	How easy is it to collaborate with other EALP alumni in the network? To what extent EALP alumni have been involved in collaborations after the EALP?	Quantitative data collected from the EALP alumni survey (Q24 & Q40) Qualitative data collected from focus group discussions and semi-structured interviews	
	Is the alumni network endowed with sufficient resources to the management, leadership and internal systems to ensure its sustainability	Quantitative data collected from the EALP alumni survey (Q22, Q23) Qualitative data collected from EALP documents, EALP reports, semi-structured interviews and focus group discussions	
	Does the EALP alumni network have governance rules and policies?	Qualitative data collected from interviews and focus group discussions	
	To what extent do members of the alumni network share a common purpose and work together to achieve shared goals?	Qualitative data collected from the EALP alumni survey (Q29, Q25, Q30)	
	To what extent have efforts been made to ensure effective inclusion of all EALP alumni on	Quantitative data collected from the EALP alumni survey (Q27)	

Domain	Evaluation Questions	How to get the answers?	
		Sources of data	Type of analysis
	the network?		
	What is the level of trust and commitment of EALP alumni in the network?	Quantitative data collected from the EALP alumni survey – Q17	
	How effective is the EALP alumni network? What could be done to enhance the effectiveness of EALP alumni network?	Quantitative data collected from the EALP alumni survey (Q31 & Q33)	
	What are the challenges encountered by EALP alumni while operating on the EALP alumni network?	Qualitative data collected from the EALP alumni survey (Q32)	
Outcome evaluation at other levels	What are the effects of the EALP alumni network at the level of organisations in which EALP alumni operate?	Quantitative data collected from the EALP alumni survey (Q41) Qualitative data collected from interviews and focus group discussions	Qualitative content analysis
	What are the effects of the EALP alumni network at policy-making level?	Quantitative data collected from the EALP alumni survey (Q42) Qualitative data collected from interviews and focus group discussions	Qualitative content analysis
	Is there any difference in outcomes due to year of participation and gender?	Quantitative data collected from the EALP alumni survey	One-way ANOVA and independent samples test

Appendix 24 – Criteria used to check the factorability of a Principal Components Analysis

A Principal Components Analysis (PCA) was considered as feasible if:

- the value of the ‘determinant’ of the correlation matrix was higher than zero, implying that variables were not exceedingly correlated (multicollinearity);
- the Kaiser-Meyer-Olkin (KMO) measure of sample adequacy was higher than 0.6, indicating the presence of a sufficient number of items for each component; and,
- the Bartlett’s test of sphericity had a significance value below 0.05, indicating significantly different correlation and identity matrices (Tabachnick and Fidell, 2007; Pallant, 2011)).

Appendix 25 - Approval received from the Commerce Ethics in Research Committee



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UCT Commerce Faculty Office

02/08/2019

Niven Muneesamy
School of Management Studies
University of Cape Town
REF: REC 2019/011/023

**A mixed methods evaluation of the networking components
of the Emerging African Leaders Programme (EALP)**

We are pleased to inform you that your ethics application has been approved. Unless otherwise specified this ethical clearance is valid until 30 November 2020

Your clearance may be renewed upon application.

Please be aware that you need to notify the Ethics Committee immediately should any aspect of your study regarding the engagement with participants as approved in this application, change. This may include aspects such as changes to the research design, questionnaires, or choice of participants.

The ongoing ethical conduct throughout the duration of the study remains the responsibility of the principal investigator.

We wish you well for your research.

A handwritten signature in black ink, appearing to read 'JRousseau'.

2019.11.29
14:49:28 +02'00'

Jacques Rousseau
Commerce Research Ethics Chair
University of Cape Town
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Appendix 26 – Results of factorability checks, PCAs and Reliability tests

Area explored	Number of items	Value of the determinant of the correlation matrix	KMO measure of sample adequacy	Bartlett's test of sphericity			Factorability (Yes/No)	Name of factor	Number of scale items	Eigen-value	% of Variance	Cronbach's alpha
				df	χ^2	p-value						
Overall "Individual outcomes"	16	> 0	.857	120	603.688	p < .05	Yes	Individual outcomes	16	11.013	68.83%	.968
Networking	6	> 0	.829	15	142.64	p < .05	Yes	Networking	6	4.209	70.14%	.908
Channels/ media used for interaction	7	> 0	.506	21	44.265	p < .05	Yes	Common Media	4	4.453	63.61%	.702
								New Social Media	3	1.1126	16.09%	.778
Sharing	7	> 0	.762	21	213.593	p < .05	Yes	Sharing	7	4.890	69.86%	.924
Support	6	> 0	.889	15	211.503	p < .05	Yes	Support	6	5.042	83.16%	.959
Network trust and commitment	12	> 0	.722	66	285.128	p < .05	Yes	Network Trust	7	5.849	48.7%	.899
								Network Commitment	4	1.672	13.9%	.841
								Not considered	1	1.267	10.6%	

Appendix 27 – Items used to assess outcomes at individual level and aggregated responses

Individual outcomes	Very great / great extent		Moderate extent		Small extent/ not at all		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Increased self-confidence	24	73%	8	24%	1	3%	33
Understand the importance of being connected and be more open	25	76%	4	12%	4	12%	33
Increased individual connections and enhanced professional network	22	67%	6	18%	5	15%	33
Helped to me connect to other/ new networks	19	58%	7	21%	7	21%	33
Increased access to resources and funding	11	33%	9	27%	13	39%	33
Learning and increased capacity	22	67%	8	24%	3	9%	33
Enabled to solve problems quicker	18	55%	6	18%	9	27%	33
Enabled me to solve problems in a better manner	19	58%	7	21%	7	21%	33
Enabled me to tap opportunities	21	64%	7	21%	5	15%	33
Enabled me to make decisions quicker	15	46%	11	33%	7	21%	33
Enabled me to make better decisions and move plans ahead	20	61%	7	21%	6	18%	33
Received support in hard/ critical times	11	33%	8	24%	14	43%	33
Received political support to move my plans ahead	5	15%	6	18%	22	67%	33
Received career advice and developmental feedback	13	40%	10	30%	10	30%	33
Helped to develop career	18	55%	7	21%	7	24%	33
Interactions in the network actively challenged my thinking	20	61%	9	27%	4	12%	33

Appendix 28 – Proportion of EALP alumni having perceived a great effect of individual EALP activities on their networking ability

EALP activities	%
Coaching sessions	88%
Visits/excursions, creativity exercises, lectures, journalling & reflections	78% to 84%
Group exercises, cultural evening, networking session, interactive discussions on African challenges and simulation game	70% to 74%
Icebreaker, session on social media and public speaking session	50% to 58%

Appendix 29 – Responses of EALP alumni with respect to sharing of information and other resources on the EALP alumni network

EALP alumnus	Responses
EALPA15	EALPA15 was involved in sharing real life experiences and challenges in politics and governance and discussing about ways to deal with them as both individuals and as a group
EALPA7	EALPA7 initiated the appointment of another EALPA alumnus on the board of his social venture
EALPA16	EALPA 16 used other EALP alumni as volunteers and facilitators for a global citizenship course
EALPA35	<p>EALPA35, who facilitated the participation of EALP alumni in capacity building programmes at continental level, made the following comments:</p> <p><i>‘I facilitated the participation of three EALP alumni in a capacity building workshop, entitled ‘Community-based Innovation in Africa’ and organised by the African Union. One of them even served as a speaker. It was a great opportunity to reunite and take stock of our personal development and share ideas and resources. The objective of the invitation was to expand the network and get alumni contribute to the discussions on’</i></p>

Appendix 30 – Examples of collaborations developed by EALP alumni

EALP alumnus	Collaborations developed
EALPA9	For EALPA13, the EALP alumni network had helped her to appreciate the value of collaborations as an effective way to get things done. She facilitated the showcasing of products of another EALP fellow on an e-commerce platform run by her organisation.
EALPA13	EALPA9 affirmed that he ‘ <i>was really taking advantage of the network</i> ’ and had started several collaborations with other EALP alumni located in different countries. He had partnered with another EALP alumni to prepare a paper examining African challenges which would soon be presented in a Conference in Egypt. The abstract of another co-authored paper had been submitted for a UN conference scheduled in Finland in July 2020. EALPA9 would soon seek the collaboration of other EALP alumni to obtain their inputs to write a book on the Fourth Industrial Revolution. These collaborations were also mentioned by EALPA9 as key <i>contributions made to the EALP alumni network</i> .
EALPA32	EALPA32, on his part, stated that he was collaborating with the NMSPG only and not with other EALP alumni.

Appendix 31 – Options to enhance cost-efficiency at the level of the EALP

The options discussed with key stakeholders to enhance cost-efficiency at the level of the EALP included the following:

- Sharing of cost for certain items, such as local transfers and visas, to increase participants' commitment.
- Running the coaching sessions (180 sessions per year) online
- Encouraging EALP participants to mobilise funding in their respective country from international donors, employers, government.
- Fully funding a few participants on a merit basis to ensure the participation of deserving emerging African leaders.
- Blending face-to-face time with online sessions, with a reduction of the residency component to one week
- Calling for EALP alumni to give back, while identifying who should contribute, how much they would need to contribute and on what frequency.
- Using student interns to give a helping hand in engaging EALP alumni and managing the interactions on the EALP alumni network

Appendix 32 – The goal of the EALP alumni network as described by EALP alumni

Goal	Responses
<p>To connect and support young emerging African leaders so that they can share information, resources and experiences, pursue their professional development, support each other and collaborate with each other</p>	<ul style="list-style-type: none"> ● To foster a hub of prepared professionals who can provide support to one another at any time ● To foster peer to peer collaboration, development and support. ● To connect emerging leaders with shared values ● To strengthen connections and networks among young leaders with the aim of amplifying professional status ● To groom, mentor and support young emerging African leaders ● To facilitate multi-disciplinary collaboration among young professionals represented in the network ● To facilitate information and expertise sharing as well as collaboration among EALP alumni ● To serve as a platform for learning and growth through spotlighting alumni’s works, experiences, expertise and opportunities ● To foster growth and networking ● To continue to stay together and exchange experiences in our various work ● To keep in touch, share information and resources. ● Networking, collaboration, support etc ● To support members of the alumni network to achieve their goals and to facilitate good relationships among the alumni ● To keep EALP alumni connected and working together ● To build solidarity across the continent where we share lessons and resources, and, support each other in our different spaces of influence ● To build a multi-stakeholder platform for strengthening relationships and solidarity between EALP alumni members and institutions. ● To ensure building bridges for the participants and provide necessary support to make it happen
<p>To foster a network of innovative and courageous African leaders committed to public service, with vision, ethics and the necessary skills to influence change and development in Africa</p>	<ul style="list-style-type: none"> ● To foster a professional network of people working towards the goal of ethical African leadership and Africa's development. ● To collectively contribute in leading Africa to its preferred future ● To build a strong cohort of innovative and courageous African leaders committed to public service, with vision, ethics and the necessary skills to bring about change ● To create and main continental synergies for the sharing of ideas and experiences and also take practical actions to bring about the desired change. ● To leverage the network of EALP alumni to influence positive change and growth ● To establish networking relationships among alumni towards public leadership, personal development and R&D in Africa ● To influence leadership and policy for the greater common good of Africa's citizens ● To work together in creating leaders who will push for the development of Africa

Appendix 33 - Responses of EALP alumni with respect to the challenges confronted on the EALP alumni network

EALP alumnus	Responses of EALP alumni
EALPA18	EALPA 18 felt <i>'a lack of a diverse platform to regularly check-in with alumni for sharing and amplifying experiences/opportunities, perspectives etc.'</i>
EALPA39	EALPA 39 opined that <i>'there had not been a process or mechanism of introducing members from different years to each other'</i> .
EALPA	These three EALP alumni underlined the absence of a common vision, goal and plan for the network, and, that, <i>'at times, it was difficult to know what the bigger picture was'</i> .
EALPA16	EALPA 16 proposed that <i>'efforts be made to strengthen conversations and collaborations among alumni'</i>
EALPA35	EALPA35 was concerned with the <i>'late response or non-response by others in the network'</i>
EALPA9	<i>EALPA9 stated that 'face to face meetings are far in between; the research roundtable in 2018 was a great platform; it takes more than a single sitting to get to know each other; the school must invest in regular meetings across the continent.'</i>
EALPA39	EALPA39 deplored the absence of a permanent forum for interaction which would allow relationship building
EALPA40	EALPA40 called for <i>'prioritisation of network activities and intentionality'</i>
EALPA33	EALPA33 for the theme chosen for BB events to be more relevant and to reflect current issues

Appendix 34 - Responses of EALP alumni with respect to the effects of the EALP alumni network at organisational level

EALP alumnus	Responses of EALP alumni
EALPA7	For EALPA7, the EALP alumni network had an impact on the way he interacted with other people on behalf of his organisation.
EALPA11	EALPA11 stated that he had transferred the skills acquired to the organisation and to his colleagues at work
EALPA17	EALPA17 stated that she was using much of the learning to enhance her effectiveness as Chairperson of a Board and to use the EALP alumni network as a source of advice
EALPA28	The enhanced self-confidence and learning acquired from the EALP and its alumni network helped EALPA28 to assume <i>'a senior leadership role, make decisions and, navigate challenging times to keep the organisation's work going'</i> .
EALPA35	According to EALPA35, the EALP had helped her to reflect on and reassess the direction of her organisation.
EALPA39	EALPA39 shared key learning with the staff in her organisation and incorporated some of the lessons
EALPA40	For EALPA40, the EALP alumni network created opportunities for her organisation to collaborate with other organisations.
EALPA9, EALPA26, EALPA37	These three EALP alumni highlight that the EALP alumni network had helped to improve the visibility and credibility of their organisations.
EALPA9, EALPA13, EALPA16, EALPA28, EALPA30	For these five of the respondents, the EALP alumni network had endowed their organisations with improved access to resources. For instance, EALPA16 sourced facilitators from the EALP alumni network to implement programmes.

Appendix 35 - Responses of EALP alumni with respect to the effects of the EALP alumni network at policy-making level

EALP alumnus	Responses of EALP alumni
EALPA17	EALPA17 shared the episode where she used competencies acquired from the EALP and the EALP alumni network, to contribute to a policy on ‘Violence against women and children’ and to network with NGOs so that they could take on a key message to different fora
EALPA37	For EALPA37, the EALP alumni network had influenced policy discourse
EALPA14	For EALPA14, the contributions made by EALP alumni in the area of policy-making were being gradually acknowledged at both country and continental levels.
EALPA8	The EALP alumni network had helped EALPA8 to always consider ethics, good governance and pan Africanism while writing policy briefs for the government.
EALPA9	Enhanced capacity of EALPA9 in policy-making had enabled him to take part in policy dialogues at national and continental levels, and, to provide policy inputs on Science, Technology, Innovation and Industry.
EALPA28	For EALPA28, her exposure to high level of conversation and to diverse views from different countries and areas had helped her to provide more integrated feedback on policy.
EALPA16	EALPA16 briefly described how he leveraged a key connection on the EALP alumni network to obtain advice and support on legislative engagement in his youth work advocacy.
EALPA35	EALPA35 enabled three other EALP alumni to participate in discussions on policies at a continental workshop.

Appendix 36 – Summary of evaluation results at individual, network and other levels

Results at individual level

Outcome	Findings
Overall outcome	<ul style="list-style-type: none"> On average, EALP alumni perceive the EALP alumni network as having an above moderate impact at individual level
Self-confidence	<ul style="list-style-type: none"> 73% of EALP alumni felt that the programme had improved their self-confidence to great extent
Connectivity	<ul style="list-style-type: none"> A majority of EALP alumni reported that the EALP alumni network had greatly helped them to (1) understand the importance of being connected and to be more open to other people, (2) increase their individual connections and to enhance their professional network, and, (3) connect to other/ new networks.
Networking ability	<ul style="list-style-type: none"> All the survey respondents agreed that the EALP had changed their networking ability, with 65% of them feeling a great change in such ability On the whole, EALP alumni considered the activities in the leadership development programme as instrumental to enhancing their ability to network
Networking	<ul style="list-style-type: none"> On average, EALP alumni are <i>greatly</i> involved in networking
Social capital	<ul style="list-style-type: none"> 64% of EALP alumni reported that they had been involved in a larger number of social & professional groups/ organisations after the EALP
Career outcomes	<ul style="list-style-type: none"> A majority of survey respondents stated that they had (1) received, either to a great or moderate extent, career advice and developmental feedback from other EALP alumni in the EALP alumni network, and, (2) changed jobs after having completed the EALP. 73% of those who had changed jobs after the EALP stated that the EALP alumni network had helped them to develop their career to a great or moderate extent.
Problem-solving and decision-making	<ul style="list-style-type: none"> The majority of survey respondents stated that the EALP alumni network had a moderate to great impact on their problem-solving and decision-making capacity.
Learning and capacity-building	<ul style="list-style-type: none"> A large majority of survey respondents felt that the interactions on the EALP alumni network had contributed to their learning and had challenged their thinking either to a moderate or great extent
Support	<ul style="list-style-type: none"> About 60% of survey respondents stated that the EALP alumni network had helped to increase their access to resources and funding as well as to receive support in hard times respondents, either to a moderate or great extent
BB events	<ul style="list-style-type: none"> Most of the survey respondents had participated, either as participants or rapporteurs, in one or two BB events after the EALP. It was an opportunity for them to contribute to the dialogue on African developmental challenges. On average, EALP alumni felt that the BB events had been beneficial as they helped them to acquire new competencies and expand their networks.

Results at network level

Outcome	Findings
Connectivity	<ul style="list-style-type: none"> EALP alumni have established relationships of different strengths with others on the network The bulk of EALP alumni have developed relationships with 30 or less members on the network.
Communication channels used for interaction	<ul style="list-style-type: none"> On average, EALP alumni used to interact with slightly more than 4 others on the network while using WhatsApp, email, phone and Facebook On average, EALP alumni used to interact with less than 2 others on Twitter, Instagram and LinkedIn All respondents were connected to and interacted with others on their respective WhatsApp groups In addition to the WhatsApp, email, phone and Facebook, UCT's Vula online platform was also used by programme staff to communicate and keep in touch with EALP alumni at least once or twice every month
Cohesion	<ul style="list-style-type: none"> 56% of survey respondents perceived that members of the EALP alumni network were very close or somewhat close to each other.
Exchange and sharing of information and other resources	<ul style="list-style-type: none"> EALP alumni were occasionally involved in sharing of information knowledge, ideas, contacts, experiences, job openings, opportunities for professional development and other resources among themselves on the EALP alumni network On average, male EALP alumni had a lower sharing score than their female counterparts
Peer support	<ul style="list-style-type: none"> On average, EALP alumni do not frequently engage in supporting others on the EALP alumni network. Examples of peer support in the EALP alumni network included the hosting of other EALP alumni, provision of referral/ motivational letters for fellowships and scholarships, assistance to other EALP alumni in fundraising and legal counselling.
Collaborations	<ul style="list-style-type: none"> For, 68% of the respondents, it was easy to collaborate on the EALP alumni network. On average, survey respondents had established slightly more than 2 collaborations with other EALP alumni and other stakeholders respectively Examples of collaborations developed among EALP alumni included facilitating the display of another EALP alumnus' products on an e-commerce platform, joint research and presentation of conference papers, awareness-raising campaigns, fundraising and other projects.
Resources to sustain the EALP alumni network, management, leadership and internal	<ul style="list-style-type: none"> Changed funding landscape and policies of funders which has made it harder to obtain entire continued financial support for programmes with broad coverage. Efforts were being made by programme staff to mobilise resources and various options were being considered to run the next cycle of the EALP

Outcome	Findings
systems	<ul style="list-style-type: none"> • Only one person had been managing the BB programme and the EALP alumni network since April 2018 • Slightly more than half of the survey respondents were satisfied with the way in which the EALP alumni network was managed. • It is recognised that limited human resource capacity had been an obstacle to maintaining regular contact with EALP alumni and deepening the alumni network • The majority of the respondents perceived the overall leadership of the EALP alumni network as effective. • Programme staff has demonstrated effective leadership on the EALP alumni
Governance rules and accountability	<ul style="list-style-type: none"> • No formal governance rules or policies or to guide behaviour on the EALP alumni network • No mechanisms were in place to promote accountability on the EALP alumni network, and, reliance on network norms • Example of conflict management on the network
Goal and effectiveness of the EALP alumni network	<ul style="list-style-type: none"> • 32% did not specify the goal of the network; 46% of the survey respondents partially knew the goal of the EALP alumni to some extent; Only 22% are fully aware of the goal of the EALP alumni network • Informality of the alumni network might have affected the commitment of members to work as a whole to achieve shared goals • Most of the respondents stated that they were not frequently working together with other EALP fellows on issues related to the network goal. They made a call for more regular communication, meetings and BB events. • The majority of survey respondents felt that the EALP alumni network was effective as it had brought together people from diverse backgrounds, network members were exchanging information, ideas, knowledge and experience, resources were shared among members of the network and relationships had been created on the EALP alumni network • The effectiveness of the EALP alumni network can be improved through the organisation of physical or virtual events on a regular basis for EALP alumni, and, the consolidation and formalisation the EALP alumni network. Respondents called for the employment of a dedicated human resource to manage the network and engage EALP as well as a formal versatile platform to connect all EALP alumni.
Effective inclusion	<ul style="list-style-type: none"> • 70% of survey respondents opined that efforts were made to a great extent to ensure inclusion on the EALP alumni network
Network trust and commitment	<ul style="list-style-type: none"> • On average, EALP alumni reported above average network trust and network commitment • Significant difference in network commitment between male and female EALP alumni, with relatively higher network commitment among female EALP alumni.

Results at other levels

Outcome	Findings
Outcome at organisational level	<ul style="list-style-type: none">• 48% of survey respondents perceived a moderate to great impact on organisational efficiency as a result of their participation in the EALP alumni network• 58% of survey respondents stated positive effects of the EALP alumni on organisational effectiveness and strategy• For 13% of survey respondents, the EALP alumni network allowed to improve the visibility and credibility of their organisations• 17% of the respondents averred that the EALP alumni network had increased the access to resources for their organisations
Outcome at policy-making level	<ul style="list-style-type: none">• Almost all survey respondents stated that the EALP alumni network had assisted them to broaden their perspectives and had built their capacity in policy-making. With increased capacity, they had been actively involved in policy-making in their respective spheres of influence while making quality contribution to policy-making after the programme

Appendix 37 - Recommendations to strengthen the EALP alumni network and enhance its effectiveness

1. Planning, monitoring, evaluation and learning

The long-term goal of the EALP and the purpose of the alumni network have more or less been defined. The formulation of a clear strategy and the development of a five-year plan detailing priorities, strategies, tactics, activities and major milestones for the EALP alumni network is recommended to guide programme management and facilitate the achievement of the network goal. The adoption of an inclusive approach in the formulation and implementation of the five-year plan and action plans will ensure their feasibility and effectiveness. As the network is expected to evolve over time, the network strategy and action plans will have to be revised on a continual basis (Mur-Veeman et al., 2001). Various channels can be used to constantly communicate the purpose, goal and plans of the EALP alumni network (Taylor et al., 2015; Popp et al., 2015; Tremblay et al., 2017). If EALP alumni are fully aware of the network goal and plans, it is more likely that they will better appreciate what it means to be in the EALP alumni network and will be more focused in their network engagement.

A monitoring, evaluation and learning (MEL) system for the EALP alumni network will help to monitor progress of the EALP alumni network. This system will reveal the extent to which network objectives are achieved at multiple levels, and, what has worked, for whom, when, how and why. A key component of the system relates to the identification of specific, measurable, appropriate, relevant and time-bound (SMART) process and outcome indicators at individual, network and other levels at different points in time and monitoring them. This evaluation report has provided a wide set of indicators that could be used to constantly monitor and evaluate the EALP alumni network at different levels. Amongst other tools, SNA could be part of the MEL system to visualise the evolution of connections on the EALP alumni network. Ongoing feedback received from the MEL system will help to adjust the network strategy and plans, and, will support learning (Horelli 2009). Elements that could be part of the network strategy and plans are further discussed below.

2. Formalisation of the EALP alumni network

The EALP alumni network can be strengthened by adding a degree of formality to the EALP alumni network. Enhanced network formality and management capacity are likely to enable a higher level of engagement of EALP alumni and to make them work as a whole to achieve the shared goals (Taylor et al. 2014; Taylor et al., 2015). Available information and communication technology can be used to facilitate interactions, exchange of information and other resources among network members, and, deeper collaborations (Herranz, 2010; Klijn et al., 2010). In view of inadequate resources and limitations of the UCT Vula in ensuring lively interactions among EALP alumni, the creation of a private group on LinkedIn, which is endowed with multiple functionalities, is proposed in the short-term. To ensure that the group is private and non-discoverable by search (by non-members), the *'Unlisted'* feature should be chosen in *'Group discoverability'* while creating the group in LinkedIn. Having only one administrator for the group can facilitate control. In this respect, under *'Permissions'*, the option *'Allow members to invite their connections'* should not be checked to prevent group members from inviting others to join the group. Inviting new members to the group should be the responsibility of the EALP alumni network manager only as the group would be a private one. The purpose of the EALP alumni network can be spelled out and communicated to its members on the LinkedIn group on a continuous basis.

The group can initially include the 103 EALP alumni, BB programme staff, facilitators, executive coaches and speakers. To increase diversity and multiple perspectives, the group can be extended to all alumni and staff of the NMSPG at a later stage. To simplify control, group membership and operation on the network should be guided by rules and policies. The following simple rules are proposed to set the tone and expectations for the group and to guide the conduct and performance of members:

1. Conversation on this group, as far as is reasonably practicable, should be restricted to topics related to leadership, governance, accountability and developmental challenges in Africa.
2. The group is focused on open dialogue. Any promotion of brands, products and services are not allowed on this group. The administrator reserves the right to delete any discussion conversation which includes promotion of brands, products and services or a related link to third-party sites.

3. Respect is a key principle on this group. Members should respect the views of others on this group and should not use comments or posts that in any way harass, threaten or defame others.
4. Members are required to show consideration to others and refrain from using offensive and inappropriate language/ terminology in general.
5. Posting or uploading of indecent, infringing or offensive material (text, pictures or video material) is not allowed on the group.
6. Members should avoid overuse of emojis. Some of them don't require explanation, but others can be interpreted in multiple ways and create confusion.
7. Members should ONLY upload or share content, information or "news" that has been authenticated.
8. The administrator reserves the right to remove content that may be in breach of the group's rules or may be offending other members of the group
9. Any member who contravenes any of the above-mentioned rules may be subject to disciplinary procedures. Repeated violations of these rules by a member will lead to his/her removal from the group.
10. The Administrator has no control over the contents of referred sites or resources and therefore accepts no responsibility for them or for any loss or damage that may arise from the use of them by group members.
11. The Administrator reserves the right to amend the rules of this LinkedIn group as and when required, above to deal with risks that might arise.

Upon joining, members can be called upon to signify their acceptance of and adherence to the network rules. It is useful to highlight that the operation of a LinkedIn group affords the possibility to the group administrator to extract statistics and conduct network analysis with little efforts.

The WhatsApp group for each yearly cohort of EALP alumni can remain in place to allow informal and quick communication between the members. In the medium to long term, and as funds would be available and adequate experience would have been gathered while managing the LinkedIn Group, the group could be allowed to migrate to a more sophisticated platform endowed with various functionalities.

3. A dedicated human resource to manage the EALP alumni network

In line with the suggestion made by EALP alumni and other EALP stakeholders, the appointment of a dedicated human resource to manage the EALP alumni network and to support network members is recommended. Reporting to BB Programme Manager, the network manager has a critical role to play, above all, in ensuring the sustainability of the EALP alumni network. Amongst others, he/she can initiate EALP alumni to the EALP alumni network, ensure their engagement in the network and keep the momentum, and, monitor the entire network. A list of tasks that can be carried out by the EALP alumni network manager is hereunder proposed:

- Assisting in the preparation of a strategic plan and action plans for the network
- Communicating with funders and international donors, and, mobilising resources
- Creating and managing a LinkedIn Group
 - Extending invitation to new members
 - Monitoring the participation of members and encouraging them to actively engage on the group while taking part in discussions, and, sharing information, reports, success stories, experiences, best practices and other resources
 - Maintaining the group on a regular basis
 - Monitoring activities and conversations on the group
 - Sending communications and sharing of information to group members
 - Initiating and engaging in conversations in the group to keep it active
 - Moderating conversations on the group
 - Reviewing risks and amending rules as and when required
 - Managing conflicts on the group
- Managing BB events (research roundtables, workshops, alumni conference, etc.)
- Organising webinars on relevant topics related to leadership, good governance, accountability and developmental challenges in Africa.
- Connecting EALP alumni to other networks, academics, policymakers and other experts.
- Providing regular feedback, inputs and weekly reports on the EALP alumni network to the BB Programme Manager and monthly reports for the NMSPG
- Coordinating the design, compilation and publication of an email newsletter for the EALP alumni community
- Any other cognate duties as may be assigned by the BB Programme manager

A formal LinkedIn group effectively managed by a dedicated human resource has the potential to connect all 103 EALP alumni, enhance their engagement in the network, improve the sharing of information and other resources, increase the frequency of peer support, enhance learning and increase deeper collaborations among EALP alumni.

4. Ongoing engagement of EALP alumni

The creation of *thematic workgroups* may be an effective way to enable ongoing discussions on African issues and challenges. These groups denominated by themes associated with African challenges can be properly constituted, structured and endowed with clear terms of reference. Meetings of these groups and thematic webinars can be regularly organised on virtual platforms. The main outcomes of these meetings and webinars can then be shared with other members in the EALP alumni network. Reports produced by these thematic groups can thereafter be used as inputs for further discussions and research.

The evaluation demonstrated that BB events are perceived as an important medium for EALP alumni to reconnect, to connect with other key stakeholders in Africa, to enhance their learning and to explore avenues for collaboration. It is proposed that these *BB events* be organised on a rotation basis in the ten target countries and on a more regular basis to allow the ongoing discussion of Africa's developmental challenges. EALP alumni can be called upon to assist in organising each event and mobilising resources in each host country. Some of the EALP alumni can also act as resource persons, rapporteurs and facilitators in these events, thus allowing them to further build their capacity and enhance their leadership efficacy. If sufficient resources are mobilised, an annual event centred on African Leadership, the *Annual EALP alumni meeting & conference*, can be organised to assemble all EALP alumni in one physical place. An annual event can allow EALP alumni from all cohorts to meet and connect, to share their perspectives, and, to further contribute to addressing Africa's wicked problems.

5. Additional capacity building of EALP alumni

The effectiveness of EALP alumni on the EALP alumni network is dependent on their attitudes, skills and knowledge. It is recommended to survey EALP alumni to understand their training needs in relation to the key competencies required to operate effectively on the

EALP alumni network. With the support of UCT NMSPG academics and practitioners, regular webinars, workshops and seminars can thereafter be organised on relevant topics for EALP alumni to fill training gaps as appropriate.

As discussed in the previous chapter, for effective collaborations to be initiated and established, the parties need to have the necessary competencies. In this respect, it is suggested that a *Guide to Effective Collaborations* be published and be disseminated to EALP alumni. In addition, online training on collaboration-building could be designed and implemented for EALP alumni. It may be useful for BB programme staff, NMSPG academics and other relevant stakeholders to also provide support to EALP alumni to make collaborations possible and effective.

6. Knowledge management and email newsletter

One of the key roles of the network manager is to manage knowledge in the EALP alumni network (Dawes et al., 2009). Indeed, a large amount of information is generated on a network and it has to be accumulated, filtered, cleaned, sorted and transformed into knowledge. Various repositories, including the LinkedIn platform, Vula and the NMSPG website, could be used to host and disseminate the knowledge but this would depend on the extent to which each knowledge item can be shared publicly. To boost learning of EALP alumni as individuals and the collective, the network manager can collect and capture stories of collaborations, case studies and articles from them and disseminate the knowledge on the EALP alumni network. Furthermore, the sharing of discussions held in the annual BB events, including *the two-week residential workshop, Symposia for African experts, Roundtables for policymakers and business leaders and Regional multi-stakeholder workshops*, will definitely augment the knowledge of EALP alumni.

A monthly email newsletter can also be an important channel for the programme staff to stay in touch with EALP alumni or bring them back to the LinkedIn group and the NMSPG website. This communication tool can also be used to inform donors and other key stakeholders about success stories and outcomes of EALP alumni network. The EALP alumni network manager is expected to play a central role in managing the whole process, from collecting material to circulating the email newsletter. The collaboration of EALP alumni and

the NMSPG academic staff can be sought to make a contribution in the form of news items, short stories, announcements and articles in the monthly newsletter.