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A FORMATIVE EVALUATION OF THE UNIVERSITY OF CAPE TOWN'S EMERGING
STUDENT LEADERS PROGRAMME

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

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COMPULSORY DECLARATION:

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

Signature:

Date:

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Firstly, I give glory to God for this achievement.

Secondly, I would like to thank all those that have made this thesis and my post-graduate education possible. I would like to thank my parents John and Prossy Mukoza. You have been the driving force behind my achievement and great pillars of support and encouragement in my education. Thank you for having unwavering faith in my ability.

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EXECUTIVE SUMMARY

This report presents the findings of the formative evaluation for The University of Cape Town's Emerging Student Leaders Programme (ESLP). The ESLP is a student leadership development programme aimed at equipping aspiring student leaders with leadership competencies. The goal of this programme is to prepare participants for leadership roles and positions such that they can practice effective leadership in positions taken up after university.

The evaluation seeks to investigate whether the structure, organisational features and activities of the programme are aligned to established best practice and whether the programme was delivered as intended.

This evaluation utilised a theory and implementation evaluation design. The theory aspect investigated whether the components of the ESLP are in line with established best practice literature. The implementation part assessed who used the programme and whether the programme was delivered as intended in terms of service delivery and organisational functions.

The data collection methods used included obtaining literature on established best practice, programme records, key informant interviews with programme staff from the Department of Student Affairs and the development of two questionnaire-based surveys.

Findings from this evaluation revealed that the most part of the programme conforms to established best practice and that the programme was largely implemented as planned.

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ACRONYMS

ESLP	Emerging Student Leaders Programme
SLDP	Student Leadership Development Programme
UCT	University of Cape Town
ELP	Emerging Leader Programme
CHED	Centre for Higher Education Development
CDP	Career Development Programme
CV	Curriculum Vitae
WHO	World Health Organisation
SPSS	Statistical Package for Social Science Research
RAG	Remember and Give
SRC	Student Representative Council
SHAWCO	Student Health and Welfare Centres Organisation
ANOVA	Analysis of Variance

CHAPTER 1: INTRODUCTION

Student leadership development programmes

Student leadership development is the process of providing opportunities for students to develop their talents, acquire new knowledge and develop new skills (Sacerdote, 2003). One type of intervention through which student leadership development is achieved is the Emerging Leader Programme (ELP). This is a generic “leadership intervention found on many university campuses” (Freeman & Goldin, 2008, p.2). With similar goals as corporate leadership programmes, ELPs are generally geared towards leadership preparation for first year students looking to improve their leadership skills and abilities (Freeman & Goldin, 2008). This type of programme also helps students to realise their leadership potential and helps them to apply their skills to extra-curricular pursuits (Freeman & Goldin, 2008).

The first section of the introduction presents a general overview of Student Leadership Development Programmes (SLDPs), followed by a historical development of the ESLP. The next part offers a programme description of the ESLP. This encompasses the programme components; the activities, goal, aims and objectives, target group, stakeholders and selection of participants. A service utilisation framework of the ESLP to illustrate how participants interact with the intended services follows this. A review of the literature is also presented to explain best practices of effective SLDPs. The following part presents a programme theory diagram to illustrate the programme’s short and long-term outcomes. In order to explain the components of a successful SLDP, a model depicting the best practices of effective SLDPs is presented followed by evaluations conducted on SLDPs. The last part of the introduction presents a review of the readiness of the programme for evaluation followed by the evaluation questions.

To understand the context in which the ESLP operates, it is necessary to present a brief overview that explains why SLDPs are implemented on many university campuses.

According to Freeman and Goldin (2008), there has been a steady increase in the growth and development of SLDPs in the last thirty years. These programmes have a significant base in American higher education and have been documented to be available at over 800 College and University campuses (Zimmerman-Oster & Burckhardt, 1999). College and University campuses in America specifically implement SLDPs to develop the capacity of student leaders so that they assume leadership roles in society. It is stated that the training of leaders for the future is one of the focal points of higher education's missions (Adelman, 2007; Dugan, 2006). Therefore, SLDPs are offered as supplemental education programmes on many university campuses to develop college students and as a result, aid higher institutions in achieving their mission of producing well rounded graduates who are able to assume leadership roles in society. Therefore, SLDPs facilitate a social responsiveness process by delivering student leadership training to prepare students for leadership roles after university.

While SLDPs are implemented at some South African universities such as The University of Pretoria and The University of the Free State, their growth and development has not been as rapid compared to those conducted in America. In addition, there is no published literature on evaluations conducted on these programmes. Therefore, this formative evaluation of the ESLP will serve as an opportunity to contribute to literature on South African based SLDPs. To understand how the ESLP came into existence, it is imperative to provide a historical development of the programme.

Historical development of the ESLP

The University of Cape Town's (UCT) Emerging Student Leaders Programme (ESLP) was developed in 2008 as a pilot programme and implemented in July 2009. Prior to this, UCT's student leaders had no formal training before assuming their leadership positions. According to September, J. (personal communication, March 12, 2010), there was consensus amongst the staff within UCT's Department of Student Affairs that insufficient training was conducted to build the capacity of the student leaders hence some student leaders were underprepared for student leadership roles. Student leaders in the UCT context refer to those individuals who represent the student body in various leadership structures such as the Students' Council, student clubs and societies, House and Residences Committees, Faculty Councils and the Student Assembly (September, J. personal communication, March 12, 2010).

After a series of discussions in 2008 between student leaders and the staff within UCT's Department of Student Affairs, a need to increase student leaders' leadership skills was identified. In order to meet this need, leadership training was identified as an appropriate intervention.

Based on feedback obtained from interviews conducted by the programme staff within UCT's Department of Students Affairs, it was found that student leaders lacked knowledge on leadership theories; they failed to display leadership skills within leadership structures; and did not poses good reputation and ethics management skills. September, J. (personal communication, March 12, 2010) mentioned that programme staff also found from experience that student leaders did not understand their role as leaders. For this reason, the Programme Manager and Director of UCT's Department of Student Affairs, conducted research into what initiatives and programmes other universities had implemented to prepare emerging student leaders for future leadership roles. By the end of the process, an informal needs analysis had been conducted and the ESLP was designed (September, J. personal communication, March 12, 2010).

ESLP Implementing Agent

The Career Development Programme (CDP) office is tasked with the responsibility of putting the ESLP into operation. CDP is positioned within UCT and falls under the Centre for Higher Education Development (CHED). The office aims to promote student awareness of the importance of developing career management skills as an integral part of their university learning experience (University of Cape Town, 2010). In addition, CDP organises events and activities that encourage students to manage their time at university in ways that helps them to develop skills and strategies in preparation for the world of work (UCT). In 2008, CDP launched the ESLP as a pilot project and later implemented the programme in July 2009. As mentioned by Sims, C. (personal communication, October 15, 2010), CDP is the implementing agent of the ESLP and funds the activities of the programme through corporate funds. In funding the ESLP, CDP collaborates with eight corporate organisations, which include Accenture, BDO, Investec, KPMG, Pricewaterhousecoopers, Procter & Gamble, Standard Bank and Unilever (Sims, C. personal communications, October 15, 2010).

The ESLP Stakeholders

A number of stakeholders play particular roles in delivering the ESLP. These key stakeholders and their responsibilities in the programme are summarised in Table 1.

Table 1

A Summary of the Stakeholders and their Role in the ESLP

Stakeholder	Role
Career Development Programme	Sponsors the ESLP
Director of Student Affairs	Programme facilitator
Director of Career Development	Programme facilitator
Programme Manager	Programme facilitator
Two Student Representative Council members	Programme facilitators
Member of the Electoral Commission of South Africa	Programme facilitator
Twelve current student leaders	Mentor the participants
Aspiring student leaders	Programme beneficiaries

Stakeholders are those who have a significant interest in how well the programme functions (Chen, 2005; Rossi, Lipsey & Freeman, 2004). Table 1 shows that the Career Development Programme sponsors the programme with funds acquired from corporate organisations. The role of programme facilitators is to deliver the seminars whereas the mentors are responsible for facilitating the group discussions and helping the participants to reflect on the material covered during the seminars and to understand their role as student leaders. The participants attend the programme as aspiring and current student leaders to increase their leadership skills and competencies.

Description of the ESLP

In a series of interviews with the programme staff from the department of student affairs, the evaluator attempted to extract information about the programme. The following information was obtained.

The goal of the ESLP

The goal of the ESLP is to prepare participants for leadership roles and positions after university so that they are able to practice effective leadership.

The aims and objectives of the ESLP

In attempting to achieve its aims and objectives, the ESLP seeks to:

- a) Contribute to the University's mission of producing a well rounded graduate able to face the challenges of an inter-connected modern society.
- b) Enhance the leadership skills and capacity of UCT students generally, and UCT student leaders specifically.
- c) Promote values of good citizenship.
- d) Promote a culture of human rights.
- e) Encourage sensitivity to the human impact on the environment.
- f) Building a culture, which promotes and respects diversity, difference, and the development of students' internal capacity through role modeling and peer learning" (Department of Student Affairs, 2008, p.1).

The ESLP target group

The ESLP is targeted at aspiring UCT student leaders and current student leaders who are members of the student's council and societies and clubs, class representatives, house committee and faculty council representatives and members of the student's assembly. The target beneficiaries are identified as students who are interested in making a difference and inspiring others; discovering their leadership potential; gaining leadership skills, knowledge and insight and making a positive contribution to student leadership at UCT (refer to poster in Appendix 1).

Selection of ESLP participants

The selection of aspiring and current student leaders begins with an advertisement (see poster in Appendix 1) on the university's intranet and various campus and residence notice boards. The advert appears on the notice boards four months prior to the programme start date. Participants are then expected to meet certain requirements prior to submitting their applications. These selection requirements include previous leadership experience, one's availability during the training period in July, interest in making a difference and inspiring others, discovering one's leadership potential, gaining leadership skills, knowledge and insight and making a positive contribution to student leadership at UCT. Participants submit their Curriculum Vitae (CV) and a motivational letter motivating why they think they should be selected for the programme (refer to Appendix 2 and 3).

Participants are solely selected by the programme manager to attend the weeklong programme (September, J. personal communication, March 12, 2010). When selecting participants, the programme manager examines the CVs and motivational letters and considers whether the applicants have shown involvement in a leadership role such as performing as a tutor, sub-committee member, or a volunteer in a charity organisation. The unsuccessful applicants are those who's CVs do not show any past leadership experience (refer to Appendix 4). First year students gain automatic entry into the programme and thereafter selection is based on the strength of the applicant's CV and motivational letter.

Recruitment into the programme is automatic for first year students who apply to take part because most student leaders assume leadership positions in their second and third year. Therefore, in order to prepare them for leadership roles in their second and third year, first year students are given first preference to attend the programme and acquire the necessary skills. There are ninety places on the programme and five of these are reserved for representatives from student organisations. These five places are reserved for student representatives of political parties such as the Democratic Alliance Student's Organisation, South Africa Students' Congress, Congress of the People and the African National Congress Youth League (September, J. personal communication, March 12, 2010).

Logistical Arrangements

The programme ran from 14th July to 18th July in 2008 and 12th July to 17th July in 2009. In 2010, the programme ran from 11th to 17th July. The ESLP is structured as a 1-week programme that begins at 9:00am and ends at 4:30p.m each day of the week. The evening sessions from 4:30pm to 6:00pm are set aside for group meetings with mentors. The ESLP begins with participants moving into residence followed by a brief introduction from the programme manager about housekeeping rules and the programme agenda. Participants are then allocated into groups and assigned a student mentor. This is followed by a group dinner with the mentors. These logistical arrangements are articulated in the flow diagram below.

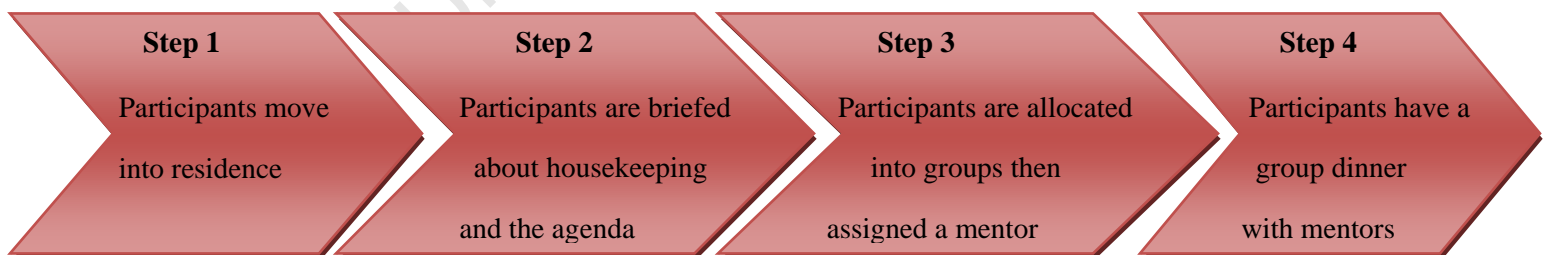


Figure 1. Logistical arrangements for the ESLP.

The ESLP activities

After the introduction session, the Vice Chancellor and the Executive Director of Student Affairs give keynote address speeches. This is followed by nine seminars in which leadership topics are presented throughout the week (See Table 2). These seminars are delivered in the form of workshops and debates and last two hours. Each one of the nine facilitators delivers a seminar.

Table 2

A Summary of the ESLP Seminars

Seminar	Facilitator
The UCT Student Governance Model	Secretary General of the Student's Council
Student's Leadership in Context	Member of a UCT Student Society
Introduction to Leadership definitions, Paradigms, Styles, Theories and Practices	Executive Human Resources Consultant
Introduction to group assignments	Director of Student Development
Introduction to Leadership, Ethics, Values and Principles	Professor of Leadership, Diversity and Inclusion
Leadership and Governance (Issues of corporate governance)	Dean of UCT's Faculty of Law
Deepening our understanding of democracy	Member of the Independent Electoral Commission
Leadership and Diversity:	Director of Intercultural and Diversity Studies
Introduction to Career Development	Director of Career Development

Group meetings

Participants work in groups during the course of the programme. At the end of each day, they meet with their mentor to discuss what they learned that day. The group mentor is a current student leader who volunteers to facilitate the group meetings. Emerging student leaders reflect on the leadership theories and issues presented by the facilitators. They also discuss how they would go about researching and answering their written assignments at the end of the programme.

Written assignments

Participants are expected to work in their groups to write a paper on a leadership topic presented during the programme. Upon completion of the seminars, they choose a topic on a particular leadership area presented during the programme and complete a written group assignment. The purpose of this group assignment is to enable participants to conduct research on one leadership topic that is taught during the seminars, thus understand the topic better.

Group Presentations

On the fourth day, participants get together in their groups and present on a leadership topics taught during the course of the programme. The purpose of these group presentations is for groups to communicate their leadership topic so that they obtain feedback from the audience about what content to include in their written assignment. However, they are not assessed on their performance during group presentations. Examples of topics that have been previously presented are summarised in Table 3.

Table 3

Examples of Previous Topics Presented in the ESLP

Topic	Group
Student Social Responsibility in Leadership	1
Ethical Leadership	2
Encouraging active participation at UCT	3
What role can we play?	4
The UCT Mentorship Programme	5
Eliminating student apathy at university	6

As seen in Table 3, emerging student leaders have previously researched on the above topics and presented written papers as a requirement for taking part in the programme.

Completing evaluation forms

At the end of each day, participants are given evaluation forms to complete. The evaluation forms consist of open-ended questions, which require participants to give their opinion on whether the seminars were useful and whether they learned anything from the topics presented. Participants are also requested to suggest any improvements that could be made to better the programme. These evaluation forms are not integrated into this evaluation because they present general questions about participants' feelings about the seminars. The questions posed in this evaluation are not limited to the seminars but they are more specific hence focus on the theory and implementation aspects of the programme.

Having described the programme and shown how the programme operates to ensure that the aims and objectives are achieved, it is necessary to present the service utilisation plan to illustrate how the participants interact with the intended services.

A service utilisation framework of the ESLP

According to Rossi et al. (2004), a service utilisation plan shows how the intended recipients of service actually become engaged with the programme and follow through to the point of receiving sufficient services. Figure 1 on the next page shows the service utilization framework of the ESLP and presents a flowchart of the procedures and activities that are followed at each step. The service utilisation flowchart has been developed by initially outlining the stages of the ESLP as intended and set out in the programme's organisational plan as articulated by management. The ten process steps of the service utilisation plan were developed from the ESLP records and key informant interviews with the programme manager.

The diagram below presents a service utilisation framework of the ESLP.

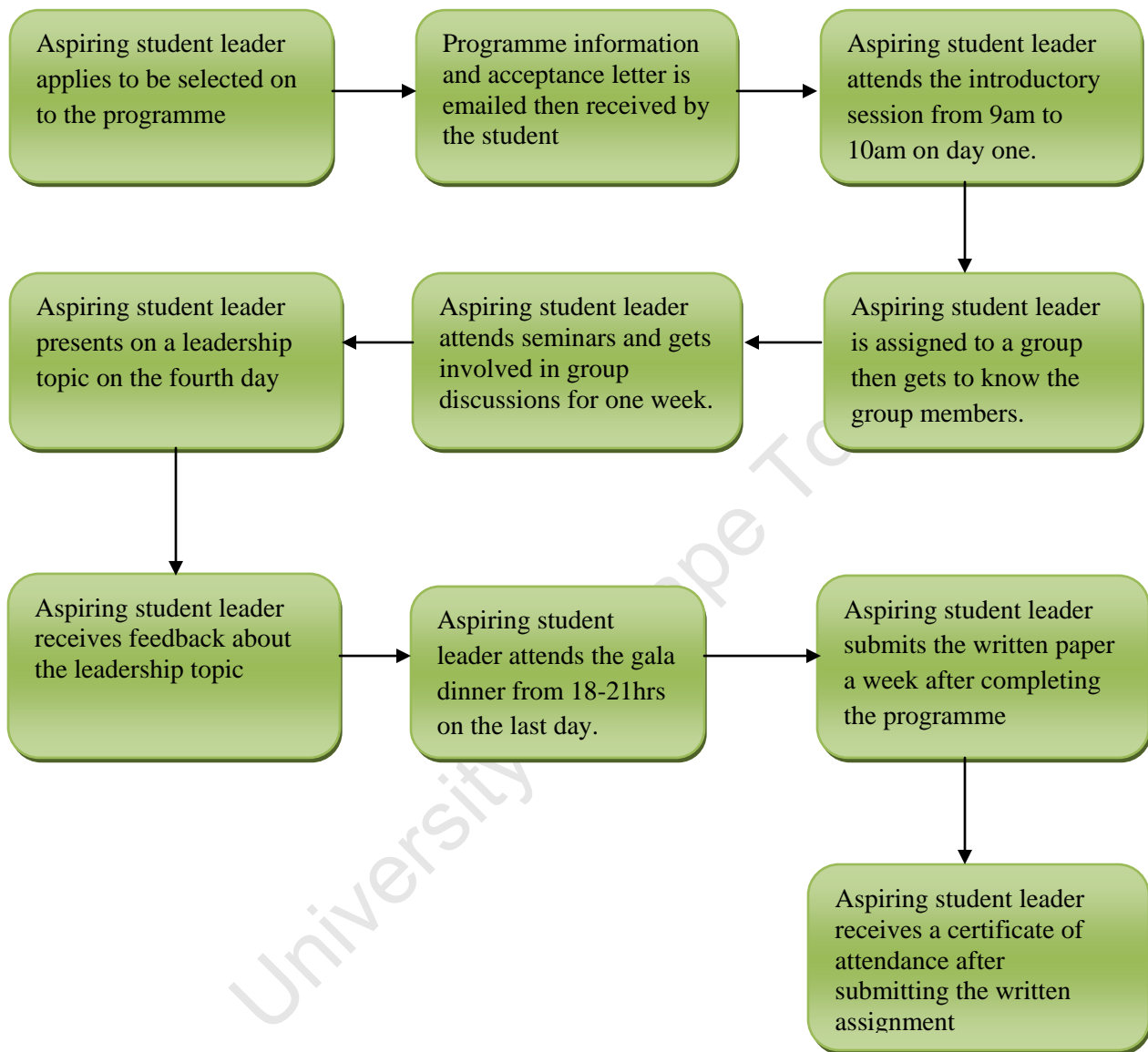


Figure 2. A service utilisation framework of the ESLP as intended.

The flow chat (Figure 2) illustrates the direction from which procedures and activities follow in order for the participant to access the services. When participants engage with the programme and access all the services as planned, this transforms into achieving short-term outcomes, which lead to intermediate outcomes. Once intermediate outcomes are achieved, long-term outcomes

follow. This is how the service utilisation framework helps us to understand a programme’s impact theory. Now that the service utilisation plan has been articulated, we can move to discussion of the programme’s impact theory.

Programme Impact Theory

According to Donaldson (2007), a programme’s impact theory illustrates how a programme is expected to result in important desired outcomes, solve the problems of interest, or meet the needs of its target population. A programme’s impact theory describes, “the cause and effect sequences that link the programme services and activities to proximal and distal outcomes” (Donaldson, 2007, p. 209). Figure 3 below indicates the programme impact theory of the ESLP.

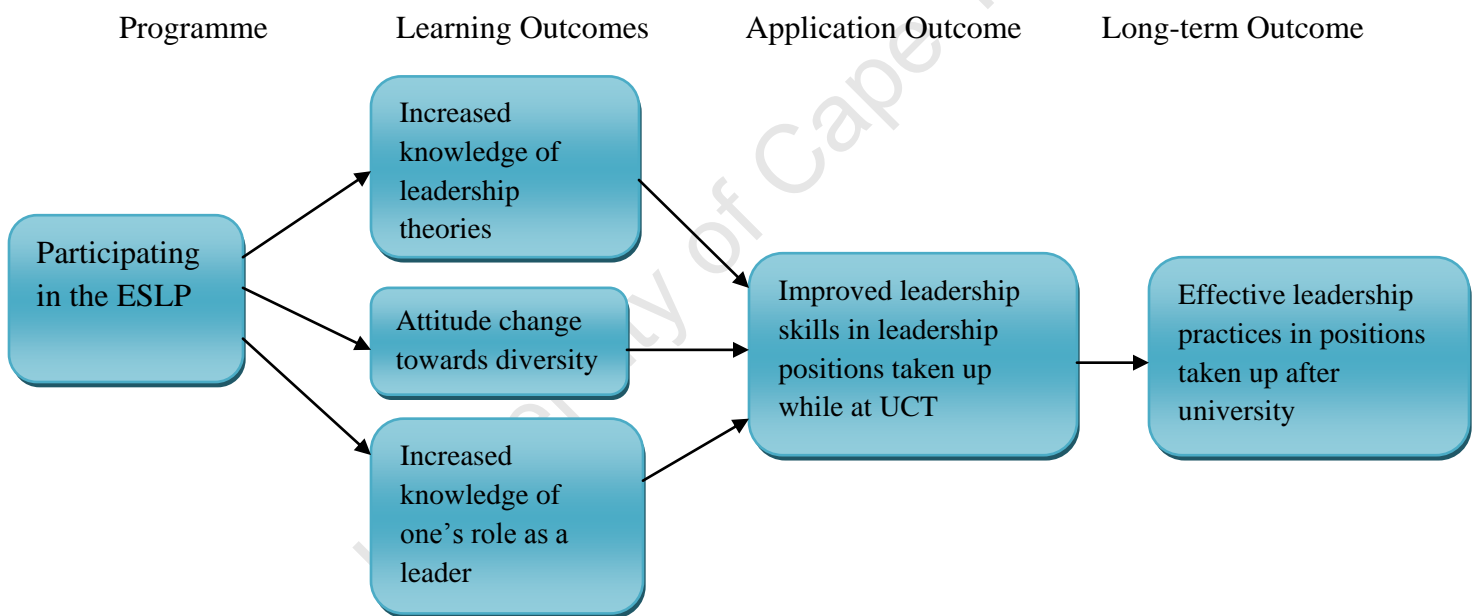


Figure 3. A programme theory diagram showing the expected outcomes of the ESLP.

The problem of interest in the ESLP is lack of leadership skills and competencies in leadership positions. The programme is expected to solve the problem by empowering aspiring student leaders to improve their leadership skills and competencies. In other words, the ESLP assumes that aspiring student leaders need to increase their knowledge of leadership theories, change their

attitude towards diversity, and increase their knowledge of their role as student leaders (proximal outcomes) in order to improve their leadership skills and competencies in leadership roles at UCT (intermediate outcome). This in turn leads to effective leadership practices in positions taken up after university (long-term outcome).

Best practice in relation to student leadership development

During the course of the week, participants engage in seminars, present on leadership topics, write group assignments and participate in group meetings with their mentors. From these activities, participants acquire leadership knowledge and skills, which prepares them for future leadership positions. Part of this evaluation will assess whether the structure and activities of the ESLP are aligned to established best practice literature. In order to assess whether this is the case, it is important to report on the structure of SLDPs implemented by universities against which the ESLP was compared and to explore the literature on established best practice components of effective SLDPs.

Universities that implement SLDPs conduct these programmes for a period of 8 weeks(2 months) to 1 year (12 months), with ongoing content integrated into the structure (Boston College, 2010; Buffalo State University, 2010; Columbia University, 2010; Emory University, 2010; Indiana University, 2010 & Springfield College, 2010). The programmes last between 2 to 12 months so that participants have enough time to engage in reflective and experiential learning activities. A longer period also gives emerging student leaders an opportunity to take part in community service initiatives.

Research on best practices used by effective SLDPs indicates that the most successful programmes are effectively planned within a specific context (Zimmerman-Oster & Burkhardt, 2000). One of the organisational features is that there is a connection between the mission of the institution and the mission of the comprehensive SLDP. Another element is that the institution supports the programme's approach, which should include an academic and extra-curricular component (Zimmerman-Oster & Burkhardt, 2000).

Effective SLDPs as illustrated in Table 10 also have an academic home under the Student Affairs Department, which manages and supports the administrative aspects of the programme (Zimmerman-Oster & Burckhardt, 2000). Another organisational element of comprehensive SLDPs is that there is strong leadership for the programme, for example a director with research expertise in leadership, youth development or a highly experienced member of the student affairs community (Zimmerman-Oster & Burckhardt, 2000).

Zimmerman-Oster and Burkhardt (2000) point out that the most successful SLDPs apply common best practice elements to their curriculums. These best practices include self-assessment and reflection, skills building, intercultural issues and experiential learning activities. Robinson (2009) mentions that ethical and multicultural perspectives are two important components in a comprehensive leadership programme. In addition, Robinson explains that in order to be effective, SLDPs must include activities that actively engage the participants in leadership activities. In order to effectively service student's leadership needs, SLDPs need to provide leadership enhancing activities to both individuals and groups (Association of Leadership Educators [ALE], 2007). The best practices and activities can be depicted in a model that illustrates the components of a comprehensive SLDP.

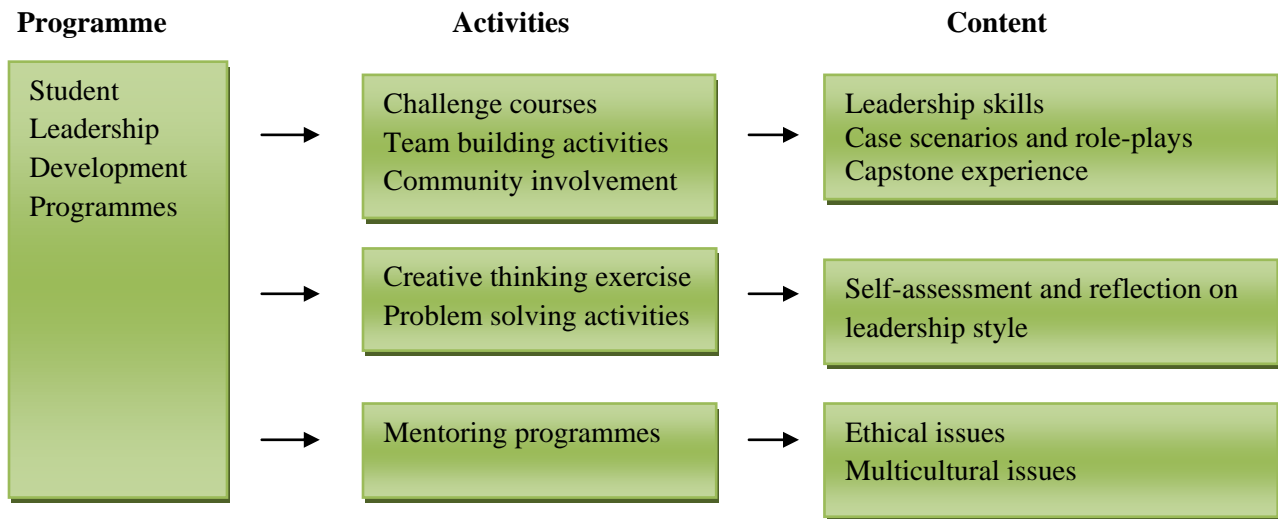


Figure 4. A best practice model depicting some of the components of a comprehensive SLDP.

The model in figure 4 presents information on some of the best practices of comprehensive SLDPs (Eich, 2008; Zimmerman-Oster & Burkhardt, 2000). This illustrates that college students who participate in effective SLDPs engage in activities such as challenge courses, team building, creative thinking, problem solving and mentoring programmes (Eich, 2008; Zimmerman-Oster & Burkhardt, 2000). These activities cover content, which engages college students in self-assessment and reflection, skills building, intercultural issues, experiential activities, ethical and multicultural issues and a capstone experience. According to Catching, 2004, a capstone experience is one in which participants get involved in conducting research or take on various portfolios in their institutions. This allows potential student leaders to integrate and reflect on what has been learned during the programme (Catching, 2004). The formative evaluation of the current study will assess whether the ESLP contains these best practice elements.

Self-assessment and reflection are a central aspect of a comprehensive SLDP. These components are enhanced through reflective activities such as student journal writing which provides participants with an opportunity to explore their personal leadership abilities and to make meaning of their experiences (Eich, 2008; Zimmerman-Oster & Burkhardt, 2000).

The second practice of effective SLDPs according to Zimmerman-Oster and Burkhardt (2000) is skills building. This aspect includes developing leadership skills such as conflict resolution, creative thinking, decision-making, effective communication and problem solving. The ALE (2007) agrees that skills building, which is also referred to as training is an important practice of effective SLDPs and involves those activities designed to improve performance of the individual in the role presently occupied.

Intercultural issues represent the third practice of effective SLDPs (Robinson, 2009; Zimmerman-Oster & Burkhardt, 2000). Aspects such as gender, race, class, and ethnicity are explored during the seminars. In this practice, the participant brings a particular frame of reference to leadership based on these intercultural issues. By examining the role that these issues play in leadership and how an individual defines a leader, students develop a broader contextual framework and are in a better position to relate to these individual differences (Zimmerman-Oster & Burkhardt, 2000). This implies that participants who complete a comprehensive SLDP know how to deal with intercultural issues when they occupy leadership positions.

Zimmerman-Oster and Burkhardt (2000) explain that experiential activities form the fourth aspect of effective SLDPs. This is supported by the ALE (2007) which affirms that experiential education, also known as development, is a major practice component of effective SLDPs. This aspect includes involvement in service learning activities in which participants interact and discover leadership by helping others through self-directed community efforts (ALE, 2007; Eich 2008; Zimmerman-Oster & Burkhardt, 2000). Experiential activities also include outdoor activities, such as challenge courses, teambuilding, creative thinking, and problem solving activities. Robinson (2009) states that in order for experiential activities to be effective, they must include time for personal and group reflection. In addition, a mentoring programme forms part of these activities (Robinson, 2009). The mentoring programme involves pairing an experienced student leader with another student to give both parties a chance to develop their leadership capabilities (Robinson, 2009). Each of these activities illustrates different potential elements to consider for an effective SLDP.

Multicultural development is also identified as an important aspect of successful SLDPs (Robinson, 2009; Zimmerman-Oster & Burkhardt, 2000). One of the greatest contributions that higher education can make is to develop leaders with a greater understanding of and respect for diversity. Robinson (2009) agrees with this notion and explains that a multicultural perspective engages students and helps to enhance their leadership. These efforts can lead to an increased tolerance and understanding of cultural, ethnic, gender, and other differences and encourage participants to be advocates for understanding and respecting differences (Robinson, 2009).

Successful SLDPs also offer a capstone experience towards the end of a programme (Zimmerman-Oster & Burkhardt, 2000). This experience takes on a variety of formats such as conducting research or taking on portfolios and allows potential student leaders to integrate and reflect on what has been learned during the programme (Catchings, 2004). The capstone experience enables participants to present their work through formal presentations and written reports (Catchings, 2004).

When deciding on the type of evaluation to conduct, an evaluator's decision on which approach to follow is usually dependent on the evaluation need of their client or organisation (Rossi et al., 2004). Prior to conducting this formative evaluation, the programme manager wanted the evaluator to conduct an outcome's evaluation of the ESLP. However, the fact that the ESLP was in the early stages of development and had been running for only two years, a formative evaluation is deemed more appropriate (Rossi et al., 2004). To provide the programme manager with knowledge on the outcomes of SLDPs, the evaluator saw it necessary to present social science literature on previous outcomes evaluations that have been conducted on SLDPs and by so doing, partly meet the client's need.

Evaluations conducted on SLDPs

Zimmerman-Oster and Burkhardt (1999) conducted an evaluation on the assessment of processes and outcomes of leadership development programmes for college students. In this impact assessment, Zimmerman-Oster and Burkhardt (2000) found that students who participated in leadership education and training programmes do develop knowledge and skills consistent with the programme. Cress, Astin, Zimmerman-Oster and Burkhardt (2001) who conducted an impact evaluation to determine the outcomes of college student's involvement in leadership activities further support this result. Cress et al. (2001) found that those students who had participated in formalised SLDPs demonstrated significant growth in their leadership skills and knowledge. Additionally, in Lamborghini and Dittermer's study at North Essex College, 95% of the respondents reported that the student leadership development programme improved their leadership skills (Lamborghini & Dittermer, 2002; as cited in Posner, 2009). These findings suggest that SLDPs play a key role in equipping student leaders with the necessary competencies required to occupy leadership positions.

Further, in the study on developmental outcomes of college students' involvement in leadership activities, Cress et al. (2001) list some examples of leadership activities in which students were involved. These activities included; volunteer and community service, peer mentoring, occupying an elected student leadership position, attending alternative break programmes, or attending leadership development workshops (Cress et al., 2001). This established finding shows that peer mentoring and attending leadership development workshops are some of the activities implemented in SLDPs.

Furthermore, in an evaluation of the outcomes of leadership development programmes, Zimmerman-Oster and Burkhardt (1999), found SLDPs to be influential in increasing the leadership skills of future student leaders. Nolfi (1993) supports this result by explaining that through SLDPs, participants gain skills that are useful during college and that can aid them after graduation.

Additionally, SLDPs have been found to allow students to show growth in relation to their leadership skills and confidence in their abilities to lead (Zimmerman-Oster & Burkhardt, 2000). This finding suggests that students who participate in SLDPs do improve in their leadership skills. Besides, students are given the opportunity to know and apply leadership theory to their leadership roles (Havlick, 2006).

Further, research examining the outcomes of SLDPs suggests that students who get involved in leadership roles after participating in these programmes go on to achieve more in education compared to those who do not participate in leadership activities (Astin, 1993). These students also achieve more in tasks concerning their plans for education and plans for career development (Williams & Winston, 1985). This means that students who participate in SLDPs are more motivated to study further hence acquire advanced qualifications, compared to those who do not take part in SLDPs.

In addition, Garza found that 10 years after completing a college student leadership programme, participants perceived the programme to have contributed to their improvement in leadership skills and acquisition of job competencies necessary for advanced leadership positions and to have influenced pursuit of their graduate studies (Garza, 2000; as cited in Posner, 2009). These findings suggest that SLDPs encourage students to aspire for future leadership roles and to pursue further studies, hence allowing them to exercise their skills effectively on the university campus and across all sectors of society.

Cress et al. (2001) argue that those students involved in leadership experiences provided by SLDPs at university have been retained at more when compared with those less involved in leadership experiences. This implies that SLDPs have been successful at influencing the retention of students on college and university campuses such that after their first year at university, students continue to pursue their studies at the university as opposed to transferring to other universities.

Most of the literature presented on evaluations of SLDPs focuses on outcomes evaluations. This evaluation report will add to this body of literature by presenting an evaluation that is formative in nature. However, before conducting this evaluation, it was important to establish whether the programme was evaluable.

ESLP readiness for evaluation

Before evaluating a programme, it is necessary to establish “whether minimal preconditions for evaluation have been met” (Rossi et al., p.136). Thus, a qualitative evaluation process, known as evaluability assessment needs to be undertaken to ensure that a programme meets the criteria for evaluation readiness (Rossi et al., 2004).

Rossi et al. (2004) explain four criteria, which need to be met in order for a programme to be successful and be considered evaluable. These criteria includes; clear and well defined programme goals and objectives; plausible programme goals and objectives; available and accessible data and information; and agreement by the stakeholders on how to use the evaluation results (Rossi et al., 2004).

From the information provided on the ESLP below, it can be concluded that the programme is evaluable.

a) *Clear and well defined programme goals and objectives*

The programme goal, aims and objectives are clearly defined in the programme records (Department of Student Affairs, 2010). In addition, based on the information provided by the programme manager during the key informant interviews, the programme staff are knowledgeable about how to achieve programme goals and objectives.

b) *Credible programme goal*

The ESLP's goal can be considered plausible. The evidence for this is that the goal is supported by social science literature on the importance of SLDPs on college campuses. It is feasible and has been shown in the literature that participating in SLDPs does lead to increased leadership skills and prepares individuals for leadership positions after graduation (Cress et al., 2001; Posner, 2009; Robinson, 2009; Zimmerman-Oster & Burkhardt, 1999).

c) *Available and accessible data and information*

The programme descriptions and key informant interviews confirm that reasonable records have been kept since launching the ESLP in 2008. The programme manager provided programme records and documentation for 2008, 2009 and 2010. This data is available and accessible by the evaluator.

d) *Stakeholder agreement to the evaluation and how the results will be used*

The ESLP stakeholders are willing to use the ESLP evaluation information to improve the programme. Thus, the last success criterion by Rossi et al. (2004) is matched by the ESLP hence reinforcing the programme's readiness for evaluation.

Current evaluation of the ESLP

As indicated earlier, a formative evaluation is most appropriate for the ESLP because the programme is in the early stages of development. According to Scriven (1991), a formative evaluation is intended to furnish information for guiding programme improvement because its purpose is to help form or shape the programme to perform better. This formative evaluation will consider two levels: a theory and implementation evaluation. A theory evaluation according to Rossi et al. (2004) examines the way a programme is supposed to work in order to achieve its goals and objective. Another purpose of theory evaluation as discussed by Donaldson and Gooler

(2003) is to understand the full nature of the programme, including its purpose, design and to determine its plausibility by assessing the programme's alignment with previous social science research (Reynolds, 1998).

The implementation aspect, also known as process evaluation, investigates how well the programme is operating and for whom the services are provided (Rossi et al., 2004; World Health Organisation [WHO], 2000). The primary aims of the implementation evaluation is to examine whether services are delivered to the appropriate participants; how well service delivery is organised, the effectiveness of the programme management; and use of programme resources (Rossi et al., 2004). It is stated that "when a programme is new, an implementation evaluation provides valuable feedback to administrators and other stakeholders about the progress that has been implemented in the programme plan" (Rossi et al., 2004, p.57).

An implementation evaluation poses questions in two main areas namely coverage and the programme's process (WHO, 2000). The coverage aspect identifies who is served and receives the programme and how they are served. The process aspect examines what happens to the beneficiaries during the programme and whether the services are delivered and well organised.

WHO (2000) highlighted accountability as one of the three main reasons for conducting an implementation evaluation. Thus, accountability in evaluation terms refers to whether the programme is accomplishing what it is expected to accomplish.

The reason for conducting the ESLP evaluation is to investigate whether the structure, organisational features and activities of the ESLP match establish best practices of effective SLDPs. In addition, the evaluation seeks to investigate whether the ESLP is delivered as intended; in other words whether the programme accomplished what it planned to accomplish. The ESLP programme staff will use the formative evaluation to help guide the programme to perform better.

Evaluation questions

The type of evaluation to be conducted is formative in nature since the programme has been running for two years. Two questions inform the process of evaluation the first being:

1. Are the structure and activities of the ESLP aligned with best practices of effective SLDPs?
2. Is the ESLP being delivered as intended?

2.1. Coverage

- Who are the intended beneficiaries?
- Does the programme reach the intended beneficiaries?

2.2. Service delivery

- Is the current approach to advertising the programme successful?
- Are the ESLP posters visible on the University's notice boards?
- Do participants read the posters prior to applying for the ESLP?
- Is the content of the programme aligned with its aims and objectives?
- Is sufficient time allocated for the preparation of the leadership activities?
- How valuable are group discussions in helping the participants to understand the leadership theories covered during the seminars?
- Is the group assignment manageable in the time given for completion?
- Are the facilitators well prepared for the seminars?
- Do the facilitators have good knowledge of the topics?
- Are all mentors equally prepared for their mentoring role?

2.3. Organisational functions

- Are there a sufficient number of mentors on the programme?
- Are there a sufficient number of facilitators on the programme?
- Do the participants have appropriate technology to aid their group presentations?
- Is the programme well organised?
- Do participants have access to academic resources to aid the completion of group written assignments?

This chapter has described the ESLP and presented literature on best practices of effective SLDPs. The Evaluation questions, which will guide this formative evaluation, have also been presented in this section. The next chapter will present the methods used to obtain data for the evaluation.

University of Cape Town

CHAPTER 2: METHOD

This chapter describes the methods used to obtain and search for data for this formative evaluation. The chapter covers six sections namely: the evaluation design, the sample, the steps taken to obtain information on the literature of established best practice, the data providers, the measuring instrument and the procedure followed in conducting this evaluation.

Evaluation Design

This evaluation is formative in nature consisting of a theory and an implementation evaluation. Rossi et al. (2004) explain that a theory evaluation examines the way a programme is supposed to work in order to achieve its goals and objectives (Rossi et al., 2004). The implementation aspect investigates how well the programme is operating and for whom the services are provided (Rossi et al., 2004; WHO, 2000).

The theory part of this evaluation analysed the structure of the ESLP in relation to best practices of effective SLDPs implemented by other universities and colleges. The theory aspect also assessed whether the organisational features and activities of the programme were aligned to best practices of effective SLDPs, as presented in the literature. The implementation evaluation assessed who uses the programme and whether the programme was delivered as intended in terms of service delivery and organisational functions.

Data Sources

The data sources used in this evaluation were; secondary data which included literature on established best practice, ESLP best practice university and college websites, programme records, key informant interviews with programme staff from UCT's Department of Student Affairs and primary data which included responses to the surveys.

Secondary data

Literature on established best practices

In analysing the programme theory, the evaluator examined components of the ESLP in relation to established best practice. This was achieved by utilising a qualitative approach of reviewing literature on best practices of effective SLDPs. In conducting the literature search, the evaluator reviewed journal articles, which covered the 2000-2009 timeframe. However, the evaluator's search was exhaustive as published literature on established best practices of effective SLDPs is limited. The evaluator searched databases covering student development programme disciplines. The evaluator's search terms covered words such as "student leadership programmes", "college student development best practices" and "student leadership and best practices".

The information obtained from the literature search was used to compare the organisational features and activities of the ESLP against established best practices of comprehensive SLDPs as discussed by the literature. To obtain information on best practices pertaining to the structure of successful SLDPs, the evaluator searched for data on universities and colleges that conducted Emerging Student Leader Programmes (ESLPs). After obtaining this information, the evaluator documented the duration of these programmes. This report presents a table with a list of universities and colleges against which the ESLP was compared. (Refer to Appendix 5).

After obtaining information on the structure of successful SLDPs, the evaluator compared the structure of the ESLP against that of effective SLDPs implemented by the universities listed in Appendix 5. This was done by highlighting the similarities and differences in structure. After analysing the ESLP components, the evaluator explored the programme records for additional information.

Programme records

Secondary data also consisted of qualitative data such as programme records obtained from UCT's Department of Student Affairs. This form of data was used to obtain background content on the ESLP, understand the nature of the programme and formulate the evaluation questions. The programme records provided information about the programme's components: its goals and objectives, the target group, stakeholders, activities, selection of participants and participant's demographic information. According to Hatry (2004), the advantage of using programme records for evaluation is that the data are already available, thus eliminating the need for new data collection efforts. However, a primary limitation of the use of programme records as a source of evaluation information is that they often do not contain the data to measure important outcomes (Hatry, 2004). The nature of data provided by programme records is listed in table 4.

Table 4

The Secondary Data Used for the ESLP Formative Evaluation

Form of data	Data sources	Nature of data provided
Secondary data	Journals of best practices	elements of effective SLDPs
	University websites	structure of SLDPs
	Programme booklets	programme content
	ESLP Posters	application process
	C.Vs and motivational letters	participants' selection criteria
	Lists of participants	participants' demographics

The ESLP programme records, which were accessed, included ESLP information booklets, lists of participants, ESLP posters, C.Vs and motivational letters, and lists of ESLP participants. To obtain more information about the programme, key informant interviews were conducted.

Key informant interviews

Key informant interviews were conducted with programme staff in UCT's Department of Student Affairs to gather additional information about the programme. Key informant interviews were conducted only with the staff in the Department of student Affairs and not with all stakeholders as identified in Table 1 because the staff in Department of Student Affairs plays an active role in implementing the ESLP. This means that they have more knowledge about how the programme operates than the other stakeholders who are not directly involved in implementing the programme. As such, programme staff in the Department of Student Affairs was in a better position to provide thorough and clear responses to the interviews.

During these interviews, the Programme Manager and Directors provided data on the content covered, the people involved; (participants, mentors and facilitators) the selection of participants, and the programme activities. The nature of data provided by the key informant interviews is shown in Table 5.

Table 5

The key Informant Interviews Used for the ESLP Formative Evaluation

Form of data	Data source	Times interviewed	Nature of data provided
Interviews	Programme manager	5	Programme content and activities
			Programme personnel
			Programme logistics
	Director of Student Development	1	ESLP organisational features
Director of Career Development	1	Programme stakeholders	

As presented in Table 5, the key informant interviews aimed to extract data from the programme staff. The type of data obtained included the programme content (activities and target audience), the personnel (mentors and facilitators) involved in the ESLP, and the programme's logistics (the length of the programme, housing and transportation issues). Information about the programme's organisational features and stakeholders was also obtained from the Key informant interviews conducted with the Directors of Student Development and Career Development. When gathering information about the programme, the evaluator conducted five key informant interviews with the programme manager, 1 with the Director of Student Development and 1 with the Director of UCT's Career Development Programme.

The programme manager was a key informant and much time was spent interviewing him as he was directly involved with the programme. As a key informant, the programme manager had more information about the programme components, the implementation process and the participants involved.

Primary data

Primary data, which was quantitative in nature, was obtained from the responses to the two surveys administered to programme participants. The two surveys included an online and a paper-based survey. The responses obtained from both surveys were useful in answering the implementation evaluation questions posed in the first chapter of this report. The survey responses also provided information on the ESLP sample.

The qualitative data were therefore analysed utilising content analysis and the quantitative data using descriptive statistics and analysis of variance. The survey responses, which were in quantitative, form provided information on the ESLP sample.

ESLP sample

In 2008, 2009 and 2010, two hundred and forty five participants completed the programme. After attempting to gather data from all 245 participants, the overall sample consisted of 105 respondents who completed the survey. This indicated a response rate of 43%. In order to increase the response rate, daily emails were sent out to 2008 and 2009 participants as reminders to complete the online survey. However, no feedback was received despite the effort taken to increase the sample. The sample demographics are illustrated in Table 6.

Table 6

ESLP Sample: Gender and Ethnic group

Variable	2008	2009	2010	Total	percentage
Gender					
Males	10	13	29	52	50%
Females	12	15	26	53	50%
Total	22	28	55	105	100%
Ethnic group					
Black	14	17	30	61	58%
Coloured	4	1	10	15	14%
White	3	4	7	14	13%
Indian	1	4	4	9	9%
Asian		1	1	2	2%
Not specified		1	3	4	4%
Total	22	28	55	105	100%

According to the demographics presented in Table 6, the overall sample consisted of mainly black participants (58%). Of the sample of aspiring student leaders, 50% were male; 50% female and 58% were from the black ethnic group. The 2010 group had the most number of black respondents (30) compared to 2008 which had the least number (14). The sample consisted of respondents from two age categories; 18-27 and 28-37. The sample also comprised of respondents from the first to the fifth year of study. This information is shown in Table 7.

Table 7

ESLP Sample: Age and Year of study

Variable	2008	2009	2010	Total	percentage
Age					
18-27	22	26	52	100	95%
28-37		2	3	5	5%
Total	22	28	55	105	100%
Year of study					
1 st			6	6	6%
2 nd	2	5	28	35	33%
3 rd	4	12	14	30	28%
4 th	10	9	6	25	24%
5 th	6	2	1	9	9%
Total	22	28	55	105	100%

The average age of the respondents was 22 years and 95% of them as shown in table 7 were between the ages of 18 and 27 years old. The majority of respondents (33%) were in their second

year of study and the least proportion of respondents (6%) was in the first year of study. In addition, respondents came from across six faculties as indicated in Table 8.

Table 8

ESLP Sample: Faculty Demographics

Variable	2008	2009	2010	Total	percentage
Faculty					
Humanities	3	5	13	21	20%
Commerce	10	7	17	34	32%
Science	3	8	7	18	17%
Health Sciences	2	3	4	9	9%
Law	1	1	3	5	5%
Engineering	3	4	11	18	17%
Total	22	28	55	105	100%

Table 8 shows that most respondents (32%) came from the Commerce faculty, followed by Science and Engineering (17%). The faculty of Law had the least respondents (5%) . In total, the 2010 group had the highest number of respondents (55) compared to the 2009 group which had 28 and the 2008 group with 22 respondents.

The ESLP sample also comprised of respondents who had demonstrated leadership ability by taking up leadership positions after completing the programme in 2008 and 2009. Even though this data constitutes information of a proximal outcome (taking up leadership positions), the evaluator felt it was necessary to obtain this information since she had access to the participants. The data obtained from the sample indicated that 74% of the respondents had assumed a leadership position compared to 14% who had not. Of the total respondents, 12% did not specify

whether they assumed a leadership position. Information about the leadership positions, which were assumed by the sample, is illustrated in Table 9.

Table 9

Leadership Positions Occupied by ESLP Respondents after Completing the Programme

Leadership Positions Occupied	% of Respondents
Executive Committee member	6%
Sub-Warden	12%
SHAWCO Committee Member	12%
Society Vice-Chair person	3%
Society Committee Member	15%
Class Representative	6%
Orientation Leader	3%
Society Logistics Manager	6%
AIESEC Vice President	6%
Faculty Network Facilitator	3%
House Committee Member	9%
Tutor	6%
SHACO Education President	3%
Faculty Council Representative	10%

Table 9 shows that most respondents (15%) became society members after participating in the programme. The Sub-Warden position was occupied by 12% of the respondents. Similarly, 12% of the respondents occupied the SHAWCO Committee position. The least leadership positions

occupied by the respondents were Society Vice-chair person, Orientation leader, and Faculty Network Facilitator and SHAWCO Education president.

Additionally, the sample consisted of respondents from various departments (see appendix 6). This information shows that most respondents (10%) were studying Finance and Accounting whereas (1%) were either studying English, Mathematics, Clinical laboratory Sciences or Drama. To obtain information on the departmental demographics presented in Appendix 6, a survey was developed for the implementation evaluation.

Measuring instrument for the implementation evaluation

In order to answer the evaluation questions about coverage, service delivery and organisational functions, two surveys were developed. The surveys targeted the programme participants who included emerging student leaders. These were identified to be the key informants whose experience with the programme provided them with information on coverage, service delivery and organisational functions (Rossi et al., 2004).

The two surveys consisted of a 2008 and 2009 online survey and a 2010 paper-based survey (see Appendix 7 and 8). The surveys differed in the type of questions asked pertaining to involvement in leadership positions. The online survey asked whether participants of the 2008 and 2009 programme took part in leadership positions after completing the programme whereas the paper-based survey asked whether participants of the 2010 programme planned to take part in leadership positions after completing the ESLP.

The surveys had 28 items each. Two scales were developed to inform evaluation questions on programme delivery, resources and involvement in leadership positions. The measures in both surveys used a five point likert scale, where 1 = Strongly Disagree; 2 = Disagree; 3 = Unsure; 4 = Agree; and 5 = Strongly Agree. The questions pertaining to involvement in leadership positions used a two-point response scale, with a yes and no option.

The participant surveys explored perceptions of the implementation issues and consisted of four sections. Section A of the surveys focused on how the programme was delivered. Section B focused on the programme's resources while section C posed questions about participant's involvement in leadership positions before and after attending the programme. Section D focused on participant's demographic information.

Analysis of Variance

In relation to questions pertaining to service delivery, the evaluator wanted to investigate whether there were any differences in the way 2008, 2009 and 2010 participants perceived the programme to be delivered. In order to achieve this, the evaluator conducted a one-way ANOVA to test to determine the perception differences in service delivery of the programme among the 3 groups of participants; 2008, 2009 and 2010. To assess whether or not the perceptions of service delivery for the programme differed significantly across the three groups, a 0.05 significance level was utilised.

Procedure for the implementation Evaluation

Before conducting the evaluation, the Commerce Faculty's Ethics in Research Committee approved all study procedures to ensure that ethical requirements for research were followed. A R500 Cavendish shopping voucher was included as an incentive for participants to take part in the survey. The two surveys were then administered. The 2008 and 2009 participants completed the online survey whereas the 2010 participants completed the paper-based survey. The evaluator accessed participants' emails from programme records in order to send out the online survey. The 2008 and 2009 participants were sent an email with a link to the survey. The email requested them to complete the online survey. The 2010 participants completed the paper-based survey at a leadership seminar held two weeks after they had completed the programme. They were notified ahead of time about when they would respond to the survey and that the data obtained would be used only for academic purposes.

The emerging student leaders were informed that taking part in the survey was voluntary and that there were no known risks associated with completing the survey (see cover letter in appendix 9). They were provided with a written consent informing them that taking part in the survey was voluntary and that they were free to withdraw from the survey at any time. The participants were assured that their participation and responses would be treated with confidentiality. To protect their anonymity and ensure confidentiality of data, the respondents were not asked to write their names on the survey so that the data gathered is not traceable to individual persons.

All participants completed the survey during August 2010. The participants completed the survey in 15 minutes and the evaluator collected the responses immediately. A period of two weeks was granted to the 2008 and 2009 participants to allow for completion of the online survey. The evaluator sent out a daily email as a reminder to the 2008 and 2009 participants to complete the online survey. After the two-week period, the evaluator closed the online survey.

In order to understand the information gathered, quantitative data was analysed using the Statistical Package for Social Sciences research (SPSS) version 18. To provide answers to the evaluation questions, descriptive statistics were used (Blanche, Durrheim & Painter 2006).

This chapter has discussed the methods and tools used to obtain information for the evaluation, including the scales that were developed and used. The following chapter provides the results obtained from the evaluation.

CHAPTER 3: RESULTS

The following chapter provides the results obtained from the ESLP evaluation. The results are presented in two parts namely: The ESLP in relation to established best practice and the ESLP implementation process.

ESLP components in relation to established best practice

The first evaluation question sought to establish whether the structure, organisational features and activities of the ESLP were aligned to best practices of effective SLDPs. The results for this evaluation question were reported through a comparison of the ESLP components in relation to establish best practices of effective SLDPs.

After reviewing the literature on established best practices of effective SLDPs, the evaluator analysed the ESLP and investigated whether the programme's components were aligned to established best practice. Table 10 shows a comparison of the established best practices of effective SLDPs in relation to the practices of the ESLP. The comparison attempts to illustrate whether the established best practices of comprehensive SLDPs apply to the structure, organisational features and activities of the ESLP.

Table 10

A Comparison of the ESLP Components in Relation to Established Best Practices

Best practice components	Best practice SLDPs	ESLP
Structure		
Duration: 8 weeks (within a semester) to 1 year	√	–
Integrated ongoing content	√	–
Organisational context features		
Academic component	√	√
Extra-curricular component	√	√
Academic home	√	√
Link between university's and programme's mission	√	√
Leadership for the programme	√	√
Activities		
Self-assessment	√	–
Reflection	√	√
Skills-building	√	–
Problem solving techniques	√	√
Intercultural issues	√	√
Community involvement	√	–
Experiential activities	√	–
Mentoring programmes	√	√
Capstone experience	√	√

As illustrated in Table 10 above, there is a large degree of alignment of ESLP elements with best practices. However, the programme's structure does not conform to established best practices. The table shows that all the ESLP organisational features are aligned with best practices of effective SLDPs. In addition, more than half the activities compare favorably with established

best practice. The table reveals that only six components namely; duration, integrated ongoing content, self-assessment, community involvement and experiential activities are not implemented in the ESLP.

Descriptive results for the implementation evaluation

Evaluation questions pertaining to coverage: Intended beneficiaries

The ESLP is targeted at emerging student leaders who have demonstrated leadership qualities by getting involved in leadership positions prior to taking part in the ESLP. This includes individuals who have been members of the student's council and societies and clubs, class representatives, house committee and faculty council representatives.

In order to answer the sub evaluation questions pertaining to coverage, participants were asked whether they were in a leadership position prior to participating in the programme. The results indicated that 61% of the respondents were in leadership positions whereas 35.2% were not in leadership positions prior to participating in the programme. Of the total respondents, 3.8% did not specify whether they were in a leadership prior to participating in the programme.

After indicating whether they were in a leadership position prior to taking part in the programme, participants were required to specify the leadership position that they occupied. These results are shown in Table 11.

Table 11

Leadership Positions Occupied Prior to Participating in the ESLP

Leadership position occupied	% of Respondents
Tutor	10%
Residence Mentor	5%
House Committee Representative	12%
Head student	8%
Faculty Mentor	5%
Magazine Editor	2%
Deputy Chair of Residence Council	2%
SHAWCO Representative	3%
Class Representative	10%
Youth group Chairperson	2 %
Society Treasure	8%
RAG Committee Representative	5%
RAG Executive Member	2%
Orientation Leader	2%
Society Chairperson	10%
Society Events Coordinator	8%
Secretary General of a Postgraduate Council	2%
Band Manager	2%
AIDS Community Educator	4%

Table 11 shows that most aspiring students leaders (12%) were House Committee Representatives. Of the total respondents, 10% were Tutors, 10% were Class Representatives

and 10% were Society Chairpersons prior to taking part in the ESLP. The demographics presented in Table 5 constitute the ESLP intended beneficiaries.

Another evaluation question pertaining to coverage was asked to determine the ESLP intended beneficiaries. This evaluation question asked participants who completed the programme in 2010 whether they planned to assume a leadership position after participating in the programme. The results to this evaluation question are indicated in Table 12 below.

Table 12

Participants Who Plan to Assume a Leadership Position After Taking Part in the ESLP

Response Category	N	% of respondents
Yes	50	90%
No	1	4%
Not specified	4	6%

The results in Table 12 show that a large proportion of the respondents indicated that they planned to assume a leadership position after taking part in the ESLP.

Additionally, participants were asked to specify which leadership position they planned to assume after completing the ESLP. Table 13 shows these results.

Table 13

Leadership Positions that Participants Plan to Assume After Completing the ESLP

Leadership positions occupied	% of Respondents
RAG Committee Representative	2%
Sponsorship Organiser	2%
Sub-Warden	10%
RAG project manager	5%
Faculty Council Representative	27%
Society Committee Representative	12%
SRC Representative	5%
SHAWCO Representative	7%
House Committee Member	7%
President of Golden Key Society	3%
Community Leader	2%
Society Chairperson	2%
Vice-Chairperson of RAG	5%
Executive Member of RAG	7%
Team Leader	3%

The ESLP is targeted at students who are interested in taking up leadership positions after completing the programme. As seen in Table 13, respondents demonstrated that they were interested in leadership roles by indicating which position they planned to assume after taking part in the ESLP. According to the responses, the majority of the respondents (27%) planned to assume the Faculty Council Representative position, whereas 12% planned to become Society Committee Representatives. Of the total respondents, 10% planned to become Sub-Wardens.

Evaluation questions pertaining to Service delivery

Marketing and advertising approach

The evaluation question concerning the marketing approach asked participants to indicate whether the approach to marketing the ESLP was successful. According to the responses obtained, 65.7% perceived the marketing approach to be successful (17.1% strongly agreed and 48.6 % agreed). 18.1% neither agreed nor disagreed. Of the total respondents, 16.2% rated the marketing approach as unsuccessful but they did not state reasons for this rating.

Visibility of ESLP posters

The evaluation question about the visibility of ESLP posters required respondents to indicate whether the posters were visible on the university's notice boards. These results are shown in the Table 14.

Table 14

Responses to Whether the ESLP Posters Were Visible.

Response Category	% of respondents
Agree	54%
Neither Agree nor Disagree	16.2%
Disagree	31.5%

As shown in Table 14, only half of the respondents (54%) responded positively. Of the total respondents, 47.7% were undecided (neither agreed nor disagreed) or disagreed.

Applying for the programme

In response to the evaluation question pertaining to applying for the ESLP, 61.9% of the respondents indicated that they applied for the programme after reading a poster compared to 26.6% who specified that they did not apply for the programme after reading a poster. The rest of the respondents chose not to comment.

When asked to indicate whether they applied for the ESLP after hearing about it from a friend, 60.9% of the respondents indicated that they did not apply for the ESLP after hearing about it from a friend. However, 24.7% specified that they applied for the programme after hearing about it from a friend. Of the total respondents, 14.3% did not comment on this issue.

Programme content

In response to the evaluation question regarding the programme content, a large portion of the respondents (98.6%) specified that the content of the programme was aligned with its aims and objectives, whereas 1.4% indicated that the content of the programme was not aligned with its aims and objectives.

Time allocation

Participants were asked to indicate whether sufficient time was allocated for the seminars. The results showed that 54.3% neither agreed nor disagreed that sufficient time was allocated to the seminars. Of the respondents, 18 % disagreed whereas 27.7% agreed.

Group discussions

The aspiring student leaders were required to rate how valuable the group discussions were in helping them to understand the leadership theories covered during the seminars. These results are displayed in Table 15.

Table 15

Responses to Whether the Group Discussions Were Valuable.

Response Category	% of respondents
Strongly agree	50.5%
Agree	32.4%
Neither agree nor disagree	11.5%
Disagree	5%

As shown in table 15, a large proportion of respondents 83% (50.5% strongly agreed and 32.4% agreed) rated the group discussions as valuable compared to 5% who disagreed.

Group assignment and instructions

The emerging student leaders were asked to rate whether the group assignment was manageable in the time given for completion. Of the total respondents, 66.5% indicated that the group assignment was manageable in the time given for completion. Results indicated that 20% of the participants neither agreed nor disagreed whereas 13.4% felt that the group assignment was not manageable in the time given for completion.

Additionally, the majority of the respondents (71.5%) indicated that the instructions for the group assignment were explained clearly. However, 9.5% of the respondents disagreed and 19% of the respondents neither agreed nor disagreed.

Facilitator competencies

Language

In response to the evaluation question concerning the facilitator's language, 94.3% of the participants felt that the facilitators were easy to understand whereas 3.7% neither agreed nor disagreed. Only 2% of the respondents felt the facilitators were not easy to understand.

Ability to explain concepts well

Results showed that 93.3% of the respondents felt the facilitators explained concepts well compared to 6.7% who neither agreed nor disagreed.

Knowledge of the subject area

With regard to subject knowledge, 87.6% of the respondents acknowledged (40% agreed and 47.6% strongly agreed) that the facilitators demonstrated thorough knowledge of the topics, whereas 12.4% neither agreed nor disagreed.

Ability to foster a comfortable environment

Results revealed that a large proportion of the respondents (94.3%) felt that the facilitators fostered an environment where participants felt comfortable about asking questions. Only 1.9% felt otherwise and 3.8% neither agreed nor disagreed. In general, respondents rated the facilitators to be skilled at delivering the programme.

Number of facilitators

According to the result, 85.7% of the respondents thought (50.5% agreed and 35.2% strongly agreed) that the number of facilitators was sufficient. The results revealed that 5.7% disagreed that the number of facilitators was sufficient and 8.6% neither agreed nor disagreed.

Number of mentors

Results revealed that a large proportion of the respondents (84.7%) felt that the number of mentors was sufficient. Only 8.6% felt otherwise and 6.7% neither agreed nor disagreed.

Mentor competencies

Ability to help participants understand the content

In response to the evaluation question regarding the mentors' capability, participants were asked to indicate whether their mentor helped them to understand the leadership theories taught during the seminars. These results are indicated in Table 16.

Table 16

Responses to Whether the Mentors Were Helpful.

Response Category	% of respondents
Strongly agree	14.3%
Agree	31.8%
Neither agree nor disagree	23.8%
Disagree	23.8%

As indicated in table 16, half of the respondents (54%) rated their mentor to be helpful (14.3% strongly agreed and 31.8% agreed) whereas the other half were either undecided (neither agreed nor disagree) or disagreed completely.

Participants' perceptions of service delivery

In relation to questions pertaining to service delivery, the evaluator wanted to investigate whether there were any differences in the way 2008, 2009 and 2010 participants perceived the programme to be delivered. In order to do this, the evaluator followed two steps. Firstly, Levene's test (Pallant, 2001) for homogeneity of variances was conducted to test whether the variance in scores for the perceptions of service delivery was the same for all three groups namely the 2008, 2009 and 2010 groups. The results revealed that $p = 0.074$, which meant that the homogeneity of variance assumption was not violated. The next step involved using a one-way ANOVA to test for perception differences in service delivery of the programme among the three groups of participants; 2008, 2009 and 2010. The results indicated that perceptions of service delivery for the programme to be delivered did not differ significantly across the three groups, $F(2,103) = 0.421$, $p = 0.658$. These results are illustrated in the Table 17.

Table 17

Perception Differences in the Programme's Service Delivery Among the Three Groups

	Sum of squares	df	mean Sq	F	Sig
Between groups:	0.106	2	0.053	0.421	0.658
Within groups:	12.712	103	0.126		
Totals	12.818	105			

Table 17 shows that $p=0.658$, which means that there is no significant difference in the perceptions of the programme's service delivery. The between groups category consists of participants from the 2008, 2009 and 2010 groups whereas the within groups category consists of participants from 2008 and 2009, 2008 and 2010 and 2009 and 2010.

Evaluation questions pertaining to organisational functions

Provision of necessary technology

In response to the evaluation question relating to provision of necessary technology, 73.4% of the respondents acknowledged (42.9% agreed and 30.5% strongly agreed) that the programme staff provided the necessary technology to aid the group presentations. Of the total respondents, 18.1% neither agreed nor disagreed and 8.6% specified that the programme staff did not provide the necessary technology to aid the group presentations.

Access to academic resources

The results revealed that 71% of the respondents felt that the programme staff made academic resources accessible to aid the completion of the group written assignment. Twenty percent of the respondents neither agreed nor disagreed and 9 % thought otherwise.

Programme delivery

When asked whether the programme was delivered according to schedule, 85.7% of the respondents indicated that the programme was delivered according to schedule whereas 3.8% disagreed. Of the total respondents, 10.5% neither agreed nor disagreed.

Participants' perceptions of the programme's resources.

In relation to evaluation questions pertaining to the programme's resources, the evaluator wanted to investigate whether there were any differences in the way 2008, 2009 and 2010 participants perceived the programme resources to be provided. In order to do this, the evaluator followed two steps. Firstly, Levene's test for homogeneity of variances was conducted to test whether the variance in scores for the perceptions of the programme's resources was the same all three groups namely 2008, 2009 and 2010 groups. The results revealed that $p = 0.971$, which meant that the homogeneity of variance assumption was not violated. The next step involved using a one-way ANOVA to test for perception differences in the way programme resources were provided among the three groups of participants; 2008, 2009 and 2010. Perceptions of the way programme's resources were provided did not differ significantly across the three groups, $F(2,103) = 0.787$, $p = 0.458$. These results are illustrated in the table 18.

Table 18

Perception Differences in the Programme's Resources Among the Three Groups

	Sum of squares	df	mean Sq	F	Sig
Between groups	0.566	2	0.283	0.787	0.458
Within groups	36.718	103	0.360		
Totals	37.285	105			

Table 18 shows that $p=0.458$ which means that there is no significant difference in the perceptions of the programme's resources. The between groups category consists of participants from the 2008, 2009 and 2010 groups. The Within groups category consists of participants from 2008 and 2009, 2008 and 2010 and 2009 and 2010.

This chapter presented the findings obtained from the evaluation of the ESLP. The following chapter presents a discussion of these findings, to establish whether the programme is aligned to established best practices and whether it was implemented as intended.

CHAPTER 4: DISCUSSION AND RECOMMENDATIONS

This section will discuss the results of the evaluation and propose strategies that could be adopted to improve some aspects of the programme. The first part of the evaluation will discuss the components of the ESLP in relation to established best practice literature and the second part will discuss the results obtained from the implementation evaluation.

In general, findings obtained from research that examines best practices of compressive SLDPs, indicate that successful programmes are those, which conform to best practice elements as presented in the literature.

Discussion of theory evaluation results

Structure that contributes to a successful SLDP: *programme lasts for eight weeks to a year*

When comparing the structure of the ESLP with established best practice, the results suggest that effective SLDPs are usually conducted for a longer period than one week, for example from eight weeks to a year (Boston College, 2010; Buffalo State University, 2010; Columbia University, 2010; Emory University, 2010; Indiana University, 2010; Springfield College, 2010). The ESLP is structured as a 1-week programme that begins at 9:00am and ends at 16:30p.m each day during the week. This shows that in relation to established best practice, the ESLP structure is shorter than best practice examples. The structure of the programme is important as it dictates the depth of the programme and breadth of skills training that can take place. In programmes that span longer periods, one is able to structure training that allows for more time to engage in action learning activities and create greater opportunities for reflection. This latter process is important in leadership development as training leaders involves the difficult endeavour of behaviour and attitude change and not just knowledge acquisition. Emerging leaders thus need to work with more established leaders to learn some of the skills required to be effective in the roles to which they aspire. There is no quick fix to building leadership capabilities and hence it makes sense that good leadership development initiatives take time.

This evaluation result that the programme could span over a longer period was further reinforced by findings that suggest participants felt that not enough time was allocated for the seminars. During the programme, the evaluator observed that too much information was addressed in a short space of time. Participants acknowledged that the time for the seminars was not enough to absorb and apply all the material presented. This is attributed to the fact that the programme is delivered in a short period and as such, there is not enough time for participants to engage with the content and utilise the acquired knowledge.

Recommendation 1a

The evaluator proposes that programme staff perhaps explore possibilities for lengthening the programme to allow for a more integrated learning experience. Changing the time frame could allow some training to take place then give emerging leaders an opportunity to engage in leadership roles or take part in community activities and then come back to training at a later time. As such, emerging student leaders will be able to use this experience to reflect on how well they did and what more needs to be learned. This experience will enable emerging leaders to continuously use their acquired knowledge in applied settings.

Recommendation 1b

Besides lengthening the programme, programme staff may consider lengthening the seminars such that there is enough time for participants to take in all the information and have the opportunity to apply newly acquired skills and diversity knowledge to leadership roles. It is important to ensure that there is sufficient time and opportunity to practice newly acquired knowledge and skills within the job setting as this increases transfer of learning (Köster, 2002). By ensuring effective transfer of learning, the objectives of the programme will be met (Köster, 2002).

Conducting the programme over a longer period will allow for a comprehensive SLDP in which there are more opportunities to develop ongoing learning content and hence transfer acquired knowledge to different environments. Transfer of learning is understood as the continuous

application of the learning acquired from formal training back to the workplace (Jackson & Bushe 2006; Nikandarou, Brini & Bereri, 2009; Noe, 2005). If recommendation one is considered, there will be greater opportunities for aspiring student leaders to exercise their competencies in various roles, hence increasing the likelihood for transfer of learning to happen. Below is a figure depicting how this could be structured using the example of skills such as managing a meeting and delegation.

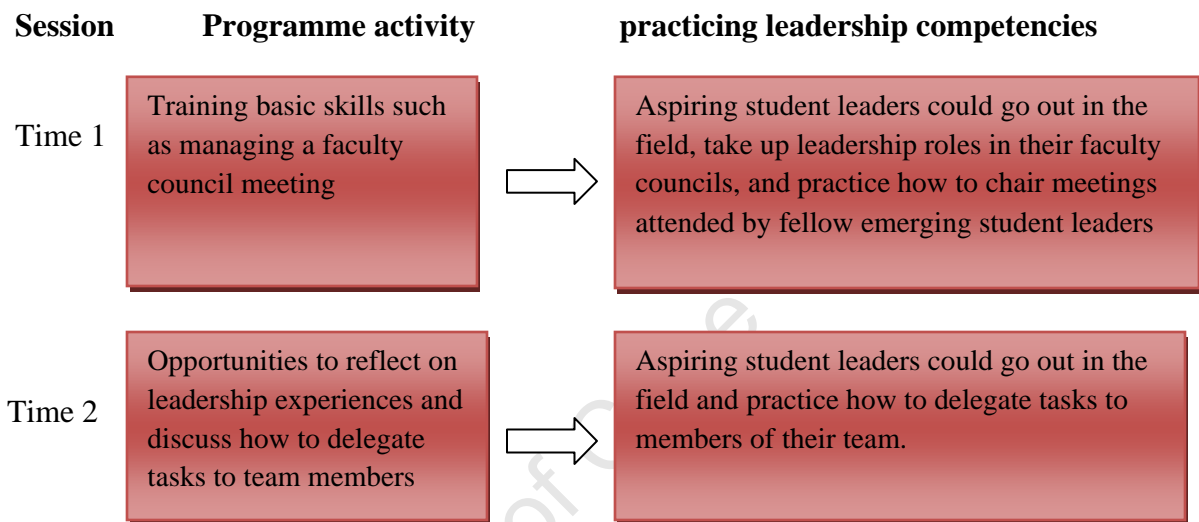


Figure 5. An example of how the ESLP could be structured to facilitate training transfer.

ESLP organisational context features and activities

A link between University’s mission and programme’s mission

The data obtained from the programme records suggests that there is a link between UCT’s mission and that of the ESLP. An established best practice component of effective SLDPs is that there is a link between the university’s mission and the programme’s mission (Zimmerman-Oster & Burckhardt, 2000). A key objective of the ESLP is to contribute to the university’s mission of “producing well-rounded graduates able to face the challenges of an inter-connected modern

society” (Department of Student Affairs, 2008, p.1). As such, the programme seeks to enhance the leadership skills and capacity of aspiring student leaders such that when they graduate from university, they are well prepared to take up leadership positions in all sectors of society. This evidence suggests that the ESLP conforms to best practice and as such, the organisational context of the programme is in line with the literatures on best practice literature.

Academic component and capstone experience

High quality SLDPs consist of an academic component and equip participants with a capstone experience (Zimmerman-Oster & Burckhardt, 2000). The academic component of the ESLP entails students learning material on leadership and producing a written paper on a leadership topic covered during the seminars (Goliath, E. personal communication, September 15, 2010). This group paper forms part of the programme’s capstone experience in which participants combine all the material that they have learned throughout the week and apply the knowledge to a particular leadership area. (Department of Student Affairs, 2010). This activity presents evidence that the programme is aligned to best practice.

Extra-curricular component and community service

The extra-curricular aspect involves mentors leading by example through facilitating workshops on community service initiatives that they have undertaken after completing the programme. The evaluator observed that through these workshops, mentors encouraged the participants to get involved in community service projects. While the ESLP extra-curricular component is promoted by the fact that mentors lead by example through sharing their experiences in previous community involvement, the time for participants to get involved in community service initiatives is limited. Therefore, if recommendation one is considered, programme staff will create an effective programme in which participants have sufficient time to engage in practicing leadership in various out-of-class initiatives in the community (Eich, 2008). As a result, the extra-curricular component of the ESLP will benefit the participants largely when they are out in the field.

An academic home

According to Goliath, E. (personal communication, September 15, 2010), the ESLP has an academic home in which it is situated. A best practice element of effective SLDPs is that the programme has an academic home under the Student Affairs Department, which manages and supports the administrative aspects of the programme (Zimmerman-Oster & Burckhardt, 2000). During the key informant interviews conducted with programme staff within UCT's Department of Student Affairs, it was established that the ESLP is housed under Student Governance, which is a division of UCT's Department of Student Affairs. This division is responsible for implementing and administering leadership development programmes such as the ESLP. This implies that Student Governance is responsible for all the operations concerning the ESLP and as such serves as a home for the programme. In this regard, the programme conforms to best practice.

Leadership for the programme

According to best practice literature, strong leadership for the programme is a key component for effective SLDPs (Zimmerman-Oster & Burckhardt, 2000). Strong leadership in this context means having programme staff that occupies managerial positions in the Student Affairs Department. This also means that there is a sufficient number of programme staff who are qualified to lead the programme activities, even though this number is not specified by established best practice literature. Data provided by the key informant interview conducted with the director of Student Affairs indicated that the administrative staff of the ESLP is experienced in the area of student leadership (Goliath, E. personal communication, September 15 2010). The evaluator was informed that the programme staff had more than five years experience in student governance. For this reason, the ESLP has a strong leadership team to deliver the programme and as such, the leadership element of the programme conforms to best practice.

Self-assessment and reflection activities

As indicated by the results, there is a degree of reflection within the ESLP. However, programme staff may want to consider including a greater level of self-assessment in the programme. A comprehensive SLDP allows participants to engage in self-assessment and reflection activities (Eich, 2008; Zimmerman-Oster & Burckhardt 2000). The second stage of Kolb's learning cycle requires learners to engage in reflection in order for effective learning to be achieved (Fry, Ketteridge & Marshall, 1999; Truelove, 2006). Reflection allows the learner to generalise their experiences as well as understand the context in which these experiences happen (Fry et al., 1999). The level of reflection in the ESLP could be enhanced through action learning, whereby emerging student leaders learn by doing (Revans, 1997). Action learning in this context entails participants using their knowledge in an applied setting, thus learning through experience. This will enable them to think about the leadership positions that they are involved in and what they can do to become better student leaders.

At the end of each seminar, ESLP participants take part in a verbal reflective exercise within their groups to think about the content addressed by the facilitators (Department of Student Affairs, 2008). This exercise demonstrates that there is space for reflection during the programme but participants do not get the opportunity to engage in self-assessment practices such as journal writing.

Journal writing activities are generally included in comprehensive SLDPs as a way for students to reflect on the main leadership experiences encountered in their learning (Cacioppe, 1998; Eich, 2008; Zimmerman-Oster & Burckhardt, 2000). Through written journals, participants are able to record their progress throughout their period of study (Coughlan, 2008; Huotari, 2010). This exercise is a powerful tool to encourage self-reflection because it creates an opportunity for the learner to think about the way they learn and how they could use their skills in order to improve (Huotari, 2010). Through journal writing, one can evaluate what they have or have not learned and what they should study more. This gives them a chance to discover the strategies and processes that work well for them hence empowering them to apply their learning better. The

fact that self-assessment through journal writing does not happen in the programme could limit the level of reflection for ESLP participants.

Recommendation 2

In order to increase the opportunities for self-reflection, programme staff may choose to consider providing participants with more opportunities to build self-awareness by using self-assessment activities such as journal writing (Cacioppe, 1998; Coughlan, 2008; Zimmerman-Oster & Burckhardt, 2000). This technique could be incorporated into the programme design to form part of the ESLP activities. This could be structured in such a way that participants spend 10-30 minutes every week, writing down findings, experiences and other thoughts concerning their leadership experience in a journal or a learning diary (Huotari, 2010). As such, emerging student leaders will be encouraged to ask questions such as what is working well for me and what could be improved? Another advantage of using a learning diary is that it gives information about the progress of one's learning and helps them to recognize their strengths and weaknesses (Coughlan, 2008; Huotari, 2010). Therefore, if learning diaries are used to increase the level of reflection, aspiring student leaders will be able to evaluate what skills they have applied and what other skills they need to utilize in order for them to be effective in their leadership positions.

Skills building

Skills building is a key component of effective SLDPs (Zimmerman-Oster & Burckhardt, 2000; ALE, 2007). The ESLP focuses more on knowledge building through seminars and group written assignments and not so much on skills building. This is related to the fact that the programme duration is too short for any real skills building to happen. Another reason is that the programme is not set up in a way to facilitate leadership development once the individual is actually in a leadership role. Skills building is an important element as it entails developing competencies such as decision-making, critical thinking, problem solving, interpersonal and communication skills and group facilitation skills. These competencies constitute a set of skills that a student leader needs in order to perform their job effectively in the university community. Therefore, it

would be useful for programme staff to enhance the skills building aspect in the programme design.

Recommendation 3

To ensure that real skills building happens, programme staff may consider equipping emerging student leaders with skills such as delegation, creative thinking, managing meetings and conflict resolution. These skills can be integrated into the training by conducting activities in which learning techniques such as role-plays, simulations and case studies are used to enhance learning. This will facilitate leadership development by equipping participants with leadership skills and competencies. However, this can only happen if recommendation one is taken up by the programme staff. Table 19 below shows the skills, which could be developed, and the learning methods that may be used.

Table 19

Competencies that could be Developed for Real Skills Building to Occur.

Skill	learning method
Managing meetings	role-playing formal student society meetings
Delegation	group work assignment with rotating project leader
Creative thinking	group exercises on innovative student leadership strategies
Conflict management	case scenarios on student related conflicts

The proposed skills in Table 19 can be integrated into the training by conducting activities in which learning techniques such as role-plays, group work and case scenarios are used to enhance learning.

Problem solving techniques

Learning problem solving techniques is an important component of effective SLDPs (Zimmerman-Oster & Burckhardt, 2000). During the programme, the evaluator observed that facilitators used case scenarios to help equip participants with problem solving techniques.

Robinson (2009) states that engaging with case scenarios is a good method for presenting problem solving and critical thinking. During the leadership seminars, participants are presented with scenario exercises on real life situations that happened in the workplace. Some examples of case scenarios that have been presented to participants include:

- a) *“You are an employee of a reputable company and you have children at an after care center. After care closes at 5p.m and the firm you work for has a strategic meeting everyday at 5 o’clock.” What are you going to do about this?*
- b) *Another example is that “you are a senior manager in your company and a junior member of staff flirts with you in an attempt to get a promotion. What do you do in this case?”*

When using case scenarios “participants are asked to analyse the situation, consider the alternatives available and make recommendations as to what should be done” (Cacioppe, 1998, p.50). Facilitators ask participants to work in their groups and provide solutions to the scenario questions presented above. The examples presented demonstrate that the problem solving technique component is exercised in the ESLP, hence proving that the ESLP is aligned to established best practice. These examples are useful in helping participants to engage in critical thinking exercises but they are not being related to a university student leader context.

Recommendation 4

Facilitators may consider using case scenarios that are more directly relevant to the university student leader context as opposed to corporate context examples. This will enable student leaders to relate real life situations to the student leader experience and as a result, help them to find solutions that apply to the student leader perspective.

Intercultural issues

The results show that intercultural issues such as gender, race and ethnicity are addressed in the programme. According to best practice literature, intercultural aspects form a major component of comprehensive SLDPs (Zimmerman-Oster & Burckhardt, 2000; Robinson, 2009). These issues are addressed in the ESLP through the Leadership and Diversity seminar hence reinforcing that the programme matches a best practice component. Diversity training helps programme participants to develop tools that enable them to interact effectively with others through cross cultural understanding, intercultural communication, developing facilitation skills and improving personal flexibility and adaptability to diverse situations (Treven & Treven, 2007). During the seminar, the facilitator addresses issues such as gender, race, class and ethnicity and explains how these issues affect leadership. The facilitator uses case scenarios to increase participants' awareness, acceptance and understanding of these issues. To increase the effectiveness of case scenarios in helping participants understand intercultural issues from a student leader perspective, recommendation one needs to be considered.

Experiential activities

The findings reveal that experiential activities such as retreats and teambuilding courses are not present in the ESLP. Another best practice element of effective SLDPs is that participants engage in experiential activities (Eich, 2008; Zimmerman-Oster & Burckhardt, 2000). This is one of the areas in which the programme falls short and is attributed to the fact that the programme is conducted for one week as opposed to an average of 8 weeks (refer to Table 10). However, if recommendation one is taken up, emerging student leaders will have a chance to engage in experiential activities in order to enhance their leadership skills.

Mentoring programmes

Information from the programme documentation indicates that a mentoring component is implemented in the ESLP (Department of Student Affairs, 2010). This is in line with established best practice. Each group of emerging student leaders is allocated a mentor to guide them during the programme. The mentor is an experienced student leader who has previously completed the

ESLP. The mentors contribute to increasing participants' knowledge on leadership theories and self-awareness by sharing their student leadership experiences (Department of Student Affairs, 2008). The mentors also facilitate group discussions during which they explain the challenges faced whilst they were in leadership and how they managed to overcome those challenges. With the use of personal experiences, participants learn what to expect when they take up leadership positions and how to solve the problems that they will encounter.

The theory aspect of the evaluation has analysed and discussed the results of the ESLP in terms of structure, organisational features and activities. The implementation evaluation will analyse and discuss the results of the programme in terms of coverage, service delivery and organisational functions.

Discussion of implementation evaluation

Coverage: Intended beneficiaries

The analysis of the demographical data shows that the programme is reaching the intended target audience. The success of the programme in reaching the intended beneficiaries is achieved through using effective marketing and advertising techniques. The use of posters and the university's website to market the ESLP enabled the programme staff to reach the intended target population. In addition, the ESLP posters were effective in targeting the potential student leaders. As such, the programme managed to attract aspiring student leaders to the programme.

Marketing and advertising approach

The findings presented in this evaluation report indicate that the approach to marketing and advertising of the programme was successful. This is reflected in the programmes ability to make information about the ESLP widely accessible and available to students and educating them about the importance of participating in the ESLP. According to Mascia (2010), posters are an effective channel for advertising. As an advertising tool, they are more credible to the public such as a campus community because they appear in public places and are more accessible,

compared to other forms of advertising (Mascia, 2010). Based on the key informant interviews held with the programme manager, it was established that the programme attracted approximately 120 applicants every year, since 2008. This demonstrates the benefit of using poster advertising and shows that as a marketing tool, posters were effective in marketing the services that the ESLP had to offer and getting the emerging leaders to participate.

However, findings from this evaluation indicated that only half of the respondents perceived the posters to be visible on the university notice boards. This implies that the places in which the posters were placed hindered their ability to capture the attention of the target audience. It is possible that the ESLP posters were placed on notice boards, which were already occupied by other posters, or notice boards, that were not regularly checked by students, such that half of the target audience did not see them. Marcia (2010) explains that placing posters in places where your target audience is able to see guarantees that they will be looking at them.

Recommendation 5

Programme staff may choose to place electronic based posters on the student online learning system so that students who are interested in applying to take part in the ESLP can easily see the poster when they log on to the system. Another suggestion that programme staff may want to consider is using pop up messages on student IT systems to alert them about the ESLP. Besides ensuring that posters are placed where the target audience is able to see, it is important for programme staff to communicate the selection criteria in the posters, since there is no reference to selection of intended beneficiaries (refer to Appendix 1). This will make it clear for the target audience to know how they will be selected on to the programme. Thus, the evaluator suggests that reference to selection criteria in the posters be addressed.

The results presented revealed that most respondents did not apply for the ESLP after hearing about it from a friend. It is probable that the ESLP respondents who did not hear about the ESLP from a friend, applied for the programme after reading about it from the university's online newspaper, since this is another advertising tool used by the university to market the ESLP. This demonstrates the programme's ability to use a combination of advertising tools such as poster and newspaper adverts to reach the target audience.

Recommendation 6

Besides using posters and the university website to advertise the ESLP, It would be useful for programme staff to use the university radio station (104.5fm) in future to broadcast the ESLP to the student body. The university radio station will add to the existing multi-media resources in reaching the wider university community and as a result, target aspiring student leaders hence attracting them to the programme.

Programme content

The evaluation findings indicate that respondents perceived the content of the programme to be aligned with its aims and objectives. The programme objectives aim to develop “critical competencies in leaders, such as the capacity to solve problems and to transmit the organisation’s strategy and values” (Landy & Conte, 2004, p. 325). The ability of the programme to align the content to its aims and objectives implies that the content was linked to the aims and objective, which means the programme, did not deviate from the leadership focus. Therefore, the programme succeeded in delivering what was planned.

The programme’s participative environment

The evaluation findings revealed that participants reported group discussions to be valuable in helping them to understand the theories covered during the seminars. A group discussion is “a method that may be used by a trainer to create a learning situation where attitudes and opinions are sought and examined” (Truelove, 2006, p.150). The group discussion process entails the use of a participative environment in which the sharing of experiences and the introduction and development of ideas is encouraged (Truelove, 2006). This suggests that a participative environment enables participants to get involved in thinking, listening and speaking, hence facilitating better understanding of the content and ideas presented (Meyer, 2004). The fact that the instructions for the group assignment were explained clearly, what was expected of the participants demonstrates that participants were provided with clear guidelines on how to do the group assignment. This implies that participants were able to perform their tasks effectively because they knew what was required of them. The programme’s ability to create a participative

environment and provide clear group assignment instructions shows that the programme was successful in creating a learning environment that was understandable to the participants.

Facilitator Competencies

Communication skills

The evaluation findings show that the respondents rated the facilitators positively. Facilitation “involves utilizing all one’s abilities and available resources in order to provide the best access to knowledge and skills that the programme is designed to impart” (Goad, 1997, p.22). The quality of facilitation is affected by how competent, experienced and prepared the trainer is when delivering the training (Truelove, 2006). For this reason, it is imperative that facilitators make use of their knowledge and skills in order to achieve effective learning.

The positive results reported about the facilitators demonstrate that the presenters effectively used their abilities during the seminars to teach the emerging student leaders. The respondents specified that the facilitators were easy to understand and that they explained the concepts well. Meyer (2004) points out that a good facilitator is one who communicates clearly. This involves speaking clearly, so that everyone can understand them; providing adequate information to the group; reporting ideas accurately and objectively and being direct and straightforward in their communication (Meyer, 2004). The ESLP facilitators demonstrated that they possessed communication skills, which enabled them to explain concepts well in a manner that was understandable to the participants. This explains why the facilitators were positively rated by the respondents.

Knowledge of the subject

As presented in the findings, the ESLP facilitators demonstrated thorough knowledge of the topics. A key element in effective facilitation is to prepare content prior to delivering the programme (Meyer, 2004). Preparing the content involves reading through the session notes and other documents prior to the session and taking all the material to the session. This enables the facilitator to be knowledgeable about the topic. One of the roles that need to be filled by a facilitator is that of a “subject matter expert” (Goad, 1997, p. 24). This entails learning all that there is about the subject of the training, such that one knows the content (Goad, 1997). One of

the roles of a facilitator is to provide the information and resources for the group to function effectively (Truelove, 2006). The positive findings suggest that facilitators learned about the content of the programme prior to presenting on the topics, hence were knowledgeable and well prepared to conduct the seminars.

Openness

The findings indicate that a large proportion of the respondents (94.3%) felt that the ESLP facilitators fostered an environment in which participants felt comfortable about asking questions. A good facilitator embraces the principle of openness by welcoming ideas from all people, no matter how wild or unrealistic the ideas may seem (Meyer, 2004). The open attitude expressed by the facilitators implies that as instructors, they were effective in creating an environment in which information was openly shared, hence providing a platform for emerging leaders to express themselves freely by presenting different perspectives.

Programme schedule

Respondents specified that the programme was delivered according to schedule. The success of the programme's ability to deliver the services according to plan demonstrates that it was well organised in administering the training sessions despite the fact that not enough time was allocated to the seminars.

Mentor capabilities

The evaluation findings show that the mentors were able to help the participants understand the leadership theories taught during the seminars. The ability to teach and clarify ideas is an important skill that an effective mentor should have (Clutterbuck, 2004). The fact that participants specified that the mentors were able to help them understand suggests that the mentors were well prepared for their mentoring role. This demonstrates the programme's ability to equip their staff with the necessary competencies needed to provide effective services.

Programme personnel

Rossi et al. (2004) note that programme resources not only include funding but administrative personnel. The evaluation findings indicate that the number of the facilitators and mentors was sufficient. This finding is consistent with Rossi et al's (2004) school of thought who state that the "programme's resources should be sufficient to attain the intended goals and objectives" (p. 159). The data obtained from the key informant interview conducted with the director of student affairs indicated that there is a sufficient number of programme staff to run the ESLP. Thus, the fact that the ESLP staff is sufficient to deliver the programme services implies that the programme is adequately resourced to achieve the desired goals and objectives.

Recommendation 7

One of the issues noted earlier in the introduction is that the programme manager solely selects candidates who apply to be selected onto the ESLP. To make the selection process more objective, it would be useful for the programme staff to invite a panel of stakeholders to do the selection of emerging student leaders. This will increase the number of personnel of the recruitment team hence making the selection process more objective.

Perceptions of service delivery and programme's resources

The evaluation findings revealed that there were no significant differences in the perception of service delivery and programme resources among the 3 groups of respondents: 2008, 2009 and 2010. This shows that the ESLP was delivered consistently over the years. Therefore, it is necessary to maintain the consistent manner in which the programme is delivered to ensure that participants get the same services across the year.

Programme's resources

The results indicate that the programme staff provided the necessary technology to aid the group presentations. The evaluator observed that the technology provided by the programme staff consisted of an overhead projector and a microphone. Goad (1997) indicates that audiovisual aids such as overhead projectors reinforce and further the learning process. The provision of

necessary technology enhanced the participant's learning process and enabled them to conduct their group presentations effectively. As shown by the results, the programme staff also made academic resources accessible to aid the completion of the group written assignment. This demonstrates that the programme was well resourced and organised in administering its activities, therefore ensured that the necessary academic material was available to assist participants in completing their group written assignment.

Overall, findings from this evaluation indicate that the ESLP organisational features and activities compare favorably with the literature on established best practice. In terms of the implementation aspect, results revealed that the programme is targeted at the intended beneficiaries who comprise of potential student leaders interested in occupying leadership positions or have demonstrated that they can lead, through past leadership experience. Overall, the programme was positively rated in terms of service delivery and organisational functions. This demonstrates that the programme was delivered as intended and as such, it should continue to be implemented.

LIMITATIONS TO THE EVALUATION

Since the ESLP has been running for three years, the evaluator was limited in the type of evaluation that she could conduct. A formative evaluation was appropriate for the programme at this stage. Even though the evaluator was interested in knowing how many students were involved in leadership positions after participating in the ESLP, she could not conclude that participants occupied these positions because of taking part in the programme.

Another limitation was that it was not possible to obtain information from all beneficiaries because some of them could not be contacted. This is attributed to the fact that some of the 2008 and 2009 participants graduated from the university and as such, their university email accounts were no longer active. Unfortunately, the evaluator did not have access to their personal contact details. As a result, the evaluator was unable to obtain data from the participants. This hindered the evaluator's efforts to increase the sample size.

Recommendation 8

In light of the above, the evaluator proposes that programme staff consider keeping an alumni list so that they can track participants who have previously completed the ESLP and contact them when the need arises.

CONTRIBUTION TO RESEARCH

While SLDPs are implemented in some universities in South Africa, there are currently no evaluations published on them. This formative evaluation has contributed knowledge at this level. Since the ESLP has been running for two years, no formal evaluations have been conducted except for the smile sheets handed out at the end of the programme to obtain information on participants' perceptions of the programme. Thus, this serves to be the first formal evaluation to be conducted on the ESLP. This evaluation has provided essential information on some of the theory and implementation aspects of the ESLP and given feedback about how the programme could be improved to be successful. The objectives of this formative evaluation as explained earlier were to investigate whether the structure, organisational features

and activities of the ESLP matched established best practices of effective SLDPs. In addition, the evaluation investigated whether the ESLP was delivered as intended. This has been achieved through this report which shows that the evaluation has indeed a theoretical and practical contribution.

IN CONCLUSION

The theory aspect of this formative evaluation investigated whether the ESLP components were aligned to established best practice. The implementation part investigated whether the programme was delivered as intended. The focus of the implementation evaluation was on coverage to determine the intended beneficiaries, service delivery to determine the quality of services delivered and organisational functions to determine whether adequate resources were allocated to the programme. All programme components are generally good but some areas need to be improved in order to maximize learning transfer.

SLDPs have been popular in countries like the United States of America for decades and only recently been adopted by a small minority of South African institutions. Universities provide fertile ground for growing future business, political and community leaders and if these interventions prove valuable, their uptake will perhaps increase in the future. The few universities in South Africa (University of Cape Town, University of Pretoria and University of the Free State) which provide this kind of training are using a portion of their scarce resources in this investment and hence it is important to assess the worth of these interventions. Evaluations such as this one can potentially help the programme staff responsible for these interventions by providing them with valuable information about what is and is not working. In order for programme staff to continue to justify the allocation of resources in this area, it will be important to assess how well these programmes help universities to prepare students for future leadership roles. Thus, the next step to this evaluation will be to conduct an outcomes evaluation to investigate whether the ESLP prepares participants for leadership roles.

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University of Cape Town

APPENDICES

Appendix 1: ESLP Poster

**APPLICATIONS ARE HEREBY INVITED FOR THE
UCT EMERGING STUDENT LEADERS PROGRAMME
MONDAY, 14 JULY TO FRIDAY, 18 JULY 2008**



The Emerging Student Leaders Programme is an initiative seeking to enhance the leadership capacity of UCT students thus contributing to development of a vibrant UCT student governance system. It is envisaged that student participating in this programme will eventually take up formal student leadership positions at UCT, and as such make a contribution to the University and through the experience gained, make a meaningful contribution to society upon graduation.

LEADERSHIP AWAITS YOU:

- Have you always wanted to make a difference?
- Have you always wanted to inspire others?
- Do you want to unleash your leadership potential?
- Do you want to gain leadership skills, knowledge and insight?
- Do you want to make a positive contribution to student leadership at UCT?

Then join the EMERGING STUDENT LEADERS PROGRAMME today!! (Space Limited)

Each participant will receive a Certificate at the end of this weeklong programme.

For further information on this exciting new initiative or to submit your detailed CV and motivation letter, please contact:

Mr. Jerome September

Manager: Student Governance and Leadership

Level 07, Steve Biko Students' Union, Upper Campus

Tel. 021- 650 3925; Email: Jerome.september@uct.ac.za

CLOSING DATE: 09 MAY 2008

This programme is a collaboration between the DEPARTMENT OF STUDENT AFFAIRS (Division: Student Governance and Leadership) and the CENTRE FOR HIGHER EDUCATION DEVELOPMENT (Career Development Programme)

Appendix 2: Curriculum Vitae for an ESLP applicant

LEADERSHIP ACHIEVEMENTS

- 2008 : UCT RAG Fashion Week Project Manager
- 2007 : Orientation Leader (Humanities Faculty)
UCT RAG General Committee member (Fashion Show)
SHAWCO STEP Project Day coordinator: Nyanga
- 2006 : Orientation Leader (Humanities Faculty)
Head Orientation Trainer (Across All Faculties)
Disciplinary Committee Member for Varietas Residence
Head Mentor in Varietas Residence
- 2003 : Peer Mentor
Junior City Council Executive member of Fundraising and Sponsorship.
British Council member (Sport events co ordination NGO)
- 2002 : Junior City of Cape Town member
Peer Councillor
- 1999 : Head Boy at Primary School (Rocklands Primary)

ACADEMIC ACHIEVEMENTS

- Book Prize Award (2005). Faculty of Humanities
- Absa Mega Minds National General Knowledge Competition runner up (2004).
- Maths Olympiad representative UCT (2001-2004)

SPORTING ACHIEVEMENTS

- UCT (Gordon's) Gymnastics club (2005)
- Ballroom Dancing (1999-2000)
- Rocklands High Volleyball First Team
- High Jump Provincial Colours (1998)
- Athletic Provincial Colours (4 consecutive years) (60 & 80m)

CULTURAL ACHIEVEMENTS

- Res 4 Res theatre festival. Actor and Cast Manager: Varietas Residence (2005-2006)

ACADEMIC QUALIFICATIONS:

- Currently doing Honours in Social Anthropology
- Graduated with a Bachelors in Social Science (BSocSc) majoring in
 1. Social Anthropology
 2. Industrial Sociology
 3. Political Studies

WORK EXPERIENCE:

- UCT Library assistant (2007-2008)
- Umzingeli (Jan Malan) productions (Production Assistant) (2007-2008)
- UCT Orientation Leader (2006-2007)
- UCT Orientation Trainer (2006)
- GEOS Language School Tour guide and program coordinator(2005)

University of Cape Town

Appendix 3: Motivational letter for ESLP applicant

To whom it may concern,

My name is _____ and I am an honours student at the University of Cape Town. I feel this leadership summit will be a fantastic opportunity to gain valuable life skills, to surround myself with positive and ambitious people similar to myself and also to be exposed to some of the most talented local and international speakers.

I am passionate, competitive and I have always made the most of every opportunity to invest in myself and to potentially learn something new. I would like to take part in this leadership summit because I believe that this will make a difference in my life, especially when I am in the corporate world and when I start my own business one day.

A very small percentage of students have any real leadership experience when they first graduate and I feel leadership is such an important skill not only for the corporate world but for many other areas of one's life. I believe that leaders are made and not born and although I do consider myself a leader; I know that I have so much more to learn and as I have already said, this leadership summit will be a great opportunity to advance my leadership skills and to network with other successful people.

The final reason why I believe I should be accepted to take part in the leadership summit is because I have a positive attitude, I am enthusiastic and I will bring focus to the group in addition to good company. Please allow me this opportunity and I assure you I will give my very best efforts at all times.

Thank you for your consideration.

Appendix 4: C.V for applicant that did not qualify for the ESLP

SECONDARY AND TERTIARY EDUCATION

2006- Obtained IGCSE (International General Certificate of Secondary Education) at Rainbow Secondary School, Botswana.

2007- Obtained A Level (Advanced level) at Rainbow Secondary School, Botswana.

2008-present: Studying towards a Bachelor of Science in Engineering (Bsc.Eng) in Chemical Engineering, at the University of Cape Town

HOBBIES AND INTERESTS

Amateur musician, free hand sketching, reading science material, playing soccer, member of the Black Management forum and active member of UCT gym

Appendix 5: A summary of Universities and College against which the ESLP was compared

Name of university	Programme Name	Duration of programme
Albany State University, USA	Emerging Student Leader	8 weeks
Binghamton University, USA	Emerging Student Leader	Semester long
British Columbia, Canada	Student's Emerging Leader	1 year
Boston College, USA	Emerging Student Leader	1 year
Buffalo State University of New York, USA	Emerging Student Leader	Semester long
Columbia University, USA	Emerging Student Leader	Semester long
Emory University, USA	Emerging Student Leader	Semester long
Glasgow Calendonica University, Scotland	Student Leaders	1 year
Indiana University, USA	Emerging Student Leader	1 year
Monash University, Australia	VC Student Leadership	1 year
University of New Orleans, USA	Emerging Leaders Programme	8weeks
Roehampton University, London	Student Leadership	1 year
Springfield College, USA	Emerging Student Leader	1 year
University of Akon, USA	Emerging Student Leader	1 year
University of South Carolina, USA	Emerging Leader Programme	8 weeks

Appendix 6: ESLP sample: Department demographics

Department	% of Respondents
Finance	10%
Politics	8%
Private Law	4%
English	1%
Molecular Science Biology	4%
Geology	2%
Economics	6%
Electrical Engineering	3%
Accounting	10%
Medicine	7%
Mechatronics	2%
Marketing	4%
Sociology	4%
Mechanical Engineering	3%
Civil Engineering	4%
Social Development	2%
Computer Science	3%
Film and Media	2%
Environmental Geographical Science	4%
Information Systems	2%
Geomatics	3%
Mathematics	1%
Clinical Laboratory Sciences	1%
Statistics	4%
Drama	1%
Organisational Psychology	4%
Chemical Engineering	3%

Appendix 7: ESLP 2008 and 2009 participant survey

Instructions

The questions in section A and B pose a statement with which you must rate your level of agreement. The response options are:

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
---------------------------	---------------	------------------------------------	------------	---------------------

Please indicate your response according to the above five response options.

Section A: This section focuses on how the programme was delivered.

1. The approach to marketing the ESLP was successful

1 Strongly Disagree	2 Disagree	3 Neither Agree nor disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

2. The ESLP posters were visible on the University's notice boards

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

3. I applied for the programme after reading a poster

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

4. I applied for the programme after hearing about it from a friend

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

5. The content of the programme was aligned with its aims and objectives

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

6. Sufficient time was allocated for the seminars

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

7. The group discussions were valuable in helping me to understand the leadership theories covered during the seminars

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

8. The instructions for the group assignment explained clearly what was expected of the participants

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

9. The group assignment was manageable in the time given for completion

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

10. The facilitators were easy to understand

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

11. The facilitators explained concepts well

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

12. The facilitators demonstrated thorough knowledge of the topics

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

13. The facilitators fostered an environment where participants felt comfortable about asking questions

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

14. The number of facilitators was sufficient

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

15. The number of mentors was sufficient

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

16. My mentor helped me to understand the leadership styles taught during the seminars

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

Section B: This section focuses on the programme's resources.

17. The programme staff provided the necessary technology to aid the group presentations

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

18. The programme staff made academic resources accessible to aid the completion of group written assignments

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

19. The programme was delivered according to its schedule

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

Section C: This section poses questions about your involvement in leadership positions after the programme.

Please circle your response.

20. Were you in a leadership position prior to participating in the programme?

YES	NO
-----	----

If yes, please specify the position occupied.....

21. Did you assume a leadership position after participating in the programme?

YES	NO
-----	----

If yes, please specify the position occupied.....

Please tick your response for the following questions

Section D: This section focuses on your demographic information.

22. What is your gender?

Male	Female
------	--------

23. What is your race?

Black	Coloured	White	Asian	Prefer not to answer
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Other (please specify).....

24. What is your age?.....

25. What is your year of study?.....

26. What is your department?.....

27. What is your faculty?.....

Thank you for participating in this survey.

Appendix 8: ESLP 2010 participant survey

Instructions

The questions in section A and B pose a statement with which you must rate your level of agreement. The response options are:

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
---------------------------	---------------	------------------------------------	------------	---------------------

Please indicate your response according to the above five response options.

Section A: This section focuses on how the programme was delivered.

1. The approach to marketing the ESLP was successful

1 Strongly Disagree	2 Disagree	3 Neither Agree nor disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

2. The ESLP posters were visible on the University's notice boards

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

3. I applied for the ESLP after reading a poster

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

4. I applied for the ESLP after hearing about it from a friend

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

5. The content of the programme was aligned with its aims and objectives

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

6. Sufficient time was allocated for the seminars

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

7. The group discussions were valuable in helping me to understand the leadership theories covered during the seminars

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

8. The instructions for the group assignment explained clearly what was expected of the participants

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

9. The group assignment was manageable in the time given for completion

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

10. The facilitators were easy to understand

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

11. The facilitators explained concepts well

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

12. The facilitators demonstrated thorough knowledge of the topics

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

13. The facilitators fostered an environment where participants felt comfortable about asking questions

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

14. The number of facilitators was sufficient

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

15. The number of mentors was sufficient

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

16. My mentor helped me to understand the leadership styles taught during the seminars

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

Section B: This section focuses on the programme's resources.

17. The programme staff provided the necessary technology to aid the group presentations

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

18. The programme staff made academic resources accessible to aid the completion of group written assignments

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

19. The programme was delivered according to its schedule

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly agree
------------------------	---------------	------------------------------------	------------	---------------------

Section C: This section poses questions about your involvement in leadership positions after the programme

Please circle your response.

20. Were you in a leadership position prior to participating in the programme?

YES	NO
-----	----

If yes, please specify position occupied.....

21. Do you plan to assume a leadership position after participating in the programme?

YES	NO
-----	----

If yes, please specify the position

Please tick your response for the following questions

Section D: This section focuses on your demographic information.

22. What is your gender?

 Male Female

23. What is your race?

 Black Coloured White Asian Prefer not to answer

Other (please specify).....

24. What is your age?.....

25. What is your year of study?.....

26. What is your department?.....

27. What is your faculty?.....

Please provide your email address for the draw.....

Thank you for participating in this survey.

Appendix 9: Cover letter for the online and paper-based survey

Dear Participant,

I am a Masters student in the Commerce faculty, and I am conducting this survey on the Emerging Student Leaders Programme.

I am inviting you to complete the survey and stand a chance to win R500 Cavendish Voucher!

No known risks or dangers are associated with participating in this survey. No attempt will be made to identify you with the responses or to name you as a participant. I will also not facilitate anyone else in doing this.

Your participation in this survey is voluntary. By completing and submitting the survey, you are acknowledging that your participation has been of your own free will. You are also acknowledging your consent to participate.

The survey contains 27 questions, divided into 4 sections and should take approximately 10 minutes to complete. Please read the instructions carefully. Please remember to provide your email address at the end of the survey; this will be used for the draw.

Thank you for participating.

Yours sincerely,

Stella Kyobula Mukoza