

An evaluation of a leadership development program

Priscilla Buyisile Msomi-Mbele

An evaluation of a leadership development program

Priscilla Buyisile Msomi-Mbele

Department of Psychology, University of Zululand,

SOUTH AFRICA.

August 2006.

An evaluation of a leadership development program

by

Priscilla Buyisile Msomi- Mbele

Submitted in accordance with the requirements for the degree

of

Doctor of Philosophy (D. Phil)

In the subject of Psychology.

Faculty of Arts

at the

University of Zululand, South Africa.

Promoter: Prof. S.D. Edwards

August, 2006.

Z 303.34 MSO

00801199

DECLARATION OF ORIGINALITY

I hereby declare that this thesis, unless specifically indicated to the contrary in the text, is my own work both in conception and in execution; and that it has not been submitted for any degree at another university.

P. B. Msomi-Mbele

August, 2006.

Acknowledgements

In South Africa, every year on June 16, a popular race called the Comrades' Marathon that is 87km long, is run. In order for one to qualify for this race, one must have at least one year of preparation because, firstly one needs to have run in other running competitions before, in order to qualify for registration in this race, and; secondly, one needs at least five months' preparation before the race. Although this is a gruelling and a physically demanding race, people are always excited about it, whether or not they are going to run, because in this race, everyone is a winner, it brings people together in a spirit of true comradeship and humanity. I harbour the same feeling as I express my gratitude to the people that have contributed to the realisation of this research. I cannot mention all by name but I feel particularly indebted to the following individuals:

- My husband, Thandubhle Mbele. His noble heart and peaceful soul has been a source of constant support and encouragement. Today I feel I am a better person because he loved me.
- My promoter, Prof. S.D. Edwards. His incisive wisdom, academic excellence, and a humble disposition, matches none that I have come across. I feel privileged to have had an opportunity to work alongside such a great man! Siyabonga kakhulu Steve, ume njalo!!
- All the psychology students that I have worked with, especially those that participated in this project. We were all comrades in the same race, what we have gained through this study has made us all winners.
- My colleagues, especially Prof. Nomahlubi Makunga for her support and caring personality.
- My parents for a stable and functional family; especially my father, Mr Christopher Msomi for his stable and supportive presence in my life after my mother passed away. Hlombe! Ume njalo Singila kaNomndayi!
- My extended family which includes, my stepmother, aunts, uncles brothers, sisters, nieces, nephews, cousins, and my in-laws. Your support is appreciated.
- My friends, for the good and bad times we have shared, and the support and encouragement we have given each other.
- The National Research Foundation (NRF) for funding this project.
- The Lord Almighty to whom I sing "*MAGNIFICAT*" for his meaningful presence in my life. Praise be to God!

ABSTRACT

“Leaders are born not made”. This is a matter of nature versus nurture, in this case with regard to leadership development. The question therefore is whether leadership is a natural gift or an acquired skill. If leadership is an acquired skill, what then is the best way to accomplish this? These were core issues of investigation in this research.

Literature review on leadership development revealed the following important issues on the topic, namely:

- Leadership status is usually bestowed on an individual following the results or achievements, not before
- The greater part of the journey towards leadership is a lonely endeavour. It requires perseverance and tenacity of the mind on the part of the leader
- There is a difference between leader development and leadership development. Successful leadership result from development in both areas
- Most leadership development programs focus on management tasks rather than on leader and leadership development.

A pre-test, post-test, quasi-experimental design was adopted for this research. A pre-test was necessary for baseline establishment of skills that are expected of leaders. It served as a guide for change following program implementation. The post-test produced comparative data for any changes following ‘treatment’. In addition to the experimental group, a control group

was also introduced in order to limit, as much as possible, common threats to internal validity that are usually encountered in quasi-experimental research designs, as well as in developmental research projects; especially history and maturation.

Both qualitative and quantitative data analytical methods were adopted for program evaluation. A 360-degree assessment and feedback approach was utilised for qualitative analysis of data whereas the statistical analysis of variance was the method for quantitative analysis of data. Overall results indicated a positive change in significant areas of growth that were targeted in this research; e.g. leadership conceptualisation by participants, learning to learn skill, self-management skills, communication skills as well as interpersonal skills.

A major limitation in this study was the sample size, especially for statistical analysis of data. The reasons for a small sample size were that development programs such as this one are usually not highly effective when working with larger groups, and also the fact that such programs require a skilled individual who will be able to monitor progress during program implementation phase and adapt activities according to observed requirements. Closer personal attention needed in a smaller group may be impossible with a larger group.

Looking at our society today, it is clearly evident that there is a dire need for skilled leaders. While it is known that anyone can occupy a leadership position, it is also acknowledged that it is not everybody that will do justice to

that position. This therefore leaves us with no choice but to seek programs that will facilitate leadership development, as early as possible. Institutions of higher learning are a fertile ground for leadership development programs, as *the majority of students are young adults.*

CONTENTS

Section	Page
Title page	
Declaration of originality	i
Acknowledgements	ii
Abstract	iii
Table of contents	vi

CHAPTER 1

BACKGROUND AND FOCUS

1.1	Introduction	1
1.2	Motivation for the study	3
1.3	Research question	3
1.4	Research objectives	4
1.5	Resumé	4

CHAPTER 2

LITERATURE REVIEW

2.1	Introduction	5
2.2	Clarification of concepts	6
2.2.1	Understanding Leadership	6
2.2.2	Leadership vs management	8
2.2.3	Characteristics of a leader	9
2.2.4	Leader development vs leadership development	10
2.2.5	Development	11
2.3	Leadership development	11
2.3.1	Introduction	11
2.3.2	Leadership development models	12
2.3.2.1	Leader-match training program	12
2.3.2.2	Transformational Consulting Services	13
	Company (TCS) Model	
2.3.3	Theoretical background guiding the study	14
2.3.3.1	Development and Leadership development	14
2.3.3.2	Training and education	15
2.3.3.3	Gazda's Life skills training model	16
2.3.3.4	The S.O.C. model of adult development	18
2.3.3.5	The major pieces to the life puzzle paradigm	21
2.3.3.6	The seven habits paradigm	21
2.3.4	Resumé	23
2.3.5	Scientific conceptualisation of the leadership	23

	development process	
2.4	Operational definitions	26

CHAPTER 3

RESEARCH DESIGN AND METHOD

3.1	Introduction	27
3.2	Sample selection	28
3.3	Sample size	29
3.4	Administration procedure	30
3.5	Resumé	33

CHAPTER 4

PRESENTATION OF FINDINGS

4.1	Introduction	34
4.2	Analysis of results	34
4.2.1	Qualitative analysis	34
4.2.1.1	Leadership conceptualisation	36
4.2.1.2	Reviewing some developmental tasks	39
4.2.1.3	Program related phenomenological experiences	57
4.2.2	Quantitative analysis	60

CHAPTER 5

DISCUSSION OF RESULTS

5.1	Introduction	63
5.2	Discussion	64
5.3	Resumé	67

CHAPTER 6

SUMMARY, LIMITATIONS AND RECOMMENDATIONS

6.1	Introduction	69
6.2	Limitations of the study	70
6.3	Recommendations	72
6.4	<i>Conclusion</i>	74
References		75
Illustrations - Plates 1-3		82
Annexures		83

LIST OF TABLES

Contents	Page
Table 1: Summary of characteristics of a leader (Donnelly, 2000)	10
Table 2-1: Experimental group responses on leadership	37
Table 2-2: Control group responses on leadership	38
Table 3-1: Experimental group responses on competence	39
Table 3-2: Control group responses on competence	40
Table 4-1: Experimental group responses on autonomy	41
Table 4-2: Control group responses on autonomy	42
Table 5-1: Experimental group responses on values	43
Table 5-2: Control group responses on values	44
Table 6-1: Experimental group responses on identity	45
Table 6-2: Control group responses on identity	46
Table 7-1: Experimental group responses on intimacy	47
Table 7-2: Control group responses on intimacy	48
Table 8-1: Experimental group responses on sexuality	49
Table 8-2: Control group responses on sexuality	49
Table 9-1: Experimental group responses on love, marriage, family	50
Table 9-2: Control group responses on love, marriage, family	51
Table 10-1: Experimental group responses on career	52
Table 10-2: Control group responses on career	52
Table 11-1: Experimental group responses on the investment on the wider community	53

Table 11-2: Control group responses on the investment in the wider <i>community</i>	54
Table 12-1: Experimental group responses on leisure activities	55
Table 12-2: Control group responses on leisure activities	56
Table 13: Summary means table for experimental and control groups: pre- and post-testing of life-skills	61

CHAPTER 1

BACKGROUND AND FOCUS

1.1 INTRODUCTION

South Africans (i.e. with whom this study is conducted) are currently in the process of restitution, nation building and reconstruction, after the apartheid era. The change of power in the country that came with the 1994 elections and the establishment of the new government resulted in a need for significant changes in the way South African citizens perceive themselves in the “new” society.

There is a need for a move away from the ‘victim mentality’ that appears to be dominant from both sides i.e. the previously disadvantaged as well as the previously advantaged. On the one hand, there is a feeling from the former group that the present government owes a lot to them, while on the other hand the latter group feels that they are currently being marginalized because of the country’s political history. The concern here is that this line of thinking is reflected on to the younger generation.

In order for South Africa to progress beyond this position, it requires citizens with a clear vision, a sense of purpose and self-mastery. These qualities usually develop in people over an extended period of time, i.e. with maturity. The socio-economic status in this country is such that it requires self-directed individuals with a sense of purpose, who can make significant contributions

towards reconstruction and development programmes that have been introduced in the country. This can be achieved through facilitated development of the country's citizens, especially the youth. South African citizens are called upon to fulfil their citizenship responsibility in all areas of their functioning. All citizens of a country have a right and the duty to participate in efforts to change, perfect, or improve its ever- evolving society. (Richardson, & Feldhusen, 1988). The challenge facing South African citizens of all walks of life is to contribute towards building a secure and stable society from fragments left by the apartheid era. This study therefore depicts a psychologist's role as a change agent, facilitating the process of social change, as well as a way of promoting positive mental health. It is focused on developing leadership skills in a group of selected university students.

University students and graduates, usually enjoy a position of respect and prestige among the communities from which they emanate. Development and enhancement of their leadership skills can contribute much towards nation building. Besides, academic institutions are notorious for teaching subject content without equipping students with skills necessary for applying this knowledge in the work situation (Murphy & Riggio, 2003). This study is therefore aimed at addressing this gap in knowledge transfer. The aim is to develop further such programmes in the institution where the researcher is employed.

1.2 MOTIVATION FOR THE STUDY

The target group for the project is third year psychology students. A successful practitioner of psychology requires more than mastery of theory. S/he also requires good interpersonal skills and personal maturity, in order to be effective with clients of all age groups. This study therefore aims at promoting student development, beyond theoretical curriculum requirements. It shall contribute towards individual, emotional and personal development for students. Third year students were chosen because third year is one of the exit points for the Bachelor of Psychology degree in this university.

Employers expect new entrees into the workforce to have some competencies and skills characteristic of a leader (i.e. some leadership aptitude). This is not usually publicised, but is almost always used as a hiring criterion, whether or not the person is employed in a leadership position. Leadership skills development will thus prepare students for the world of work, as well as social responsibility, as future leaders. The project requires, amongst other things, that participants engage in group activities with other students and pupils, therefore the study, through a cascade effect (Mann, 1978), will benefit more than the selected target group; it will reach a large number of students.

1.3 RESEARCH QUESTION

How can leadership development be promoted in South Africa in general, and at the University of Zululand in particular?

1.4 RESEARCH OBJECTIVES

The project aims at achieving the following objectives:

- Development of a leadership program for university students.
- Implementation of this program with a selected group of university students
- Evaluation of the program for effectiveness
- Adaptation and/or improvement of the program for future use
- Student leadership development through different activities selected for this program
- Promotion of positive mental health and social change through empowerment, a mechanism by which people, organisations and communities gain mastery over their lives.

1.5 RESUMÉ

Chapters following this one will address the literature explored for this project, the method adopted in this study, discussion as well as evaluation of program outcomes and recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Often we hear the expression, “Leaders are born not made.” This is a question of nature versus nurture. Are individuals born to be leaders, or can individuals be developed to become leaders? Further investigation of this expression reveals that, in as much as some people are born either with natural talent to lead people, or in privileged positions where leadership is bestowed on them, there still is a need for them to be nurtured so that they are effective in their leadership activities.

The above statements therefore lead to an inquiry, ‘if people can be developed to become leaders, then what processes or procedures are involved in doing this? What type of people? Can all people be trained to become leaders? Why is it necessary to develop people to become leaders?’ This chapter seeks to address all these issues and much more on leadership development; beginning with the clarification of concepts in order to establish a common ground for understanding. Concepts of leadership, leadership versus management, leader, leader development versus leadership development and development, shall be discussed. Furthermore, theoretical framework and scientific conceptualisation of the leadership development process will also receive special attention in this chapter

2.2 CLARIFICATION OF CONCEPTS

2.2.1 Understanding leadership

Leadership as a concept has a multitude of definitions. Each definition reflects personal, subjective views and suggests different perspectives of looking at the concept; namely:

- ❑ Richard & Feldhusen (1988), state that a nation's leadership is not limited to political offices; businessmen are leaders in the area of commerce, teachers are leaders in education, and ministers are leaders in the realm of religion. Each person is faced with leadership whether be it in church, schools, business, or in the home.
- ❑ Lynch (2000) defines leadership as influence; it is seen as the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of the group's mission.
- ❑ Gibson, Ivancevich & Donnelly (2000) state that leaders are agents of change; persons whose acts affect other people more than other people's acts affect them. They further state that a leader can also be defined as someone who stands out in a group because he/she possesses, to an unusual degree, some outstanding qualities. These qualities may be valued, respected, or feared by the followers.
- ❑ Leadership theories explain leadership as the ability to initiate action and maintain structure as well as give direction; (authoritarian theory). It also involves taking control especially during times of uncertainty;

(situational/contingency theory). Effective leadership depends on the interaction between the leader's traits, behaviour, and the situation in which leadership occurs; (trait theory) (Gibson, Ivancevich & Donnelly, 2000).

- Leadership is also viewed as a power relation, where the one with the greatest amount of power or who occupies the highest rank in society, becomes the leader; e.g. in politics (Rejai & Phillips, 1997).

Leadership qualities can be summarised in any or all of the four categories:

- Superior skill
- Quality of knowledge
- Personal position
- Financial wealth

The above discussion therefore leads to a conclusion that leaders distinguish themselves from non-leaders in two defined areas; namely,

- leaders accomplish the task they set themselves to achieve, and,
- they do that through the voluntary participatory efforts of the people they lead

A key point made by some authors, is that development is not a matter of mere experience, rather it depends on how the experience is organised and interpreted in terms of underlying concepts or knowledge structures (Tesluk & Jacobs, 1998).

Leadership as a psychological construct

Leadership is a state of mind. It involves cognitive processes that enable the leader to study the situation and take appropriate steps in order to reach the desired outcome. Leaders are able to change attitudes and influence behaviour. (Kehoe, 1995)

The title 'leader' is mostly bestowed on an individual only after results have been observed, (i.e. achievement). The process of becoming a leader therefore is, in itself, a lonely journey. A journey of intrinsic motivation observed only through persistence, self-discipline, and self-development. The concept 'leadership' therefore embodies three constructs, namely, power, success and change; all of which should be perceived as being possessed by the leader. (Maxwell, 2003)

2.2.2 Leadership versus management

Defining leadership should not be complete without touching on the topic of leadership versus management. Oftentimes, people in management positions are usually looked upon as leaders. Robbins & Decenzo (2001), state that managers are appointed. They have legitimate power that allows them to reward and punish. Their ability to influence is based on the formal authority inherent in their positions; whereas in contrast, leaders may either be appointed or emerge within a group. Leaders can influence others to perform *beyond the actions dictated by formal authority.*

Zaleznik (1989) makes the following distinctions between leadership and management:

- ❑ Attitude toward goals: leaders shape new goals and objectives; managers administer and supervise the status quo
- ❑ Conception of work: leaders view work as risk-taking opportunities; managers are driven by compromise, bargaining and negotiations
- ❑ Relation with others: leaders show and generate emotions; managers treat people as things
- ❑ Sense of self: leaders are “twice-born” and experience discontinuities in life; managers are “once-born” and experience routine socialisation and adjustments (Rejai & Phillips, 1997).

Following the above distinction, the question therefore arises, ‘should all managers be leaders or should all leaders be managers?’ The answer to this question is that all managers should ideally be leaders however not all leaders necessarily have capabilities in other managerial functions, and thus not all leaders should hold managerial positions. The fact that an individual can influence others does not mean that he/she can also plan, organize and control. What then, characterises a leader?

2.2.3 Characteristics of a leader

Leaders can be distinguished through certain characteristics that can be observed in their behaviour. The trait theory of leadership (Gibson et al 2000), attempts to identify specific characteristics that may be physical, mental and

personality related, which are associated with leadership success. The most commonly discussed ones are ability, personality traits and motivation. Gibson, Ivancevich & Donnelly (2000 p.275), summarised these as follows:

Table 1. Characteristics of a leader

Ability	Personality	Motivation
Interpersonal skill	Energy level	Socialised power orientation
Cognitive skill	Stress tolerance	Strong need for achievement
Technical skill	Self-confidence	Weak need for affiliation
Persuasiveness	Emotional maturity	
	Integrity	

2.2.4 Leader development versus leadership development

Murphy & Riggio (2003), differentiates between the two concepts as follows:

leader development emphasizes the acquisition or enhancement of intrapersonal competencies whereas *leadership development* requires an interpersonal and relational context. It is the dynamic interaction of leaders, followers, and situations.

Developing an individual leader without regard for the social and systems influences, will have limited success in developing leadership. Conversely, focusing entirely on the social and organisational context without attending to individual development is likely to result in individuals feeling in 'over their heads' when it comes to leadership.

The ideal approach therefore, is to design comprehensive strategies that link individuals, groups, and organisations as well as leverage human, social and systems capital.

2.2.5 Development

According to McCauley, Moxley, and Van Velsor (1998), the concept 'development' is understood to mean learning for growth of the individual, but not related to a specific present or future job. It is a long-term process, and it is believed that as the person develops, the person matures and is better able to deal with life challenges.

2.3 LEADERSHIP DEVELOPMENT

2.3.1 Introduction:

Are individuals born to be leaders, or can individuals be developed to become leaders? It has long been established that leaders need to be developed, because even those whose leadership was bestowed on them (e.g. the royalty), go through a 'mentorship programme' where they are educated on handling matters of the state; therefore, while some people may possess certain characteristics that will make them stand out as leaders, they still require some nurturing and development in order for them to become effective.

Maxwell (1998), the founder of INJOY, a leadership development consultancy in the U.S., states that: *although it's true some people are born with greater natural gifts than others, the ability to lead is really a collection of skills, nearly*

all of which can be learned and improved. Leadership is complicated; it has many facets: respect, experience, emotional strength, people skills, discipline, vision, momentum, timing, the list goes on. Maxwell (1998), has compiled what he calls twenty one irrefutable laws of leadership. These laws focus on developing an individual for a leadership role. According to him, leadership is a lifelong process. Leadership is developed daily not in a day.

2.3.2 Leadership development models

The concept of '*leadership development*' poses a challenge, especially if one considers the fact that the title of 'leader' is usually bestowed only after an accomplishment. What then, comprises leadership development? The following section discusses a few common approaches to leadership development.

2.3.2.1 Leader match training program

This program is considered a practical application of Fiedler's contingency approach theory ((Gibson et al, 2000). Proponents of this program point out that most training programs try to change the leader's personality to fit the situation; but the Leader Match training program trains leaders to modify their leadership situation to fit their personalities. It is a programmed learning system in which participants read a workbook, assess their preferred leadership style, discuss and analyse leadership situations and evaluate their performance in analysing the situation. To date Leader Match has been used with *managers, military personnel, and students* (Gibson et al, 2000).

In the majority of studies, leaders trained with Leader Match were rated more highly by their supervisors than untrained leaders.

2.3.2.2 The Transformational Consulting Services Company (TCS)

This company offers different skills training under The Leadership Training portfolio namely Personal Leadership, Team Leadership, Interpersonal Leadership, Performance Leadership and Client Leadership. Each one of these is further divided into smaller sections, each of which can be done one at a time during training. (http://www.tcslearning_design/learning.html)

The models discussed above indicate that different approaches that have been used in leadership development have mostly been influenced by desired outcomes for particular situations. Most programs are guided by business models of leadership, for an example, in industries there would be management development programs; communication skills training for public relations officers, etc. (<http://www.chameleontesting.co.za/courses.html>; <http://www.edgetraining.co.za>; <http://www.ccl.org/assessments>)

This reveals that a number of leadership development programs simply focus on developing a particular skill that initiators of training are interested in for their selected group of candidates, instead of complete personal development that will enable the leader to be effective in a variety of situations; such as skill expertise, interpersonal/social maturity, as well as intra-personal competency. This research seeks to achieve this latter ideal of complete leadership development

2.3.3 Theoretical background guiding the study

This section discusses major theoretical constructs from which the leadership development program in this project was drawn. It is necessary at this stage to revisit the concepts of “development” and “leadership development” as conceptualised in this study, and perhaps also differentiate between education and training, in order to understand the reasons for selecting the approaches discussed below.

2.3.3.1 Development and leadership development

As already has been stated before (McCauley, Moxley, and Van Velsor, 1998), the concept ‘development’ is understood to mean learning for growth of the individual, but not related to a specific present or future job. It is a long-term process, and it is believed that as the person develops, the person matures and is better able to deal with life challenges.

Leadership development in this conception therefore is aimed at the person’s growth. An individual’s life experiences are integrated into the individual’s leadership capacity, some of which are enhanced, should there be a need to do so. A leadership development program in this case is therefore comprised of three main components, namely.,

- Assessment at the program onset – this can be referred to as baseline reading. The aim here is to establish areas of strength and soft spots in skills identified as important for leaders, prior to program implementation.

- Leadership challenges that will force program participants out of their comfort zone
- Support; this can be provision of resources and/or guidance to move participants forward, (i.e. away from their comfort zone) and by strengthening soft spots identified.

If conducted in this manner, leadership development provides self-awareness and confidence through insight and self-reflection (McCauley, Moxley, and Van Velsor, 1998).

Management development programs in industries are more similar to training and education programs, than to leadership development programs. Let us *distinguish between these two concepts.*

2.3.3.2 Training and Education

Nadler, (1984) differentiates between these two concepts as follows:

Training refers to learning related to the present job. The evaluation of training is focused in the improved performance on a particular aspect of the job or skill for which the individual was trained.

Education prepares an individual, through learning, for an identified job. It encompasses more content areas than training. In education, learning may not result in improvement of performance, but the learner is considered a potential resource. Evaluation focuses on whether the learner has learned the skills and knowledge taught. It may not be easy to immediately determine transferability into results or even behaviour.

In summary, training therefore is for the present, whereas education is for the future.

2.3.3.3 Gazda's Life Skills Training Model

The underlying assumption in this model is that an effective leader is a person that has gained mastery of life skills that are appropriate for his developmental level. Leadership is believed to be present in all life's developmental stages.

A training model designed by Gazda and others (Gazda, 1984a; 1984b) called life skills training applies developmental theory to the task of competence building. *The model emphasizes four generic skills, namely:*

- ❑ Interpersonal communication/human relations
- ❑ Problem-solving/decision making
- ❑ Physical fitness/health maintenance
- ❑ Identity development/purpose in life

These have been further developed into 300 specific life skills, each of which can be developed one at a time. Several basic assumptions underlie Gazda's life skills training model. These are summarised as follows:

- ❑ Within the multiple dimensions of human development (psychosocial, physical-sexual, vocational, cognitive, ego, moral, and affective development), there are stages through which all persons must progress if they are to lead effective lives. Some of these are age-related; some are not.

- ❑ Satisfactory progression through the stages depends on the **successful accomplishment of developmental tasks that are specific to the stages**
- ❑ **Accomplishment of the developmental tasks is dependent on mastery of life skills appropriate to stage and task.**
- ❑ Each person encounters many agents (parents, siblings, teachers, peers, social institutions, and so on) through which life skills may be learned.
- ❑ There are certain age ranges during which certain life skills may be learned
- ❑ Individuals inherit their capacity for learning, but the degree to which they are able to achieve their maximum potential is the result of their environment and/or life experiences.
- ❑ **Individuals achieve optimal functioning when they attain operational mastery of fundamental life skills**
- ❑ Neuroses and functional psychoses result from failure to develop one's life skills. Persons experiencing such dysfunctions are usually suffering from multiple life skills deficits. Within the context of an interview, such persons are able to identify their life skills deficits as well as the areas in which life skills mastery has been reached.
- ❑ **Life skills** can be taught most effectively through the medium of the small group, provided members are developmentally ready; therefore the most satisfactory means of ensuring positive mental health and of remediating psychological dysfunction is through direct

teaching/training in life skills, especially if two or more areas of life skills deficits are addressed concurrently (Gazda, 1984, p.93).

The above assumptions, more especially the ones highlighted, informed the leadership development activities adopted in this program.

2.3.3.4.1 The Selection, Optimisation, Compensation Model of adult development. (The S.O.C. Model)

Mumford and Manley (2003), suggest that we use information that we have on adult development to pursue leadership development. One such information is the widely accepted process model found in the selection, optimisation, and compensation (SOC) theory proposed by Baltes and his colleagues (Baltes, 1997 & Baltes and Staudinger 2000). According to Mumford and Manley (2003), this model appears to represent the best available overarching structure for understanding adult development.

According to this model, development is said to proceed as a function of key processes, namely

- Selection – which stands for the choices made based on goals, values, rewards or affordability
- Optimisation – which stands for increasing efficiency and effectiveness following initial selection
- Compensation – which stands for adjustments after losses or gains that are part of the developmental process

Application of the above model to leadership development can proceed as follows:

Selection

This can be organisational, or individual based on desired outcomes. Different organisations look for different types of leaders; the same is true for individuals. In this case individuals seek efficiency or effectiveness in different areas, depending on their developmental level.

Optimisation

In leader development these refer to interventions that are aimed at enhancing the effectiveness and efficiency with which leaders execute various activities required for successful performance in leadership roles.

Day (2000), states that intervention strategies may be any of the following: formal educational programs, training courses, simulation exercises, assignments, networking and mentoring. He further states that from a developmental perspective, these experiences may be arranged into two broad categories; namely, performance and relational interventions.

Performance interventions comprise action learning aimed to increase the range of existing knowledge and facilitate expertise through allocation of projects and assignments. Success on these relies on adequate and timeous feedback, self-reflection, and relevant coaching. Relational interventions are sometimes referred to as social interventions. Multisource feedback is one way of doing this, because it helps in behavioural change and also increases one's understanding of one's impact on others.

Timing of interventions

The mistaken belief is that development is a universal good; however, this is not always true. Mumford and Manley (2003), state that if development is applied outside the zone of readiness, it leads to negative developmental outcomes; therefore in order for mentoring to be effective, it requires a mentor that is only moderately, but not extremely advanced beyond the mentee.

The success of optimisation interventions is believed to be dependent on the ability of these interventions to respond to developmental needs of individuals in their different stages of development, e.g. older adults focus on integration and generativity concerns, stressing practical outcome and practical experience in decision making, more than younger adults, whose main concern may be knowledge/expertise gain as well as relational factors.

Compensation

“No matter how well-designed, it is unlikely that leadership programs can provide all of the skills needed in leadership roles” (Murphy & Riggio, 2003, p.253).

Leaders must find ways of compensating for their deficiencies if they are to be successful. Two approaches are suggested for this; namely

- Identification of leader's strengths and weaknesses
- Use of situational variables as a mechanism for counteracting evident weaknesses.

Information on strengths and weaknesses is only effective if the self-reflection, self-objectivity, and wisdom are already in place. These are observed in matured individuals, thus a need for self-development.

With regard to situational variables, these can be manoeuvred to suit the leader for an example, a leader who lacks technical expertise may work with a subordinate with strong technical background, or withdraw from situations that play to their weakness, while working on developing these. Success in this approach calls for a trusting environment that stresses the value of development.

2.3.3.5 The major pieces to the life puzzle paradigm

These are (1) personal philosophy, which will help one to chart one's course in life, (2) the correct attitude, (3) activity, (i.e. putting your plans into action) and sustaining that action until desired outcomes are observed, (4) results which need to be assessed for validity, and (5) lifestyle, (i.e. enjoying the fruits of one's labour). These are important building blocks for personal success in life. Leadership development therefore involves helping people to adopt and develop in the above-mentioned areas. (Rohn, 1991)

2.3.3.6 The Seven Habits Paradigm

Covey (1994), an author whose work includes conducting leadership development programs for various clients throughout America, mentions four main areas which one needs to improve in order for one to be effective as a leader; namely: paradigms and principles, private victory, public victory and renewal. Under the topic of paradigms and principles he explains that one needs a character ethic that will serve as the foundation for success. The

character ethic supports the assertion that there are basic principles of effective living, which may lead people to experience true success and enduring happiness as they learn to integrate these principles into their basic character. In private victory Covey states that the process of self-awareness, which is uniquely human, allows for individuals to assess themselves, and work on their shortcomings before attempting to 'conquer' the world. In this way people develop independence and self-confidence to deal with life challenges. Accordingly, an individual cannot be successful with other people if he has not paid the price of success himself.

Self-mastery and self-discipline, he asserts, are the foundation of good relationships with others. In leadership development this means that leaders should be individuals with a very keen sense of self. This does not necessarily mean that leaders are perfect individuals without any weaknesses, but it means that they are acutely aware of their strengths and weaknesses and are continually working on them. In public victory Covey discusses principles of interpersonal leadership that can lead one to true success. These are: think win-win, seeking to understand first, then to be understood and synergizing efforts. Renewal is another principle that stands for ongoing evaluation and development.

In the narrative it is acknowledged that Covey's work is a product of a literature review of two hundred years of success literature, which he undertook as part of his doctoral program of study.

2.3.4 Résumé

One common thread runs through the contents of all the preceding information on leadership development, namely, that leadership is contingent on expertise in a particular skill as well as personal maturity. Leadership success therefore depends on effective self-mastery. Self-mastery can only proceed once an individual becomes aware of his shortcomings. One way of doing this is self-evaluation. It then follows that a true leadership development programme will encourage self-awareness and self-development on the part of the participants.

The current project was developed along these lines. The main focus was on personal development as well as the development of interpersonal skills. Details of how the program was conducted are given in the “Methodology” chapter. The following discussion is focused on information transfer and gain based on the theories and concepts of learning.

2.3.5 Scientific conceptualisation of the leadership development process

This research took place in an educational setting, therefore the theoretical background for this study reflects concepts and theories relevant in teaching-learning environments; which are discussed below.

Dialectical approach

This approach admits the influence of nature on men, but it also asserts that man affects nature and creates, through his change in nature, new natural

conditions for his existence. This addresses the nature versus nurture question of leadership; the 'leaders are born not made' debate.

Genotypic approach

In genotypic analysis a phenomenon is explained on the basis of its origin (i.e. explanatory), rather than a descriptive approach that is concerned only by an object's outer appearance (i.e. a phenotypic approach). Findings reveal that the process of becoming a leader is mostly of a developmental nature than merely a status; therefore in leadership development, just knowing the characteristics of an effective leader is not as important as knowing how these develop in people.

Vygotsky's theory

Leadership development involves individual development that occurs through learning. Vygotsky (1978), mentions two concepts that are important for the learning process namely, *internalisation* and the *zone of proximal development*.

Internalisation

Vygotsky states that internalisation of socially rooted and historically developed activities, is a purely human accomplishment.

Internalisation is an internal reconstruction of an external operation, which consists of a series of transformations; namely:

- An operation that initially represents an external activity is reconstructed and begins to occur internally

- An interpersonal process is transformed into an intrapersonal one, as a result of a long series of developmental events

By introducing the concept of leadership and leadership development to this group of students, one is fostering internalisation so that leadership can be adopted as a way of life. Using the concept of internalisation, leadership development therefore proceeds through the introduction of leadership skills as highlighted in the preceding text, to individuals under development until these skills are internalised by the individual.

The zone of proximal development

Vygotsky describes the zone of proximal development as the distance between the actual developmental level as determined by independent problem-solving, and the level of potential development as determined through problem-solving under guidance, or in collaboration with more capable peers (Vygotsky, 1978).

Using this concept, an individual can be guided in solving a variety of more advanced problems independently. According to Vygotsky, leadership development aims at developing an individual beyond the acquired skills. Learning that is oriented toward developmental levels that have already been reached is therefore ineffective from the viewpoint of an individual's overall development. Further elaboration of Vygotsky's concept of the '*zone of proximal development*' introduces three basic conditions for effective learning, namely:

- situation definition, i.e the way in which a setting or context is presented
- inter-subjectivity communication between the learner and the mediator, this is often through language and,
- semiotic mediation i.e. the way in which learning activities are conducted (Wertsch & Rogoff, 1984).

The presence of the facilitator for leadership development activities and skills transfer by participants in this project was one way of meeting these requirements.

2.4 OPERATIONAL DEFINITIONS

Leadership: The ability to engage in self-development activities, as well as the ability to influence individuals towards goal accomplishment.

Leadership development: The development in major life skills and self-mastery, as well as development in interpersonal skills.

CHAPTER 3

RESEARCH DESIGN AND METHOD

3.1 INTRODUCTION

The research design that was chosen for this study was a quasi-experimental one, with a non-equivalent control group design, in order to limit, as much as possible, threats to internal validity that are usually encountered in such research designs, (Zeichmeister & Shaughnessy, 1994). These threats are:

- ❑ *History* – the occurrence of an event other than the treatment, which produces a change in the subjects' behaviour.
- ❑ *Maturation* – changes in subjects associated with passage of time
- ❑ *Testing* – familiarity with a particular test gained during initial testing may influence performance on subsequent tests
- ❑ *Instrumentation* – observers performing a rating task may become bored or fatigued with passage of time
- ❑ *Regression* – changes in performance in a test such as low results changing to high performance on repetition
- ❑ *Selection differences* – that exist between control and the experimental group
- ❑ *Subject mortality* – when subjects do not show for second assessments
- ❑ *Interaction between* – selection and history, selection and maturation, selection and instrumentation.
- ❑ *Contamination effects* – when there is communication between groups of subjects.

In spite of the aforementioned threats to validity, this design was chosen because it is still the one that is more appropriate for applied research; that is research aimed at observing developmental factors; seeking knowledge that will improve life conditions. A particularly important goal of research in natural settings is program evaluation such as human service activities, which was also a goal for this research. Notwithstanding, some control measures were applied to limit the threats identified.

3.2 SAMPLE SELECTION

The research design required that two groups be selected for this project namely:

- The experimental group and;
- The control group.

These groups were selected as follows:

The experimental group

This project was focused on leadership skills development for third year psychology students. This group of students therefore was the experimental group for the project. These students were chosen because the study required participants to have some knowledge on social behaviour, e.g. attitudes, group dynamics, etc. that would facilitate interpersonal skill development. Working with these students saved time as the program was built into the students' curriculum requirements; nevertheless all participants were made

aware of the fact that they were participating in a research project on leadership development. Progress to third year in university studies also demonstrates potential for leadership and self-mastery, therefore no further selection was necessary. The average age for the sample group was twenty-two years (22yrs)

The control group

Fourth year psychology students formed the control group. These were selected because their academic work is mostly practical and they spend little time with the third year students on campus. It was therefore believed that by selecting these students, the contamination factor would be controlled; at least to a certain extent.

3.3 SAMPLE SIZE

The total number of students in the experimental group at the beginning of the project was twenty-nine and at the end of the project there were twenty - seven. The reason for this reduction in number was that the project was linked to a course that extended over two terms. Some students only attended the course for one term. Students that joined in the second term were not asked to do the post-test as they had not done the pre-test; yet they were not left out of the development activities assigned to their group-mates as it was believed they would benefit as well. Discussion of results is only based on the responses of the students that participated fully in the project; those students

that were present in both terms. The control group participants were nine on both occasions; i.e. during pre and post -tests.

3.4 ADMINISTRATION PROCEDURE

The programme was conducted over a period of twenty- four weeks, after which it was evaluated for effectiveness. Leadership development was conducted through a range of activities, which are discussed in the following section.

Consent

At the beginning of the project students were made aware of the purpose of the project and were requested to participate. Students indicated their willingness by signing consent forms that were handed out to them (see *Annexure A*). After signing the forms they were given a pre-test.

Pre- and post-tests

Pre-test and post-tests required students to assess themselves in life skills competency, i.e. their working knowledge and skills for effective living, as well as self-assessment on some developmental tasks. Life skills that were assessed were: communication skills, self-management skills, learning how to learn skills, skills related to values, skills related to small groups, and body-related skills (see *Annexure C*). Developmental tasks that were assessed were: competence, autonomy/independence, values, identity, intimacy/relationships, sexuality, love, marriage and family, career, investment in wider community, and leisure (see *annexure D*). The rating scale that was

used for these tests is from the 'skilled helper' by Egan (1994). In addition to the above questionnaires, participants were also requested to write on their experiences and meaning of leadership, both during the pre- and post test.

Leadership development activities

- Following pre-test the experimental group was given a series of workshops set up over a period of four weeks at a rate of a single, one-hour workshop per week. These workshops were aimed at life-skills and interpersonal skills development as described in Egan (2000), e.g. how to conduct a meeting, learning about values, communication skills, interpersonal skills and mentoring.
- Each experimental group member was also requested to create a collage that would depict what leadership meant to him/her (see *Plates 1-3*).
- To enhance communication skills, participants were also given topics to present in class. Some of these topics were directly related to their subjects and others were focused on self-development. These were *one-hour sessions, three times per week over a period of four weeks*.
- Furthermore, experimental group members were requested to organise themselves into sub-groups of three, and each group had to choose junior students that they were going to mentor. A Mentorship programme was introduced so that the third year students could practise what they had learned during workshops, improve their communication skills, interpersonal skills, as well as their small group management skills. The intention was that they pass on the learned

skills to junior students, so that they in turn, would pass them on to other students as they progressed with their studies at the University, in an ongoing cascade

- Junior students that were selected for this programme were first year psychology students registered for the B. Psych. Degree, who had never been in a tertiary institution before.
- The experimental group worked with these students over a period of about twenty weeks, each group with a minimum period of two meetings per week. Group meetings were planned and focused.
- Mentors, (i.e. the experimental group) were required to prepare a plan before each meeting with junior students (the mentees), and discuss the plan with the project facilitator (researcher) before meeting their mentees. They were encouraged to involve mentees in preparing for all their meetings. These plans and meetings with the facilitator were introduced to focus students on skills identified for development (see *Annexure F*), and also to provide support and guidance. After their meetings they had to submit a brief written report, in person, for discussion with the facilitator on what took place during the previous meeting (see *Annexure E*).
- The total number of junior students that were involved in this project was fifty, and there were nine sub groups from the experimental group. The average number of mentees per mentor group was five.
- The project co-ordinator also organised some time to visit each group to see how these meetings were progressing.
- Mentor Program evaluation was conducted as follows:

- Process-evaluation, that is, ongoing evaluation for adaptation and improvement through constant meetings with experimental group participants.
- Peer assessment by completing a response sheet (see *annexure G*)
- Informal-assessment through interviews of junior students participating in the programme (DVD compiled)
- self-assessment through completion of post-test assessment sheets.

3.5 RESUME

Leadership development was analysed using qualitative and quantitative data analysis techniques that are presented and discussed in the following two chapters.

CHAPTER 4

PRESENTATION OF FINDINGS

4.1 INTRODUCTION

In this study leadership has been conceptualised as the ability to engage in self-development activities, as well as the ability to influence individuals towards goal accomplishment. Leadership development activities therefore focused individuals on some developmental tasks such as interpersonal skills, major life skills, as well as motivation towards achieving self-mastery. Results are discussed below according to the different tasks presented to participants.

4.2 ANALYSIS OF RESULTS

The project took the form of a quasi-experimental design, with both qualitative and quantitative analyses having a significant contribution towards the final interpretation. Qualitative analysis will be presented first, then the quantitative analysis.

4.2.1 Qualitative analysis

Introduction

According to Miles and Huberman (1994) qualitative analysis of data can be summarised into three current flows of activity, namely;

- Data reduction, such as summarising, coding, teasing out themes, making clusters, partitions, etc.
- Data display, an organised, compressed assembly of information for drawing conclusions, and

- Drawing conclusions for verification.

In this research all the activities mentioned above, were employed during analysis of pre-test and post-test written responses of participants (see *Tables 2-1 to 12-2*).

The data analytic procedure

Twenty-two sheets of paper were received from each participant on their pre- and post-test responses on leadership conceptualisation, self-assessment on life skills as well as on some developmental tasks. This meant that the total number of paper sheets dealt with, amounted to seven hundred and ninety-two, from the thirty-six participants. (i.e. twenty-seven in the experimental group and nine in the control group). In addition to this there were other exercises participants had to do such as collages, (examples in Plates 1-3) and presentations. This whole amount of information had to be read, understood, summarised, verified where necessary, and classified into categories according to groups and themes such as experimental group pre-test responses on leadership conceptualisation, control group post-test responses on leadership conceptualisation, and so on. Table 2-1 shows that data analysis on leadership conceptualisation resulted to nine themes from pre-test responses, and thirteen themes from post-test responses of the experimental group participants. Analysis of collages, self-assessment on life skills and some developmental tasks, followed the same pattern as well.

Bracketing and pattern coding as discussed by Locke, Spirduso and Silverman (2000) was achieved by focusing on analysing pre- and post-test responses of one group (e.g. control group), on one factor at a time.

Similarities in meaning and commonly occurring responses were identified and only one response representing same ideas in other responses was written down in columns that formed tables which were then labelled accordingly, (e.g. pre-test control group responses on 'competence'; post-test control group on competence; etc. see Tables 2-1 to 12-2) Information on these tables represents a reduced display of participants' responses on different concepts and factors that were analysed such as leadership, competence, autonomy, values, self-management skills and so on. The researcher's interpretation of this information follows after the presentation of two tables, namely pre- and post-test experimental group responses, and pre- and post-test control group responses. The short discussion following Tables 2-1 and 2-2 demonstrates that by studying pre- and post-test responses of one group in the first table, then look at responses of the other group on the same concept in the second table, one is able to draw conclusions based on the pattern of responses. Information on Tables 2-1 and 2-2 indicate a change in leadership conceptualisation by the experimental group that was not observed in the control group. The same procedure of presenting and interpreting data was followed for the rest of the Tables presented in this chapter, as discussed in the following sections.

4.2.1.1 Leadership conceptualisation

The first question posed to participants required comment on the meaning and their experience of leadership. It read as follows:

“Reflect on life experiences and describe what being a leader means to you.”

The respondents' results can be summarised as follows:

Table 2-1. Experimental group responses on leadership

Pre-test	Post-test
<ul style="list-style-type: none">-Caters for family and community needs- winning against odds- works with people, displays good people skills- somebody popular e.g. a politician, music artist etc.- material possessions were also seen as symbolic of leadership e.g. expensive cars- professionals e.g. teacher- somebody who has improved people's lives- somebody knowledgeable- desirable personal characteristics e.g. maturity, goal-directed, etc.	<ul style="list-style-type: none">- self-management and self-development- problem-solving skills- responsible- self-knowledge- communication skills, knowledgeable, democratic- group management skills- assertiveness-self-awareness, patience- supportive, exemplary- good interpersonal skills- adaptability- task accomplishment- sense of direction based on values

Table 2-2. Control group responses on leadership

Pre-test	Post-test
<ul style="list-style-type: none"> - resilience, intelligence, patience, integrity, trustworthiness, reliable, democratic, dynamic, open-minded, creativity. - service to others e.g. listening skills, conflict resolution - sharing norms and values - organising skills, decision-maker - interpersonal skills 	<ul style="list-style-type: none"> - organising skills - responsibility - service to others - interpersonal skills - problem-solving skills - peacemaker - facilitator - decision-maker - exemplary, assertiveness - group control

An analysis of the above tables indicates no change in the conceptualisation of leadership by the control group members in their pre- and post-test responses, whereas the experimental group responses indicate a change from outward focus, i.e. in the pre-test to an inward focus i.e. post-test responses. In the pre-test leadership was viewed in the light of what the leader does in the community or for the community, what he/she has or who he/she is i.e. *public image (see Plates 1-3)*; but in the post-test a leader is viewed in terms of intra-personal competencies, e.g. how he/she conducts himself/herself

4.2.1.2 Reviewing some developmental tasks

Both groups participants were requested to assess themselves in terms of some developmental tasks (Egan, 1994b), that were presented to them; namely, competence, autonomy, values, identity, intimacy, sexuality, love, marriage & family, career, community involvement and leisure (see *Annexure D*) Results of these assessments are given for each task as follows:

Table 3-1: Experimental group responses on competence

Competence: What do I do well? What am I really good at?	
Pre-test	Post-test
Good in getting things done	Good in helping others
Likes talking to people a lot	Getting things done on time
Self-management, goal-directed (limited resources)	Self-motivated (has resources)
Can get things done	Good at what she does
Can do things on her own	Feels competent
Not competent in self-management	Not competent in finishing tasks
Able to set goals she can accomplish	Getting things done
Hard worker	Good listener
Feels competent	Difficulty in keeping time
Capable of doing things	Cannot get what she wants all the time
Likes giving advice	Good in communication
Writing and speaking English, punctual	Getting things done
Giving advice	Problem solving
Communication skills	Setting goals
Co-operative	Not confident in own skills
Positive attitude	Respect, leader

Table 3-2: Control group responses on competence

Competence: What do I do well? What am I really good at?	
	Post-test
Relates to others	Can do academic work
Can do academic work	Respect, caring
Good listener	Capable of getting things done
Can accomplish goals set for oneself	Excel with people
Doing things alone	Capable of getting things done
Caring, go-getter, problem-solver	Sociable, friendly, problem-solver, computer literate
Belief in self	Not giving up easily
Sports – volleyball, communication	Getting things done, communication
Planning, doing work, cleanliness, responsible	Commitment, responsible, caring
influential	Interpersonal skills but cannot address crowds
Socialising with people	Striving for excellence

Responses do not show any significant change in both groups, except for that in the experimental group, post- test responses are more focused; e.g. “good in getting things done” changes to “good in helping others” however this is not consistent for all respondents. One interesting observation though, is that one respondent wrote that ‘resources were limited’ to fulfil her needs, but in the post-test response there was a feeling that the resources were actually adequate. On further exploration of this fact with other participants, there was a confirmation that this was actually a general feeling in the group. This indicates some change in the way participants saw or did things.

Table 4-1: Experimental group responses on autonomy

Autonomy: <i>Can I make it on my own?</i>	
Pre-test	Post-test
Independent, likes to do things on her own	Independent, but also works well with others
independent	Independent (same response x 4)
Still dependent on parents	Asks for help
Stands up for herself	Independent
Interdependent	Interdependent
Finds it difficult to ask for help	Asks for help but not just anyone
Not sure of autonomy	Dependent at home
Still dependent on parents for support and guidance	Can manage studies on her own
independent	Not a follower
Not easy to ask for help	Sometimes asks for help
Independent in her academic work	Finds it hard to ask for help
Prefers doing things herself	Prefers doing things herself
average	Independent
Fairly independent	Fairly independent
Works alone	Independent in social life
Believes in making it on her own	Interdependent in social life

Table 4-2: Control group responses on autonomy

Autonomy: Can I make it on my own?	
Pre-test	Post-test
Can do schoolwork without help	Strong sense of self
Dependent on family	Works independently, self-disciplined
Autonomy in decision making	Independent, a born leader, a feminist
Making own decisions	Can work independently
Avoids to be dependent all the time	Overly independent
Can accomplish things on her own	Independent problem solving
Can solve own problems	Study on her own, lives without intimate relationship
Independent, but dependent during crises	Can do things on her own

With regards to this developmental task, i.e. autonomy, the confidence that seems to prevail during pre-test seems to diminish during the post-test in the experimental group responses; e.g. responses such as “works alone”, “belief in making it on my own”, “not easy to ask for help” changed to “interdependent in social life”, “sometimes asks for help”. This can be attributed to maturation, resulting from the leadership development program experience; e.g. realistic assessment of personal strengths and soft spots, and the realisation of the importance of being a team player. According to Covey (1994), leaders should be individuals with a very keen sense of self; these responses indicate a move towards that.

With regards to the control group, the same confidence observed in their pre-test responses prevails in their post-test responses.

Table 5-1: Experimental group responses on values

Values: What do I believe in?	
Pre-test	Post-test
Has some values	Has some values
Accepts change as a process	Accepts change as a process
Spiritual person	Spiritual person
Believes in self	Believes in self
Values herself	Has strong values
Believes strongly in God	Believes strongly in God
Own values conflict with others	Own values conflict with others
Values adapted accordingly	Has some values
Firm in own beliefs	Firm in own beliefs
Has some values	Respect
Values means high class	Do not follow what he does not believe in
Principal values important	Trusts and believes in self
Respect others, self and avoid conflict	Respect others, self and avoid conflict
Has some established values	Firm in one's beliefs (repeated 3x)
Respect other people's values	Stick to your dream
Values influenced by prevailing social system	Values influenced by prevailing social system
Values change	Sympathetic
Professional values, being useful, change	Respect others and self
respect	Belief in God

Table 5-2: Control group responses on values

Values: What do I believe in?	
Pre-test	Post-test
Doing the right thing all the time	Treating others as one would like to be treated
Achieve and succeed in life	Persistent on your values
Respect, love, integrity, non-judgemental, freedom	Respect, love, integrity, non-judgemental, freedom
Self-confidence	Hardly loses courage loose is the opposite of tight
Don't hurt others	Believes in perseverance
Don't change my values	Belief in getting what one wants
Self-grooming	Love one another
Liking people as one would like to be loved	Liking people as one would like to be loved
Witchcraft exists	Trust people
We're not the same in intelligence	Respect others' views
Avoid peer influence	Live one's own life
Believes in God and love	Respect others for who they are, not to push one's values on others

The experimental group responses on this task display stability/consistency in chosen values that is not observed with the control group.

Table 6-1: Experimental group responses on identity

Identity : Who am I in this world?	
Pre-test	Post-test
Confident of self - response repeated four times	Confident of self - response repeated three times
Confident of self	Sometimes confused
Happy with own identity – repeated three times	Happy with own identity – repeated three times
Knows oneself	Reliable person
Confident of self	Happy with own identity
Unstable, destabilised by negative remarks	Happy with own identity
Low self-esteem	Confident, no low self-esteem
High self-esteem and assertive	Knows oneself
Confident but a private person, does not seek others' approval	Confident but a private person, does not seek others' approval
Happy with own identity	Sometimes the future is not so clear
Relates to everyone, feels good about self	Believes in oneself
Confident but confused by others	Confused when has to make decisions
Self knowledge	Goal seeker
Super-achiever, people's choice, life hunter	Feels good in company of others, people's choice
Saint, African male	A brother
Own identity not clear	A psychologist

Table 6-2: Control group responses on identity

Identity : Who am I in this world?	
Pre-test	Post-test
<i>Feels more herself at home</i>	<i>Feels he is not following own cultural values</i>
<i>Feels best in church and in own career</i>	<i>Feels best in familiar settings</i>
<i>Self-confident with high self-esteem, happy</i>	<i>Goal-directed, has planning ability, committed, responsible</i>
<i>Believes in own self</i>	<i>Good leader, too ambitious</i>
<i>counsellor</i>	<i>Knows who she is</i>
<i>Satisfied with own sense of self</i>	<i>Communicates with others, sharing views</i>
<i>Caring, kind, empathetic, patient</i>	<i>Friendly and sociable, never forgets a bad thing</i>
<i>Optimistic, sensitive to social needs</i>	<i>Hard-worker, goal-directed, self-belief</i>
<i>Caught in own world</i>	<i>Loses identity when with strangers – people don't see her as would like them to.</i>

With regard to this developmental task, responses were fairly consistent in both groups, during pre- and post-tests; however, in the experimental group, self was seen in terms of personal strength, whereas, in the control group, it was more in terms of social behaviour.

Table 7-1: Experimental group responses on intimacy

Intimacy : What are my closer relationships like?	
Pre-test	Post-test
Close to family and friends – repeated three times	Close to family and friends – repeated three times
Does not dwell on disappointments	Gets along well with others
Close to family and friends, but reserved with strangers	Close to family and friends, but reserved with strangers
Close to people she cares for	Good relationships with friends - repeated once more
Very close to mother	No close friends
Close to friends	Close to friends
Gets along well	Gets along well
Not good in close relationships	Comfortable with friends – repeated once more
Close to people does not have a best friend	Close to people does not have a best friend
Close to friends	Finds it difficult to compromise
Has life-long close friends	Has life-long close friends
Few close friends, does not relate just with anyone	Few close friends, does not relate just with anyone
Has close friends who keep their secrets	Has close friends who keep their secrets
Close to friends	Able to discuss things with people close to her
Not clear	Enjoys being with people who care

Table 7-2: Control group responses on intimacy

Intimacy : <i>What are my closer relationships like?</i>	
Pre-test	Post-test
<i>Intimate to people close to her</i>	Gets along well with acquaintances
Enjoys company of friends	Enjoys company of friends
Keeps established relationships	Friendly, sociable
Close to mother	Enjoys good friendships
Close to her peers, groupmates	Close to friends
Very close to people she knows	Togetherness with partner is important
Enjoys company of friends	Enjoys boyfriend's company, does not like to spend time with friends
Close to friends	Can relate to others/peers
Stands strong like a pillar, loves no matter what	Does not easily attach to people until they have earned trust.

The experimental group responses indicate close ties with friends and family in both pre- and post-test responses; whereas in the control group, post test responses move from friends and family towards opposite sex friendships.

This could be assigned to different developmental levels; i.e. if one considers that the control group was senior to the focus group, albeit academically.

Table 8-1: Experimental group responses on sexuality

Sexuality : <i>Who am I as a sexual person?</i>	
Pre-test	Post-test
Happy about own sexuality – repeated twelve times	Happy about own sexuality – repeated twelve times
Can control sexual desires	Honesty is important in a relationship
Able to control own sexual behaviour	Satisfied with own sexuality
No response - twice	No response - twice
In control of own sexual needs	Sometimes do things without thinking
Not clear – stated twice i.e. two different respondents	normal
Good advisor on sexual drives, 60% control	Sexual identity not clear

Table 8-2: Control group responses on sexuality

Sexuality : <i>Who am I as a sexual person?</i>	
Pre-test	Post-test
Satisfied	Able to maintain self-discipline sexually
Not clear on this issue	Positive about sexual identity
Happy in a male role	Sexually active
No comment	Enjoys sex
Happy about own sexuality – repeated once	Happy about own sexuality – repeated once
Happy in her love relationship	Enjoys sex with partner
Difficult to answer this	No comment
Can control sexual desires - jealous	Enjoys privacy with a partner

The experimental group responses on this topic are very controlled and restricted whereas the control group responses are more open on this topic. Further investigation revealed that sexuality was more openly associated with a drive for sex by the experimental group members.

Table 9-1: Experimental group responses on love, marriage, family

Love, marriage, family: <i>What are my deeper commitments like?</i>	
Pre-test	Post-test
Not keen on marriage, independent	Peacemaker in the family
Committed to marriage – repeated three times	Would like to marry someday
Close to family	Should work on myself
Believes in marriage	Believes in commitment
No response	Good relations
No response	Hates commitments in relationships
Commitment is important - repeated	Relates well to family and friends
Would love good family life	Important at home, respected, first born
Enjoys good relationship in a marriage	Happy with current relationship
Relates well to family and relatives	Looks forward to marriage
Close to family and friends, marriage is not important – repeated three times	Looks forward to marriage
Marriage is something to believe in	Enjoys family relationships, looks forward to marriage
Looks forward to marriage	Peacemaker – enhances communication

Table 9-2: Control group responses on love, marriage, family

Love, marriage, family: <i>What are my deeper commitments like?</i>	
Pre-test	Post-test
Relates well to family	Positive about marriage and married life
Relates well to family – looks forward to marriage	Relates well to family but does not look forward to marriage
Loving, respect, helping, caring	Communicative, ability to make friends
Looks forward to as suitable partner	Desires to get married
Happy in her married life	Happy in her married life
Difficult to answer this	Looks forward to a close relationship
Does not believe will get the right partner	Not comfortable in current relationship

The positive factor on this developmental task is that both groups displayed a positive attitude towards love, marriage and family, during pre- and post-tests. Respondents in both groups are training to become psychological counsellors therefore a positive attitude concerning relationships implies readiness and confidence in handling interpersonal relationships.

Table 10-1: Experimental group responses on career

Career: What is the place of work in my life?	
Pre-test	Post-test
Feels good about chosen career – repeated eleven times	Feels good about chosen career – repeated eleven times
Listens to other people	Listens to other people
No response	Loves chosen career
Satisfied with chosen career	Has doubts about chosen career
Happy but lacks confidence	No response
Satisfied with own efforts at work	Looks forward to caring
Work difficult but striving	Has had problems but looks forward to chosen career
Considers this very important	Career focus elsewhere not in the current field of study
Feels well about chosen career	Looks forward to a career other than the current one

Table 10-2: Control group responses on career

Career: What is the place of work in my life?	
Pre-test	Post-test
Happy with chosen career – repeated six times	Happy with chosen career – repeated six times
Dedicated to chosen career	Focused and committed – repeated once
Looks forward to work	Interested in a different career path

Except for two to three individuals in both groups, all respondents expressed an interest in the chosen career path. An exceptional few showed interest in different career paths once current studies are completed. Self-awareness and appreciation of one's strong and weak points comes with maturation.

Confidence in one's career path is a requirement for excellence in performance. These students, through this study found the right direction.

Table 11-1: *Experimental group responses on the investment on the wider community*

Investment in the wider community – how big is my world?	
Pre-test	Post-test
Good relationship with neighbours	Wants to help people with problems
Nice to people who are nice to her	Communicative
Involved in community activities	Involved in community activities
Not involved	Loves her community
No response	Feels ignorant
Willing to be involved – repeated twice	Willing to be involved – repeated
Not much involved	No response
<i>Not much involved</i>	Have social involvement
Not much involved	No response
Community involvement is important	Inadequate time for community involvement
Optimistic about the world	Would like to make changes for the good
Not actively involved	Not actively involved
none	Optimistic about the world and life
Community involvement perceived in the job performance	Happy with own neighbourhood
Considers neighbourhood as family	Respects and care for people
Good organiser	Good communicator
Not clear	Not clear
Involved in HIV-AIDS Awareness	Qualification contributes
Likes own neighbourhood	Likes own neighbourhood

Table 11-2: Control group responses on the investment in the wider community

Investment in the wider community – how big is my world?	
Pre-test	Post-test
Involved in sports	Always striving at making a difference
Organises activities	Positively involved in the family
Knows own status and values	No comment
Loves own community	Politically oriented
Has social involvement – repeated three times	Has social involvement – repeated three times
Organiser, singer in church, treasurer	Plays games
Surrounded by spiritual people	Involved in the community

In both groups responses were mostly vague. It was evident that the curricular activities in the university were not considered as community involvement; e.g. assessment and counselling of adults, children from schools, places of safety etc. as well as mentoring junior students. Apparently community involvement is perceived as work in their own localities. This is another positive sign for a group of students that will soon join the working forces of this country. The general perception was that community investment is more than meeting job requirements or responsibilities, (i.e. curriculum requirements in this case) but ploughing back knowledge and skills into one's own community of origin. For any country, to have more young adults thinking in this way, would have a tremendously positive effect on its development.

Table 12-1: Experimental group responses on leisure activities

Leisure – What do I do with my free time?	
Pre-test	Post-test
Sleep or read novels	Reads magazines and updates self on current events
Reading books	Hard-worker
Enjoys own company and that of friends	
Enjoys time with friends and television	Books, friends and family
Reads bible, watches television and visit malls	Reads bible, watches television and visit malls
Spends time with friends	Spends time with friends
Just relaxes	Not sufficient time for this
Not sufficient time for this	Not sufficient time for this
Read and watch television	No response
Relaxes with friends and family – repeated three times	Relaxes with friends and family – repeated three times
Study and watch a movie	Not good in sports
Always in company of friends and family	Inadequate time for family
Music, watching television and reading	Music, watching television and reading
Leisure time used effectively	Reads a lot
Going out and reading	TV, music and soccer
Reading and friends, not much time though	Reading and friends, not much time though
tv, friends and reading	tv, friends and reading
Reads, music, exercise, socializing	Home and playgrounds
Reads magazines, and tennis	Movies, tennis, friends

Table 12-2: Control group responses on leisure activities

Leisure – What do I do with my free time?	
Pre-test	Post-test
Socialize with friends – repeated once	tv, friends and reading
Going out with people	Spends time with people from whom one can learn something
Going out	Going out
Friends and family	Restaurant, friends and exercise
Does not believe in free time	Going out with family
Friends and exercises	Friends, aerobics, tv, music, radio
Friends and family	Friends and family, inadequate time for leisure
Happy and relaxed with family and friends	Exercise, reading, going out with friends

Both groups' responses did not differ on this developmental task during pre- and post-tests. There were few individuals in the experimental group that felt they did not have enough time for leisure. Leisure is important for refuelling and minimising stress. Leaders know this. The respondents' responses on this developmental task indicate an awareness of this fact from both groups; a positive factor for psychological counsellors, as well as for future leaders.

Further investigation on personal circumstances of participants that felt they did not have adequate time for pleasure revealed the restrictive operation of personality factors such as compulsiveness.

In summary, previous discussion on leadership development concludes that a true leadership development programme will encourage self-awareness and self-development on the part of its participants. The results discussed above confirm this.

4.2.1.3 Program related phenomenological experiences

4.2.1.3.1 Introduction

Previous discussion on leadership development in this work indicates that, in addition to intra-personal competencies, and theoretical learning, leadership development requires an interpersonal, as well as relational context to occur. In order to meet this requirement in this program, the experimental group was allocated a task to mentor junior students. This extended over a period of twenty weeks. The mentor program was closely supervised by the facilitator. Weekly reports by student mentors were submitted and discussed with the facilitator in order to ensure that group activities were focused on the targeted skills for development. Experiential developments of this program are discussed in the following sections.

4.2.1.3.2 The Mentors' experiences (i.e. experimental group)

Focus group discussions revealed that as mentors, participants learnt much from the experience of working with the junior group. One important factor, was a feeling of inadequacy when working with junior students. As the mentors were in their third year of study of a four-year degree, they realised that they still had much to learn. Positive results on the *"learning to learn life skill"* (to be discussed in the next chapter) were apparently influenced by this realisation, (i.e. amongst other things).

4.2.1.3.3 The Program Facilitator (i.e. the researcher)

This program gave the facilitator, an expanded view of the potential of the experimental group participants. Whereas some had appeared reserved and under-performing in their theoretical content in class, they displayed an amazing insight and maturity in mentoring a junior group. Good performance in small group tasks appeared to instil a sense of confidence in their academic work, which had not been observed prior to program participation. An improvement in academic performance was observed in their final year of study (i.e. in the following year.)

4.2.1.3.4 The Mentees

When the first year students i.e. mentees were interviewed about their experiences with the experimental group, they were full of praises. (*see the accompanying DVD*). Their developmental areas from this experience are summarised as follows:

- Overcoming shyness and making friends
- Learning to communicate with other people
- Gaining self-awareness
- Time management and planning skills
- Developing self-confidence
- Learning more about other cultures.

Through this program the experimental group members were able to successfully mentor junior students. The mentor program was aimed at developing communication skills, self-management skills, as well as inter-group relations, in both the mentors and mentees. (see Annexure F)

A cherry on the cake in this program were the two poems that mentees wrote for their mentors in appreciation for their work in the program. The poems read thus:

Untitled

*"It makes me feel
so happy and grateful
to re-live the moments we've shared,
our gatherings have been
so full of wonderful experiences,
so rich with love and laughter.*

*But what makes me the happiest
Is thinking of all the days ahead
Just waiting to be filled
With good times, special friendships
And all the brand new memories
we will make together*

*I treasure all our yesterdays
But I know that all our tomorrows
Are full of promises
And that the best is still yet to be.... " (by: Charles)*

HOPE

*Hope is that, that is within each one of us
That sees success in every looming failure
Victory in every approaching defeat
Love in every burst of hatred
Reconciliation in every breaking of relationship
Peace in every act of war
Hope makes miracles possible
Without hope, there's nothing...can be nothing
Hope is a very basic part of our being
Without which we cannot live.... by: Simpiwe*

The best judges of any service rendered at any one time are consumers of that service. The words of appreciation in these poems bear testimony to this. What is even more interesting is that these poems were a spontaneous gesture of appreciation from the mentees

4.2.2 Quantitative analysis

In addition to some developmental tasks and leadership concepts, life skills were also introduced in this leadership development program.

A baseline reading in the form of a pre-test was made prior to developmental activities; and the effect thereof was assessed through a post-test. These tests were administered for both groups; i.e. the experimental group and the control group.

Life skills assessment involves assessing participants' skills and knowledge for effective living. In this case they were asked to rate themselves in terms of their competence on six identified life skills. They were also required to state the level of importance of those life skills to them (see *Annexure C*). A Likert scale was used to assess ratings on life skills assessment (see *Annexure C*). The identified life skills were derived from Egan, (1994). These are: body

related skills, learning how to learn skills, skills related to values, self-management skills, communication skills, and skills related to small groups.

Inferential statistics, such as between group analysis of variance, were used for analysing pre- and post-test life skills assessment data. A major limitation was the limited number of respondents in both groups; however, the nature of the project, as well as some organisational factors in implementing a project of this nature, did not allow for a larger group of respondents.

The results for this assessment are as follows:

Table 13: Summary means table for experimental and control groups: pre- and post-testing of life-skills

Group	Br	L	V	Sm	C	Sg	Br2	L2	V2	Sm2	C2	Sg2
Control group	33.6	38.8	16.2	28.7	28.4	16.3	32.2	38.4	16.1	29.6	29.8	16.0
Experimental group	31.3	34.1	16.4	29.3	30.7	16.0	33.9	37.3	17.2	28.5	30.9	16.3
Total	32.0	35.6	16.3	29.1	30.0	16.1	33.3	37.6	16.8	28.8	29.9	16.2

Key: br (body related skills); l (learning to learn skills); v (skills related to values); sm (self-management skills); c (communication skills); sg (small group skills) Br =pre-test; br2= post-test etc.

Table 13 refers to summary of means for the experimental and control groups on the various dependent variables. Multivariate analysis indicated no

significant differences between the groups on all variables except learning to learn ($F=9.5$, $p<.005$) From inspection of the means table, this significant between groups comparison is associated with the relatively greater degree of improvement in learning to learn in the experimental group.

While there were no other significant differences between the groups, probably owing to small group sizes, inspection of Table 13 indicates experimental group improvements in all skills except self-management. The control group pattern is less consistent, with increases in two skills and decreases in four skills.

The difference on the remaining life skills did not indicate any statistical significance, however, as has been shown in the qualitative analysis this does not indicate absence of growth; there will be more discussion on this in the next chapter.

A positive result on the *“learning to learn”* skill is an indication that experimental group participants experienced greater improvement in their abilities to:

- Seek opportunities to learn, e.g. finding information and environmental awareness
- Seek and use feedback positively
- Learn from own mistakes and
- Receive criticism with an open mind.

This change was not observed on the control group results.

CHAPTER 5

DISCUSSION OF RESULTS

5.1 INTRODUCTION

The greatest challenge in this project was measuring development. Unlike training, which is focused on a particular skill, and therefore easy to measure; development involves learning for growth and is usually not focused on just one skill but on maturity. Moreover, development is a long-term process therefore changes within an individual can be attributed to a number of factors, in addition to what the program offered. The quasi-experimental design selected for this research represented an efficient approach of measuring change whilst controlling for threats to validity as mentioned in chapter three.

The Centre for Creative Leadership (Murphy & Riggio, 2003), pioneered the use of 360-degree assessment and feedback in leadership and development programs, which assessments are popular for providing comprehensive feedback on individual performance from a variety of sources, e.g. the boss, board members, peers, direct reports from supervisors and others. This approach is widely used in industries (Antonioni, 1996; Atwater & Waldman, 1998; Brett & Atwater, 2001; Edwards & Ewen, 1996; Furnham & Stringfield, 1998; Waldman & Atwater, 1998; <http://www.ccl.org/assessments>; Maxwell, 2006). Its concept was adopted as a method for evaluation in this program. A discussion of the results is given in the following sections.

5.2 DISCUSSION

Leadership development was implemented through life-skills development as well as through the introduction of some identified developmental tasks, as per Egan (1994). Participants assessed themselves through completion of pre-test/post-tests (*Annexures B,C& D*). Continuous assessment throughout the program was done by the facilitator (i.e. researcher), in the form of weekly meetings and feedback with the experimental group. Peers (i.e. mentees) evaluated the focus group through completion of assessment forms. Participants' conceptualisation of leadership was also checked before and after program implementation. It formed part of the pre-test/post-test exercises offered.

The experimental group/control group approach was a significant factor with regard to differentiation between program benefits, in relation to factors that could contribute towards developmental changes. It controlled for internal validity threats. There are some changes that were observed in the experimental group that were absent in the control group, see Tables 2-1 and 2-2 on leadership conceptualisation. If these changes could be attributed to anything else, they should have been observed in both groups. This was not the case.

Experimental group subjects also displayed an increased awareness of their strengths and areas needing development at the end of the program that was not observed in the control group, (e.g. Tables 4-1and 4-2; 6-1 and 6-2; and discussion on these). It has been stated that leaders are not necessarily

perfect individuals without any weaknesses, but they are acutely aware of their strengths and weaknesses and are continually working on them (Covey, 1994; Baltes, 1997; and Baltes & Staudinger, 2000).

The control group subjects were in interaction with the experimental group in the sense that they were students of the same department, though at different levels of their studies; the control group being senior to experimental group participants, but this did not seem to affect the results. As far as it could be observed, none of the participants had any reason to make the program either a success or failure.

Post-test for the experimental group was done after the treatment program. This was a very important aspect because it indicated that post-test responses were informed responses; unlike just issuing questionnaires to subjects where there is a possibility of answering anyhow, for the mere sake of completion. This made the responses to be more focused.

As has already been pointed out, quantitative data analysis on life skills revealed a positive result on one life skill namely, *“learning to learn”* skill. An interesting observation is that although changes were not statistically significant in other life skills, a positive change in the following three life skills was observed during mentor program assessments; namely, self-management skills, communication skills, and skills related to small groups. There was no change associated with skills related to values, but this was not of great concern as it is a known fact that values are usually instilled at an

early age. From the age of about twenty-two years, one would expect that fundamental values remain fairly consistent, as was the case in this project. The most common response on this developmental task was conflict of values i.e. own values as opposed to other people's values. Experimental group respondents were concerned about this. These were young adults and self-consciousness is usually observed at this developmental stage.

Body-related skills involved all the principles of healthy living, e.g. personal hygiene, preparing and taking nutritious meals, engaging in good exercise, to mention but a few. The general reaction to this skill, was to overlook the importance of these items, simply because participants considered themselves healthy. This subject was covered in focus group discussions.

Changes observed with most developmental tasks, including participants' conceptualisation of leadership, indicated positive growth. They were in line with the reviewed literature's assertions regarding leadership development; such as self-identity perceived in terms of personal strengths rather than social image (McCauley, Moxley, & Van Velsor, 1998; Murphy & Riggio, 2003). The two developmental tasks' responses that were not to the point were intimacy and sexuality. The developmental age of participants played a role in this. Participants were reserved in discussions on these topics.

5.3 RESUMÉ

Vygotsky (1978), a social learning theorist, wrote a book entitled *'The Mind In Society'*, meaning that development of higher psychological processes are facilitated through societal interaction and affiliation. According to his concept, *'the zone of proximal development'* facilitated learning is necessary for development. He states that learning that is properly organised by a knowledgeable adult or peer, results in mental development and sets in a variety of developmental processes that would be impossible apart from support. The zone of proximal development is therefore the distance between the actual developmental level as determined by independent problem-solving, and the level of potential development as determined through problem-solving under guidance, or in collaboration with more capable peers (Vygotsky, 1978).

In this research it was established that an effective leadership development program can only be accomplished through assessment at the program onset, offer challenges that will force program participants out of their comfort zone, and offer support through the provision of resources and/or guidance to move participants forward (McCauley, Moxley, & Van Velsor, 1998). These requirements were met in the manner this program was implemented.

Furthermore, it was stated, that developing an individual leader without regard for the social and systems influences, can have limited success in developing leadership. Conversely, focusing entirely on the social and organisational context without attending to individual development is likely to result in

individuals feeling in 'over their heads' when it comes to leadership (Murphy & Riggio, 2003). Leadership development in this research was about successful integration of these. Tasks selected for this program benefited participants in their academic performance, and also contributed to their completeness as human beings. As spiritual beings, people have developmental tasks necessary for the human condition; and as biological and social beings, they also need life skills to function in their societies.

CHAPTER 6

SUMMARY, LIMITATIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This project's main focus was to put together a leadership development program, implement it and evaluate it for effectiveness. A multi-level approach towards this was adopted. At one level the focus was on individual development, and at another level the focus was on interpersonal relationships, with peers, as well as with superiors; i.e. leader development vs leadership development. Bridging the two required all developmental resources embedded in all forms of capital, e.g. human, social as well as systems. *Environmental systems were always intricately linked to the whole process because of the fact that this program occurred amongst other curricular and extra-curricular activities within a University setting.*

Leadership for the purpose of this project was understood as *'the ability to engage in self-development activities as well as the ability to influence individuals towards goal accomplishment.'* Leadership development was therefore focused on life skills development as well as at introducing some developmental tasks to participants, which were relevant to their developmental level.

Life skills identified were: body-related skills such as hygiene, exercise and nutrition; learning how to learn skills; skills related to values; self-management skills e.g. decision-making, managing emotions, assertiveness, etc.;

communication skills and skills related to small groups (Egan, 1994b). The developmental tasks introduced were also from Egan (1994b) namely: competence, autonomy, values, identity, intimacy, sexuality, love, marriage, family, career, community investment, as well as leisure (see *Annexures C & D*).

Project implementation involved, amongst other things, development of the experimental group in the skills and developmental tasks mentioned in the preceeding sections. This occurred over a period of six months. In spite of many challenges associated with developmental programs like this one, overall results indicate a positive growth. To conclude, one can safely state that the selected tasks for leadership development in this project were effective in producing the desired outcome.

6.2 LIMITATIONS OF THE STUDY

Limitations in this study are those that are usually encountered in all developmental research designs (Campbell & Stanley, 1996; Denzin & Lincoln, 1994; Struwig & Stead, 2001; Zechmeister & Shaughnessy, 1994), namely:

- The group size was not large enough to allow for a representative sample of the selected target group, i.e. University of Zululand students; however, a larger group would have extended the research period, thus allowing for further limitations experienced in developmental research e.g. loss of interest, attrition, etc. Training and focus group activities formed part of this project. A larger sample group

would have required more than one facilitator, another facilitator would have required special training and this would have posed further challenges e.g. time allocations for different groups in different courses.

- It is usually difficult to obtain completely conclusive evidence of dependent/independent variable interaction in developmental designs because developmental changes usually take time to surface, and, when they do, are sometimes ascribed to other factors, e.g. maturity. One advantage of developmental research is that it facilitates and controls maturation processes for effective results.
- Zechmeister and Shaughnessy (1994) state that quasi experiments differ from true experiments in that fewer threats to internal validity of an experiment are controlled; thus plausible rival hypotheses for an experimental outcome can arise. An attempt to control for this in this research was through introducing a non-equivalent control group.
- An even more interesting limitation common in developmental designs, also observed in this research is controlling for the fact that when one does not know, one thinks he/she knows, and when one knows, one realizes how much he/she does not know.

6.3 RECOMMENDATIONS OF THE STUDY

- Leadership development should be built in every curricular activity in tertiary institutions, especially in developing countries like South Africa.

The reasons for this are many but can be summarised as follows:

- Murphy and Riggio (2003) observed that the state-of-the-art in development is helping leaders learn from their work, rather than taking them away from their work to learn. When leadership development is built into the curriculum of the students, it makes them appreciate learning more; this was observed in the results discussed in the previous chapter.
- Close supervision and support is an important factor in all development programs, as development does not occur overnight. When the mentors (i.e. experimental group participants) were later given an opportunity to mentor students on their own without constant supervision, they constantly consulted the facilitator for support.
- Zimmerman-Oster and Burkhardt (1999) made a very important observation in their statement that the nation's ability to respond and prosper depends on the quality of leadership demonstrated at all levels of the society. Graduates from institutions of higher learning like the university, are usually employed in leadership positions. Development programs like this one, facilitate and control the maturation process of emergent leaders.
- Leadership skills development helps in preparing students for the world of work, as well as social responsibility, as future

leaders. Employers expect new entrees into the workforce to have some competencies and skills characteristic of a leader i.e. some leadership aptitude. This is not usually publicised but it is almost always used as a hiring criterion, whether or not the person is employed in a leadership position.

- Academic staff members need to be involved in a broader capacity for leadership development. In the same way that industries have responsibility for the development of their employees, academics should have a responsibility for developing leadership skills of students they serve. In order to lighten the burden for all concerned, an organisational project can be developed into a 'creditable' module that will form part of the curriculum for their chosen careers. Murphy & Riggio (2003), suggest that these modules be done through an institutional leadership centre or development unit. A portfolio of competence can also be designed for adult learners or rather, to suit different needs of students, depending on their level of study. A university wide leadership development program can have an enormous positive contribution to the wider community of this country.
- Job selection committees should start focusing on employing job seekers that look upon work more as a means of enhancing their personal maturity rather than anything else.

6.4 CONCLUSION

“If you are not certain of where you are going, you may very well end up somewhere else (and not even know it)”, (Guilbert, 1992, p2.18). Leadership development is a process that extends over a period of time as new skills and information are acquired. It involves practising and developing certain skills as well as attitudinal change. This involves a lot of work from both the facilitator and the learner, which is why there are not many people who are good leaders.

The value of this project for participants therefore was to point them in the right direction for growth and development. This is in line with the secondary objective for this research, namely, to empower individuals so that they could gain mastery over their lives. The positive change on the *“learning to learn”* life-skill reflects a practical demonstration of leadership conceptualisation that has been adopted in this research, namely, *‘the ability to engage in self-development activities as well as the ability to influence individuals towards goal accomplishment.’*

REFERENCES

- Antonioni, D. (1996). Designing an effective 360-degree appraisal feedback process. *Organisational Dynamics*, 25(2), 24-38.
- Atwater, L. & Waldman, D. (1998). Accountability in 360-degree feedback. *HRMagazine*, 43(6), 96-104.
- Baltes, P.B. (1997). On the incomplete architecture of human ontogeny. *American Psychologist*, 52, 366-380.
- Baltes, P.B. & Staudinger, U.M. (2000). Wisdom: A metaheuristic to orchestrate mind and virtue toward excellence. *American Psychology*, 55, 122-136.
- Brett, J. & Atwater, L. (2001). 360-degree feedback: Accuracy, reactions and perceptions of usefulness. *Journal of Applied Psychology*, 86, 930-942.
- Campbell, D.T. & Stanley, J.C. (1996). *Experimental and Quasi-experimental designs for research*. Chicago:Rand McNally.
- Covey, S.R. (1994). *The seven habits of highly effective people*. . London: Simon & Schuster.

Chappelow, C., (2006). *Assessment and Development Resources Selection Guide*. U.S.A.: Centre for Creative Leadership.

[http:// www.ccl.org/assessments](http://www.ccl.org/assessments) (accessed on 9th January 2004)

Day, D.V. (2000). Leadership development: A review in context. *Leadership Quartely*, 11, 581-613.

Denzin, N. & Lincoln, Y. (1994). *Handbook of Qualitative Research*. Thousand Oaks, California: Sage

Edwards, M. & Ewen, A. (1996). *360-degree feedback: The powerful new model for employee assessment & performance improvement*. New York: AMACOM.

Egan, G. (1994a). *The Skilled Helper*. California: Brooks/Cole Publishing Company.

Egan, G. (1994b). *Exercises in Helping Skills*. California: Brooks/Cole Publishing Company.

Egan, G. (2000a). *The Skilled Helper*. California: Brooks/Cole Publishing Company.

Egan, G. (2000b). *Exercises in Helping Skills*. California: Brooks/Cole Publishing Company.

Furnham, A. & Stringfield, P. (1998). Congruence in job-performance ratings: A study of 360-degree feedback examining self, manager, peers, and consulting ratings. *Human Relations*, 51(4), 517-530.

Gazda, G.M. (1984a). *Multiple impact training: a life skills approach*. Pacific Grove: Brooks/Cole

Gazda, G.M. (1984b). *Foundations of Counselling and human development*. New York: McGraw-Hill.

Gibson, J.L., Ivancevich, J.M. & Donnely, J.H. (2000). *Organizations: Behaviour, Structure, Processes*. New York: McGraw Hill.

Guilbert, J.J. (1992) *Educational Handbook for Health Personnel*. 6th Edition. Geneva: World Health Organisation.

http://www.tcslearning.co.za/leadershi_development.html

(accessed 9th January 2004)

Kehoe, John. (1995). *Mind Power*. U.S.A.: Zoetic Inc.:

Lewis, J.A. & Lewis, M.D. (1989). *Community Counselling*. Pacific Grove: Brooks/Cole.

Locke, F., Spirduso, W. & Silverman, S. (2000). *Proposals that work*. U.S.A.: Sage Publications Inc.

Lynch, Richard. (2000). *Corporate Strategy*. New York: Prentice Hall.

Mann, P. (1978). *Community Psychology*. London: Collier Macmillan Publishers.

Mathieson, D. (2004). *Corporate Training-Leadership Development*.
<http://www.edgetraining.co.za/courses/leadership>. (accessed 9th January, 2004).

Maxwell, John C. (1998). *The 21 irrefutable laws of leadership*. Tennessee: Thomas Nelson Inc.

Maxwell, John C. (2003). *Thinking for a Change: 11 ways highly successful people approach life and work*. New York: Warner Books, Inc.

Maxwell, John C. (2006). *The 360° Leader Comprehensive Assessment*. New York: Warner Books, Inc.

McCauley, C.D. Moxley, R.S. & Van Velsor, E. (Eds) (1998). *Handbook of leadership development*. San Fransisco: Jossey-Bass.

Miles, B. & Huberman, A.M. (1994). *Qualitative Data Analysis*. Thousand Oaks, California: Sage

Mumford, M.D. & Manley, G.G. (2003). *Putting the development in leadership development: Implications for theory and practice*. In Murphy & Riggio. *The future of leadership development* (pp 237 – 257). London: Lawrence Erlbaum Associates, Publishers.

Murphy, S.E. and Riggio, R.E. (2003). *The future of leadership development*. London: Lawrence Erlbaum Associates, Publishers.

Nadler, L. (1984) *The handbook of human resource development*. New York: Wiley.

Rejai, M. and Phillips, K. (1997). *Leaders and leadership*. London: Praeger Publishers.

Richardson, W.B. and Feldhusen, J.F. (1988). *Leadership Education: Developing skills for youth*. New York: Trillium Press.

Robbins, S. P. & Decenzo, D. A. (2001). *Fundamentals of Management*. New Jersey: Prentice Hall.

Rohn, J. E. (1991). *The five major pieces to the life puzzle*. Southlake, T.X: Dickinson Press.

Struwig, F.W. and Stead, G.B. (2001). *Planning, designing, and reporting research*. Cape Town: Maskew Miller Longman (Pty) Ltd.

Sullivan, G.R. and Harper, M.V. (2004). *Training and Development*.
<http://www.chameleontesting.co.za>. (accessed 9th January 2004).

Tesluk, P.E. and Jacobs, R.R. (1998). Toward an integrated model of work experience. *Personnel Psychology*, 51, 321-355.

Vygotsky, L.S. (1978). *Mind in Society: The development of higher psychological processes*. London: Harvard University Press.

Waldman, D. & Atwater, L. (1998). *The power of 360° feedback: How to leverage performance evaluations for top productivity*. Houston TX: Gulf Publishing.

Wertsch, J.V. & Rogoff, B. (1984). Children's learning in the zone of proximal development. *New directions in child development*, Vol. 25.

Zaleznik, A. (1989). *The managerial mystique: restoring leadership in business*. New York: Harper & Row.

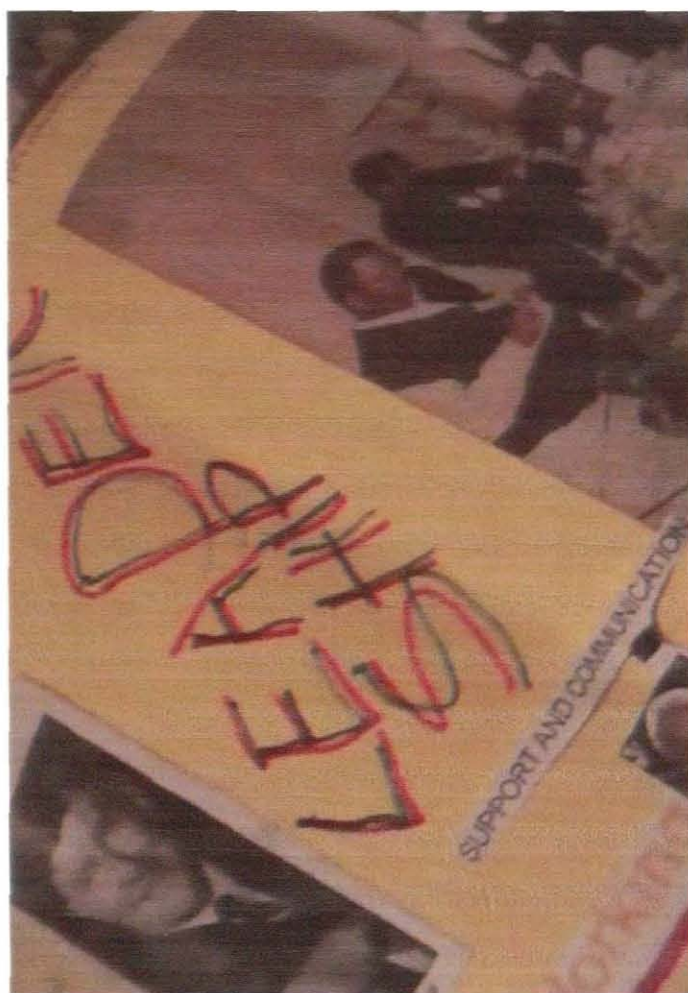
Zechmeister, E.B. & Shaughnessy, J.J., (1994). *A practical introduction to research methods in psychology; 2nd edition*. New York: McGraw-Hill.

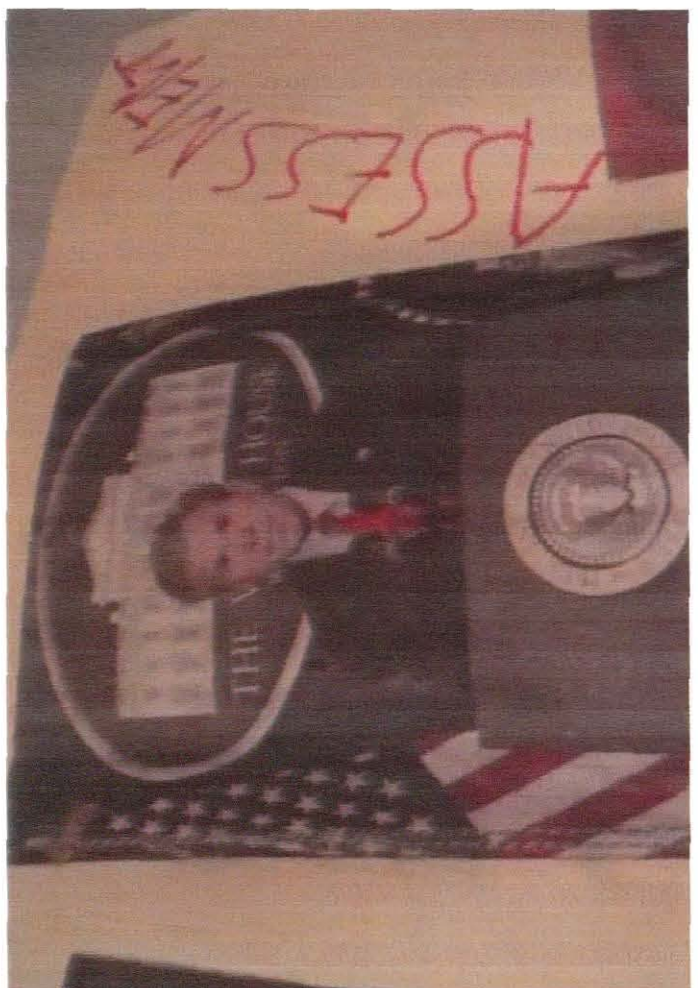
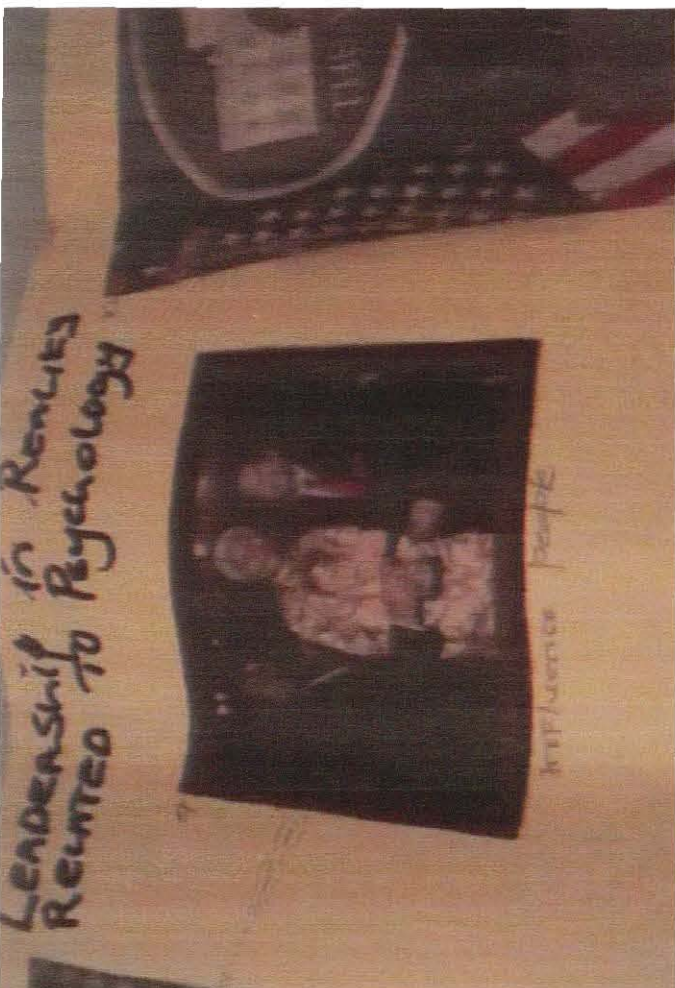
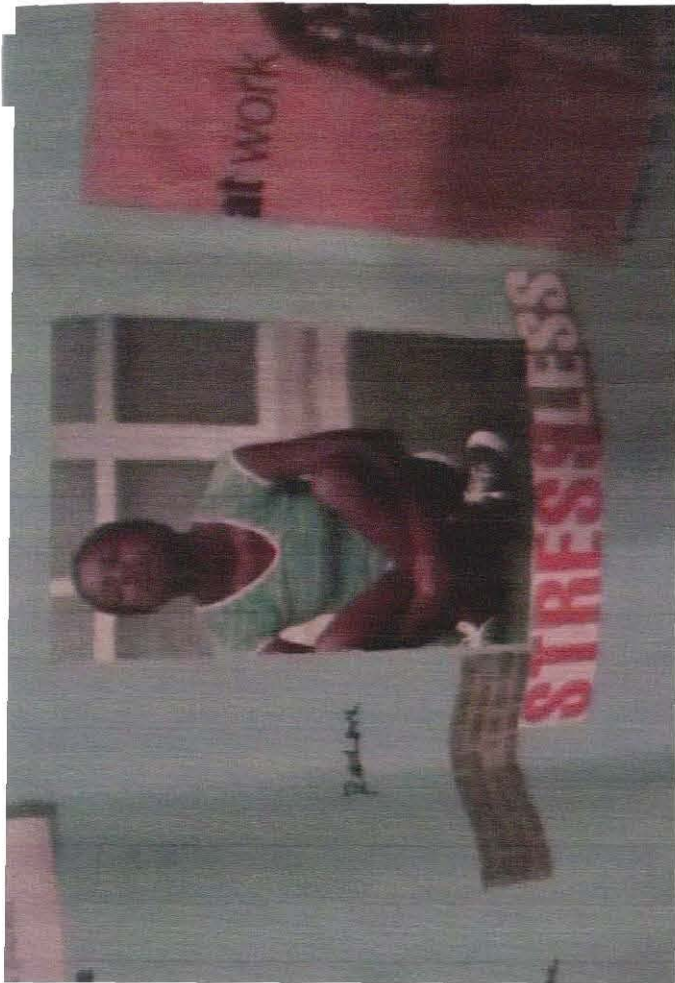
Zimmerman-Oster, K. & Burkhardt, J.C. (1999). *Leadership in the making: Impact and insights from leadership development programs in U.S. colleges and universities*. Battle Creek, MI: W.K. Kellogg Foundation.

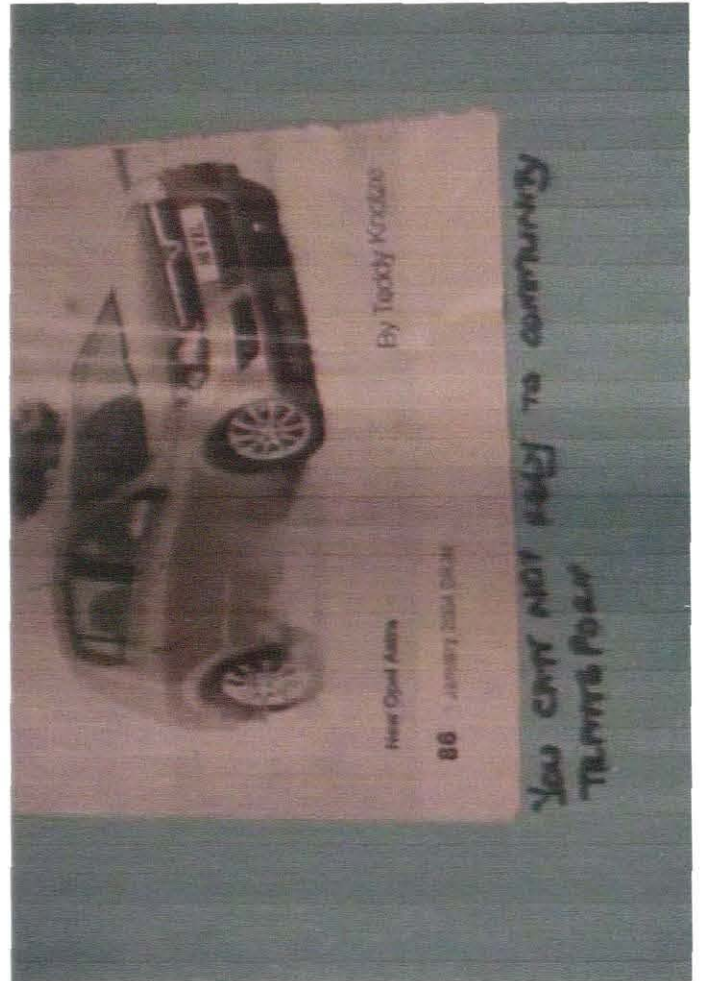
ILLUSTRATIONS

(PLATE 1-3)

Plate 1







ANNEXURES

(Annexures A-G)

ANNEXURE A

Consent to participate in a Leadership Development Programme

I ----- understand that the leadership development programme is a research programme in which I will participate as a co-researcher, and therefore I promise to carry out all the activities required of the programme in order to carry it to completion; except for those activities that will violate human dignity and/or the ethical code of conduct of the Psychology profession.

Signed at:-----on this -----day of February 2004.

Signature:-----

Date:

Witness:-----

Date:

Researcher:-----

Date:

Promoter: -----

Date:

ANNEXURE B

Leadership Development Programme Pre-test Exercise 1 (LDPTE1)

The meaning and experience of leadership

Instruction: Reflect on the life experiences and describe what being a leader means to you.

What are your experiences of leadership?

Time allowed: 15 minutes.

(attach a paper for more information)

ANNEXURE C

Leadership Development Programme Pre-test Exercise 2 (LDPPT2)

Life Skills Assessment

Assessing working knowledge and skills for effective living.

This exercise is a checklist designed to help you get in touch with both your resources and possible areas of deficit. Listed below are various groups of skills needed to undertake the tasks of everyday living. Rate your self on each skill as follows:

- 5 = I have a **very high** level of this skill
- 4 = I have a **moderately high** level of this skill
- 3 = From what I can judge, I am about **average** in this skill
- 2 = I have a **moderate deficit** in this skill
- 1 = I have a **serious deficit** in this skill

You are also asked to rate how important each skill is in your eyes. Use the following scale.

- 5 = For me this scale is **very important**
- 4 = For me this skill is of **moderate** importance
- 3 = For me this skill is of **average** importance
- 2 = For me this skill is **rather unimportant**
- 1 = For me this skill is **not important** at all

1 Body related skills

Life Skill	Competence level	Level of importance
Knowing how to put together nutritious meals		
Knowing how to control weight		
Knowing how to keep fit through exercise		
Knowing how to maintain basic body hygiene		
Basic grooming skills		
Knowing how to handle minor health problems e.g. colds and minor accidents		
Skills related to sexual expression		
Athletic skills		
Aesthetic skills, e.g. dancing, drawing, etc.		

2 Learning how to learn skills

Life Skill	Competence level	Level of importance
Knowing how to read well		
Knowing how to write clearly		
Knowing basic mathematics		
Knowing how to learn and study efficiently		
Knowing something about the use of computers		
Using history to understand today's events		
Being able to use basic statistics		
Knowing how to use a library		
Knowing how to find information I need		

3 Skills related to values

Life Skill	Competence level	Level of importance
Knowing how to clarify my own values		
Knowing how to identify the values of others who have a significant relationship to me		
Knowing how to identify the values being "pushed" by the social systems to which I belong		
Knowing how to construct and reconstruct my own set of values		

4 Self-Management skills

Life Skill	Competence level	Level of importance
Knowing how to plan and set realistic goals		
Problem-solving or problem management skills		
Decision-making skills		
Knowing and being able to use basic principles of behaviour such as the use of incentives		
Knowing how to manage my emotions		
Knowing how to delay gratification		
Assertiveness: knowing how to get my needs met while respecting the legitimate needs of others.		

5 Communication skills

Life Skill	Competence level	Level of importance
The ability to speak before a group		
The ability to listen to others actively		
The ability to understand others		
The ability to communicate understanding to others (empathy)		
The ability to challenge others reasonably		
The ability to provide useful information to others		
The ability to explore with another person what is happening in my relationship to him or her		

6 Skills related to small groups

Life Skill	Competence level	Level of importance
Knowing how to be an effective, active member of a small group		
Knowing how to design and organize a group		
Knowing how to lead a small group		
Team building skills		

Now that you have done a brief assessment of some life skills, indicate which skills, if improved, would help you manage your concerns, problems, or soft spots better.

When you name a skill, indicate why such a skill is important to you and what you might do to develop it. (attach a page for more information)

ANNEXURE D

Leadership Development Programme Pre-test Exercise 3 (LDPPT3)

Reviewing some developmental tasks

In this exercise you are asked to consider your experience with ten major developmental tasks of life. First reflect on your experience in these developmental areas and then apply what you have learned to your role as a helper of others. Use extra paper as needed.

1 Competence - What do I do well?

Do I see myself as a person who is capable of getting things done? Do I have resources needed to accomplish goals I set for myself? In what areas of life do I excel? In what areas of life would I want to be more competent than I am?

Strengths	Soft spots

2 Autonomy - Can I make it on my own?

Can I get things done on my own? Do I avoid being overly dependent or independent?

Am I reasonably interdependent in my work and social life? When I need help, do I find it easy to ask for it? In what social settings do I find myself most dependent?, counterdependent?, independent? interdependent?

Strengths	Soft spots

3 Values - What do I believe in?

What are my principal values? Do I allow for reasonable changes in my value system? Do I put my values into practice? Do any of the values I hold conflict with others? In what social settings do I pursue the values that are most important to me?

Strengths	Soft spots

4 Identity - Who am I in this world?

Do I have a good sense of who I am and the direction I'm going in life? Do the ways that others see me fit with the ways in which I see myself? Do I have some kind of center that gives meaning to my life? In what social settings do I have my best feelings for who I am? In what social settings do I lose my identity? In what ways am I confused or dissatisfied with who I am?

Strengths	Soft spots

5 Intimacy - What are my closer relationships like?

What kind of closeness do I have with others? To what extent are there degrees of closeness in my life – acquaintances, friends, and intimates? What is my life in my peer group like? How well do I get along with others? What concerns do I have about my interpersonal life?

Strengths	Soft spots

6 Sexuality - Who am I as a sexual person?

To what degree am I satisfied with my sexual identity, my sexual preferences, and my sexual behaviour? How do I handle my sexual needs and wants? What social settings influence the ways I act sexually?

Strengths	Soft spots

7 Love, marriage, family - What are my deeper commitments like?

What is my marriage like? How do I relate to family and relatives? How do I feel about the quality of my family life? If not married, in what ways do I look forward to marriage? What misgivings do I have?

Strengths	Soft spots

8 Career - What is the place of work in my life?

How do I feel about the way I am preparing myself for a career or the career I am currently pursuing? What do I get out of work? What am I like in the workplace? How does it affect me? What impact do I have there?

Strengths	Soft spots

9 Investment in the wider community – How big is my world?

How do I invest myself in the world outside of friends, work, and the family? What is my neighbourhood like? Do I have community, civic, political, social involvements or concerns? In what ways am I optimistic about the world? In what ways am I cynical?

Strengths	Soft spots

10 Leisure – What do I do with my free time?

Do I feel that I have sufficient free time? How do I use my leisure? What do I get out of it? In what social settings do I spend my free time?

Strengths	Soft spots

In your opinion, which of the strengths you have noted will help you be a more effective counselor? In what specific ways?

2

² Egan, G. 1994

In your opinion, which of the soft spots you have noted might stand in the way of your being an effective helper? In what specific ways?

ANNEXURE E

ASSIGNMENT SUBMISSION SHEET Mentor Programme

Report No.:
Meeting date(s):
Submission date:
Group:
Lecturer: Mrs P.B. Mbele

Group Members:

No.	Name & Surname	Student no.

Mentees:

No.	Name & Surname	Student no.

ANNEXURE F

Mentor Programme Guide

(Ref.: MESAB Mentor Programme)

Role and function of a student mentor

Support – the mentor should provide a social and psychological support base for students

Resource person – the mentor should provide students with information needed to adjust better at the University, to proceed with their studies, and to select courses, future careers, etc.

Problem solving – the mentor should help the student work through problems

Mediation – social, academic and technical skills should be acquired by the students either directly or indirectly, with the mentor acting as a mediator

Provides **emotional support**

Offers protection, affirmation and friendship

Teacher - skill enhancement e.g. communication skills

Positive Affirmation - Mentors should boost the student's confidence and independence.

Essential qualities of a good mentor

- Flexibility
- Conflict manager
- Self-acceptance
- Non-manipulative
- Good communication skills
- Enthusiastic
- Non-judgemental
- Integrity

Problems associated with the mentoring relationship

- Lack of commitment on the part of the participants, not prepared to invest the time and energy required to facilitate the success of mentorship.
- Failure to communicate needs
- Failure to communicate goals
- Emotional overdependence
- Academic failure of the student
- Failure to discuss any problems or potential problems at the outset

-
- Failure of the mentees to understand the mentor's intentions correctly

Benefits of the student being mentored

- Increased knowledge of the University and the University life
- Easier adjustment to the University environment
- Channel for airing problems
- Improved self-confidence and greater independence
- Acquisition of skills and knowledge that can be used at University and in the future career

Role of the student (mentee)

Commitment – to the mentoring process and to the aims of the programme

Responsibility – for building a relationship of trust and confidence

Initiative – the student should, for example, also initiate meetings with the mentor, raise items for discussions, etc.

Consideration – for the mentor and his/her other responsibilities and commitments

Areas of support/development (Lewis & Lewis, 1989)

Basic skills

Series I **Conversations: Beginning skills**

Starting a conversation
Carrying a conversation
Ending a conversation
Listening

Series II **Conversations: Expressing oneself**

Expressing a compliment
Expressing appreciation
Expressing encouragement
Asking for help
Expressing affection
Expressing a complaint
Persuading others
Expressing anger

Series VI **Planning skills**

Setting a goal
Gathering information
Concentrating on a task
Evaluating your abilities
Setting problem priorities
Decision making

ANNEXURE G

MENTOR PROGRAMME EVALUATION

(Mentees)

Instruction:

Please answer the following questions honestly and fully. Your contribution will help in future planning and improvement of the programme that you have been involved in.

What was your experience of the programme?

What is it that you appreciated about it?

How can it improve?

What did it mean to you personally?

i.e. in terms of your personal development e.g. you can mention special moments or episodes that occurred during the process/programme

Signature: _____ **Date:** _____

Please note: Additional paper can be attached to this page for more information; if it is desirable.