

**An Impact Assessment of a capacity development programme in a  
Historically Disadvantaged Institution: A Reflective Study.**

**By**

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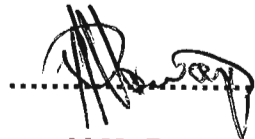
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**2002**

## **DECLARATION**

**I hereby declare that the research report on 'An Impact Assessment of a capacity development programme in a Historically Disadvantaged Institution' is my own work submitted in its original form for the purpose of evaluation for a Master of Commerce programme in Organizational and Management Systems at the Leadership Centre, University of Natal. The report has not been previously submitted for any other degree or for any examination at any other Institute or University.**



**V.M. Dwayi**

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## **PREFACE AND ACKNOWLEDGEMENTS**

My personal experience as both the learner and the educator in the education system of South Africa, particularly the Higher Education sector, informs the reflective mode of this dissertation. At the core of my school life have been the challenges of learning within a system, which is about developing one's potential not just to live a meaningful life but also to be a responsible citizen of a developing country.

Over the last 15 years I have been involved in educational practice, firstly as an educator in both the school sector and the higher education sector, and subsequently as the coordinator of a techno-structural kind of intervention programme for a Historically Disadvantage Institution (HDI). During these years I have been challenged, at both personal and practitioner level, by the issues of support systems to learning, particularly for learners who are from the disadvantaged backgrounds.

As a learner myself I was subjected to a number of 'limitations of growth' ranging from the lack of family support for my studies, to the challenges of studying in a so-called HDI. Having been admitted by one of the best Universities in South Africa and offered a bursary after my university exemption in Senior Certificate (1983), my parents could not afford my bus fair from the rural and country Transkei to Cape Town, an affluent and well developed city 1370 Kilometers away from home. I had to settle for a local University, even then with the help of local community members. The challenges of studying in such an institution, during the volatile political situation of our country in the mid-80s, do not form the focus of this research report. However, the need for will, commitment, persistence and determination to emancipate oneself from the odds that are stark against one's development, and thus channel one's destiny towards a better future, are implied in the research study.

During the last 5 years, I have been involved in both the conception and the coordination of USAID-funded programmes on Academic Development (AD) at the Eastern Cape Technikon (ECT) under the Tertiary Education Linkages Project (TELP). My involvement in the organization and management of problem-solving AD programmes, against the backdrop of limited time frames and limited budget, not to mention other systemic challenges of operating in an HDI, all provided a very rich terrain in which I could experiment with the concepts of systems thinking and the models of organizational and lifelong learning, as acquired during my postgraduate studies at the Leadership Centre, University of Natal. The studies in organizational and management systems, in particular, introduced me to various methodologies of systems thinking in dealing with complex issues of organizational learning and organization problem solving. All the works, which involved various forms of problem analysis and intervention design, were reported in the form of project reports that formed my coursework.

My dissertation reports on a case study that forms the centerpiece of a 2 year period of coordinating the TELP AD programme at the Eastern Cape Technikon. Prior to the dissertation was the action research study that covered the conception, development and the implementation stages of the programme. The Action Research Project Report included a complete analysis of system's gap that necessitated the intervention design in the form of the TELP AD project. The dissertation itself reports on the evaluation stage of the project that, after 2 years of organizing and managing the project, reflects on the process of implementation and possible opportunities for further development.

The success of the research project dictates gratefulness to all the participants in the project, which adopted the practitioner-researcher paradigm.

Special thanks go to,

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4. Members of the Academic Development Planning Committee (2001-2002), the engine room of the TELP AD programme.
5. Student Assistants in the TELP AD programme (2001-2002).
6. The groups of 2001-2002 students in both the Foundation and the Bachelor of Technology programmes at the Eastern Cape Technikon, who helped me to reflect on my teaching practices.

## **DEDICATION**

I dedicate this work firstly to my immediate family, my wife, Sindi, and my children Thina and Sanda, for their unwavering love and support during my arduous and lifelong process of learning. Secondly, to my parents, brothers and sisters for their everlasting love and prayers. Thirdly and lastly, to the Mgaga and the Soduzuka families, for believing and scaffolding me during the tender years.

## **LIST OF ABBREVIATIONS**

AD = Academic Development

ADPC = Academic Development Planning Committee

DC(s) = Departmental Coordinator(s)

DoE = Department of Education

DTET = Desmond Tutu Educational Trust

ECT= Eastern Cape Technikon

Fexco(s) = Faculty Executive Committee(s)

FPs = Foundation Programme(s)

HDI(s)= Historically Disadvantaged Institution(s)

HE = Higher Education

HEI(s)= Higher Education Institution(s)

HEQC = Higher Education Quality Council

HOD = Head of Department

Infor. Lit. = Information Literacy

NCHE = National Commission on Higher Education

NPHE = National Plan for Higher Education

NWG = National Working Group

OBE = Outcomes Based Education

OECD = Organization for Economic Cooperation and Development



PCL(s) = Peer Collaborative Learning/Learner(s)

PL = Project Leader

SAs = Student Assistants

SAD= Student Academic Development

SERTEC = Certification Council for Technikon Education

SI = Supplementary Instruction

TELP= Tertiary Education Linkages Project

UNCF = United Negro College Fund

USAID = United States Agency for International Development

WC = Writing Centre

## **ABSTRACT**

Against the backdrop of the challenges that confront our business organizations today, it seems that the concept of organizational learning has passed the sell-by date. Against the backdrop of entrenched underdevelopment in certain sectors of our communities, the inadequacy of the necessary structures to deal with these challenges, and the lack of required competencies for systemic development, challenges are posed on the Higher Education Sector, in general, and the so-called Historically Disadvantaged Institutions, in particular, for their role to alleviate the prevailing situation.

With organization development as a strategy, the study employed the models of impact assessment and sustainable development to reflect and evaluate the Tertiary Education Linkages Project (TELP) programme on Academic Development at the Eastern Cape Technikon. The research study was aimed at assessing the extent to which the Technikon responded to the programme especially on issues of impact and sustainable development. The action research study, designed and conducted parallel to programme management, would also reveal issues of practice-theory both in organization development, the intervention strategy, and in academic development, the field of practice.

The study yielded the following 3 major outcomes:

- ❖ The value of ensuring impact and sustainability development in the capacity development efforts that are characterizing HDIs.
- ❖ The value of academic development as the mechanism for enhancing organizational learning in the higher education sector.
- ❖ The value of organization development in capacitating the institutions of higher learning to deal with the challenges of transformation.

The following constituted the main conclusions:

- ❖ Against the background of structural and historical challenges that confront Historically Disadvantaged Institutions today, intervention strategies should promote the critical and the humanistic issues of awareness, emancipation, action, self-determination, autonomy, and social responsibility.
- ❖ There is an urgent need for demonstrable and visible leadership at all performance levels for sustaining the results of organizational interventions.

## **CHAPTER 1: INTRODUCTION AND BACKGROUND**

### **1.1.INTRODUCTION**

The need to redefine what it means to be effective in the face of the global changes seems to be the driving force behind the requisite systemic learning in our organizations today. Organizational learning, which needs to manifest itself at all performance levels of the organization, seems to be the best indicator of not only the mandatory survival business strategies but the imperative models of excellence in the environment of the 21<sup>st</sup> century that is fast becoming fierce and competitive. Marsick and Watkins (1990:15) postulate that the organizations that have human resource development as their core business, in particular, should seek to address the need for new a organizational culture that performs like a learning system in which people can move easily, learn new roles, take risks despite uncertainty, and share information across boundaries. These authors maintain that in such organizations, people must be able to communicate more effectively using intuition and feeling as valued information. Argyris (1993:6) cautions that defensive reasoning, on the part of such organizations, will lead to concealed self censorship, and that, in turn, will lead to a highly limited learning organization.

For the Higher Education sector in South Africa, in particular, identified by the government as the mechanism for transforming the country through the complex challenges of skills development and community development (DoE: 2001), the challenges of the 21<sup>st</sup> century seem to be quite enormous. Segal (1999:50) observes that over and above the far-reaching impacts on all sectors of our society of globalisation and of the country's socio-political transition, the following encompass severe additional pressures on the higher education sector:

- ❖ Falling student numbers (despite expectations of massification)
- ❖ Financial stringency, and
- ❖ Weak (in some institutions, collapsed) systems of management and governance.

Against Segal's observation, the need for interventions in the processes of the Higher Education Institutions (HEIs), in general, and the so-called Historically Disadvantaged Institutions (HDIs), in particular, has never been so great. Still, at the professional level of the interventions themselves, is the need for the requisite skills, the correct knowledge, and the right attitude of organizing and managing the interventions for effective delivery in solving organizational problems. Against the multiplicity of challenges facing HDIs, in particular, the value of systems thinking, as the required repertoire of skills for the HDI personnel, who are confronted with the challenges these organizations are immersed in, cannot be underestimated. For the facilitators of learning, in particular, organization development seems to be the best strategy of managing and organizing programmes/projects in a manner that will effectively and efficiently impact individuals, groups, and the whole organization for improved performance at job, process and business levels. Academic Development, the emerging concept/field within the Higher Education (HE) sector, seems to constitute one of the best avenues for promoting the concept of organizational learning in the HE sector.

This dissertation reports on the reflective and the evaluative steps in the long action research process of organizing and managing two externally funded capacity development projects at the Eastern Cape Technikon, one of the HDIs in South Africa. With the Higher Education Sector as both the agent of transformation, as identified by the government policy framework, and the target of information, as identified by Segal (1999), the value of capacity development initiatives in HEI generally and the HDIs in particular need to form part of the ongoing debates about the issues of survival in the 21<sup>st</sup> century.

Following this brief background about the challenges of the higher education system, in this chapter

- ❖ I describe firstly the TELP AD projects at the Eastern Cape Technikon as the context in which the study took place. Derived from the context will be the issue of both the empirical and theoretical reasons for conducting an evaluation study on impact and sustainable organizational development.
- ❖ Secondly, I present preliminary readings on project management. The focus of the study is refined from the readings before the research problem about impact and sustainable development is identified as surfaced from the preliminary readings.
- ❖ Thirdly, I present a preview for the research design on which the study was based.
- ❖ Finally, I present an outline of chapters of the research report.

## **1.2. THE STUDY IN CONTEXT**

The Tertiary Education Linkages Project (TELP) stemmed from the bilateral agreement between the Government of South Africa and the United States of America through the United States Agency for International Development (USAID). Project TELP, conceived in 1996 by the two governments, was designed to provide assistance to the National Department of Education and the so-called Historically Disadvantaged Institutions (HDIs) to address the aspects of equity and redress in Higher Education through increased access to and enhanced quality of education. Technical assistance to the Department of Education included the following three components:

- (a) National Commission on Higher Education
- (b) Historically Disadvantaged Institutions, and
- (c) Special Programmes Activities

The Historically Disadvantaged Institutions (HDIs) discussed and decided that USAID assistance under TELP should be focused. Following the academic audit

of HDIs by Devtech Systems in 1998, the TELP Advisory Committee, made up of vice-chancellors of the 17 HDIs in South Africa, identified the following as the areas of intervention and thus the TELP focus areas:

1. Administration and Management Development
2. Curriculum Development
3. Research Development
4. Student Leadership and Enrichment
5. Student Academic Development

The Eastern Cape Technikon (ECT), the unit of this study, constituted one of the 17 HDIs. The focus area on Student Academic Development (SAD) had the following as the TELP objectives:

1. Develop programmes for enhancing skills in one language use, mathematics, science and technology, information literacy, study skills.
2. Develop programmes for student academic mentorship as an aspect of the possible work/study programme.
3. Develop programmes to upgrade mathematics and science to specialized level of access into the science.
4. Assist students wishing to enter the institution in terms of bridging programmes and the possibility of a four-year course.

Through TELP technical assistance (1998), the author participated in the team of staff who developed a 5 Year plan (1999-2003) for student development (the integration of student academic development and student leadership and enrichment focus areas). The plan identified the following as key intervention areas for student development over the five-year period:

1. The establishment of a Writing Centre
2. A Supplementary Instruction Programme
3. An Information Literacy Programme
4. The establishment of a Work Study Programme
5. Standardized Assessment Testing in Mathematics, Science and English

6. Peer Counseling Programme
7. Institutionalized Foundation/Bridging Programmes

A team of proposal writers delivered two projects on the above Student Academic Development (SAD) objectives and the proposals were subsequently funded externally at the total value of R2, 4 Million for 2001-2002:

- (a) The project on the Foundation Programmes on improving the access rates of disadvantaged and academically under-privileged learners. The Directorate of Higher Education funded the project under redress funding at R1, 4 Million,
- (b) The project on Supplemental Instruction and a Writing Centre on improving the throughput rates. The project was funded by USAID under project funding at R1 Million.

Consequently, the author led a team of Technikon members (staff and students) who organized and managed both projects as a TELP Academic Development (AD) programme. The programme was fully adopted as part of the Institutional Three-Year Rolling Strategic Plan (2000-2002) that was approved by the Ministry of National Education.

#### **1.2.1. Organizational diagnosis and the need for systems intervention**

Prior to the TELP AD programme, the Student Development committee had, in 1988, generated a mirror image of the then learner academic support systems that would serve as baseline data for the required SAD intervention. The analysis identified the following points as part of the problem situation:

- (a) The location of ECT posed serious challenges emanating from the local community that is still caught up in the legacy of underdevelopment;



- (b) The majority of learners joining the Technikon were academically under-prepared and as such most could not cope with the rigors of the academic higher education;
- (c) Those who were in the mainstream programmes displayed poor pass rates and stagnation in the system;
- (d) The institution lacked a student-focused institutional strategy on academic development;
- (e) The available academic support programmes were fragmented and poorly managed along particular faculties;
- (f) The institution had a serious backlog of the necessary infrastructure for teaching and learning in general and student academic development, in particular.
- (g) The institutional alternative access programme was not credible as it turned up to be a political ball game between faculties;
- (h) The average Technikon retention rate remained at about 20% at the second year of study while the graduate rate remained at less than 10%.
- (i) There was a perception among learners that employers do not want to recruit from the institution because it does not render quality training;
- (j) Learners tended to use ECT as the springboard for other well-resourced and urban institutions; and so on.

Against this backdrop of the ECT challenges with student academic development, were the following observations for the development of the new HE system in South Africa.

1. The report to the Ministry of Education by the National Commission on Higher Education (NCHE) (DoE, 1996):

“South Africa’s HE System has considerable capacity in research, teaching, physical and human resources. Yet the system is fundamentally flawed by inequities, imbalances, and distortions deriving from its history and present structure”.

2. The White Paper 3 on the Transformation of HE (DoE: 1997), A Programme for the transformation of Higher Education. The White Paper advocated for a new HE system whose first goal and value is,

“Promote equity of access and fair chances of success to all who are seeking to realize their potential through Higher Education, while eradicating all forms of unfair discrimination and advancing redress for past inequalities.”
3. The National Plan on Higher Education (NPHE) of 2001, the sequel to the White Paper on the Transformation of HE, would establish the following indicative targets for the new HE system:
  - ❖ Increasing the overall participation rate from the current 15% to 20% through, among others, improved efficiency in graduate outputs, increased recruitment of work mature students, women and disabled, as well as students from the SADC region.
  - ❖ Shifting the balance in enrolments from 49% to 40% in the humanities; from 26% to 30% in business and commerce; from 25% to 30% science, engineering and technology.
  - ❖ Enhancing the curriculum to respond to changing needs, in particular, the skills and competencies required to function in the modern world such as communications, computer and information skills.
  - ❖ Ensuring equity of access, especially in programmes in which black and women students are underrepresented such as business and commerce, science, engineering and technology and postgraduate programmes.
  - ❖ Ensuring equity of outcomes through developing academic development strategies to address unacceptable dropout and failure rates, especially among black students.
  - ❖ Addressing employment equity through measures to mentor, train and support young black and women academics.
  - ❖ Sustaining existing, as well as building new research culture

### 1.2.2. Academic Development as the lever for Higher Education

As indicated above, the TELP Academic Development programme encompassed two projects, the project on Foundation Programmes (FP) and the project on Student Academic Development (SAD). Both projects were flip sides of the same coin, so to say, and their value was centralized around the issue of providing learner support systems for improved retention and graduate outputs.

The following extract reflects the project objectives for the Foundation Programme.

“The majority of the students enrolling within the technikon are not equipped with the necessary academic skills and capacity to handle offered programmes. As a consequence, the Eastern Cape Technikon has developed an embryonic academic development programme because the technikon views academic development programmes as the drive towards equity and redress. In order to do this, the Eastern Cape Technikon would need to set up mechanisms and strategies which not only contribute towards the rapid widening gap of access to higher education and training by disadvantaged groups, but which also ensure that such students successfully survive the first few months of their undergraduate programmes, and are empowered with skills to complete the rest of their academic programmes within a reasonable time period.

The fundamental aim of the Programme, on one hand, is to provide an organism through which the Eastern Cape Technikon can effectively build the capacity of students, staff and the organization as a whole to respond positively and proactively to the challenges of the national process of restructuring Higher Education and Training, and to facilitate the implementation of the strategic plans of the technikon. The mission of the programme, on another hand, is the holistic development of the human potential of the people of the Eastern Cape and South Africa in general and within the requirements of the global economy”. (ECTa, 2000)

The SAD Project Implementation and Monitoring Framework appears as **Appendix I**. The framework sets out specific project objectives with project activities, targets and success indicators. The objectives were broadly captured in the following extract from the executive summary:

“Student academic support and development, student retention and shrinking resources are the major challenges facing the Technikon today. This proposal therefore seeks strategic intervention in the area of student academic development and it is also an attempt to consolidate resources and normalize academic development within a carefully controlled budget.

The success of this proposal will enable the Technikon to provide supplemental instruction, which is one of the delivery methods that embraces a learner-centred approach, and a writing center, which will assist in language development, computer literacy and web-based instruction. Also envisaged in the proposal is setting up a digital library that will enable students to access global information”, (ECTa, 1999).

Therefore, the implications of the projects could be broadly summarized as follows:

- ❖ Identification of talented but under-prepared learners for the Foundation Programmes in Engineering, and Business Science.
- ❖ Equipment of learners with the resources, skills and confidence needed to succeed in higher education.
- ❖ Improvement in student pass rate while focusing on the quality of the output as a means to student retention, as well as creating a balance between access and output.
- ❖ Impact of the programme on the curriculum structure and teaching approaches.
- ❖ Enhancement of teaching skills by academic staff members, through training and development.
- ❖ Capacity building of academic staff to be engaged in issues of academic development.
- ❖ Improvement of learners' performance and student retention by means of additional instruction through peer tutoring, supplemental instruction, peer coaching and mentoring.
- ❖ Holistic development and support for the students through peer helping.
- ❖ Effects of Language development offered through the writing □ormal and study skills.

- ❖ Impact of computer-based learning and exposure to the Internet as better and more effective ways of access to global information.
- ❖ Supplementary Instruction to supplement the human resources element, which can never be sufficient, through student assistants, in all academic departments. This would help bridge the gap between lecturer and student and will reach out to more students.
- ❖ A centralized and better-coordinated project ought to centralize and normalize both student academic support activities and the work-study program.
- ❖ The impact of the projects on institutional plans, the five-year and strategic plans respectively.
- ❖ The institutionalization of the academic support as the strategy to increase student pass rates and retention.

### **1.2.3. Organizational Development as the strategy for intervention**

Having decided to adopt the action research approach as part of organizing and managing the TELP AD programme, as it is explained in the subsequent part of this section, Dash (1998: 481) makes the following statement as a suggestion to overcoming the seemingly lack of credibility with action research methodology,

“There must be an intellectual framework, declared in advance, in terms of which learning will be defined. Without such a framework action research can quickly become indistinguishable from mere action”.

Based on the multi-layered and the multi-dimensional approach of the projects, as indicated both in the project goals and objectives above, the initiative in the form of the TELP AD programme would have to be coordinated as an organization development/change management systems intervention. The purpose would involve impacting the whole organization in general, particularly both on issues of access (participation rates) and success (through-put rates) of learners in the Technikon as required by the NPHE (2001). The institution's vision was to be

“A leading institution of higher learning, striving for excellence in Engineering, Technology and Applied Business Sciences and offering career-orientated degrees, diplomas and certificates relevant to the socio-economic needs of the region, the country and the sub-continent in which it is located” (ECT, 2000).

One of ECT’s missions was “ to provide teaching, research, development and community services sensitive to needs and trends” (ECT, 2000). Academic excellence, quality assurance as a benchmark for excellence performance, orderly transformation throughout the institution, and teamwork and mutual support as a mechanism to realize the institution’s vision, were all among the values espoused by the institution.

Therefore, low throughput rates of 20% and graduate outputs of 10% remained a very big challenge for the Higher Education Institution that could be said to be the symbol of hope for the majority of learners from the poverty-stricken Transkei region of the Eastern Cape. There was an urgent need for mechanisms to improve the situation. There was a serious need for intervention at the throughput level, a multiplier effect to improve the outputs of ECT as a system and the TELP AD programme was positioned to realize the ECT vision and mission.

French and Bell (1995: 28) define organization development as,

‘a long-term effort, led and supported by top management, to improve an organization’s visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organization culture-with special emphasis on the culture of intact work teams and other team configurations-utilizing the consultant-facilitator role and the theory and technology of applied behavioral science, including action research”.

This definition, to be discussed fully under the literature review in the following chapter, will serve as the operational definition of the study. Based on this definition, the TELP AD programme at ECT

- ❖ Would have to be coordinated in a manner that would improve the organizational processes of learning and teaching on long-term basis;
- ❖ Would have to receive the full support of the Senior Management;
- ❖ Would have to be integrated with the strategic planning of the institution;
- ❖ Would have to focus on improving the culture of learning and teaching; and
- ❖ Would have to be a capacity building intervention that promotes primarily organizational learning at all performance levels.

#### **1.2.4. The need for the evaluation study on impact and sustainability development**

As implied by the operational definition adopted for organization development, the impact the TELP AD programme could make, not only to individuals or groups of people, but to the organization as the whole would have to be the central point of programme coordination. The projects were quite massive, at the total value of R2.4 Million, and involving a number of people and processes of the organization. Therefore the impact or outcome of the projects, defined by De Vos (1997) as the detectable or measurable change in solving the situational problem, would be central to the effective management and organization of the projects. Since the projects were more for capacity building than for the mere development of the infra-structure on academic development, Robinson and Robinson (1998) cautions against what they term as activity-based development versus impact-directed development. Activity-based development/training focuses on training for its own sake, that is, only the program results are monitored, while the impact-directed development/training, on the other hand, measures the impact training by evaluating the business results gained as the result of the intervention. Swanson and Holton III (1997), in their Proving Impact Model, put more emphasis on ability of individuals, capability of group formations, and organizational business results as the three levels of displaying impact. The

study would have to assess the extent to which the aspect of impact was addressed by an intervention that did not only focus on capacitating individuals but the organization as a whole.

Implied along the issue of programme impact would be the sustainability of programme outcomes. Included in the funding of the projects was the condition of programme sustainability. According to the Organization for Economic Cooperation and Development (OECD, 1988), sustainability (continuity) is the ultimate test of any development effort. According to this statement, a development programme is sustainable when it is able to deliver an appropriate level of benefits for an extended period of time after major financial, managerial, and technical assistance from an external donor is terminated. Project sustainability, in the case of the TELP AD programme, did not only constitute a project management issue but formed part of funding requirements by the external donors. Failure by the Eastern Cape Technikon to sustain the projects would not only defeat the purpose of the projects but also constitute a breach of contract between ECT, the beneficiary, and the donors, i.e. USAID and DoE. More importantly, the projects were about providing opportunities to learners to realize their potential through higher education (White Paper, 1997), and thus the lack of sustainability would not only defeat the goals of the project but also constitute forms of social irresponsibility and unethical practice to learners, the main beneficiaries of the intervention.

Therefore the relevance and the importance of the study on organization development in general and the aspects of sustainability and impact assessment in academic development involved what Dash (1998:464) calls "the evaluative mode of reflection", that is reflection related to the response that the organization made to the TELP AD programme. The special focus would be on the dimensions of impact and the sustainability of the intervention. In line with the action research approach, the study would improve the understanding and the improvement of practice of organization development in general and the



academic development practice in particular. At the micro-level, the study would contribute to the improvement of the Eastern Cape Technikon's members' ability to understand and improve their own learning and teaching practices while also surfacing the acquired knowledge, skills and new attitude of the researcher/s. The research effort therefore included the following three strategic objectives:

- ❖ Reflecting on and evaluation of whether the project objectives were realistic and attainable given the context of operation.
- ❖ Reflecting on and evaluation of the whole process of implementation in general and assess the level of impact to improving organizational learning in particular.
- ❖ Reflecting on and evaluation of the sustainability of the programme impact in organizational learning.

Swanson and Holton III (1997:118) observe that organizational leaders often look to outside agents as the means for affecting change in their organizations, 'yet organizational change theory suggests that the direction and commitment for change and criteria for its success must come primarily from within the organization itself'. Against this observation, and with all the questions about the issues of subjectivity in scientific reasoning, the author decided to adopt the action research approach to the management and the organization of the projects, hence this 'evaluative mode of reflection'.

### **1.3. PREVIEW OF THE RESEARCH DESIGN**

#### **1.3.1. Focus of the study and Research Problem**

As indicated above, the purpose of the study was to evaluate, in a reflective mode, how the TELP AD programme was implemented within the organization development system's perspective and whether, in particular, the issues of sustainability that were mandatory for project implementation, were addressed in

order to ensure continued impact after project funding. The study sought to assess whether the management of the projects followed the basic tenets of practice theory about organization development in general and whether the practice itself ensured the sustainability and the impact of the projects in particular. The study would, therefore, seek to answer the following specific questions:

1. To what extent did the TELP AD programme meet the implementation targets as set out in the original project plan?
2. To what extent did the AD projects have impact in developing organizational learning at all performance levels of the Technikon?
3. Whether the management and organization of the programme was able to sustain the results/ outcomes?
4. What could be the implications of the study findings on the sustainability matters of policy, structure, systems, and processes about academic development at the Eastern Cape Technikon?

### **1.3.2. The Research Design**

With the planning and developmental elements of the mandatory action research study completed at the Leadership Centre, University of Natal, the research study encompassed and focused on the reflective and the evaluative elements of action research (Dash, 1998; Checkland & Holwell, 1998). With organization development as the strategy and academic development as the tool for intervention (Dash, 1998), the study adopted the integrated approach to the research design. That means, for a study that had covered a two year period of action research, all the perspectives in the management of change ranging from the rational/behavioral and systems perspectives to the cultural/interpretive and the critical/humanistic perspectives (Felkins, Chakiris and Chakiris, 1993), would have to be applied to explain different dimensions of the research process. However, due to the limited scope of the study, only particular change dimensions were described and understood according to the anti-positivist

paradigms, the constructivist/hermeneutic forms of evaluating programmes (Lincoln and Guba, 1989) as prescribed by the humanistic values of organization development (French and Bell: 1995).

Therefore, the study adopted the integrated approach, but was predominantly constructive/humanistic in methodology. That is, the two perspectives in research methodology, from the qualitative to the participatory approaches (Mouton, 2001), were applied to explain the impact and the sustainability of the change intervention. The predetermined TELP AD programme objectives, with their quantified indicators, had to be understood in terms of the context in which the indicators emerged by evaluating the soft issues of participant opinions and their views about the intervention itself. Therefore, the research process, which embraced the reflection and evaluative mode of enquiry (Checkland and Holwell, 1998), within the constructive theoretical paradigm (Felkins, Chakiris, and Chakiris, 1993), followed the constructivist/hermeneutic forms of evaluating programmes (Lincoln and Guba, 1989) as indicated by the following strategies (Mouton, 2001):

- (a) The study had to answer the question of whether the TELP AD programme had been properly implemented, whether the target group had been adequately covered and whether the intervention was implemented as designed.
- (b) The study had to assess the use of impact and sustainability concepts, techniques and findings to foster organizational improvement and self-determination.

While the original project plans (Project Monitoring Plan) would be used as the baseline to measure progress with project implementation, the constructivist hermeneutic evaluation model by Lincoln and Guba (1989) was used to measure the system-wide outcomes/impact of the project. As indicated above, specialized evaluation types for programme variables, namely Swanson and Holton III on a Proving Impact Model (1997) and the OECD Model of Sustainability (1988) were

used. Therefore, the principles of reflective evaluation research, as highlighted above, prescribed the following research methodology, which was adopted for the study:

- (a) A literature search of available texts on Academic Development comprising a study of relevant books, journals, papers, reports and other publications on conceptual frameworks about Academic Development.
- (b) Collection of empirical data by observation, questionnaires and interviews from ECT students and educators from selected AD intervention programmes.
- (c) Document analysis by means of evaluation reports by all project participants, including external stakeholders. This involved deconstruction of the database that had developed during the duration of the projects.
- (d) Comparative studies with other institutions of Higher Learning in the form of institutional visits formed the main part of benchmarking the best practices.
- (e) Discussions and general communication with Technikon management in the form of correspondence and departmental meetings.
- (f) Data Analysis was through interview summary sheets, descriptive codes, tables and graphs, and rich narratives that followed the qualitative paradigm. Contemporary methods of data verification were applied.
- (g)** Data Presentation included display charts, graphs, tables, and short text sequences. These forms of data presentation formed part of the main research report.

#### **1.4. SCOPE AND LIMITATIONS OF THE STUDY/REPORT**

Implied in the previous description of the research design, were issues of scope and limitations of the study and thus the report along the areas of the context of

the study and research paradigm. The scope and the limitations of the research approach were adequately covered in the previous section. The research approach also dictated the area of practice as the scope for research and thus the reflective evaluation in the case of the study. In the wide area of academic development, the study specifically focused on Student Academic Development (SAD) as informed by the TELP AD programme. The study did not cover such areas as curriculum development, research development, quality assurance and staff development although the latter are implied in both analysis and discussions as fully explained in chapter 2. Also the study focused at the Eastern Cape Technikon only although references could be made to other HEIs in South Africa due to the studies made to these institutions as explained in chapter 4.

## **1.5. DESCRIPTION OF CHAPTERS**

Following this chapter on the introduction and the background of the study, the report presents the results of the study on the impact and the sustainability of the TELP AD programme. The following report chapters make up the bigger part of the report:

### **1.5.1. Chapter 2 on Organization Development as the intervention for system's development**

This chapter unpacks the research topic within the established approach of Organization Development. The chapter begins by outlining the definitions of OD. Based on the definition, important issues in the theory and practice of OD are highlighted. Concepts of impact evaluation and sustainable development emerge as the main issues for research.

### **1.5.2. Chapter 3 on Academic Development as the lever for Organization Development**

This chapter unpacks the concept of academic development as the lever for organization development. The chapter begins with the challenges facing academic development. The nature, values, assumptions and goals of academic development are highlighted. The TELP programme on Academic Development is reviewed whereby the implications for impact evaluation and sustainable development of the programme are highlighted.

### **1.5.3. Chapter 4 on Research Methodology**

This chapter indicates the research approach to the study. Issues of the role of the researcher and the value of multi-methodology for the study are discussed before indications of how the data was collected and analyzed.

### **1.5.4. Chapter 5 on Summary and Analysis**

The chapter reports the results of the study. The chapter portrays the collected data along the concepts of organizational impact and sustainability factors. The data display is followed by a brief analysis of research results.

### **1.5.5. Chapter 6 on Interpretation and Conclusion**

This chapter presents the interpretation of research results within the concepts/models of impact evaluation and sustainability factors. The interpretation includes possible areas for further development of AD as the mechanism for the improvement of learning and teaching processes at the Eastern Cape Technikon.

## **CHAPTER 2: THE STRATEGY OF ORGANIZATION DEVELOPMENT**

### **2.1. INTRODUCTION**

This Chapter reviews the theoretical framework of Organization Development (OD) as the strategy behind the organization and the management of the TELP (Tertiary Education Linkages Project) Academic Development (AD) programme. The chapter begins by highlighting the critique of the field of organization development. Following what emerges in the critique, the main and recent definitions of OD are outlined and synthesized. Based on the definitions, the chapter presents a discussion on three important elements in OD

- (a) The concept of organization as the context/domain of the organization development practice;
- (b) The concept of change as the goal for an OD intervention; and
- (c) The practice of organization development as the intervention approach for the TELP Academic Development (AD) programme at the Eastern Cape Technikon.

The dimensions of impact and sustainability in OD intervention will emerge from the discussion as important issues for a reflective-evaluative research.

### **2.2. CRITICAL ANALYSIS OF ORGANIZATION DEVELOPMENT**

Swanson and Holton III (1997:116) highlight the importance of basing any professional practice on theory. These authors explain that the theory's potential value for guiding scientific understanding, explanation, and predictions cuts across all professional disciplines. In the light of this observation, Armstrong (1993: 33) notes that OD is facing serious challenges of identity, and this despite the increasing popularity of the practice. Chief among these challenges is a lack of a strong theory base to underpin the field. This author declares that OD is naturally praxis, that is theory/practice and, as such, "it would be difficult to argue that OD is a coherent discipline or that a single theory encompasses most of the

research and practice, (p.35)". Armstrong (1993:34) believes the lack of clarity on what OD is and what OD professionals do is due to:

- ❖ The shift from process to technique
- ❖ The drive for quick results
- ❖ The academic love affair with empiricism
- ❖ The very increasing rate of change, and
- ❖ The lack of an OD theory base.

To augment Armstrong's observation above, Schein (1990:14) emphasizes that OD is not a set of techniques but a philosophy or attitude toward how one could best work with organizations. It is the attitude that makes techniques effective and not the techniques themselves. "OD is not what many think it is: a "technology of change" consisting of the application of specific tools and programmes, which is imposed from the top, with the help of consultants (and pays only lip service to client involvement), (p.17)"

According to Armstrong, OD practitioners need to move forward by:

- ❖ A return to process and less emphasis on techniques;
- ❖ The development and integration of OD theory; and
- ❖ The creation of PhD programmes in OD to stimulate research and theory building.

Clement (1992:6), considers OD a rather pragmatic approach to organizational improvement and identifies the following key problems with organization development:

- ❖ Too much emphasis on employee satisfaction and not enough on employee and organizational performance;
- ❖ A lack of concern for organizational politics - a reality that should be addressed; and
- ❖ Poor evaluation of the results of OD efforts.



Clement (1992:8), from his perspective, however, believes that most of the challenges facing OD can be addressed by the following measures:

- ❖ Being grounded in the behavioral science and organizational theory
- ❖ An expanding body of literature on the theory and practice of OD
- ❖ The existence of groups of OD professionals
  - ♦ Committed to conceptualizing and developing a theory base, on which to practice OD;
  - ♦ Who are committed to conducting research to advance theory development in OD and to evaluate the impact and effectiveness of OD interventions;
  - ♦ And who are willing to monitor and confront unethical practices and practitioners.

Burke (1994:199) highlights some of the current developments with OD practice that indicate important changes in the field of OD:

- ❖ Societal and corporate trends are converging more with OD values. (A number of current business changes, for example, the emphasis on quality or business process reengineering, are fundamentally process oriented, which is the differentiating attribute of OD practitioners).
- ❖ The availability of a standard set of tools, which effectively address small to medium sized problems in organizations.
- ❖ Because of their focus and orientation, OD practitioners are on the threshold of the effective management of large-scale organizational change.

In view of this criticism and observations about OD and the implications for theory and practice, one needs, perhaps, to look at the contemporary and the main definitions of OD. These definitions can serve as a basis for an informed position and thus a fair critical analysis of the field.

### **2.2.1. Definition of Organization Development**

French and Bell (1995:28) define organization development as

- ❖ A long-term effort;
- ❖ Led and supported by top management;
- ❖ To improve an organization's visioning, empowerment, learning, and problem-solving processes;
- ❖ Through an ongoing, collaborative management of organization culture-with special emphasis on the culture of intact work teams and other team configurations;
- ❖ Utilizing the consultant-facilitator role and the theory and technology of applied behavioral science; and
- ❖ Including action research.

Cummings and Worley (1993:2) define organization development as:

- ❖ A system-wide application of behavioral science knowledge
- ❖ To the planned development and reinforcement
- ❖ Of organizational strategies, structures, and processes
- ❖ For improving an organization's effectiveness.

According to Porras and Robertson (1992:272), Organization Development

- ❖ Is a set of behavioral science-based theories, values, strategies, and techniques
- ❖ Aimed at the planned change
- ❖ Of the organizational work setting
- ❖ For the purpose of enhancing individual development
- ❖ And improving organizational performance, through the alteration of organizational members' on-the-job-behavior.

Beer (1980:10) defines Organization Development as

- ❖ A system-wide process of data collection, diagnosis, action

planning, intervention, and evaluation; aimed at

- ❖ Enhancing congruence between organizational structure, process, strategy, people, and culture;
- ❖ Developing new and creative organizational solutions; and
- ❖ Developing the organization's self-renewing capacity.

The scrutiny of these definitions reveals that they tend to complement each other. The synthesis identifies the following predominant elements that should characterize an OD effort;

- ❖ OD is a learning process for both the beneficiary and the facilitator.
- ❖ The OD facilitator is the professional in the process and thus has an upper hand in the developmental process due to his/her skills, attitude and knowledge about the process.
- ❖ Organizational architecture in the form of structure, processes, systems, culture, strategy, personnel, and management styles constitute the levers of change.
- ❖ Through a process of organizational learning, the success of an OD is in bringing about change in the organizational processes, at all performance levels (individual/job level, group/process level, and organizational/business level).
- ❖ For OD to be successful, it must enjoy the support of top management as sponsors of the change effort.
- ❖ Since OD is anchored in applied behavioral sciences, and due to the uniqueness of organizational culture, one-size-fits-all approach does not apply in OD.

On the basis of this synthesis, French and Bell (1995) definition of OD was adopted as the operational concept for the study and thus an anchor both for the following discussion of literature and the subsequent chapters of the report. French and Bell (1995) conception encapsulates all the dimensions of the concept as outlined above and, due to its inclusiveness, comprehensiveness,

and simplicity, it is the most relevant for the study.

## **2.3. THE WORLDVIEW OF ORGANIZATION DEVELOPMENT**

The concept of OD defined above implies the significance of the worldview/framework that characterizes the field. This framework is manifested through the nature and the value system of OD practice. OD values indicate what goes on, rather what should go on, in the mind of the OD practitioners as they are facilitating the organizational problem solving processes. They represent the philosophy or attitude toward how one could best work with organizations. Rokeach (1973) defines a value as a belief that a specific mode of conduct or end state of existence is preferable, socially or personally, to an opposite or contrary end state or mode of conduct. The basic value of OD is captured in French and Bell ((1985: XII) statement when they postulate that,

“It is possible for the people within an organization collaboratively to manage the culture of that organization such a way that the goals and purposes of the organization are attained at the same time that human values of individuals within the organization are furthered”.

The general view, which subscribes to systems thinking, one of the basic tenet of OD, is that OD practitioners should acknowledge that outcomes are more predicted by the attitudes and situational contingencies surrounding the situation, than by the techniques employed. According to the research study that was conducted by Church, Hurley and Burke (1992), the following constitute some issues or tensions that characterize the evolution of the OD practice today:

1. The tension between being focused on large-scale systemic change versus a focus on implementing a limited set of OD technologies;
2. The tension of promoting humanistic values versus maximizing bottom-line productivity;
3. The tension of being driven by ego gratification, personal success and financial rewards versus championing traditional humanistic values in the consulting process;

4. The tension between projecting one's own values and normative beliefs onto client organizations versus being only a facilitator for serving management's interests; and
5. The tension between being marginally committed and on the fringe of the organization versus total immersion and involvement in large-scale change.

According to Church, Hurley and Burke (1992), these tensions characterize the development and the growth of the field and as such need to be understood in a positive note; the evolving diverse elements of the field. Each OD practitioner needs to 'appreciate this diversity' and if possible try to place him/herself in it even if it means trying to play a balancing act in negotiating the tensions. The humanistic values of the practice need to be maintained, though.

The OD literature indicates the following value system that informs both the conduct of the OD practice and the ideal end state of the organizations,

- ❖ Openness, feedback, personal change, teamwork, integration (Greiner, 1980)
- ❖ Openness, owning, risk and trust (Golembiewski, 1989).
- ❖ Participation, involvement, and enfranchising of organizational members (Margulies and Raia, 1990)
- ❖ Humanistic and collaborative approaches (Burke, 1992 and French and Bell, 1995)

These are the values, attitudes and beliefs that inform the practice of OD, that characterize both the OD practitioner behavior and his/her discourse about organizational problems in general and OD issues in particular. Capra (1996:6) believes that the latter should constitute a 'social paradigm' about the OD practice, "a constellation of concepts, values, perceptions, and practices shared by a community, which forms a particular vision of reality that is the basis of the way the community organizes itself". With the established worldview or the value

system in place, it is important to assess how OD practitioners perceive the organizations, their domain of practice.

## **2.4. ORGANIZATIONS AS THE OPERATING DOMAIN OF OD**

The general view in OD is that OD practitioners cannot understand and apply the science of OD without understanding organizations as the operating domain for their practice. The concept of organization is regarded as the basic building block for organization development. The important dimensions with regard to the nature of the organization and the paradigm in which the organization operates determine the success or failure of any OD effort. For the OD practitioner, he/she has to surface his/her own understanding and interpretation of the organization as the entity for development. These assumptions need to be merged with, rather 'submerged', by those of the people as the immediate point of contact with the organization, 'the actual change agents' for the organization. The following subsections portray the existing frameworks of understanding and interpreting organizations as domains of organization development.

### **2.4.1. Systems Perspective of Organizations**

Ackoff (1981:27) provides a systems perspective of an organization whereby all the elements of the organization, as both a system and the sub-system of a supra-system, relate to each other. According to this author, an organization should be viewed holistically, that is more than the sum of its parts. On the basis of this holistic, emergent and hierarchical perspective of systems thinking, Ackoff (1981:28) outlines the following basic principles that govern how organizations operate as systems:

1. Principle 1: A system is a set of inter-related elements working together towards some common objective.
2. Principle 2: An open system is a system, which interacts with other systems in its environment.

3. Principle 3: A system has variables, states, events and flows.
4. Principle 4: A system converts input elements into output elements.
5. Principle 5: The entropy of a system tends to increase

In line with the system's perspective, Burke and Litwin, in French and Bell (1995), propose a causal model of organizational performance where they argue that cause and effect in organizations is about organizational conditions and resultant performance. These authors propose the Burke–Litwin model as a guide for OD intervention (from diagnosis to evaluation) that can be achieved by the following observations:

- ❖ Specifying interrelationships of organizational variables, and
- ❖ Distinguishing transformational and transactional dynamics in organizational behavior and changes.

Through the model, the factors that shape organization performance during the preparation, the delivery and the application of the OD intervention are identified. Such factors range from the apparent nature of the desired goals, the organization's mission, philosophy and perceived values, goals and plans, structure, and resources available, to such factors as people involvement and management support. The ideal is to ensure, through an OD effort, a high performance workplace, and the work environment that is conducive to high performance by both workers and the management.

An additional perspective to Ackoff (1981) and Burke-Litwin's models above is Chorn (1991:9) outline of core assumptions, which underpin systems theory in organizations:

- ❖ Interdependence, whereby organizations are tightly coupled internally. Everything is related to everything else.
- ❖ Environmental fit, whereby organizations are aligned to the needs of the environment, reflecting the environmental needs in structural characteristics.

- ❖ Holism, whereby organizations are viewed as a whole, in order to understand the parts more completely.
- ❖ Rationality, whereby organizations may be understood and designed by applying high levels of rationality and logic.
- ❖ Teamwork, whereby organizations operate effectively when they are made up of tightly coupled, interlocking groups of people.

According to French and Bell (1995:93), systems theory pervades all the theory and practice of organization development, from diagnosis to intervention to evaluation. According to Kofman and Senge (1995) the merit of systems thinking is that it promotes collaboration, communication, pro-activeness about organizational problems as opposed to fragmentation, competition and re-activeness. In planned change, impact in one element of the systems is likely to impact another, which calls for both rigor and flexibility on the part of the facilitator. Rigor in terms of the skills, knowledge and attitude necessary for making impact, and flexibility in terms of identifying and managing the dynamics of the OD process.

Chorn (1991) argues, however, that the systems model has proved unsuccessful in dealing with rapidly changing, turbulent environments. As a result of the deficiencies of the systems model in a changing, turbulent environment, a new model is beginning to emerge. By a new model, Chorn (1991) is referring to new paradigm organizations to be discussed below. The position of this study is that systems thinking, as an approach, cannot be discarded in view of new inventions in organizational analysis and design. Systems thinking is not a methodology, but an approach. For that matter, Chorn (1991) maintains that the development of the organization of the future is a reaction to the models of the past. The position of the study is that new models of the organization are the product of the old models, as indicated by Hodgetts, Luthans, and Lee (1994) below, the results of an unfolding process which has at its core systems thinking and its inclusive



approach based on core values of holistic viewpoints, emergent properties, hierarchy, communication and control.

#### **2.4.2. New- paradigm organizations**

Amidon Rogers (1996:34) identifies the following major forces influencing the worldwide market place and which have to be understood for businesses to capitalize thereon:

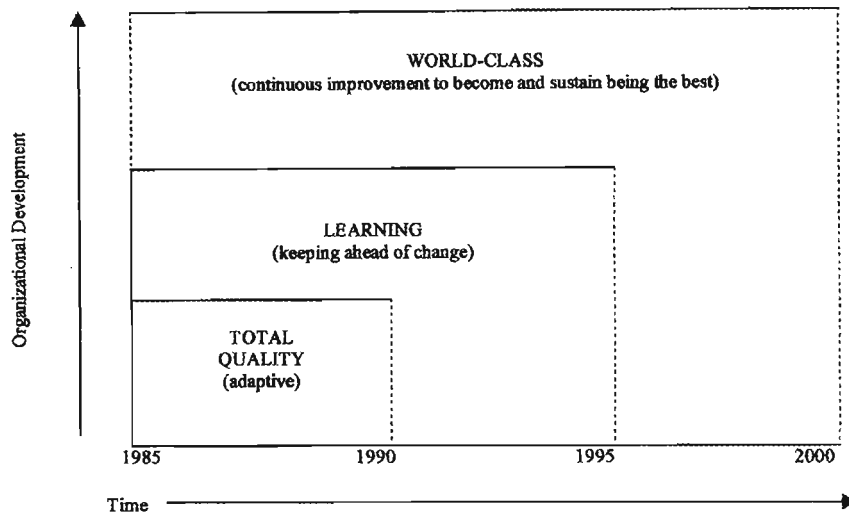
- ❖ A shift from information to knowledge (where data are elements of analysis; information is data with context; knowledge is information with meaning; wisdom is knowledge plus insight). In other words, the focus has moved to intellectual assets, which must be managed, as opposed to the traditional assets of labour, land and financial capital.
- ❖ A shift from training/development to learning (from a passive orientation to an active perspective, with the learner at the center of the activity)
- ❖ Shift from local or national to transactional-globalism and the international context provide the new opportunities for growth and expansion.
- ❖ The shift from competitive to collaborative strategy.

In line with these observed shifts, Amidon Rogers (1996:35) argues that the following assumptions need to be adopted if organizations wish to keep up with the pace of change:

- ❖ The pace of networked communication will accelerate over the next decade
- ❖ Boundaries between traditional scientific research and disciplines are fading
- ❖ The current emphasis on 'information' is really a focus upon 'innovation'.
- ❖ The 'network' is both human and electronic.
- ❖ The focus should be on flow of knowledge, rather than flow of information per se.
- ❖ Networks will link science and society in ways yet unimaginable.

This observation highlights the emergence of the new concept of organizations, collectively termed new paradigm organizations or new paradigms of organization(s). Mink (1992: 21) explains that a paradigm refers to a model representing a theory, an organized set of assumptions, a set of assumptions, or frame of reference. In a more general sense, a paradigm is the way we “see”, “hear” and “touch” the world not in terms of the physical senses of sight, hearing or touch, but in terms of perceiving, understanding, and interpreting. New paradigm organizations, therefore, are the new forms of organizations that seem to be responding to the demands of globalization, what Mink (1992: 32) identifies as the new paradigm of change which is characterized by “open and permeable boundaries, in line with the notion of an open organization, being open and communicative both within itself and with other systems in its environment”. In line with Amidon Rogers’ observation, Webster (1995), in Slater (1995), maintain that new emerging forms of organizations are replacing established simple market-based transactions, and business as we know it, is disappearing.

As indicated above, new paradigm/model of organizations reveal facets of systems theory, the evolution of organizations as identified by Hodgetts, Luthans and Lee (1994). The latter authors, as if to augment Mink’s conception of paradigms (1992), present a comprehensive view of what paradigms are, by stating that “a paradigm establishes the rules, defines the boundaries, and describes how to behave within those boundaries to be successful”. The authors note that organization design has entered a new paradigm, an area of new rules, new boundaries, and new ways of behaving that portray organizations as shifting from the concept of total quality to learning and top world-class organizations. In fact, Hodgetts, Luthans and Lee (1994) maintain that the old paradigm rules of competition that dictated success are being replaced by new rules that have moved from total quality, to learning to stay ahead of change, to world-class continuous improvement and innovation as shown in **Exhibit 2.1**



**Exhibit 2.1: New Paradigm Organizations.**  
**Source: Hodgetts, Luthans and Lee, (1994)**

Hodgetts, Luthans and Lee (1994:12) explain that in terms of emphasis, perspective, and certain specific design characteristics, there is a clear distinction between total quality and learning organizations, that “despite the popular belief by most students and researchers”. These authors illustrate this distinction by explaining that an organization can achieve marked improvement in quality by practicing what is called “single-loop” learning, i.e. by adapting in response to changes in the environment. Learning organizations, on the other hand, are characterized by anticipating change. *Learning organizations do not only adapt to change, but they learn and stay ahead of change.* On the model of learning organization, Gibbons, in Ulrich (1996: 46), provides a very powerful observation about the organizations of the new age when this author declares that,

“The transformation of knowledge production....is one of the central processes characterizing the societies of the advanced industrial world. Knowledge production is less and less a self-contained activity... Knowledge production is increasingly a socially distributed process.”

Senge and Lannon (1990:25) provide the following suggestions about creating a transformational knowledge:

- ❖ Winning organizations should aspire to create learning communities.
- ❖ Behind any organizational architecture, there should be a deep learning cycle to facilitate the spread of good ideas/information.

Bennett and O'Brien (1994:42) identify the following building blocks of the learning organization: Strategy/Vision, Executive practices, Managerial practices, climate, organization/job structure, information flow, individual and team processes, work processes, performance goals/feedback, Training/education; rewards/recognition, and continuous dialogue. Bennett and O'Brien (1994: 48) suggest that the organizations undergoing change should begin the dialogue within themselves to compare their practices to those of the world's most successful learning organizations, which greatly assist in identifying or inventing ways to steer through the turbulence of the future.

*World-class organizations*, as identified by Hodgetts, Luthans and Lee (1994: 12), *are not merely leaders in their fields; they are recognized as the best and they strive to sustain this status.* The authors maintain that a world-class organization can be described as being the best in its class or better than its competitors around the world, "at least in several strategically important areas". The ideal objective for organizational learning is to produce a world-class organization, the organization that continuously learns, the organization that strives for excellence through continual organizational renewal, and the organization that, according to Calvert, Mobley and Marshall (1994: 37), invests in staying ahead of the learning curve in its industry and gains a competitive edge by learning faster and smarter than competition. Bennett and O'Brien (1994: 42) maintain that the organization of the 21st century must not only survive but also excel in the global village. This entails the great need for this organization to take pro-active measures about the environment if it aspires to excel in its business. Argyri's (1994: 77) proposes that for the twenty-first century organizations to survive, their employees have to learn to take active responsibility for their own behavior, develop and share first-rate information

about their jobs, and make good use of genuine empowerment to shape lasting solutions to fundamental problems. Parker (1998:42) argues that world class organizations exemplify two distinct features being “focus on customers” and “focus on people”. He goes on to advice that while leadership styles should be ‘hard on performance’ –by inference excellence in customer service, they need to be ‘soft on people’.

In the light of the latter review of the prevailing literature about organizations as the operating domain of OD, It becomes very clear that we should be mindful of our ladder of influence when were organizing and managing interventions for our problem infested organizations. OD practitioners need to understand the assumptions they make or the client makes about the organization and use these as basis for development. OD is rich with lens/principles of organizational dynamics, from the “old paradigms of systems models” to the new paradigms of learning and world-class organizations”, and our “holistic”, synergistic and additive approach to these theoretical frameworks should inform our interpretation of organizations and how to empower people to deal with organizational challenges. The process of empowerment involves the transference, rather, the acquisition of new skills, the relevant knowledge and the right attitude about an organizational problem. Change becomes the key word that defines this newness, which basically is all about learning. The following section reviews the current thinking around the concept of change, which constitutes another building block and the core business of organization development.

## **2.5. CHANGE AS THE CORE BUSINESS OF OD**

What emerged from the review of the concept of organization above is the value of the context in which OD takes place. Pertinent to the understanding of the context of the organization was the value of surfacing assumptions about the organization for the sole purpose of challenging these assumptions for possible

change. Change therefore becomes both the core business and the technology of organization development. The importance of the concept of change is encapsulated in the following paradoxical statement:

*“Changes of the world tell us about the absence of the constant, except the constant of change”, (Anonymous)*

### **2.5.1. Definitions of Change**

French and Bell (1995:3) maintain that it is necessary to understand change and planned change to understand organization development. These authors describe change as the new state of things that is different from the old state. Eales-White (1994:1) defines change as “making or becoming different”. Carnal (1995) advises that the concept of change can best be understood by the following change equation that portrays all the basic elements of change:

$$EC = A \times B \times D$$

Where:

**EC** = energy for change

**A** = felt dissatisfaction with the present situation

**B** = level of knowledge of the practical steps forward

**D** = the shared vision

For change to occur, **EC** must be greater than **Z**, where **Z** is equal to the perceived cost of effecting change, (Carnal, 1995). On the need for change intervention, Felkins, Chakiris and Chakiris (1993: 11) maintain that effective management of the change process starts as organizations begin to realize their strengths and weaknesses, the contradictions and gaps, as well as the dysfunctional aspects of their systems and cultures that might serve as barriers to growth and development.

The synthesis of change definitions above surfaces the abstractness of the concept and whether there is a unitary concept of change. Specific questions of

change on what, or change for what, not to mention the whole debate of the observer and the observed, are revealed. Also the illusiveness of the concept poses challenges of understanding and explaining some of the dynamics of the organizations. Challenges of whether, in our effort to develop organizations, we should focus on difference in terms of quality or quantity, difference in terms of development or growth. Can change be actually controlled and predicted? Perhaps comfort should be derived in Golembiewski (1993:134) assertion that "by extending the boundaries of the known, applied research can contribute to the further development of scientific knowledge, as well as fulfilling its stated goal of bettering the human condition".

With Eales-White definition of change as "making a difference" and French and Bell's reference to the dimensions of teams and parallel learning structures, a literature review of OD can not be complete without the review of literature related to the concept of organizational learning.

### **2.5.2. Organizational Learning as the mechanism for sustained change**

Linked to the concept of change as the ability to make a difference, is the concept of organizational learning. Dixon (1995:3) explains organizational learning as the intentional use of learning processes at the individual, group, and system level to continuously transform the organization in a direction that is increasingly satisfying to its stakeholders. Dixon (1994:46) propagates for the type of learning that should permeate all the performance levels of the organization, from the job level (individuals), to the process level (groups), and subsequently to the system level (the whole organization), where the whole organization learns simultaneously and collectively to improve its systems and processes. Dixon's point is based on Kolb's framework of learning (1984:3) that advocates for modern day organizations to collectively and continuously learn by generating new information, by integrating this information with existing data, and thus interpret and act accordingly.

According to Argyris and Schon (1996:182), on the other hand, organizational learning occurs when individuals within an organization experience a problematic situation and inquire into it on the organization's behalf. This point concurs with that of Felkins, Chakiris and Chakiris (1993: 11) above on how change begins.

"The individuals experience a surprising mismatch between expected and actual events of action and respond to that mismatch through a process of thought and further action that leads them to modify their images of organizations or their understandings of organization phenomena and to restructure their activities so to bring outcomes and expectations into line thereby changing organizational theory-in-use. In order to become organizational, the learning that results from organizational enquiry must become embedded in the images of organization held in its member's minds and/or in the epistemological artifacts embedded in the organizational environment". (Argyris & Schon, 1996:182)

Against the background of Dixon 1995) and Argyris and Schon (1996) definitions, the author prefers to conceptualize organizational learning as being holistic and lifelong learning both for survival and excellence towards being world-class. While the individuals should be encouraged to "learn on behalf of the organization" so should teams be given enough power/authority to act on generated data, and so be the organization have the conducive climate for the application of acquired knowledge. Organizational learning is the better way, perhaps, to define change as it affects organizations. In the light of fuzzy definitions of change, the concept of organizational learning provides more clarity particularly when we consider the fact that OD should bring about empowerment to both the people and the organization. As this section on change has shown, OD practitioners should acquaint themselves with the established models of change/learning, which cover both process and content issues of change/improvement. These should form the repertoire and the adequate resource for dealing with organizational problems. Lovelady (1989: 152) maintains that OD practitioners should ensure that these models are accurate representation of reality. But how would an OD practitioner deal with issues of managing and measuring learning/change in the manner that would reflect the reality, as indicated by the latter author?



### **2.5.3. Change Models**

Narayanan & Nath (1993) provides a useful typology through which to categorise and therefore understand and interpret various models of change. These authors categorise change in terms of the two dimensions, being

- ❖ Sources of change (whether internal or external to the organization)
- ❖ Type of change (natural or adaptive).

The adaptive category includes the planned change models, which use innovation as the cause and driver of change. Change is typically an internally induced initiative to facilitate the adaptation of the organization to a changing (operating environment). In addition to the deliberate or accidental change dimension, French and Bell (1995:3) highlight the following main dimensions that should be understood as the parameters of change/OD interventions: change in terms of its magnitude, scope, speed, and nature. These dimensions are best explained in terms of the change theories and models, which are further categorized as either process models or content models. While process models indicate the steps to be followed in managing change, the content models help to deal with the dynamics of change. Due to the limitations of the study, only process models will be covered in this presentation.

#### **2.5.3.1. Change Process Models**

Rothwell and Kazanas (1992:4) explain a model as a simplified or abstract representation of a process, device or concept, which is designed to help understand a problem, situation, process or device. The following change models depict the process dimension of change:

##### **(a) Kurt Lewin's Three Stage Model (1995)**

Stage 1 which involves unfreezing the old behavior or situation

Stage 2 which entails moving to a new level of behavior

Step 3, which is about refreezing the behavior at the new level.

To Kurt Lewin (1995), in French and Bell (1995:81), change entails moving from one equilibrium point to another equilibrium point when the learners' old behaviors, attitudes and perceptions are unfrozen, then the learners stop these and move to new behaviors, new attitudes and new perceptions. By refreezing, the new behaviors are made permanent by applying some support systems to ensure the criterion of non-reversibility.

#### **(b) Lippit, Watson and Westley's Seven Stage model (1995)**

Phase I: The development of a need for change

Phase II: The establishment of a change relationship.

Phase III: The clarification or diagnosis of the client system's problem

Phase IV: The examination of alternative routes and goals; establishing goals and intentions of action

Phase V: The transformation of intentions into actual change efforts.

Phase VI: The generalization and stabilization of change.

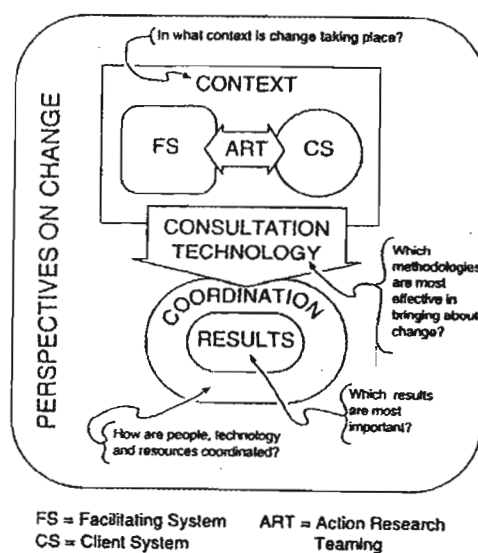
Phase VII: Achieving a terminal relationship.

According to French and Bell (1995:82), Lippit, Watson and Westley's seven-stage model is the expansion of the Kurt Lewin three-stage model. The model lays out logical steps involved in OD consulting.

#### **© Felkins, Chakiris, and Chakiris Model ((1993)**

Closely linked to the purpose of the study is the model of managing change proposed by Felkins, Chakiris, and Chakiris (1993:86). As indicated in **Exhibit 2.2**, the model is built around the four main elements of managing change, namely context; technology; coordination, and results, within a particular theoretical perspective (from behavioral/rational, systems to critical and constructivist paradigms). Within a particular perspective, or a combination of these, a facilitating system (OD practitioner) and a client system (the beneficiary in the change process) are brought together by an action research teaming.

- ❖ By a Context, the practitioner focuses on the unit of analysis that influenced the interpretation, implementation, and evaluation of the change process.
- ❖ By Technology, the practitioner (and members of the project team) employs the process-consultant skills to empower the client to manage the change on its own. Technology also implies methods of data gathering and use, models employed, and how relationships are built to effectively manage change.
- ❖ By Coordination, the practitioner applies the people skills and people interaction as the mechanisms to empower affected parties to own the change process. People roles, rules, procedures and expectations emphasized.
- ❖ By Results, the team monitors and reports all the results ranging from the outcomes of each phase of the change management process to the deliverables of the action research project itself. A results-oriented approach is adopted to inform each activity of the action research process.



**Exhibit 2.2: Process Change Management Model. Source: Felkins, Chakiris and Chakiris, (1993)**

Having reviewed the aspects of organization and change as the building blocks of OD, the following section covers OD as the field of practice. The section will highlight the value of impact assessment and sustainability as the main dimensions of evaluating OD.

## **2.6. THE PRACTICE OF ORGANIZATION DEVELOPMENT**

### **2.6.1. OD Interventions**

Argyris (1994:135) states that intervention...."is to enter into an ongoing system of relationship, to come between or among persons, groups, or objects for the purpose of helping them." The intervenor is defined as someone who assists a system to become more effective in problem solving, decision making, and decision implementation in such a way that the system can continue to be increasingly effective in these activities and have a decreasing need for intervenor. An important implicit assumption in this definition, which Argyris makes explicit, is that the system exists independently of the intervenor. According to Argyris theory, there should be the interdependence between the intervenor and the client system but the former should value the latter as an ongoing, self- responsible unity, with the obligation to control its own destiny.

Explained as the vehicles for causing change, OD interventions are classified by French and Bell (1995:163) according to the nature of problems and opportunities for development. The following interventions indicate the elements of OD that are relevant for the study:

- (a) Diagnostic Activities, which are fact-finding activities designed to ascertain the state of the system, the status of the problem, the way things are.
- (b) Team-Building Activities, which are designed to enhance the effective operation of system teams.

- (c) Education and Training Activities, which are designed to improve skills, abilities, and knowledge of individuals.
- (d) Techno structural or Structural Activities, which are designed to improve the effectiveness of the technical or structural inputs and constraints affecting individuals or groups.
- (e) Process Consultation Activities, through which the consultant helps the client to perceive, understand, and act upon process events, which occur in the clients environment.
- (f) Coaching and Counseling Activities, that entail the consultant or other organization members working with individuals to help them
- (g) Define learning goals,
- (h) Learn how others see their behavior, and
- (i) Learn new models of behavior to see if these help them to achieve their goals better
- (j) Strategic Management Activities, which involve helping policy makers reflect systematically on their organization's basic mission and goals and environmental demands, threats, and opportunities and engage in long-range action planning of both a reactive and proactive nature.

French and Bell (1995:251) advise that often several interventions are combined into a package to accomplish a diverse and complex set of goals. The process combination of the activities above can be regarded as a large-scale systems intervention that is

“transformational and revolutionary than transactional or incremental”. It can be regarded as a second-order change that is multi-dimensional, multi-level, qualitative, discontinuous, a radical organizational change involving a paradigm shift by all stakeholders”, (p.251).

Dehler & Welsh (1994:27) warn that in the emerging global marketplace incremental change is not the answer, instead large-scale fundamental change is imperative in order to compete and survive. Change, however, often involves a journey into uncharted territory which taps into all aspects of the organization-its

core processes, culture, mission, and paradigm. This perspective is very relevant in view of the perspective of learning organization and new paradigm organizations discussed above. The transformational approach to change, against the challenges of the new world order, delivers on new organizations for them not only to survive the rugged terrain of globalization but to also excel in the competition that is fast becoming tough. The role of OD practitioners therefore is very central in delivering the learning and new paradigm organizations.

French and Bell (1995:157) make the following recommendations that ensure successful OD interventions. The recommendations are based on the issues of practice theory in OD that should promote learning and change:

- (a) Structure the activity so that the relevant people are there.
- (b) Structure the activity so that it is
  - i. Problem oriented or opportunity oriented, and
  - ii. Oriented to the problems and opportunities generated by the clients themselves
- (c) Structure the activity so that the goal is clear and the way to reach the goal is clear.
- (d) Structure the activity so that there is a high probability of successful goal attainment.
- (e) Structure the activity so that it contains both experience-based learning and conceptual/cognitive/theoretical-based learning.
- (f) Structure the climate of the activity so that individuals are “freed up” rather than anxious or defensive.
- (g) Structure the activity so that the participants learn both how to solve a particular problem (technology) and “learn how to learn” at the same time. Scheduling of activities to include time for reflection.
- (h) Structure the activity so that individuals can learn about both task and process.

- (i) Structure the activity so that individuals are engaged as whole persons, not segmented persons

The following subsections reviews other important issues in the management of an OD process including key issues on measuring the effectiveness of an OD programme.

### **2.6.2. Management of OD Interventions**

In addition to French and Bell's point on the criteria for successful OD interventions above, Beer and Eienstat (1996:597) suggest three principles, which should characterize change processes if they are to result in effective change. These principles seem to condense the points raised by French and Bell above. The change process should:

- ❖ Be systemic;
- ❖ Encourage open discussion of the barriers to effective strategy implementation and adaptation, and
- ❖ Develop a partnership among all relevant stakeholders.

French and Bell's model of managing an OD intervention programme (1995:132) outlines the following phases, Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention, and Evaluation. Within the framework of the suggested principles by Beer and Eienstat above and the evaluation phase of the OD programme, the study, which will be reflexive in nature, will assess issues of programme success, experienced and observable change, and sustainability as discussed below.

### **2.6.3. Evaluation and impact issues in the management of OD Interventions**

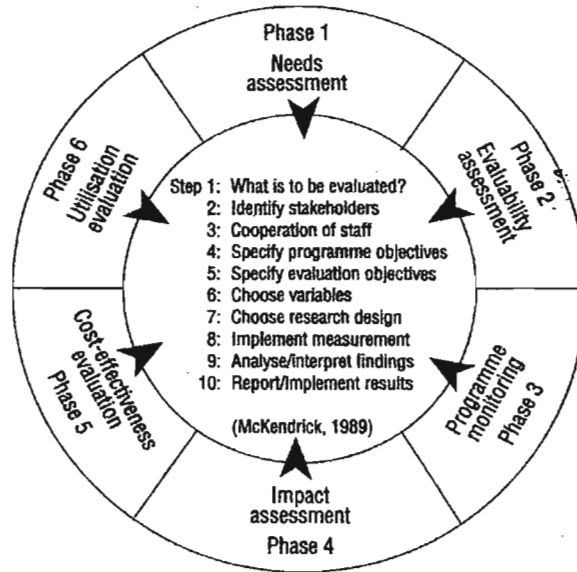
The following observations indicate some of the important issues in evaluating OD programmes:

- ❖ Deciding what the OD programme is intended to achieve and pre-setting objectives to specify what effects should be seen, is a sound way to ensure effective development, (Bramley, 1991).
- ❖ The issue is not whether the programme should be evaluated but rather how it will be evaluated. For a programme that included use of resources, physical or human, and is about human beings, evaluation borders on elements of accountability to both programme sponsors and the people affected, (De Vos, 1998).
- ❖ Organizational leaders often look to outside agents as the means for affecting change in their organizations. Yet organizational change theory suggests that the direction and commitment for change and criteria for its success must come primarily from within the organization itself. (Swanson and Holton III, 1997)
- ❖ Information processing, standard operating procedures, quality management, and feedback need to be an integral part of evaluation. "Feedback mechanisms within the systems context are utilized to make adjustments to the input as well as the throughput process of the system. Evaluation results, whether formative or summative, must be fed back into the training system as well as into greater system in order to enable the system to make adjustments to the training system or to the greater system", (Bellis 1995: 68).

The abstract and the intangible nature of change, as highlighted in the previous section, pose more difficulty with the issues of evaluation. The general view is that if change is difficult to define and its dimensions poses challenges of measurement, it should be more challenging to evaluate its impact. The following 2 models, however, provide different perspectives of evaluating OD interventions: Brinkerhoff (1997) and the rational and behaviorist approach and Guba and Lincoln (1989) and the interpretive and critical approach to evaluation:



- ❖ Brinkerhoff (1997:6), on one hand, adopts the managerial approach by emphasizing issues of returns on programme investment. Crucial among these are effectiveness, efficiency and worth of the intervention. Brinkerhoff (1991:6) argues that the primary payoff from programme evaluating is the improvement of a program while the secondary is to prove the impact or the worth of training about the organizational needs.
- ❖ Guba and Lincoln (1989:11), on the other hand, adopt the consumerist approach to the issues of intervention and evaluation. These authors believe that stakeholder claims, concerns and issues should be prioritized in any intervention methodology, this within the “the ontological and epistemological presuppositions of the constructivist paradigm”.
- ❖ A comprehensive model of intervention evaluation is recommended by De Vos (1998). This author bases her model on the Integrated Model of Programme Evaluation (IMPE) that includes all the phases and the steps of evaluation as shown in **Exhibit 2.3**. On the concept of impact assessment that is the focus of the study, De Vos (1998:373) maintains that the notion of impact implies that a set of specified, operationally defined objectives, and criteria of success have been in place before the programme is assessed. This view will constitute the focus of the study.



**Exhibit 2.3: Integrated Programme Evaluation Model.**  
**Source: De Vos,(1998).**

Contrary to the general view that a well-planned and well-managed change programme lessens the impact of change, OD literature indicates the possible negative impact. Negative results of an unsuccessful and poorly managed OD programme can be financial (Stuart, 1996), stressful (De Vries and Balazs, 1996), diminished competitive position, lost employee loyalty, and difficulty in reworking the change efforts (Smith, 1995).

King and Roth (1983:289) assert that intervention impact is a product of results, visibility, and credibility where:

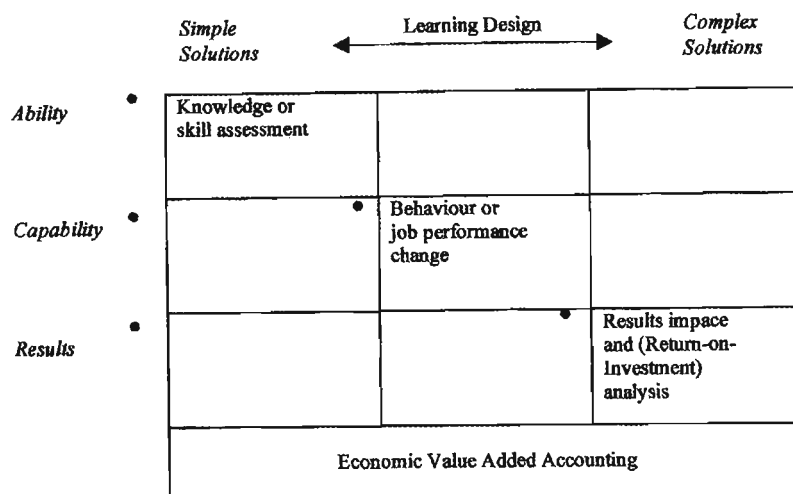
- ❖ Results refer to those activities that enhance achievement of organization's goals;
- ❖ Visibility refers to the awareness the organization has about the intervention; and
- ❖ Credibility refers to the actual demonstration of impact on organization's goals and mission.

Robinson and Robinson (1989:15), advocating for the developing for impact approach in programme development, maintain that the focus of organizational change/improvement should be on results-oriented development that is:

- ❖ Driven by business vision and missions,
- ❖ Helps the organization achieve its goals,
- ❖ Provides people with the skills and knowledge they need to improve their performance,
- ❖ Assess readiness of the environment to support learned skills,
- ❖ Has management accepting the responsibility for a supportive work environment that encourages skill transfer, and
- ❖ Has measurable results that can be tracked.

Swanson and Holton III (1997:36) highlight the importance of enhancing and maintaining the value chain in programme development, which should also be learning oriented. These authors recommend four process elements of focus, learn, apply, and prove that help to enhance the value chain. The prove element should measure the impact of the program on individual and organizational outcomes. These authors argue for a learning-based model and provide a **Proving Impact Model**, which will be used as the research tool. The prove element incorporates evaluation studies, return on investment, and other methods for proving that the programme contributes to organizational and financial success. To complement De Vos IMPE model, the following variables from the Swanson and Holton III model indicate important elements of evaluation that is learning oriented:

- (a) Ability impact, which should reflect the increase in knowledge or ability of programme participants/beneficiaries.
- (b) Capability impact, which should reflect the increase in job performance of staff/groups that benefited from the programme.
- (c) Business results, which should reflect the increase in business performance or critical success factor for the organization.



**Exhibit 2.4: Proving Impact Model**  
**Source: Swanson and Holton III, (1997)**

What emerges from the review above is that impact assessment should be informed by the systemic analysis organizational problem, the correct or workable approach to the process of change, that should include relevant change models, and more significantly the evaluation of the OD programme that should demonstrate the impact to both human and organizational needs. The general view is that OD should be able to deliver on both productivity and bottom line of the organization as well as the effective state of people in the organization, and OD practice should not treat one of the latter dimensions at the expense of other. Balancing these acts then becomes the main challenge in OD practice that should include tackling issue of sustainability to be covered in the following sub-section.

#### **2.6.4. Sustainability in OD practice**

The general view in programme development in general and project management in particular is that thinking about sustainability is crucial for effective programme development. Sustainability should be ensured both during planning and implementation. It should be closely intertwined to effectiveness implementation and impact assessment. The Ratananga project on HIV-Aids and Peer Education (2002), a collaborative project between the South African Department of Health and the Havard University, declare that sustainability indicates the extent to which the results of the project will last and the development continue after project assistance is over. Sustainability needs for a practical and operative plan to deal with issues of compliance, public relations, staffing, funding and ownership. Sustainability has to do with all other elements of planning, recognition, and evaluation. De Vos (1998:409) emphasize that sustainable development can only take place through people's mobilization towards self-development. It can never take place if the state or some outsider takes responsibility for initiating and implementing development". Beer and Spector (1993) indicate that it might be obvious to the management that measures need to be taken during the course of the project to assure the durability of project efforts. The authors suggest the following process steps in ensuring sustainability:

1. Mobilize commitment to change through joint diagnosis of business problems.
2. Develop a shared vision of how to organize and manage for competitiveness.
3. Foster consensus for the new vision, competence to enact it and cohesion to move along.
4. Spread revitalization to all departments without pushing from the top.
5. Institutionalize revitalization through formal policies, systems and structures.

6. Monitor and adjust strategies in response to problems in revitalization phase.

Eales-White (1994) reports on the research conducted by the **Center of Corporate Strategy and Change** at the Warwick Business School on sustainable development. The following constitute both the theoretical and practical steps in sustaining momentum and the critical success factors for the long term.

**Table 2.1: Steps in Sustaining Momentum and the Critical Success Factors for the long term in Change Management**

TO SUSTAIN MOMENTUM	CRITICAL SUCCESS FACTORS FOR THE LONG TERM
<ul style="list-style-type: none"> <li>❖ Consistent and persistent drive from the top</li> <li>❖ Marry top-down pressure and bottom up concerns</li> <li>❖ Develop islands of progress and publicize success</li> <li>❖ Ensure zones of comfort and relative continuity</li> <li>❖ Provide freedom to customize within the broad vision</li> <li>❖ Allow opportunism</li> <li>❖ Deal with dead ends and remove blockages</li> <li>❖ Refashion reward and recognition systems</li> <li>❖ Change knowledge and skills base</li> <li>❖ Find and use role models</li> <li>❖ Build capacity for change in non-receptive areas</li> </ul>	<ul style="list-style-type: none"> <li>❖ Flexible means to achieve change</li> <li>❖ Managing succession</li> <li>❖ Coherence in the management of the overall processes of change</li> <li>❖ Creating a continuous process view rather than an episodic view of change</li> </ul>

Against the limitation of factors reported in the study above, the Organization for Economic Cooperation Development (OECD) (1988), who declare that a development programme (or project) is sustainable when "it is able to deliver an

appropriate level of benefits for an extended period of time after major financial, managerial, and technical assistance from an external donor is terminated”, recommend the following factors/variables that are very relevant for the study:

- (a) The Government Policy. According to this factor, development projects operate within the context of national policies. Government commitment and policies that support project objectives are critical to the sustainability of development activities.
- (b) Management, Organization and Local Participation. Managerial leadership is key in developing sustainable programmes and projects. Management encompasses responsibility for shaping policy and technological applications, setting goals, and mobilizing support from political leaders, complementary organizations, and beneficiaries, as well as directing internal administration. Sustainability is also enhanced when project objectives are well matching with an organization’s administrative capability. Local participation is an integral part of continuing the flow of benefits after termination of a donor’s activity.
- (c) Financial Factors. Sustainability requires a flow of funds to cover operations, maintenance, and depreciation of the investments to continue the benefits generated by a project
- (d) Socio-Cultural and Technological Factors. The integration of a programme with the social and cultural setting of its beneficiaries and operating circumstances becomes especially important if the activity is not to be rejected after assistance ends. The technology chosen for the activity must be appropriate to the institutional capabilities and to the goals of the project/programme.
- (e) External Factors. Development projects/programmes operate within the existing political, economic, institutional and cultural circumstances that are beyond their control and influence. The relative importance of these factors is very crucial to examine.

With these models, the study will not only reflect on the achievements or failures of an OD programme but also highlight issues for the further development of the work beyond the project. The general observation is that OD is not about straight bullet approaches of tools and techniques that are short lived, but should be a long-term process whose success is measured by the capacity of the organization and its people to solve their own problems.

## **2.7. SUMMARY AND CONCLUSION TO CHAPTER 2**

This chapter presented a synopsis of the perspective of OD where the challenges facing the OD practice were highlighted. Following this, definitions of OD were gleaned from well-known sources in the field. On the basis of French and Bell's definition (1995), the discussion highlighted important issues of organizations as domains of OD practice, change as the core business of OD and OD practice itself as process of improving organizations. Within the framework of reflective observation as suggested by Kolb (1994), issues of impact evaluation and sustainability were surfaced as the key variables on which the study will be based. The following therefore constitute a summary and conclusions of this chapter on the review of OD as a strategy for organizational improvement.

- a. Against the backdrop of organizations that need to be developed to meet the challenges of the 21<sup>st</sup> century, OD programmes should produce positive results at the organizational and personal levels.
- b. It is important for OD practitioners to surface both their assumptions about organizational problems and that of individuals affected by change. These assumptions need to be measured against the values and belief system prescribed by the OD profession.
- c. Against the popularity of tool/technique-based approach to OD, the process approach to OD should remain at the core of any OD related strategy.



- d. Use of multiple interventions can ensure transformation and second/third-order change that should include a paradigm shift by stakeholders as they are being empowered to steer change processes on their own.
- e. Effective management of OD programmes should accommodate impact and sustainability factors and the evaluative mechanism should be in place in order to ensure that.

The next chapter indicates the importance of the OD strategy for Higher Education Institutions in general and the so-called Historically Disadvantaged Institutions in particular. The emerging field of Academic Development in the higher education sector is interrogated by the OD theoretical framework, with the TELP project on Academic Development at Eastern Cape Technikon as the case study.

## **CHAPTER 3: ACADEMIC DEVELOPMENT AS THE LEVER FOR ORGANIZATION DEVELOPMENT**

### **3.1. INTRODUCTION**

This Chapter unpacks the concept of academic development as the lever for organization development. The chapter is about the application of OD concepts in the organizational process of academic development. In this chapter, the author has identified the emerging practice of academic development in the higher education sector as an organizational process that can be used as a lever for organizational development, that is, as the mechanism for improving organizational learning. The chapter begins by outlining the challenges facing the academic development practice. The nature, history, values, assumptions and goals of academic development are highlighted. Secondly, the role of academic development in the transformation of higher education is also described within the government policy framework. Thirdly, academic development as the mechanism for developing organizational learning in the Higher Education sector is also discussed with a particular reference to the TELP Academic Development programme at the Eastern Cape Technikon. The chapter concludes with the research implications for impact evaluation and sustainable development.

### **3.2. ACADEMIC DEVELOPMENT: FROM CONCEPTS TO PRACTICE**

Checkland (1981:192) observes that it is deplorable but true that the literature of management sciences, and especially, of social sciences, “sags under a heavy load of methodological assertions and conceptual models which have not been tried out.” Knowles (1985:72) suggests that human resource developers are in danger of being little more than logistics arrangers unless they reframe their role to that of an organizational consultant “teaching an organization to function like a learning system”.

Against the backdrop of the Leadership Centre studies, my personal involvement in organizing and managing the TELP Academic Development (AD) programme constituted both 'trying out of conceptual models' as observed by Checkland (1981) and playing the role of internal consultant as observed by Knowles (1985). The approach could, perhaps, best be understood in terms of what Swanson and Holton III (199:73) regard as "a vital cycle that allows ideas to be progressively refined as they evolve from concepts to practices and from practices to concepts". As indicated before, the TELP AD programme was conceptualized and developed as an OD strategy. The purpose of the research study was to complete the action research process, which had been half done by a planning and implementation component at Leadership Centre, University of Natal, by doing the reflective and the evaluative components.

### **3.3. ACADEMIC DEVELOPMENT AS THE MECHANISM FOR HE TRANSFORMATION**

#### **3.3.1. The background history of Academic Development**

Perhaps one of the impacts of turn of the 20<sup>th</sup> century in Higher Education is the emergence of academic development as the new field of practice in the higher education sector of South Africa. Academic Development is a relatively new concept that emerged in the mid 80s (Boughey, 2001; Volbrecht, 2002). According to Volbrecht (2002:01), Academic Development (AD) in South Africa emerged as a liberatory educational and social movement in the 1980s. As an international phenomenon, AD, often called educational development, had burgeoned, but with a focus on quality rather than on liberation. Boughey (2001: 3), the field of academic development grew out of an earlier endeavour, known as academic support, which was instantiated in early to mid 1980s "to meet the needs of the, then, small number of black students who had gained admittance to liberal historically white institutions such as the University of Cape Town and the University of the Witwatersrand". The following extract from Boughey provides a

clear picture about a shift from academic support to academic development and the value of AD in shaping HE in South Africa,

“The shift from academic support to academic development was spearheaded by the events at the University of the Western Cape in the mid 1980s when this formerly “bush university for the so-called coloured population in the Western Cape opened its doors to the large number of black students who had come to live in Cape Town following the repeal of the pass laws in 1986. These students brought with them the problems, which had accumulated due to the inferior quality of the educational experiences, previously offered to them under apartheid. These problems of ‘disadvantage’ and ‘under-preparedness’ were compounded by the fact that the education of the traditional ‘coloured’ student population of UWC had been affected by the unrest and protests, which had plagued the education system since the Soweto riots of 1976. Faced with this situation, academics at UWC began to argue that ‘disadvantage’ was a majority, rather than a minority, phenomenon requiring a response at an institutional level rather than the ad hoc adjunct responses of the historically white institutions in the form of academic support programmes. This call for an institutional response heralded the shift from Academic Support to Academic Development which was supported by the observation on the part of institutional managers who realized that, as the number of students from historically ‘disadvantaged’ backgrounds entering tertiary education rose, so would the cost of providing remedial classes for them. This cost would, moreover, be on-going for the foreseeable future since students would continue to enter institutions and would continue to need additional support”, (Boughey, 2001:3).

In addition to the pragmatics of student numbers in the Higher Education sector, Boughey (2001:4) identifies the following factors that determined the shift from the traditional academic support to academic development:

- ❖ The shift from the Neo-Classical approach of academic support initiatives to the Historical Structural approach of academic development.
- ❖ The Neo-Classical approach situated the problems of under-preparedness and disadvantage to learning within the learners, and thus perceives learners to be amenable to remedial action in the form of extra tuition and skills development.
- ❖ The Historical Structural approach of the academic development propagated for the location of the problems of under-preparedness and disadvantage to be in the system instead of the individual learner.

- ❖ ***“Therefore AD had to focus on the development of the institution to meet the needs of the changed demography of the student population rather than the development of the individual to meet the unchanged order of the institution”, (my italics and bold).***

Against the backdrop of Boughey’s conception of academic development, it would be helpful to get a snippet of how the government agenda of transforming HE identifies AD as the means to an end.

### **3.3. 2. AD and the Government Policy Framework**

The Government Policy Framework provides a background picture about the challenges facing HE in general and the value of academic development as the mechanism for transforming Higher Education.

Following the NCHE Report of 1996 to the Ministry of Education, which had identified equity, redress, and development as the guiding principles of the new single-coordinated Higher Education system, White Paper 3 (1997:32): A Programme for the transformation of Higher Education, advocated for a new HE system of South Africa whose first goal and principles would have to:

“Promote equity of access and fair chances of success to all who are seeking to realize their potential through Higher Education, while eradicating all forms of unfair discrimination and advancing redress for past inequalities.....

“In the short to medium term, in order to improve equity of outcomes, the higher education system is required to respond comprehensively to the articulation gap between learners’ school attainment and the intellectual demands of higher education programmes...The learning deficits are so widespread that systematic changes in higher education programmes (pedagogy, curriculum and the structure of degrees and diplomas) will continue to be needed...”

Embedded in the extracts above were the following observations by Scott (2001: 4),

1. Equity in HE should be measured in terms of both access and

success opportunities particularly for those who did not have that opportunity before.

2. It is the responsibility of both the HE sector and the school sector to address the mismatch between educational disadvantaged.
3. There is an urgent need for systemic interventions in order to address some of the structural challenges facing the HE sector.

The NPHE (2001), the sequel to the White Paper on the Transformation of HE, prescribed the following indicative targets for the new HE system:

1. Increasing the overall participation rate from the current 15% to 20% through, among others, improved efficiency in graduate outputs, increased recruitment of work mature students, women and disabled, as well as students from the SADC region.
2. Shifting the balance in enrolments from 49% to 40% in the humanities; from 26% to 30% in business and commerce; from 25% to 30% science, engineering and technology.
3. Enhancing the curriculum to respond to changing needs, in particular, the skills and competencies required to function in the modern world such as communications, computer and information skills.
4. Ensuring equity of access, especially in programmes in which black and women students are underrepresented such as business and commerce, science, engineering and technology and postgraduate programmes.
5. ***Ensuring equity of outcomes through developing academic development strategies to address unacceptable dropout and failure rates, especially among black students. (My italics and bold).***
6. Addressing employment equity through measures to mentor, train and support young black and women academics.
7. Sustaining existing, as well as building new research culture



As indicated in target 5, the NPHE identifies AD in particular as the delivery mechanism/strategy for the main goals of increased participation rate and increased graduate outputs. The following extract from the Ministry of Education (DoE, 2001: 2.3.2) captures the value of AD in transforming HE,

“The Ministry remains committed to the funding of academic programmes as part of the new funding formula. However, it should be made clear that higher education institutions have a moral and educational responsibility to ensure that they have effective programmes in place to meet the teaching and learning needs of the students they admit. This requires that institutions should integrate academic development programmes into their overall academic and financial planning”.

The recent National Working Group Report (2002:28) on restructuring emphasizes that all HEIs, irrespective of merger issues, must give urgent attention to internal transformation processes,

“in particular to issues of increasing access and equity, improving success rates and should apply themselves to the development of an enabling environment in which all South Africans can pursue their studies unhampered by social and cultural impediments”.

Therefore the government is quite firm in its stance of transforming and delivering the new efficient and effective HE system. As indicated above, AD constitutes one major mechanism of translating the NPHE goals and targets into a system that will deliver on the skills shortage and the world competitiveness of South Africa. Against this background of how AD emerged in the country and how the government policy frameworks articulate on AD, the following section tries to provide the picture of AD as it emerges from the current practice.

### **3.4. ACADEMIC DEVELOPMENT: THE WORK IN PROGRESS**

The general view in the AD fraternity is that there is no universally accepted method of doing AD. What AD is and is not is informed by reflective observations from practice, perhaps the case of practice that seems to outpace the theory, as it is also the case with OD. The author's understanding of AD is informed by his

involvement in the TELP AD programme, as it will be explained below. His conception of AD also stems from his interaction with other AD practitioners in SA and abroad, including visits to well-established HEIs in South Africa, both his participation and presentation in SAAAD (South African Association of Academic Development) conferences during the last two years, and gleanings from the international websites. His studies at the Leadership Centre, in particular, refined his AD concepts, which as he believes, properly applied within systems thinking in general and for organizational learning in particular, AD would be one of the best weapons for transforming HEIs as also identified by the government policy documents. The author's advocacy for AD as a tool for organizational learning, particularly in HDIs, is based on this conviction.

AD programmes range from the content-specific-learner support interventions in the form of tutorials and other forms of intervention (peer learning support programme by Rhodes University and Supplementary Instruction by University of Port Elizabeth, for example) to the skills-based interventions in the form of language development, academic literacy and numeracy. Foundation Programmes, traditionally known as bridging courses, are fast emerging as the AD programmes that follow the integrated and extended curriculum approach (NPHE, 2001; Boughey, 2001; Scott 2001). Judging by the emergence of conference papers in both the recent SAAAD and SAARDHE (South African Association for Research and Development in Higher Education) conferences, staff-oriented AD programmes include curriculum development, teaching strategies ranging from the traditional methods to contemporary interactive computer-based methodologies and assessment and evaluation strategies. Included in the staff-oriented AD are the capacity building interventions in the form research development and quality assurance interventions.

Scott (2001) provides the following broad categories of AD forms along their characteristic features:



### **3.4.1 “Concurrent” supplementary tuition”**

This category provides supplementary tuition (usually in the form of additional tutorials) in support of standard mainstream courses. Trained peers, senior students or specialist or regular staff, can supply the tuition. Perceived advantages of these concurrent forms, which do not in themselves require any increase in the duration of the students’ programme, include that they help students to pass the course concerned. Disadvantages include (a) that since they are confined within the parameters of standard courses, their capacity to facilitate intensive foundational learning is very limited, and they consequently work optimally only with marginally at-risk students; (b) because they supplement a standard curriculum, they risk overloading students-with the most disadvantaged students being most overloaded; and (c) being tutor-intensive and not allowing for economies of scale, they are relatively expensive, and potentially most expensive in institutions with the largest numbers of disadvantaged students.

### **3.4.2 “Non-standard” courses or modules**

This main category comprises “non-standard” course or modules that are additional to the standard curriculum or serve as alternatives to, or variants of, standard courses in a programme. The forms include the following:

- ❖ Foundation courses in key subjects;
- ❖ “Augmented” courses in key subjects (integrating substantial foundational and skills-development provision into a standard course syllabus, requiring substantial additional contact time);
- ❖ Special “skills” courses or modules, commonly in academic literacies such as language development or numeracy;
- ❖ Redesigned standard courses, in which some traditional content is replaced by integrated skills development (of the kind required for SAQA’s critical cross-field outcomes)

This category modifies the ongoing curriculum and offers the developmental model, unlike the first category that takes the standard curriculum as a given and thus offers a support model.

### **3.4.3 “Reduced curriculum” or “Slow-stream” models**

In this category, some institutions simply reduce the students’ workloads in the first year or two of a programme, say two courses of a four-course year, without offering any additional programme. The first year is done over two years. Disadvantages include (a) that in the absence of additional, foundational provision, the students’ under-preparedness is not addressed and the standard courses are often individually still too demanding, and (b) that students who succeed in completing their first-year courses under this model often fail badly thereafter because they are not prepared for major increase in difficulty and workload they face when they enter the standard second year curriculum.

Scott’s category of AD provisions (2001:8) seems to explain clearly the AD forms but in the academic support domain, “the neo-classical conception”, in the language of Boughey (2001). Scott does not capture the concept of historical-structural approach to AD as highlighted by Boughey. This difference highlights the huge gap that exists between the current AD programmes and the mandatory AD programmes, which are prescribed by the current policy framework and its principles of equity, access and redress.

## **3.5. ACADEMIC DEVELOPMENT IN PERSPECTIVE**

Vahed and Sprackett (2001) maintain that an educational intervention in the form of academic development can be described as the purposeful shaping of the instructional process to address the learning needs of students in particular teaching contexts. These AD practitioners highlight that research indicates that in SA because of our past history, learning has to be mediated as many students

are still developing the cognitive, (high order critical thinking skills), linguistic (especially writing skills) or conceptual research and background knowledge required for academic study. "Interventions selected take many forms but are separate, semi-integrated or integrated, depending on the theoretical paradigm and level of institutional support", (Vahed & Sprackett, 2001:1).

In line with the notions of academic support and the neo-classical approach, academic support interventions tend to be separate compared to academic development ones, which are usually semi-integrated or integrated into mainstream programmes. The concept of integration in AD is layered and has several levels ranging from mere linking to assimilation. Integration in terms of staff implies that mainstream and Academic Development staff (Curriculum Development, Staff Development and Educational Development), work together to implement teaching, learning and AD interventions. Integration in terms of content implies assimilation and transfer of information and skills into mainstream. Integration in terms of learners implies that all learners are involved with the teaching, learning and AD interventions. This is opposed to semi-integration, where learners may be separated briefly for a particular intervention and then mainstreamed; or "separate" support interventions where specific learners learn separately (the neo-classical approach).

Close to the focus of this study, Volbrecht (2002:3) conceptualizes the mainstreaming/integration of Academic Development within what he terms "the formalised discourse of *critical* reflection and *activism* that is concerned with the relationship between the higher education practice and social justice". According to this AD practitioner, one of the most significant developments internationally is the growing realisation, which stems from the emerging critical discourse on higher education, that staff development is key to student, curriculum and institutional development. Alongside this realisation there is an increasing interest in the professionalisation and accreditation of teaching in higher education on the

one hand, and in the professionalisation of Academic Development work itself on the other.

Both these trends, that is, the professionalization and accreditation of teaching, on one hand, and the professionalization of AD, on the other, have led to the growth of national and international AD networks and, to a lesser extent, and variously across national cultures, to the strengthening of a policy discourse around AD at national and institutional levels. At national level is the conceptualization of AD by the policy documents as indicated in section 2.1 above and the conferences and presentations alluded to in the previous paragraphs. At institutional levels are the categories analyzed by Scott (2001) and Vahed and Sprackett (2001). The following references highlight the snippets of AD at international level.

- (a) The International Consortium for Educational Development (ICED) formed in England in 1993 as a network "whose members are themselves national organisations or networks concerned with promoting good practice in higher education" (ICED Web-site 2001). In addition to running a conference every two years, ICED publishes a journal, the *International Journal of Academic Development (IJAD)*. The journal "enables academic staff and educational developers around the world to debate and extend the theory and practice of academic development, in support of the quality of higher education" (ICED Website 2001). IJAD may be regarded as one of the first journals to make issues around staff development central to reflection on the broader Academic Development discourse.
- (b) The Staff and Educational Development Association (SEDA), in the United Kingdom, defines itself as 'the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education' (SEDA Website 2001).
- (a) The Institute for Learning and Teaching (ILT), which was formed in 1999 as a consequence of the Dearing Report (Dearing 1997), provides accreditation,

membership and corporate services, as well as publications and an annual conference (ILT Website 2001).

- (b) In the USA, the author had a privilege of having a direct experience of AD initiatives during a visit to the Texas Southern University (TSU), in Houston-Texas, in 2000. TSU was the linkage partner for ECT under the USAID funded TELP project, as introduced in Chapter 1. The TSU GUAC (General University Academic Centre) focuses on student academic development, particularly with regard to language development, supplementary instruction, testing, and bridging programmes. The center is also doing staff development programmes.

### **3.6. ACADEMIC DEVELOPMENT AS THE MECHANISM FOR ORGANIZATIONAL LEARNING**

In line with the position of the study, as indicated before, OD was adopted as the approach for delivering new knowledge, the right attitude and the requisite skill in academic development (McLagan, 1989). This approach was adopted during the development and the implementation stages of the TELP AD project that the author coordinated during 2001-2002. The position of the study is that with the systems approach to AD and with OD as the strategy, AD can be the mechanism for organizational learning, the type of learning that impacts at all performance levels from individual (job), to group (process) and the organization (business) of a higher education institution. To support this viewpoint, Volbrecht (2002: 1) advocates for a new conception of literacy development in higher education, the kind of literacy that adopts the inclusive approach to learning by moving AD from its preoccupation with student learning. "at the expense of staff and organizational learning; a shift from student-centredness to learner-centredness in contemporary discourses of lifelong learning, and the limitations of student-centred approaches". With the conception of AD as required by both the policy framework and the pragmatics of transforming HE, Volbrecht (2002:1) argues that projects concerned with students' literacy development need to be integrated

with or related to projects for staff development and institutional change, within a framework in which both students and staff are regarded as lifelong learners.

Volbrecht (2002:2) maintains that literacy development in higher education institutions should be about the increasing of the ability, within frameworks for student, staff, curriculum and organisational development, to deploy, integrate and mediate between a diverse range of meaning-making practices in a variety of everyday, specialised and reflexive domains and registers. In his advocacy for the inclusive approach to AD (integrating/mainstreaming AD), Volbrecht (2002:2) draws on works by Skillen and Mahoney (no formal reference) who see learning and literacy development in higher education as an issue of institutional change as well as an issue of interrogating dominant institutional practices. According to Volbrecht (2002:2), these authors recognise the need for the integration of instruction in learning and literacy skills into mainstream teaching programs through curricular change, revised graduate outcomes and staff development. The authors also recognise that achieving this 'requires institutional change'. This leads them to suggest that theories of literacy development need to be accompanied by a theoretical framework for interrogating and effecting 'transformational change in an organisation'. The authors characterise key agents as the human instruments of policy ideas, design and implementation. One of the implications of this argument, if one extends it with the perspectives provided by critical literacy theory, is that academic developers, to become reflexively aware of how they develop their literacy as they participate in narratives of institutional change.

Volbrecht (2002) also explores the nature of the learner or the learner's role in the practice of academic development. The notion of a learner in academic development symbolizes a shift from that of student, where formalised and specialised registers of the academic setting are predominant, to the broader notion of a learner, where formalised and specialised registers are consciously brought into relation with informal and reflexive registers. Volbrecht emphasizes that the shift from the traditional approach to literacy development, which is



student-centred, to the inclusive approach, which is staff oriented, has implications for both students and staff (including institutional change agents and academic developers) as learners. "Staff will increasingly need to consider when they are informal learners and when they need to be engaged in formal study to promote their professional development in differentiated career paths and roles', (p.5).

### **3.7. THE CASE OF THE EASTERN CAPE TECHNIKON**

Based on the review of AD above, the following section covers the analysis of AD forms at ECT along the areas of Quality Management, Curriculum Development Staff Development, Research Capacity Development and Student Academic Development. These forms are included more for systems perspective than purely for AD purposes, that is, these areas are analyzed as they impacted the student-centred AD forms, the exclusive and neo-classical approach of AD, as against the proposed inclusive and the historical structural approach, as advocated by the likes of Boughey (2001) and Volbrecht (2002). The purpose of analyzing these forms is to identify the shortcomings of the exclusive approach, realize the need for systems thinking about the inclusive approach and thus advocate for organizational learning that is inclusive of staff as the targets for learning. The analysis covers the status of ECT as the domain of organization development as covered in chapter 2, that is, my attempt to surface the assumptions and the belief system about the organization before interventions are applied for problem solving. The analysis itself is a summary of mini-research projects conducted by the writer as part of the course work at the Leadership center. The coursework involved mini-research projects, which revolved around the question of problem analysis and intervention design. The analysis is included for the justification of AD interventions as the lever for organizational development, the theme of this chapter. Implied in the analysis, the aspect of multi-methodology as the main element of an action research study.

### 3.7.1 Data on Staff

According to the study on the Management of Information Systems and the profile of Staff at the Eastern Cape Technikon, the document analysis of staff records from the institutional Human Resources section had indicated relative low staff qualifications (Table 3.1). The majority of lecturers were straight from the industry or from the HE studies with no experience of teacher education. Due to its location in the predominantly rural and poorly developed area, the institution also experienced challenges of low staff retention. Programme offerings were predominantly 3 year Diplomas, few 04 year Btech degrees and no Masters programmes. Learner throughputs were at about 20 % and graduate outputs since 1999 had been less than 10%.

**Table 3.1: Percentage of Staff Qualification per Category**

Category of Staff Qualification	Percentage of Staff Qualification
Bachelor's Degrees or equivalent	40%
Honor's Degrees or equivalent	35%
Master's Degrees	23%
PHD	2%

### 4.7.2 Quality management

According to one of the studies on Systems Theories and Practice, conducted in 2001 by the author as part of instructional programmes at the Leadership Centre, the study, the institution faced challenges of proper management of quality. Although the institution was accredited by SERTEC, prior to the advent of the Higher Education Quality Council (HEQC), quality management was viewed as external and a once-off event instead of continuous process. There were perceptions that quality management applied a top-down approach, with no formal processes, namely evaluation of teaching by learners and/or by



supervisors. Although there was an institutional policy and a structure for quality assurance, the lack of the necessary leadership impacted negatively on implementing the policy. The qualification levels of staff also affected perspectives of a quality culture as a professional issue.

### **3.7.3 Curriculum Development and Research Capacity**

According to yet another study at the Leadership Centre, on the management of the Curriculum Development project and the Soft Systems Methodology (Checkland, 1981), the organization experienced challenges of structure, formal policy, and a dysfunctional culture on matters of curriculum development despite the enormous work as a result of TELP intervention. Some subjects had no learner guides but externally imported course outlines. There were cases where assessment criteria were not well articulated for learners. In cases where staff had been trained and developed on contemporary teaching methodologies, as informed by the SAQA requirements (1997), training tended to follow the activity-based approach, instead of the impact-directed development, as no mechanism were in place to track the transference of acquired skills and knowledge to implementation. Where the transference had taken place, trainees complained about the environment that did not support implementation.

On research capacity, the directorate of Staff and Research development had a limited staff capacity, only a director and an administration assistant. Developed policies and plans were not implemented due to the lack of support from senior management (interview with Director, Eastern Cape Technikon, June 2001). Although the institution had witnessed a growth in 04 year degrees, the offerings lacked strong research component due to the lack of institutional capacity. According to SAUVCA report (2000), the ECT research output was 0 in 2000.

### **3.7.4 Student academic development**

According to another Leadership Centre studies, initially on Skills for Systemic Leadership and later on Scenario Planning and Viable Systems Methodology, ECT as a higher education institution faced challenges of learner support systems that tended to impact on issues of student retention and graduate rates. Among the identified factors were the following:

- (a) The institution lacked sufficient resources and the requisite competencies for learner support.
- (b) There was neither a formal policy nor structure on learner academic support despite the annual visits by SERTEC, the quality assurance body.
- (c) There was no systemic coordination of academic support among departments as the then Student Academic Development (SAD) programs were run in an uncoordinated and unsystematic fashion by the three Technikon faculties along with Student Affairs & Counseling.
- (d) The institutional foundational programmes, which were the sole ownership of one faculty, were riddled with issues of malpractice of corruption and politics.
- (e) The institution needed an Academic Development unit/department to improve the organization and management of the learner academic support activities.

The data on student academic development subsequently formed the basis for the USAID-funded TELP Academic Development programme.

### **3.8. NEED FOR INTERVENTION**

#### **3.8.1 The complex nature of the problem**

In terms of General Systems Thinking (Ackoff, 1981), as indicated in the previous chapter, the organization had faced systemic challenges, particularly on AD related matters, along the following factors:

- ❖ A performance gap or non-existence of structures, policy, and procedures, as implied by the directorate of staff and research development.
- ❖ Relevance of the AD concept to the needs of the organization, as implied by staff qualification affecting curriculum and quality assurance.
- ❖ Low performance indicators, as implied by poor research output and low graduate outputs.
- ❖ Input-process-outputs processes, as implied by poorly academically prepared learners, the lack of academic support programmes as mechanisms for quality outputs.
- ❖ Changes in the entropy state of the AD component, as implied by negative perceptions of learners and hence leaving the Technikon, before graduate levels, for other well -resourced and urban HEIs.

Although these issues were observed as far back as in 1999-2000, when the TELP AD project was conceived and implemented, the study would assess the extent of change (French and Bell, 1995) or the organizational response (Dash, 1998)), since then, as the result of the intervention. The role of the researcher as the participant in the process and thus the evaluative mode of reflection (Dash, 1998) would be crucial in terms of identifying what works and what does not work in OD/AD.

Cloete, Bunting and Kulati (1999:11) outline the following challenges that have been confronting the leaders of higher education institutions:

1. Demands from legislative framework for institutions to promote equity in access and employment
2. An expectation that higher education institutions will play key role in the development of higher-level human resources.
3. An expectation that institutions have to diversify their sources of income and rely less on public purse.
4. The opening up of South Africa to international higher education providers, which has increased competition among institutions for fee-paying students
5. A dramatic increase in private higher education institutions, and
6. The need for public higher education institutions to develop three-year rolling plans, with an emphasis on increasing efficiency gains and diversifying sources of income.

Cloete, Bunting and Kulati (1999) research project on Institutional Landscape characterizing SA HEIs revealed the following typology of Higher Education Institutions:

#### **(a) Entrepreneurial-Expanding HEIs**

- ❖ Are making full use of the new market environment.
- ❖ Have strong, centralized, strategic planning and management infrastructure.
- ❖ Have a 'cost/business center' financial management system that helps them to cut and redirect costs.
- ❖ Are unashamedly entrepreneurial in their management approach and the leadership sees and runs the institution very much like a business.

#### **(b) Traditional-Elite HEIs**

- ❖ Have continued to maintain their pre-1994 character, by largely catering for traditional students (18-22 yr old) residential students, with a strong emphasis on quality, postgraduate teaching and research.
- ❖ Focus on changing the race gender composition of their student body while

retaining a strong sense of their traditional mission.

- ❖ A substantial portion of institutional funds is raised through research contracts and fundraising programmes.
- ❖ Curriculum and faculty restructuring is generally aimed at achieving greater internal coherence and efficiency.
- ❖ In some cases, the management ethos has change from the traditional collegial model to one that is more managerial.

#### © **Stable-Emerging HEIs**

- ❖ All depart from less privileged position than the latter two.
- ❖ Are beginning to establish them selves within the emerging institutional landscape.
- ❖ Have a strong leadership core that is charting a new direction, and a stabilizing student and staff body.
- ❖ Are beginning to experiment with new programmes, new forms of delivery, new notions of co-operation and partnerships, and new forms of management,

#### **(d) Unstable-Uncertain HEIs**

- ❖ Are unstable due to contestations among different governance and stakeholder structures
- ❖ Owing to a lack of leadership and management capacity, they find it difficult to establish a new direction for themselves and to attract new funds.
- ❖ Innovation is often on the basis of exceptional departments or faculties, with usually no support from the center.
- ❖ Projecting uncertainty in a competitive market is often accompanied by a loss of students and good staff.

#### **(e) Crisis-Ridden HEIs**

- ❖ Were experiencing sporadic crisis even before 1994, but situation has become more acute during the last few years.

- ❖ Conflict amongst different governance structures
- ❖ Lack of confidence in leadership; poor financial management
- ❖ Inability to respond to policy initiatives, to develop new directions (niches), and a lack of student and staff confidence.

The researchers note, however, that the above characterization of institutions is more 'ideal typical than real'. "There are major differences within institution types, with no clearly demarcated boundaries between types", p.9.

The approach by the TELP AD team was to intervene in the institution by helping stabilize the management and the organization of teaching and learning through the TELP AD programme. The programme would help to refocus the institution against the general challenges of the higher education sector as outlined by Cloete, Bunting and Kulati (1999) above. The status of ECT as an HDI in general and of AD in particular, as previously portrayed, needed the OD strategy with its basic principles of empowerment and capacity building. Action research turned to be the best approach for this strategy. Dash (1998:475), in trying to explain the debates characterizing the credibility status of the action research, emphasizes that participatory action research, in particular, usually takes place in an episodic way, organized through projects and research and action are supposed to intertwine within the project. This author goes on to explain that,

"Participation Action Research visualizes a research-action process in which some members of the organizations under study participate in the process from project design through data gathering, analysis, and report writing, on to the implementation of conclusions emerging from the research", p.475.

Based on the OD strategy as explained in the previous chapter, the intervention had followed the prerequisites and principles of participation action research (De Vos, 1998), which included:

- ❖ The admission of failure of the prior systems or programmes of academic support.
- ❖ Institutional consensus on the need for change;



- ❖ Acceptance of multidisciplinary, shared conceptual framework which could be used to develop a new approach to academic development;
- ❖ The development of programme structures and processes to enable extensive participation by Institutional departments; and
- ❖ Support from management and other institutional structures.

All the points above were reported in the academic tasks the author engaged on at the Leadership Centre, as reported before. The studies constituted what could be called the planning and the implementation stages of the action research, as explained by Dash (1998). The next phase, therefore, involved 'reflecting on and evaluating the institutional responses' (Dash, 1998). These responses would have to be measured by ECT's ability to learn from itself in its attempts to adapt to the challenging environment of HE as identified by Cloete, Bunting and Kulati (1999). The following section provides more perspective on the issue of ECT response to the action-research-based intervention.

### **3.8.2 AD as the lever for organization development**

The TELP AD programme sought to deliver on issues of access and success of learners at ECT as articulated in the NPHE (read section 2.1 above). The USAID funded TELP AD programme had provided ECT a window of planning, developing and implementing strategies for the internal integration against and the external adaptation to the systemic challenges of a HEI as discussed in the previous sections. Coordinating the programmes would have to encompass a learning experience for both the practitioner-turned researcher and the team of research participants (staff and students) who also served as change agents in the process. The goal was not only to impact individuals but groups/Technikon programmes and the organization at large.

The impact would have to be realized also at the supra level, the Higher Education system of South Africa whereby the workable formula for meeting

NPHE targets would be realized as it applies in the context of the Eastern Cape Technikon. The results of the intervention would have to inform policy, both at institutional level through the formation of the necessary structures and processes, and at the national level through sharing of information with the community of AD practitioners. At the government policy level, the institutional three-year rolling plan, for example, would indicate the progress and targets in meeting the policy requirements for the transformation of ECT.

Though internally managed, the technical assistance on the implementation of the programmes was provided by the Desmond Tutu Educational Trust (DTET) and the United Negro College Fund (UNCF), both the implementation agencies for USAID. While UNCF focused on the logistics of resource utilization and other forms of technical assistance, the DTET's main aim was to ensure that,

"students who have been disadvantaged by the apartheid education system at the primary and secondary levels, and who are victims of the low incomes in disadvantaged black communities, can have access to tertiary education, complete their first degree/diploma courses successfully, in as many cases as possible, continue into post graduate studies" (1999, 1).

The DTET had a remarkable history of AD and its successes were well known in the Higher Education institutions of the Western Cape (The University of the Western Cape and the Peninsula Technikon) and many other HDIs in South Africa.

How the TELP Academic Development programme made impact to the organization and its systems parts and how that impact could be sustained would be the focus of the study. The funding framework, for example, which provides policy guidelines for FPs, states clearly that 'approval of foundation places will be dependent on appraisals of foundation programmes, and on the effect they will have on the implementation of the overall institutional plan' (Section 4.5).



### **3.9. SUMMARY AND CONCLUSION TO CHAPTER 3**

This chapter discussed the concept of AD as the lever for organization development. Issues of the identity of AD were discussed by analyzing the history, assumptions, and goals of AD in South Africa. The conception of AD within the government policy framework was identified as the strategy for transforming HE. Following the review of policy frameworks, the forms and challenges of AD were discussed. AD was identified as the mechanism for developing organizational learning in the Higher Education sector, particularly in HDIs. The chapter concluded with the overview of the TELP AD project as the intervention at ECT. The main conclusion of the chapter was that AD, young as the field is, if strategically organized and well managed, it can be the lever for developing HE institutions in South Africa. The case in point is the Eastern Cape Technikon, the beneficiary to the USAID funded TELP AD project.

Following the two chapters of literature review and the contextualization of the study, the next chapter forms the crux of the matter by reporting on how the methodology of the study was formulated and implemented to reflect on and to evaluate the impact and the sustainability of TELP AD project.

## **CHAPTER 4: RESEARCH METHODOLOGY**

### **4.1. INTRODUCTION**

This Chapter reports on how the data on the study on impact and sustainable development of TELP Academic Development (AD) project at the Eastern Cape Technikon (ECT) was collected. The chapter begins with the description of the research approach with a particular focus on the role of the researcher. The description is followed by the discussion of the notion of the qualitative approach and its relevance to the study. Specific models, which will be employed to interpret the research results, are explained to support the notion. The description of the study sample is followed by the explanation of the data-collection methods before the chapter concludes with a brief discussion on the validity of the research process.

### **4.2. OVERVIEW OF THE RESEARCH APPROACH**

Embedded in the research approach was the purpose of the study as introduced in the first chapter and the theoretical frameworks discussed in the last two chapters. The last two chapters, on the review of organizational development and academic development respectively, emergent were the concepts of humanistic and emancipatory values as propagated by both theoretical frameworks. The discussion of both theoretical framework surfaced the concept of organizational learning as the main variable through which the TELP AD programme would have to be reflected on and thus be evaluated. While OD would help the organization learn from itself, by internally integrating its processes as a means of adapting to the challenges the organization faced, AD on the other hand would help both student and staff, as 'learners' in the process, to be aware of their limited knowledge, skills and attitudes about learning and teaching and thereby adopt new improvement strategies. The evaluative mode of reflection, therefore, would assess the extent to which the organization and its people 'responded' to the intervention and identify possible performance gaps in the 'learning journey'

of empowering the organization to learn from itself. The action research approach, particularly the participation action research model, constituted the spine of the research process.

Dash (1998) provides useful guidelines to the issue of action research, which tends to be perceived as controversial and thus render this research approach not credible enough to be rendered a scientific study. This author highlights that the participative action research approach, in particular, should attempt to bring to the fore “local problem solving competences and liberate subjugated knowledges” (p.479) in the identified area of practice. Dash (1998: 480) argues that action research element should include “the understanding and improvement of practice, the contribution of knowledge about practice, and the improvement of practitioner’s ability to understand and improve their own practice”. The participative action research approach should promote the notion of helping various ‘oppressed and dominated groups of people’ “without the imposition of alternative aesthetic, moral, or political views, which might result in surprises, constraints, disturbances, and frustration”, p. 480. On the notion of how research results get used, which should render the approach credible as a form of research, Dash (1998: 486) emphasizes that the research process becomes useful if it helps actors to increase their competence and also helps to maintain such a process over time, and for a variety of users.

These are the notions, values, assumptions and the suppositions that informed the research approach. The evaluative mode of reflection, which was preceded by the planning and the implementation stages of the TELP AD programme within the action research approach, would, as highlighted in the first paragraph of this section, assess the response that ECT made to the intervention effort of trying to make this organization learn from itself. Both the role of the researcher and the actual research methodology, the elements of the research approach, are explained in the following sections on the basis of the action research assumptions.

### **4.3. DELINEATING THE ROLE OF THE RESEARCHER**

#### **4.3.1. The Researcher Background**

As has been indicated in various previous sections and chapters of this report, the researcher role was implied in the role played by the coordinator as the actor in the two-year period. What was not explicit was the research element of the role. As indicated above, the notion of research in the action research approach was drawn from Dash (1998) who identifies research as the mechanism to improve practice. Linked to Dash's theoretical framework about the action research, Kolb proposes an experiential learning model (1984). Kolb's theory of learning (1984) provides a workable formula for understanding how we try to make sense of the life challenges. This psychologist postulates that for any learning to be effective, one must be able to interact meaningfully with the environment. Kolb (1984:264) proposes an experiential learning model in which immediate experience is perceived as the basis for the observation and reflection from which concepts are assimilated and then actively tested. According to Kolb's explanation, reflective observation, one of the constructs of the learning theory, involves understanding the meaning of ideas and situations by carefully and impartially describing them. The study was, by design, a reflective evaluation/observation that involved a critique of how the TELP AD project on academic development at the Eastern Cape Technikon was organized and managed in order to learn how to do it better. Simply stated, reflection was applied as a checklist of what had been done and, on the bases of the results, act on discrepancies that might arise. Reflection meant measuring an action against set standards or objectives, firstly those prescribed by the project and secondly, the standards and objectives as determined by the Impact Learning Model (Swanson and Holton III, 1997).

The author was directly involved in the environment/setting for research by being the coordinator and the manager of the TELP AD project. After three years (1998-2000) of participating in a group of staff members who conceptualized and

developed the projects on student academic development, the author was appointed as a leader of this capacity building project for two years (2001-2002). As explained in the introductory chapter, the projects were externally funded by two organizations, the National Department of Education (DoE) and the United States Agency for International Development (USAID) under the Tertiary Education Linkages Project (TELP). In a nutshell, the main goal of the project, of which Student Academic Development was just one of the focus areas, was to build capacity of the Eastern Cape Technikon (ECT) to improve its learning and teaching systems and processes. The author's involvement in the programme entailed leading a team of staff and students who implemented the programme. With this brief background, the role of the researcher, therefore, was that of the practitioner researcher or the reflective practitioner.

Having experimented with a number of systems thinking-based methodologies, the author decided to adopt Organization Development as an all-encompassing strategy/framework of reflecting on my practice. The field of Academic Development became a matter of choice, firstly due to the author's direct involvement in it and secondly, for the possible opportunities it provides for further development. This approach to research constituted one of the intentional learning skills, which Bellis (1995, 9) regards as 'the destination that should inform the journey' with learning/change management skills being much more about the journey itself than the destination. Walker (1993) maintains that the importance of critical reflection lies in our potential to uncover the discrepancy that may exist between values and action. Walker (1993) suggests that practitioners are more likely to extricate themselves from complex webs of habit if they are powerfully motivated by an awareness that the values they hold dear are not being respected by themselves.

#### **4.3.2. The issues of Researcher-Practitioner**

In addition to the notions of action research as raised by Dash in the previous section, various viewpoints informed the perspective of a practitioner-researcher, in particular, from which the study was made. The first was Swanson and Holton III (1997:13) views on human resource development. These authors advocate for the concept of Theory-Research-Development-Practice vital cycle that “allows ideas to be progressively refined as they evolve from concepts to practices and from practices to concepts”. These authors claim that the cycle has emerged within and across professional disciplines and illustrates the systematic application of inquiry methods working to advance the knowledge used by both human resource development (HRD) researchers and practitioners. As indicated before, McLagan (1989:7) provides a definition of human resource development that is inclusive of organization development, the strategy for this study. McLagan (1989:7) defines Human Resource Development as the integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness. McLagan’s approach to HRD implies the value of utilizing all developmental practices in order to accomplish higher levels of individual and organizational effectiveness. In other words, when training and development initiatives are well aligned with organization development and career development, the collective value of that combination becomes more than it would be the case when each of these developmental practices is conducted alone separately. The ideal is to, through these developmental practices, serve the purpose of HRD – to improve individual, group and organizational effectiveness.

This definition highlights the significance of the cycle to the field of OD and the issues of Practitioner-Researcher in particular. The elements of the cycle (theory, practice, research, development) imply that one domain needs to inform all the others for the enrichment of a profession, with, in the study case, the dimension of researcher informing and also informed by the practice. It was on this basis



therefore that practical issues of impact and sustainability, which were mandatory in the management and organization of the projects, stimulated the research study. Any accumulated knowledge or insights from data interpretation will constitute the recommendations on how the projects gains can be transformed into a viable programme for the Eastern Cape Technikon, thereby fulfilling the value of usefulness to action research results by means of helping actors, not only to increase their competence, but also to help" to maintain such a process over time, and for a variety of users", (Dash, 1998:480).

Another view about the practitioner-researcher perspective was drawn from De Vos (1998). This specialist in the field of social work alludes to the South African White Paper for Social Welfare (1996) that requires a positive response to its call for a developmental social welfare strategy. In her response, De Vos (1998) argues that a new and more inclusive paradigm to such calls is needed that provides for assumptions based on both objective observation and subjective understanding. It is therefore essential, so argues this author, that theory and practice is integrated in such a way that research enhances the effectiveness and raises the standard of the practice. De Vos (1998) maintains that the most important characteristic of a profession is that the professionals should be able, through an active thinking process, to convert knowledge into professional services and to select intervention skills to a body of knowledge and theory. The debate of objectivity versus subjectivity in researcher roles, as implied by De Vos' assertion, emphasizes the value of being aware of both the assumptions we make about the organizational problems, versus the objective stance we are supposed to adopt in discovering and interpreting these problems. This is the point that was extensively discussed in the value-laden approach of organization development in chapter 2. In view of this point, Walker (1993:50) maintains that Academic Development practitioners, in particular, must be both practitioners and researchers thereby serving the twin goals of staff and research development. The following section discusses and reports on specific issues

surrounding research methodology, which stemmed from the researcher-practitioner paradigm.

#### **4.4. PROGRAMME MANAGEMENT AND THE MANAGEMENT OF CHANGE**

The previous discussion surfaced the issues of the researcher as implied for both practice and research. Due to the dynamics of any change initiative, the TELPAD programme was managed across different perspectives, which poses challenges to the research study. Behind the action research domain for both programme management and the research process, was the change management model. The process-oriented change management approach by Felkins, Chakiris and Chakiris (1993) as highlighted in the second chapter, prescribed that programme coordination should involve an integrated and inclusive approach of attending to various elements of the change process. As indicated in Exhibit 4.1, Felkins, Chakiris, and Chakiris (1993) explain planned change along the established research paradigms of rational/behavioral, systemic, interpretive/cultural, and critical/humanism thinking. The study itself centred on the evaluative mode of reflection about 'an OD-oriented academic development practice', which would prescribe a choice of a particular change perspective.



**Exhibit 4.1: Change Results according to Change Perspective and the Nature of Change. Adopted from Felkins, Chakiris and Chakiris, (1993).**

Change Perspective	Nature of Change	Results
Rational/behavioral	Change is causal and predictable and can be rationally understood and controlled through: objective data; analysis of relationships between dependent and independent variables; and expert knowledge.	Understanding, Knowledge, Improvement, Efficiency, Prediction, Cost effectiveness
Systems	Change is a holistic, homeostatic process that involves many interdependent components, cyclical patterns, and multiple conceptual relationships	Relationships, unity, Alignment, Resource Utilization, Discovery, Transformation,
Cultural/Interpretive	Change is socially constructed and interpreted through cultural practices, human interaction, and collaborative inquiry	Consensus, Coordination, Responsiveness, Commitment, Cooperation, Invention, Innovation.
Constructivist Humanism	Change is action-oriented, dialectical, and based on economic and historical analysis; knowledge and awareness increase self-determination	Awareness, Emancipation, Action, Self-determination, Autonomy, and Social responsibility

#### **4.4.1. The Dominant Paradigm**

Due to the focus of the study, which involves assessing the response of the organization on aspects of organizational learning by focusing on programme impact and sustainability, the constructivist/humanistic paradigm becomes dominant. As indicated in the previous chapters, Organization development highlights the notions of empowerment, improvement, liberation, pluralism, which are embraced within the philosophical constructivist/humanistic paradigm (Guba and Lincoln, 1989). The project on academic development was by nature an emancipatory intervention; it was about the intervention that subscribes to the liberatory movement of academic development (Volbrecht, 2002). The programme targeted the structural elements of the higher education sector

(Boughey, 2001), in the form of staff, curriculum and research development (Walker, 1993) by highlighting the emancipation of the "at-risk-learner" and thereby discarding the notion of the "high-risk-learner".

As indicated above, the TELP project on AD was by nature about emancipating both learners and staff from the constraints of learning and teaching in a Historically Disadvantaged Institution (HDI). Felkins, Chakiris and Chakiris (1993) highlight that the impetus for change from a critical perspective can come from a variety of external special-interest groups. Chapter 1 indicated the role that USIAD plaid to develop the HDIs through the TELP programmes. HDIs, as institutions still trapped in the legacy of the apartheid system, with its structures of bureaucracy, power, and domination, required specific forms of interventions that would not only emancipate these institutions from the entrenched structures of teaching and learning that tended to limit their growth, but also empower them to be autonomous about their future and thus self-regulate.

In terms of the research approaches, the study was anchored in the qualitative research, whereby the researcher attempted to gain a first-hand, holistic understanding of how staff and students experienced the project. Denzin and Lincoln (1994:2) define the qualitative research as follows:

"Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them".

Swanson and Holton III (1997) argue that social scientists turn to qualitative research methods because they are well suited to exploration and discovery in an era of rapid and fundamental change. Laboratory methods alone are not much help in producing practical theoretical knowledge about many challenges today because they ignore the significant, complex influence of the organizational context. Walker (1993:50) observes that practitioner researchers in academic development, in particular, fall within the ambit of qualitative research, as it

constitutes a different way of “constructing education different from that of psycho-statistical traditions”. Qualitative methods, according to Walker, combine action and research and inform development by assessing the impact of educational innovation, by focusing on actual processes and implementation, thereby revealing both intended and unintended consequences.

The qualitative approach therefore formed the dominant view of the study, although the snippets of the quantitative view could also be considered in view of the following:

- ❖ Prescriptions by project management in terms of quantitative data indicators (numbers) with regard to totals, percentages, rates, ratios /proportions of students attending language development programmes or staff attending workshops, for example.
- ❖ Meta-analysis and its use of quantitative methods as the OD methodology (French and Bell, 1995)

#### **4.5. THE EVALUATIVE MODE OF REFLECTION**

Specific issues for reflection and evaluation included assessing how the organization was impacted by the project, how the gains could be developed further for sustainability. As indicated in the introductory chapter, De Vos (1998: 373) maintains that the notion of impact implies that a set of specified, operationally defined objectives, and criteria of success have been in place before the programme is assessed. **Appendix 3** presents these objectives. The implications of the objectives, which also constitute another dimension of assessment, are outlined in Chapter 1. Due to the process nature of the intervention, the evaluation approach itself was integrated and comprehensive as indicated by the following strategies,

- (c) The study had to answer the question of whether the TELP AD programme had been properly implemented, whether the target group

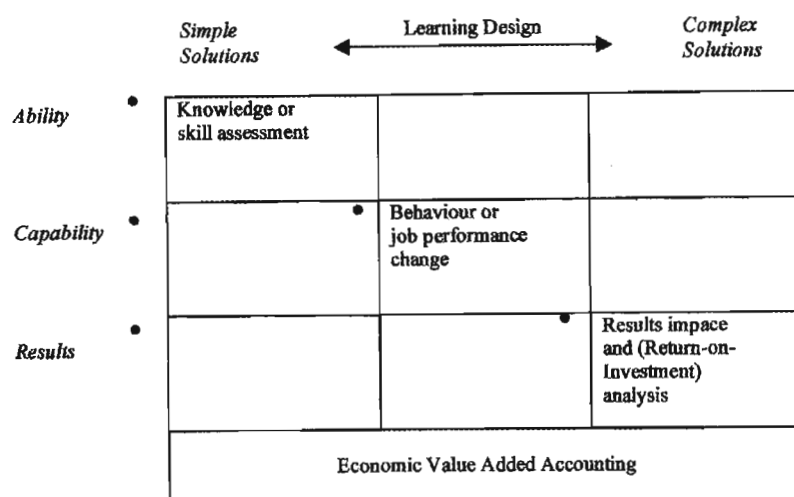
had been adequately covered and whether the intervention was implemented as designed.

- (d) The study had to assess the use of impact and sustainability concepts, techniques and findings to foster organizational improvement and self-determination.

While the first point could be said to be more of a project/programme management issue, and thus could not render the work as a research study (the point constituted a purely evaluability assessment concept as propagated by De Vos, 1998, Exhibit 2.3 in Chapter 2), the second objective was more research oriented (Dash, 1998), hence it became the focus of the study. There is no clear line of demarcation between the two points, however, as the first point builds up to the second point as it will be indicated in the research interpretation.

Due to the dominance of the concept of organizational learning in the study approach, the following summary variables from the Swanson and Holton III's Proving Impact Model (1997) (Exhibit 4.2) were used to assess the impact of the AD programme:

- (d) Ability impact, which reflects increase in knowledge or ability of programme participants/beneficiaries.
- (e) Capability impact, which reflects increase in job performance of staff/groups that benefited from the programme.
- (f) Business results, which reflect increase in business performance or critical success factor measures of the organization.



**Exhibit 4. 2: Proving Impact Model. Source: Swanson and Holton III, (1997).**

To render the quality nature of the research (Dash, 1998), the results were assessed in terms of sustainability factors that would subsequently inform the recommendation sections (policy development) of the study. The following factors of sustainability/continuity, as suggested by the Organization for Economic and Community Development (OECD, 1988), were covered in the interpretation part of the study:

- (f) The current Government Policy on Academic Development and ECT's responsiveness to the National Plan on Higher Education.
- (g) Management, organization and local participation in intervention development with regard to Academic Development.
- (h) Financial factors that will ensure a flow of funds to cover operations, maintenance, and depreciation of the investments to continue the benefits generated by the USAID/TELP project.
- (i) Socio-Cultural and Technological factors that are appropriate and relevant to both the operating circumstances and the nature of ECT staff and learners as the main programme beneficiaries.

- (j) External Factors that include the existing political, economic, institutional and cultural circumstances that are beyond the control of projects, for example the effects of re-structuring in higher education as recommended by the National Working Group.

#### **4.6. THE STUDY SAMPLE**

Implied in the discussion of the research methodology above was the aspect of 'stakeholder' identification. Stakeholders were identified according to the project objectives and their implications as outlined in **Appendix 1**, (Implementation Monitoring Framework). Research data therefore was collected from the following sources,

- (a) Students who benefited from the AD projects, both as customers and as change agents in the developmental process.
- (b) Academic staff, the main participants in the projects and thus the target of the intervention;
- (c) Members of the project team who served as the facilitating team;
- (d) Also affected by the research would be the institutional management team, from the members of the Faculty Executive Committee (Heads of Departments and Deans of Faculties), Members of Senior Management (Directors and Rectorate). This specific group would provide data on issues of organizational policy.
- (e) Institutions of Higher Education, which had success stories on Academic Development innovations.

#### **4.7. METHODS OF COLLECTING DATA**

The Implementation Monitoring Framework (**Appendix 1**) indicates objective-based predetermined data collection methods for the he TELP AD Programme. The methods ranged from pure observation to use of questionnaires and



interviews. The tools became the valuable tools for the research. Research data was also collected by means of internal memos, and evaluation reports to, and from external consultants and donors. Sources of data would include academic departments (staff), student assistants, and the affected students, as indicated above. Frequency of data collection ranged from monthly claims from staff and students, quarterly reports on meetings, presentations to faculties and workshops and visits to other HEIs as need would arise. The following tools formed specific project system verification tools:

- (a) Preparatory and Evaluation Reports of Supplementary Instruction sessions by Student Assistants.
- (b) Monthly Monitoring and Evaluation Form of the Work Study programme by Student Assistants
- (c) Student Assessment of Supplemental Instruction measuring, in a rating system, learning material, assignments, use of computers, and learning facilitation by student assistants.
- (d) Attendance Register of learners using the Writing Center by Lab Assistants.
- (e) Submission of consultations conducted, nature of the problem and recommendations by Peer Helpers.
- (f) As a standard operating procedure, the programme team would hold quarterly official meetings. Each meeting would be followed by presentations to Faculty Executive Committees.
- (g) Along the Term Reports by Departmental Coordinators, the Project Leader would present monthly Work study/SI Reports on monthly basis, of Project Implementation in respect of departments.

The collection of data for study purposes, in particular, focused on 2002, the second year of projects implementation. The approach to data collection: Bracketing (Burns and Grove, 1987) strategy whereby the researcher, who was directly involved in the project, had to suspend what was known about the project being studied, getting rid of preconceived ideas, so to say, and assess level of

impact on organizational learning and project sustainability as drawn from Swanson and Holton and the center for Economic Development, respectively. Data collection by use of questionnaire was conducted towards the end of the project, October/November 2002 and the data was used as the basis of more data collection by means of document analysis, focus group and key informant interviews, document analysis and pure observation. The latter methods were applied predominantly as a triangulation strategy, to confirm or disconfirm some of the emerging information from the questionnaires or to get more clarity on issues raised in the questionnaire survey.

For the sake of clarity and conciseness in the early data analysis (Glesen and Peshkin, 1992), the procedures of capturing data mentioned above, which were generally designed as intervention process tools, will be reported on in a condensed form (Harrison, 1994).

#### **4.7.1. Survey Questionnaire (Appendix 2)**

- (a) Questionnaire surveys assessed project participants' experiences in the TELP AD projects. The questionnaire included closed questions on a rating scale and open-ended questions. Test items assessed issues of impact at individual, department and organizational level. There were also items on the sustainability of the project. According to Table 4.3 below, the survey targeted Student Assistants, the biggest group in the project, and Foundation programme staff.
- (b) Section A of the questionnaire asked biographical details with regard to faculty and department, role-playing, campus, and year of project participation.
- (c) Section B assessed the extent of project impact by means of a rating scale. Test items from 1-11 related to levels of participation, impact at personal, departmental, and business levels. The items also included open-ended questions. Items 12-22 were open-ended and assessed the sustainability dimensions of the project with specific reference the conceptual framework,



success of the project, participation by colleagues, support by supervisor and from project office, technological factors, project challenges/threats, and recommendations.

- (d) The questionnaire survey served as the springboard for other forms of data collection methods as explained below.

#### **4.7.2. Interviews**

- (a) Interviews were applied for getting information of how organizational processes behind the project took place and trying to understand why they took the form they did. The interviews would also include recommendations from the interview subjects. The interviews included targeted key informants, special groups and “reputability studies”.
- (b) Open ended questions from interview guide targeted HODs and Deans (Faculty Executive Committee), Directorate: Human Resource, Finance and Campus Heads (Satellite campuses) on issues around achievements and failures of the project, sustainability of the project, particularly on matters of policy, management support, and financials.
- (c) Focus group interviews targeted graduates of the Foundation Programme who would be subtly probed to elicit information, opinions, and experiences of being involved in the programme. These students were required to rate informally their confidence levels in studying in higher education, relevance of the course content, acquisition of learning skills, usefulness of Foundation Programmes to mainstream Programmes, and to provide specific examples where the programme had impact on them as learners.
- (d) Also identified as focus groups involved assistants from the Information Literacy and the Writing Centre programmes. These groups would be asked to share their own experiences on the programmes that were very skills-based and focused on the key issues of academic literacy in higher education.
- (e) Linked to focus groups above were “Reputability studies” whereby Projects Coordinator, and some within the team of Departmental Coordinators visited

renowned campuses on areas of AD. In May 2001, visits were made to the campuses in the Western Cape Province (Peninsula Technikon, Cape Technikon and the Universities of the Western Cape, and Cape Town). The choice of the institutions was based on the fact that the institutions were pioneers on academic development as indicated in chapter 3. Moreover, the Desmond Tutu Educational Trust, our implementation agency, had had successful interventions in these campuses. The visit included meetings with staff, visit to laboratories and analysis of documents, particularly on standard operating procedures and systems of verification. In 2002, the Universities of Port Elizabeth, Stellenbosch, Rhodes, and Port Elizabeth Technikon were included in the expert studies.

#### **4.7.3. Observation**

- (a) The model of Supplementary Instruction (SI) prescribed the observation of Student Assistants (SAs) at work. These students played the role of learning facilitators.
- (b) Departmental coordinators, 12 members of the project team, made specific observation and would identify areas of intervention with regard to SAs' introduction and opening, session content in terms of SI Strategies used; Learner Participation; and use of Learning Materials, Closure in terms of application of content and Debriefing Session that covers a reflection by SI participants.
- (c) Observations also included Informal observations during Faculty Boards meetings, project meetings and informal discussions. These types of observation were part of project advocacy that was about project objectives, roles, and procedures, including conceptual development of academic development.

#### **4.7.4. Workshops and Group Discussion**

- (a) By design the projects involved capacity development, which targeted both staff and students as the main beneficiaries of the OD process. Data would be collected from different activities that characterized capacity development.
- (b) Training and Development workshops for students and staff on the methodology of supplementary instruction. Workshops included evaluation of learning at the elementary/immediate level. Programme based-training in the Writing Centre activities, Information Literacy and Peer Counseling were conducted separately.
- (c) Quarterly meetings with Student Assistants across AD programmes, Term meetings with Foundation Programme staffs, Term Meetings with Departmental/Programme Coordinators, Quarterly meetings with members of the Faculty Executive Committees (Deans and Heads of Departments).

#### **4.7.5. Organization Records**

- (a) Project coordination involved the management of information systems, in both computer-based and printed forms. Different forms of printed information served as the main characteristics of organization records.
- (b) Reports from Departmental Coordinators on programme objectives, progress, problems and recommendations.
- (c) Reports from external consultants/implementation agencies on progress, problems and recommendations.
- (d) Memoranda and minutes about project processes. Information related to requests, announcements, and notices, etc.
- (e) One of the standard operating procedures (SOPs) included self-administered schedules by SAs who were expected to complete preparatory forms before each session and evaluation forms after the session. Preparatory information included the session topic, learning objectives, learning activities and application/evaluation. The evaluative information related to successes made, challenges encountered and recommendations. These, with attendance registers, would accompany each claim form on monthly basis as both a

controlling and a communication tool. Departmental coordinators would process these documents against set targets, i.e. number of sessions conducted, number of students attended, topic handled, per student including needs for intervention, before the office approves for payment. Data from this source would indicate academic processes of teaching and learning and administration issues of payment and enquiries.

- (d) Evaluation forms from workshops, meetings and reports: data collected related to programme impact at personal, group and organizational level. Evidence of change in skills, knowledge and behavior constituted key data.

**Table 4. 1: Methods of Data Collection per targets per category**

<b>Target Subjects per Category</b>	<b>Planned Number of Subjects</b>	<b>Method of Data Collection</b>	<b>Actual Responses</b>
Foundation Programme Students	175	Focus Group Interviews, Written Narratives	70
Student Assistants	141	Observation, Questionnaires, Focus Group Interviews	62
Foundation Programme Staff	40	Questionnaires, Organization Records	11
Facilitating Team	13 Members	Group Discussions, Organization Records	13
Faculty Executive Committees	3 Groups	Key Informant Interviews, Organization Records	3
Senior Management	2 Groups	Key Informants Interviews, Organization Records	2
Higher Education Institutions in South Africa	5 Institutions	Reputability Studies	3

## **4.8. DATA ANALYSIS**

The strategy to data analysis was drawn from the Huberman and Mile's approach (1994) whereby the phase of data analysis encompasses three linked processes of data reduction, data display and conclusion drawing and verification.

### **4.8.1. Data Reduction**

The reduction of research data involved the following steps per data collection method,

- (a) Descriptive codes were used for systematic recording of data. Questionnaires from departments were coded accordingly, e.g. InforLit from the Information Literacy Programme and WC from the Writing Center, to indicate source of data for storage and retrieval. Each questionnaire was numbered to indicate the number of respondents per department or programme. The nature of respondent was highlighted in the biographical section, e.g. Lecturer or student assistant, to understand the background information of the respondent.
- (a) From the interviews during "reputability studies", descriptive codes were used to cover such key themes as history of AD, policy, funding, staffing, successes, challenges, and advice. This data would be categorized along the internal data on institutional plans, resources, management support and involvement, staffing, which was also organized according to descriptive codes.
- (b) Interview summary sheets were used to reduce information into manageable themes (point b above) and recommendations.
- (c) Tables, graphs and histograms were applied in data analysis for their visual and appealing quality. Data from questionnaires was reduced by use of bar charts and histograms per test item that had responses on rating scale.

- (e) Organizational records revealed trends and cycles, e.g. the rate of expenditure on each budget line item on monthly basis, providing a picture about problem areas and the effect of particular decisions.
- (f) Due to the qualitative nature of data, rich narratives were employed for some data from questionnaires, reports, face-to-face discussions and written narratives. This data was either transcribed directly from primary sources or became transcribed discussions, written descriptions and reflections of events/observations. Data ranged from problems encountered in the administration of the AD programmes generally; to specific issues of organizational learning.
- (g) Pictures were used to provide evidence of main and very special events during the coordination of the project.

#### **4.8.2. Data display**

Data display followed the construction of typologies within the emic approach of the qualitative methodology (De Vos, 1998). Data was categorized according to the elements of:

- (a) Impact at individual teaching/learning level,
- (b) Impact at group/programme level and,
- (c) Impact at organizational/business levels;
- (d) Data was also displayed according to the sustainability factors, which included data on unintended outcomes and recommendations. Direct respondents' constructs were categorized along these categories that also revealed the negative constructs.

#### **4.8.3. Conclusion Drawing**

Conclusion drawing involved making interpretations and drawing meaning from the displayed data by the following methods:



- (a) Comparing and contrasting data
- (b) Cross referencing across data displays
- (c) Highlighting themes, patterns and trends.
- (d) The interpretation of data was based both on emerging pictures as both informed by the subjects and as prescribed by the established frameworks of academic development and organization development.

#### **4.9. SHORTCOMINGS IN DATA COLLECTION**

Within the action research mode, the research data would be the product of dialectical debates and process issues that characterize an OD intervention. The greatest challenge was in dealing with vast amount of data the team was exposed and had access to. The use of different change perspectives (Felkins, Chakiris, and Chakiris, 1993) in programme management was deliberately adopted to illuminate and corroborate different dimensions of the problem situation. The dominant constructivist paradigm (Guba and Lincoln, 1989), with its espoused values of Awareness, Emancipation, Action, Self-determination, Autonomy, and Social responsibility, meant that any conclusive claims that can be made on the validity and the reliability of tools will always be subject to further potential scrutiny, particularly on matters of human nature and social reality.

De Vos (1998:246) observes, "neither the issue of representation nor legitimization in qualitative research has been resolved, as the issue of uncontaminated truth cannot be established". Against this observation, it should be noted that the study was entrenched in principles of qualitative approach (Denzin and Lincoln, 1984) and a humanistic/constructivist perspective (Guba and Lincoln, 1989). Both the basic values of organization development, which promotes the humanistic approach to development, and the constructivist approach to research matters, which advocates for listening to the voice of people affected by change, dictated that the study should promote the notion of approximation to truth than the absolute truth (Capra, 1996).

However, the issues of trustworthiness in the research process were understood and interpreted in terms of Guba (1981) Model of truth-value, applicability, consistency and neutrality as the criteria for valid and reliable research. These points are fully covered in the data verification section in the next chapter.

The following points highlight the shortfalls of the data collection phase, though:

- (a) The non-response of some subjects to the questionnaire survey, as indicated in Table 4.2, constituted one of the possible errors to data collection. The timing of questionnaire distribution coincided with the examination period, which tended to reduce the number of respondents. More information from staff and students could have provided some opinions on a number of issues, particularly on project impact at personal level. As indicated in the column on data collection methods, a methodology of triangulation was applied for each category of subjects to eliminate possible data collection error.
- (b) The fact that the researcher was also the coordinator of the projects could have had social desirability effects in subjects' responses. The subject(s) could have said what they feel they should believe or what they feel would please the researcher rather than what they actually believe. As indicated above, attempts were made to eliminate this error by a standard questionnaire and a triangulation method.
- (c) The study could not involve the implementation agencies in the form of the Desmond Tutu Educational Trust and the members of the United Negro College Fund as it was originally planned. Only informal discussions were conducted with members of these organizations. The internal representative of these organizations, in the form of the Director for the TELP programme at the Eastern Cape Technikon, belonged to the facilitating team. She was one of the respondents in the questionnaire survey and her opinions were shared regularly during the process.
- (d) The evaluation of the work of colleagues and their students raises some serious ethical issues. Some of the information carried in this report was



verified with the parties during the arduous process of programme implementation. The recommendations in the last chapter reflect some of the ideas of the project participants.

#### **4.10. SUMMARY AND CONCLUSION TO CHAPTER 4**

This chapter explained the research process as applied in the study. The explanation covered the specific aspects of researcher role, the qualitative approach in conducting research in social sciences, the study sample, the data-collection methods, and the validity of the research process. The following chapter indicates how these aspects of the research process were applied in the study.

## **CHAPTER 5: DATA SUMMARY AND ANALYSIS**

### **5.1. INTRODUCTION**

This chapter presents the summary and the analysis of the results of the reflective evaluation of the TELP Projects on Academic Development at the Eastern Cape Technikon. Results of analysis will indicate the extent to which the projects managed to have impact in developing the organization and its people. Indications of whether the outcomes of the projects are sustainable over time will also be implied in the results. The presentation begins with the section on the foundation of data summary and analysis, which highlights the value the Project Monitoring Plan and the use of survey questionnaire, both alluded to in the previous chapter, as the basis for accumulated data.

### **5.1. FOUNDATION TO DATA SUMMARY AND ANALYSIS**

The project objectives and their targets served as the baseline data for assessing the achievements and shortcomings of the intervention. **Appendix 3** provides the diagrammatical report of the Project Monitoring Plan (PMP) according to project goal, objectives, indicators, end targets, and actual targets as of end project. In summary, the projects had the following as the main objectives/activities:

1. Training and development of staff and students in various forms of academic development, namely supplementary instruction, language development and writing center activities, information literacy, peer counseling, and standardized assessment testing.
2. Student Assistants offering learner support in supplementary instruction, language development and the writing center, information literacy, and peer counseling.
3. Learners receiving tuition in the Foundation Programmes.
4. Academic Staff offering tuition in the Foundation Programmes.

The latter two objectives do not appear on the PMP due to the fact that Foundation Programmes (FPs) were funded separately from indicated objectives as indicated in Chapter 1.

The data below is presented according to two major themes:

1. The impact of the projects in the individual, group and organizational dimensions of the organization that subsequently form sub-themes; and
2. The sustainability of the intervention that is presented according to the dimensions of challenges/threats in project implementation, structural factors that impeded/enhanced project implementation, cost effectiveness, unintended outcomes, and recommendations, which also form sub-themes.

The use of the Questionnaire Survey (**Appendix 2**) formed the basic part of data collection that specifically assessed the impact of the intervention to the different performance levels of the organization. The choice of questionnaire items tried to follow the operationalization of impact variables, which could be measured along the qualitative methods.

1. Test items 1, 2, 3, 4, and 6 assessed the impact at individual/job performance level.
2. Test items 5, 7, and 8 assessed the impact at departmental/process performance level.
3. Test items 9, 10 and 11 assessed the impact at organizational/business performance level.
4. Test items 12 to 22 tested opinions about the sustainability of the project including items on unintended outcomes and recommendations.

**5.2. DATA SUMMARY AND ANALYSIS**

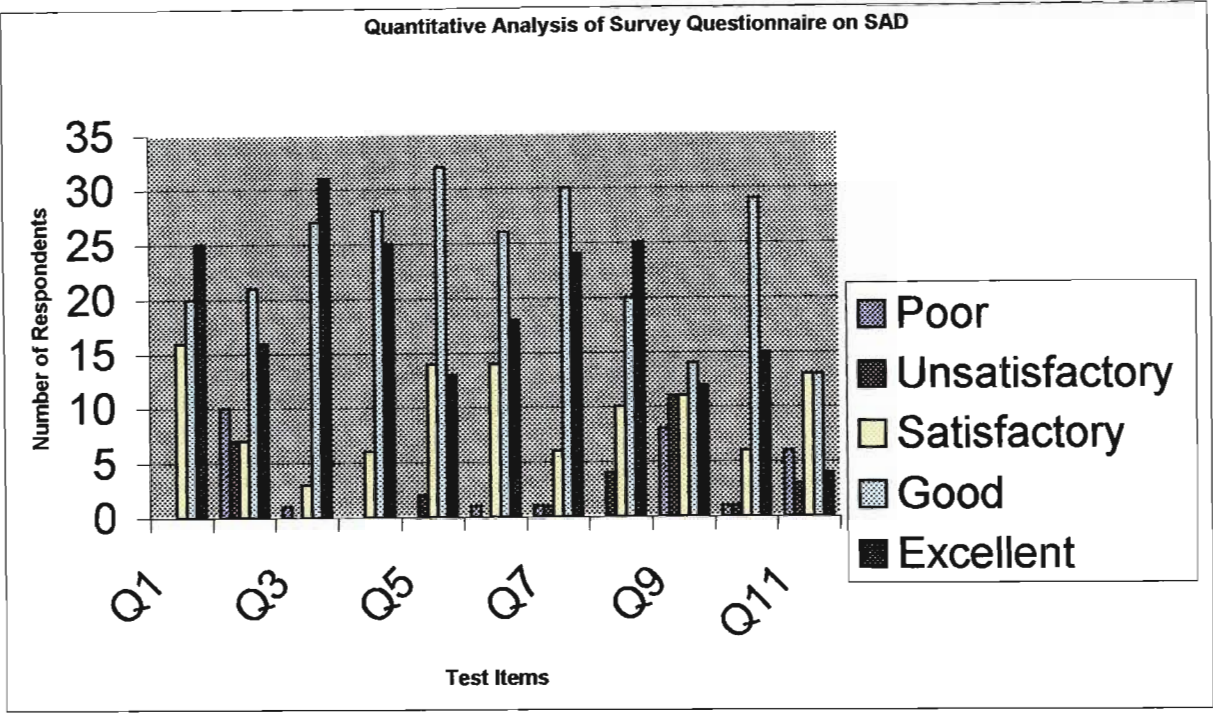
**5.2.1. Programme Success Stories**

Table 5.1 presents the numerical representation of people involved in the programme and the number of responses to the questionnaire survey according to staff and student assistants. Diagrams 5.1 to 5.3 present histograms that reflect the nature of responses per test items. Diagram 5.1 is about student responses; Diagram 5.2 on staff responses while Diagram 5.3 shows the combined and overall response.

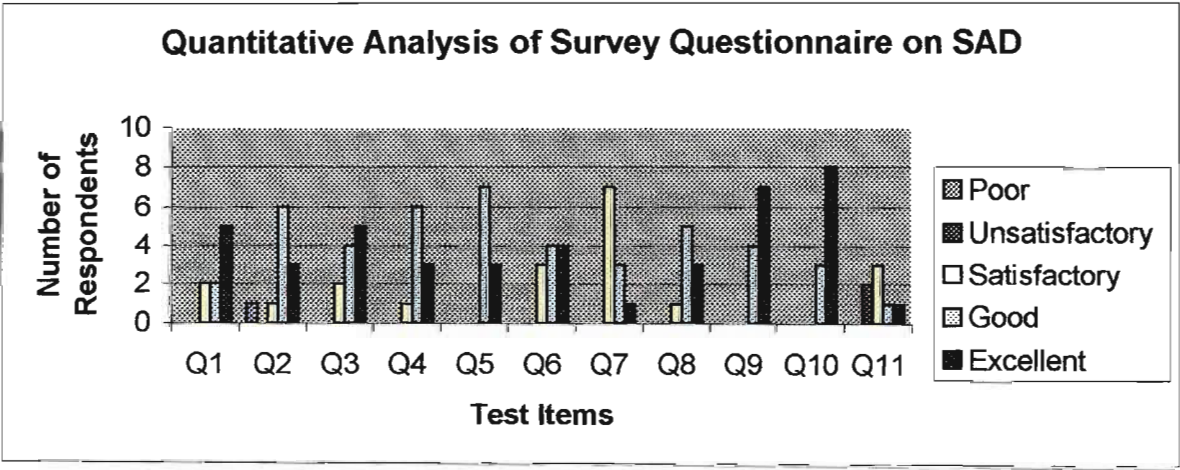
**Table 5.1: The Number of Respondents per category of participants**

CATEGORY OF PARTICIPANTS	NUMBER OF RESPONDENTS	ACTUAL NUMBER	RESPONDENTS IN %
FP LECTURERS	11	40	27.5
STUDENT ASSISTANTS	62	141	43.9
TOTAL	73	181	40.3

According to Table 5.1, only 40% of targeted subjects responded to the questionnaire survey. This shortfall was attributed to the timing of the collection of data as indicated in the section on the validity of data (Chapter 4).

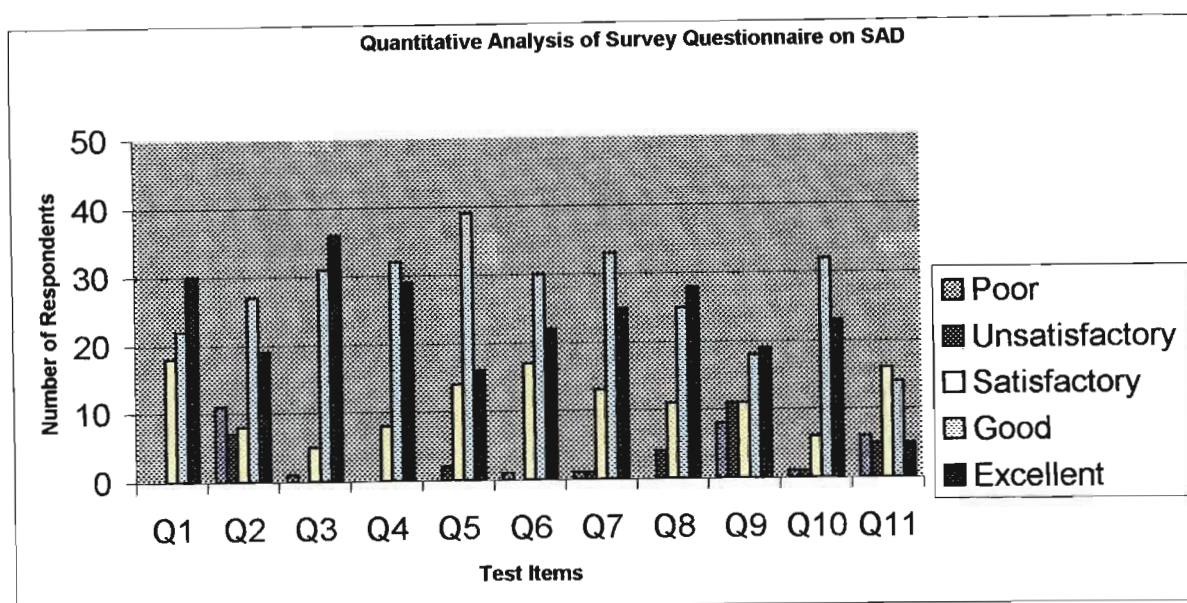


**Figure 5.1: The Students' Rated Responses per test item**



**Figure 5.2: The Staff Rated Responses per test item**





**Figure 5.3: The Overall Rated Responses per test item**

**Table 5.2: The Numerical and Rated Responses per level of impact**

Rating according to Impact Level	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Individual	136	142	56	7	13
Department	69	97	38	7	1
Organization	47	64	33	17	15
TOTAL					

According to Table 5.2 above, the project made significant impact at all performance levels, with the highest responses ranging from satisfactory to excellent. Most responses rated the highest impact at individual level, while the ratings at departmental and organizational levels were relatively good. These claims were further confirmed by the responses in the form of rich narratives as

portrayed in Table 5.2 and Table 5.3 below for students and staff respectively. The responses were transcribed directly from the raw data.

**Table 5.3; The Students’ Narrative Responses to the Questionnaire Survey**

Individual Impact	Departmental Impact	Organizational Impact
<ul style="list-style-type: none"> <li>❖ Being a tutor helped me to remember the things I missed at SI level.</li> <li>❖ Prepared for the job.</li> <li>❖ The project made me developed in terms of communication skills.</li> <li>❖ It gave challenge to study hard.</li> <li>❖ Because when I grew up as a child I wanted to be a teacher when I am old it made me to know and gain experience about teaching and solving problems of other people.</li> <li>❖ I also gained respect and honour from fellow students.</li> <li>❖ It has contributed a lot to my mind upgrade and also placed me to a category I didn't expect so sudden to be.</li> <li>❖ Learnt social skills, conflict management, and time management.</li> <li>❖ I am looking for distinctions from my 5 students who always attended tutorials.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students requested extra classes during exams.</li> <li>❖ I have learnt how to practice teamwork and integration of activities with other learners to achieve single goal.</li> <li>❖ Our coordinator did a good job to us, because sometimes we would want to quit the job because of some problems, but she would lift our spirits and confidence. She also listened to our enquiries and responded sometimes,</li> </ul>	<ul style="list-style-type: none"> <li>❖ The organization is regaining its status of progressive technology and competent students.</li> <li>❖ Through this project I believe the institution has gained a comparative, competitive and marketing advantage.</li> <li>❖ The programme is sure to increase the success rate of the organization as well as increasing its status,</li> </ul>

**Table 5.4: Staff Rich Narrative Responses to the Questionnaire Survey**

Individual Impact	Departmental Impact	Organizational Impact
<ul style="list-style-type: none"> <li>❖ As a person who has no teaching background, I learnt a lot about classroom situation and how to deal with students including the application of different teaching methods.</li> <li>❖ Relations between my students and myself improved,</li> <li>❖ Feedback from tutors helped me identify weaknesses and strengths.</li> <li>❖ Understanding the different backgrounds from which most of our students come from has brought a new trend to my styles in terms of teaching and cooperating with them when difficulties arise, like coping with the subject content.</li> <li>❖ Involvement in project, part of professional development.</li> <li>❖ Continuous improvement or trying different methods of teaching.</li> <li>❖ My involvement in SAD</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learners skills-reading and writing-improved</li> <li>❖ It has demonstrated how important it is to have unity and collaborate to achieve different goals as a team.</li> <li>❖ Students have developed in communication skills, presentation skills and how to write assignments,</li> <li>❖ Most of the students are not free to talk when it comes to asking questions in the class, but when they deal with us, they would talk and ask freely because we are their colleagues</li> <li>❖ Test pass rates increased dramatically after introducing tutorials.</li> <li>❖ There is improvement on control tests.</li> <li>❖ Last years pass rates have improved in mathematics.</li> <li>❖ The project brought with it a refreshing spirit and a change of perception on how learning/teaching should occur.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Value indispensable given that our very geographical location serves students who are dependent on these programmes to succeed in HE.</li> <li>❖ The AD Programmes are the niche area for the organization.</li> <li>❖ There is no time for basic skills in the mainstream; therefore time and effort are saved.</li> <li>❖ This project is sure to increase the success rate of the organization as well as increasing its status.</li> <li>❖ Students who went through FP will never be the same; improved pass rate will be the result.</li> <li>❖ It has been able to open a new channel for students who would otherwise not qualify.</li> <li>❖ I am confident that the results of year 2002 will not be the same as in past years and so is the students' confidence and morale.</li> <li>❖ Improves quality of</li> </ul>



<p>workshops has broadened my knowledge and it has highlighted the challenging issues that need to be overcome by tertiary institutions especially HDIs.</p> <ul style="list-style-type: none"> <li>❖ The project has exposed me in various educational aspects, i.e. how to deal with the students in a classroom situation and how to conduct lectures.</li> <li>❖ I perceived students as clients who deserve quality service, who from time to time need motivation and support.</li> <li>❖ The project provided me with opportunity to run a workshop for the first time in my life.</li> <li>❖ I learnt to value a weak student; my teaching methods have since changed.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learning support system was visible for the first time in my department.</li> <li>❖ Students are already making enquiries about becoming next year's tutors.</li> <li>❖ Staff was exposed to designing evaluation tools, which helped them to evaluate their teaching skills.</li> <li>❖ For the First time Engineering students were given learning support. FP students were exposed to building models before entering.</li> </ul>	<p>outputs.</p> <ul style="list-style-type: none"> <li>❖ The project was very effective for improving customer/learner satisfaction levels.</li> <li>❖ Academic staff were introduced to the OBE style, exposed to better teaching methods and learnt what it means to accountable.</li> <li>❖ Intercommunication within faculty as well as within departments improved.</li> <li>❖ We were exposed to policy issues.</li> </ul>
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The written narratives in Tables 5.2 and 5.3 were transcribed as original statements from the survey questionnaire. Where necessary, minor linguistic changes were made to improve clarity in communication. The narratives were followed by document analysis that revealed more information about projects participants. The information is categorized according to project activities.

#### **5.2.1.1. Staff Development**

- (a) 12 Departmental Coordinators (DCs) formed the academic development planning committee that served as the management structure of the project. This was the forum where problems were shared, reports discussed, and implementation plans adopted for the efficiency and effectiveness of the project. The forum was regarded as the main element of organizational learning, where individual conceptions about AD were shared in teams for maximum impact to the organization. DCs represented the project in their respective departmental board and faculty board meetings.
- (b) Seven staff members from the departments of communication, mathematics, and science attended workshops and seminars on Standardized Assessment Testing (SAT) and the development of Foundation Programmes (FPs). The academics were both members of the planning committee, mentioned above, and also lecturers in the FPs. Staff attending seminars and workshops under the project would report to project team members for the transference of acquired skills and knowledge to the workplace.
- (c) New culture of teams/group teaching is being promoted particularly in Foundation Programme (FP) groups. Results of this will inform the policy for institutionalized FPs in 2003. The success story on new methodologies of teaching is being shared with the unit of Curriculum Development.
- (d) Individual staff members told cases of individual learning whereby their performance in the system dramatically improved. Two staff members shared that they used to be quite disturbed by the time they had to take in attending individual cases doing FP, however “the excitement

of experiencing how these disadvantaged learners learn seems to outweigh the stress as it becomes our learning experience about the teaching methodologies”.

- (e) By November 2002, two project team members will have delivered two conference papers, a total of six by three staff over two years of the project cycle. All the members have identified AD as their research area for their post-grad studies, one at masters and two at doctorate level.
- (f) It is envisaged that the members of academic planning committee, mentioned above, will remain the advisory committee of the planned Academic Development Centre, the sustainability structure for the project.

#### **5.2.1.2. Foundation Programmes**

- (a) Out of fifty FP learners, 48 successfully completed the programme and thus were admitted to mainstream programmes in 2002. 2003 will see a new group of 115 out of 135 in 2002.
- (b) 57% of the 2001 FP group performed well in their 1<sup>st</sup> semester exams. There were 14 cases of learners getting top marks (70% and above) in respective subjects.
- (c) As indicated in **Appendix 4** on Programme Growth, the programme has seen a growth of more than 200% in 2002.

#### **5.2.1.2. Supplemental Instruction/Peer collaborative learning**

About 3000 learners, a positive variance of 83% from the target of 500 per annum, benefited from this programme compared to 2050 in 2001.

#### **5.2.1.3. Foundation Programme Learners**

Information from this category was collected by means of written narratives on the topic, ***“Reflections on Foundation Programme, 2002!”***

“The programme helped us to deal with terms and concepts of our subjects long before we join the mainstream”.

“We got used to how you study at tertiary and how you deal with the mainstream lecturers before we join them fulltime next year.”

“The study tours were very fulfilling and they introduced us to the practical parts of the subjects we were doing.”

“ With Matric results I had Gs and Hs, but after the Foundation Programme I have got As and Bs!” one of the 2001 FP learners a recruiting new learner for the Foundation Programme 2002.

“Generally, our HDI need to be re-engineered so that it can be recognized and it can compete nationally and internationally. This change is charged on us as students, Peer Tutors, Lecturers and the general ECT Staff,” Closing remarks by a Tutor during a Training Workshop, 09/03/02.

#### **5.2.1.4. Personal Reflections by team members in the term reports**

“ A paradigm shift has/is constantly taking place in my career life as an educator in engineering. I have learnt how to appreciate a student; how to maximize students’ performance realizing that they are not empty vessels; the value of using other students as mentors within the same class/subject, to be able to run a workshop as a trainer for tutors”.

"My involvement in SAD workshops has broadened my knowledge and it has highlighted the challenging issues that need to be overcome by tertiary institutions, especially HDIs."

"I was able to help the implementation of the SAD programme and that made me to, an extent, realize the extra mile I could walk in my professional development."

"I learnt how to deal with people, from managing peer tutors to colleagues in the FP".

#### 5.2.1.5. Quantifiable Evidence of quality

According to a DC report from the Faculty of Business Sciences, a Business Management Course had 25% in 2000. The course improved to 68% in 2001. Improvement was attributed to AD efforts particularly the model of Supplementary Instruction. For the Business Management and the Public Management courses all SI Leaders for the year 2001 passed all their courses with good grades (79% average).

#### 5.2.2. The Challenges of the TELP AD Programme

The challenges in participating in the TELP AD projects from the questionnaire survey are reported in the form of rich narratives in Table 5.4 for both students and staff.

**Table 5.5: The Challenges of the TELP AD programme per level of impact**

Individual Impact	Departmental Impact	Organizational Impact
<ul style="list-style-type: none"> <li>❖ Lack of facilities and learning material to work with.</li> <li>❖ Change in attitudes towards the way in which we have been doing things and how we ought to do them in preparation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Attendance was poor.</li> <li>❖ Lecturers whose subjects were earmarked for tutoring were not very supportive (DCs).</li> <li>❖ Lack of cooperation from HODs.</li> <li>❖ Lack of support from</li> </ul>	<ul style="list-style-type: none"> <li>❖ We even fought about the venue to run our sessions. I would arrange a particular lecture room only to find out that my colleague has the same venue in mind.</li> </ul>

for the future. ❖ Did not really have much time for my books.	lecturing staff. ❖ <b>Lack of knowledge on the importance of the project by both students and staff.</b> ❖ <b>Non-attendance of workshops and meetings by lecturers.</b>	
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**Some of these challenges** were confirmed by subsequent document analysis and group discussions as indicated below,

- ❖ High dropout rate of student assistants from the project activities.
- ❖ Lack of commitment and support to DCs from HODs and Deans.
- ❖ Lack of communication from DCs to HODs.
- ❖ Stigmatization of Foundation Programme learners.
- ❖ “Most of the students who went through FP showed signs of being weak when they joined mainstream”, DC term report.
- ❖ “Some FP content became “very new” in the mainstream”, FP Learner.
- ❖ FP content not very engaging in certain subjects.
- ❖ Lack of seriousness by Foundation Programme learners.
- ❖ Lack of support for student assistants from lecturers
- ❖ Lack of professionalism by teaching staff.
- ❖ Administration problems in processing student claims.
- ❖ Delayed processing of requisitions by the finance section.

### 5.2.3. AD Specific Data

Focus group Interviews of AD programme assistants revealed programme-based stories of project experiences in conducting AD programmes. These groups included the Information Literacy (InforLit) Programme and the Writing Centre (WC).

**“The knowledge of computers is an essential part of our career development nowadays and being involved has increased and improved my development personally and career wise”, InforLit).**

**“My colleagues and I took this project as a learning experience and we have willingly worked hard to make an impression and a difference to ECT community at large”, InforLit).**

**“I have been watching lab technician when working in some computer and have gained insight“, (InforLit).**

**“It has been successful because some students have had their minds open to other careers found in the internet and some have successfully applied for experiential training through”, (InforLit).**

**“This project is of the best when it comes to the business of the organization because these days we need to know a lot about the technology through Internet” (InforLit).**

**“The project gave me experience on how to deal with students as their instructor and should I get a job in the education sector, I will be ready to deal and cope with the classroom environment”, (WC).**

### **5.3.2.1. Results of Document Analysis**

#### **(a) Writing Skills and Language Development Centre**

- ❖ About 4000 learners benefited from the programme in 2002 compared to 3163 in 2001.
- ❖ The major limiting factor to the ideals of the Writing Centre seemed to be the lack of research-based post-graduate programmes whereby senior and highly academically sound learners could offer quality service to learners.
- ❖ Positive results, though, included the awareness about the service by learners, and being alert about the rigors of academic tasks by writing center tutors.



### **(b) Information Literacy Programme**

- ❖ About 80 students per day visited the center in 2002 compared to 45 in 2001.
- ❖ According to the term report from the programme coordinator, one group of learners from Electrical Engineering were the main users of the center, which indicates the academic staff as being very instrumental to the success of the programme.

### **© Life Skills Programme**

- ❖ Based on the report by the Life Skills Lecturer, “there has been a marked change in the way the students perceive their environment in their own lives. This has been after studying their responses before and after their life skills lectures”.
- ❖ “The causes of Failure” was one main topic that was dealt with and the one that was very relevant to the retention and success issues of the learners, the goal of the project. On this topic the report had this to say, “When one studies of the students’ responses to their circumstance before the life skills lectures, the extraneous variables, that is, parents, lectures and peers-seem to take a bigger slice of blame. After the Life Skills lectures, students showed considerable responsibility for their actions. ....Our young adults need guidance, support and empathy more especially in this new era of Human Rights, which is still subject to many misinterpretations by the young and old alike. The future of our country depends on how we as adults impact on our students”.

### **(d) Work study Programme**

- ❖ 140 senior learners, who displayed leadership and academic skills, were identified to assist in different AD programmes in 2002, compared to 75 in 2001. This was an increase of 46% from 2001 as indicated in **Appendix 4** on Programme Growth.



- ❖ About R239 906 was paid out to these learners for the role they played in the project. That was an increase of 71% from 2001 due to the growth and expansion of the AD activities.
- ❖ Within the framework of the work-study programme, 50% of the amount above was in direct payments to students while the rest was paid for their fees.
- ❖ By being a source of income, the programme contributed to the social economic welfare of the learners, while the elusive problem of collecting student fees by the institution was also partly dealt with.

In addition to the general challenges for AD programmes from document analysis as reported above, the learners also reported programme specific issues:

**“The big challenge was that learners thought we could do anything in computer and did not understand when we could not mend a non-working mouse.”**

**“Students were more interested on searching on their own sites than academic which caused some strain ....”**

### **5.3.2.2. General Recommendations**

General recommendations from the survey questionnaire included issues of programme visibility, programme marketing, and facilities. This data confirmed some of the information from the reports. The reports specifically highlighted the following important similar issues:

- i. Conceptual development of AD for academic staff.
- ii. Information Literacy to be integrated in curricula and staff development.  
Students who were referred by their lecturers were more focused and serious about their work than those who simply came because it was their turn to do so.
- iii. Writing center activities, including language development, did not work well if academic staff does not drive it, if it is not linked to academic tasks and if there is no partnership between the lecturers and the writing center consultants.

### **5.3.2.3. Project Sustainability**

The data revealed some gaps on issues of organizational learning and programme sustainability. Of note from the questionnaire survey, are the responses to Test Item 11 in Figure 5.3. The responses are not as confident about sustainability as for the other items, with the highest responses being more satisfactory to good for sustainability than good to excellence as in the other test items about impact. The rich narratives on the items from 12 to 22 tested opinions about the sustainability of the project including items on unintended outcomes and recommendations. Following is the summary of the responses per test item on these sustainability factors. The data was subsequently integrated with the one from key informants, focus groups and document analysis.

#### **(a) Major challenges/threats in projects implementation**

- i. Programme treated as peripheral
- ii. Lack of necessary full support from faculty
- iii. Poor communication across faculty barriers
- iv. Lack of support from powers that be in faculties and administration
- v. Selfish interests
- vi. Organization not familiar with the concept of Academic Development.

#### **(b) Structural factors that impeded project implementation**

- i. Lack of accommodation for Foundation Programme students
- ii. Lack of lecture halls
- iii. Lack of adequate resources to sustain project gains on a huge scale.
- iv. Inadequate staff in the Directorate of Academic Development.
- v. Lack of capacity with management of information systems.

- vi. Other Units of AD (Curriculum Development, research development, and Quality Assurance) are facing structural and implementation challenges.
- vii. Institutional Management not familiar with business/project management models.
- viii. Institutional Performance Management system is facing implementation challenges.

**© Cost Effectiveness**

- i. Lack of outright financial commitment by the organization management.
- ii. Low payment rate to student assistance.
- iii. Institution still facing implementation challenges on financial matters.
- iv. Institution heavily depended on external funds.
- v. Institution is facing financial constraints which impact negatively of the programme financial position.
- vi. No unit of capital development/fundraising to augment programme finances.

**(d) Perceptions of project team on the sustainability of project gains**

- i. "Attitudes have changed and the timing for the change to be sustained is perfect given that this is mandatory from the national ministry", comment by TELP Director.
- ii. "It is not clear to my boss that he has to take over next year. Maybe he is worried about the Dean who is not coming up clear about his commitment to SAD", comment by Departmental Coordinator (DC).
- iii. "I have fears about resistance of change by staff", comment by a lecturing staff.

#### **(e) Results on unintended outcomes**

- i. "Some students were comparing us with their lecturers. Others preferred to attend tutorial sessions than own classes", Student Assistant.
- ii. "Some participants used the project for personal gain", questionnaire respondent.
- iii. Large-scale staff/HRD.
- iv. Lack of visible commitment from institutional management.

#### **(f) Recommendations**

- i. Link project gains to quality assurance
- ii. Maintain effectiveness of the programme
- iii. Departments must own the project
- iv. AD Programmes to have own staff and own facilities

### **5.4. SUMMARY OF DATA ANALYSIS**

Due to the qualitative nature of the data above, not much analysis was necessary. The data expressed claims, concerns and issues from the participants' perspectives. Full interpretation of the data is the subject of the next and the last chapter. Therefore it would suffice to indicate that,

- (a) The data confirmed the results of the actual targets, as of end of the projects, as indicated in the Project Implementation Plan (**Appendix 3**).
- (b) It was clear from the data summary that the projects' targets had been exceeded. The question remained as whether issues of quantity were pursued at the expense of quality.
- (c) Not only the quantified results of the questionnaire survey, but also the narrative and the anecdotal evidence attested to the increase of satisfaction levels by both staff and students.
- (d) The ideals of providing access to disadvantaged and under-prepared learners had been achieved beyond expectations. Whether this activity promoted

learner satisfaction at the expense of academic standards is a subject of interpretation in the following chapter.

- (e) Much infrastructure had been improved in learner support systems,
  - ❖ There was an identifiable structure in providing learner support and systems. Whether the structure was viable enough to improve the other major processes of the organization is the subject of interpretation in the next chapter.
  - ❖ The project delivered more than 75 Computers for the three new fully-equipped laboratories, the first of their kind in the history of the organization. Assessment would have to be made as to the sustainability of this technological achievement.
- (f) The challenges of project implementation, as surfaced by data display, indicated worrying issues about the sustainability of projects' achievements. Most of the project challenges were attributable to the structural elements of the organization, more from the slow response to non-cooperation by both staff and the institutional management, than students. Key among these were issues of management support and finance.
- (g) The data also revealed weak elements of the system, particularly on issues of curriculum development, quality assurance, staff competencies, leadership qualities, and the general infrastructure.
- (h) The reported lack of enthusiasm by some staff, in offering the necessary support to student assistants, particularly peer tutors who could not receive enough support from the subject lecturers, resulted into poor performance in the area of supplemental instruction (a negative variance of 37% in student claims for 2002).
- (i) Although the project targets did not involve quantitative analysis of such aspects as levels of improvement in learning as the result of the project, the availability of manpower for this so important scientific approach could have yielded more quantitative data that could have been compelling cases for project gains. The qualitative claims made by project participants on the impact of the project had to be validated by a rigorous quantitative approach.

Some team members followed this approach (point 3.1.6 on quantifiable evidence on quality).

## **5.5. TRUSTWORTHINESS OF THE DATA**

De Vos (1998:374) maintains that researchers in impact assessment need a plan of collecting data that will permit them to demonstrate that observed changes are a function of the intervention and cannot be accounted for in other ways. As indicated in the previous chapter the study adopted the qualitative approach, which always surfaces issues of representation and legitimization. The data collection methods, the chosen project stakeholders, and the adopted forms of analysis are all considered as having contributed to ensuring representation and legitimization.

Moreover, the research tried to abide by the criteria of truth-value, applicability, consistency, and neutrality as suggested by Marshall and Rossman (1989:143).

- (a) The data reported above was transcribed from the primary sources and where possible the data was confirmed with the subjects.
- (b) The constructive approach to the study was the researcher's effort to establish truth-value. The claims on learner performance after the intervention should be understood as the value of organization development with its advocacy for human values. Project participants had to go an extra mile in terms of evaluating project gains. Any extra analysis in terms of quantitative approach, particularly on claims about learner performance, will constitute the ongoing process of organization development and the value of the constructive approach with its advocacy for appreciating the context in which quantified claims are made.
- (c) The use of triangulation was the researcher's effort to ensure consistency. The patterns that developed from the use of different data collection methods confirm the value of this strategy.

- (d) The balance between the positive and the negative cases in each project activity attests to the aspects of neutrality to which the research tried to approximate.
- (e) The data was accumulated from the project as it applied at the Eastern Cape Technikon. Declarations can be made that any person who is involved in the so-called Historically Disadvantaged Institutions (HDIs) can identify with these claims, concerns and issues raised in the data. The data also constitutes some of the challenges facing the higher education sector in South Africa, as confirmed by visits (reputability/expert studies) to some of these institutions.

## **5.6. SUMMARY AND CONCLUSION TO CHAPTER 5**

This chapter presented the summary of the reflective and evaluative study on the TELP AD projects at the Eastern Cape Technikon.

- (a) The data was displayed by means of tables, histograms, and rich narratives from document analysis and focus group interviews.
- (b) The data surfaced evidence of impact at individual, group and organization levels.
- (c) The data also revealed challenges of project implementation that threaten the sustainability of the project outcomes.
- (d) The chapter included a brief analysis of the results.
- (e) The next and last chapter attempts to interpret the data within the established models of impact, change management/organization development, and sustainability.



## **CHAPTER 6: INTERPRETATION, RECOMMENDATIONS AND CONCLUSION**

### **6.1. INTRODUCTION**

This chapter presents the interpretation of research data, which was displayed and summarized in the previous chapter. The interpretation is made on the basis of the theoretical frameworks described and explained in Chapter Two and Three. Focus is on issues of impact and sustainability as they emerged from the research data on the TELP AD project at the Eastern Cape Technikon (ECT). Considering the illusiveness of change and the challenges that the project experienced, in particular, issues of whether the intervention gains will be sustained overtime are discussed after the highlight of the impact. The interpretation concludes by providing the recommendations for the continued development of Eastern Cape Technikon with a special focus on academic development. The chapter also highlights the important lessons of the study.

### **6.2. APPROACH TO DATA INTERPRETATION PREVIEWED**

Underlying the project activities (**Appendix 1**) were implications of the intervention to the staff and students, institutional programmes, and the organization itself. These implications were broadly introduced in Chapter 1 as the stimulants to the reflective evaluation that the study adopted. The results of the study, analyzed in the previous chapter, need to be understood, therefore, in the context of the implications of the TELP AD projects, particularly on issues of impact and sustainability development.

The analysis of the results in the previous chapter surfaced different dimensions along the two fields on which the study was based, namely

- (a) Dimensions along the concept of organization development that served as the strategy for intervention at the Eastern Cape Technikon



- (b) Dimensions along the concept of academic development, which served as the area of practice, the organizational process on which the study was based.

The interpretation will not be explicit on all these dimensions, which were fully explained in Chapters Two and Three. Only the implications will be highlighted in the interpretation that revolves around the issues of impact and sustainable development. The interpretation itself will follow the approach to data summary and analysis as presented in the previous chapter. Glesne and Peshkin (1992) maintain that data analysis done simultaneously with data collection enables the researcher to focus and shape the study as it proceeds. I believe this statement also applies for data interpretation. Therefore, the impact issues will be discussed along the individual, group and organizational levels as explained in the Swanson and Holton III (1997) Impact Proving Model. The discussion will also follow the sustainability factors as suggested by The Development Assistance Committee (DAC) of the Organization for Economic Cooperation and Development (OECD, 1988). The interpretation of the data on unintended outcomes will be covered in both the learning points of the research study and the recommendation section of the report. The latter point will constitute the usefulness of the research data (Dash, 1998). The following section provides a snippet of the adopted research approach as the background information to the interpretation of impact.

### **6.3. THE IMPACT CONCEPT**

As indicated in Chapter 2, the reflective and the evaluative elements of the study were anchored on Swanson and Holton III (1997:36) learning-based Impact Proving Model. This model promotes the enhancement and the maintenance of the value chain in programme development by means of the process elements of focus, learn, apply, and prove. The 'Prove Element' focuses on the impact of the

program on individual and organizational levels. The following are the three main elements of the Prove Impact Model:

- (a) Ability impact, which should reflect the increase in knowledge or ability of programme participants/beneficiaries.
- (b) Capability impact, which should demonstrate the increase in job performance of staff/groups that benefited from the programme.
- (c) Business results, which should display the increase in business performance or critical success factor for the organization.

It should be remembered that the study, with its humanistic oriented approach of organization development and the emancipatory values of academic development, was based on the constructivist philosophical paradigm as the most dominant in the research approach. The Constructivist Humanism Approach to change management (Felkins, Chakiris, and Chakiris, 1993) maintains that change is action-oriented, dialectical, and based on economic and historical analysis; knowledge and awareness increase self-determination. The model advocates for awareness, emancipation, action, self-determination, autonomy, and social responsibility as the main results of any change effort. Interpretation will also consider these result elements along the Impact Proving Model. The other change management results within the rational/behavioral, systems, and cultural/interpretative will only be implied in the interpretation within the integrated approach as explained in Chapter Four.

#### **6.4. IMPACT AT INDIVIDUAL LEVEL**

The data analysis indicated high satisfaction levels about the project gains at individual levels (Table 5.1 and Diagram 5.3). Both the workshop evaluation forms and the term reports from DCs indicated satisfactory levels in understanding the concepts and the processes of academic development, particularly with project participants. This perception was further confirmed by focus group interviews. While learners reported improvement in learning skills,

particularly the literacy and the social and emotional skills, academic staff, on the other hand, reported increased awareness on student needs, improvement in delivery strategies, and the general awareness about the policy issues with regard to the new higher education system. This **increased awareness about a programme** that was humanistic oriented constituted the most important outcome for the projects.

The National Plan for Higher Education (NPHE) (2001) strongly suggests that the improvement of cognitive skills of learners should constitute one of the main goals of the new higher education system in South Africa. Among these skills should be solid grounding in communication skills, computer literacy, knowledge reconfiguration skills, information management, problem-solving in the context of application, team building, networking, negotiation/mediation competencies and social sensitivity. It was therefore a major breakthrough to receive **reports of evidence towards the attainment of these national goals**.

Also, in the institution that had the majority of staff who had never been to teacher education (ECTa, 1999), and thus not familiar with pedagogical methods, any evidence on the achievement of the latter, as directly reported by the beneficiaries, was a breakthrough in some of the challenges facing the organization. Jacobs (2002) observes that the dominant paradigm in higher education is that lecturer exists to provide instruction to the learners. This author notes that the higher education sector is however shifting to a new paradigm whereby there is an increasing understand that **the higher education institution exists in order to produce learning**. How fulfilling then that the TELP AD project contributed to that shift, as claimed by the lecturing staff.

The impact at individual level was also observed along **the dimensions of emancipation of the project participants**. In line with the first principle of the new Higher Education system, as articulated in White Paper 3: Transformation in Higher Education (DoE:1997), the projects had managed to open the doors of

learning in higher education to 163 learners during 2001-2002 (**Appendix 5**). These were underprivileged young adults; some of them from very poor backgrounds whose potential was unleashed and a brighter future was created for them.

The fact that a sum of R380 000 was paid to the learners, who participated in the project, with 50% of the amount towards their personal use, had had a very positive impact on their perception of learning in higher education. The work - study programme did not only help these learners **determine their own learning** in higher education, they were also taught to be **responsible for both their learning and that of others**.

The New Academic Policy document (2002) propagates for **the attainment of both applied competence and autonomy of learning** in all higher education qualifications. According to NAP, all qualifications in all NQF levels, need to have qualification descriptors that do not only adhere to but also promote both forms of competence if South Africa is to attain competitive levels of knowledge production and management. The Document on Norms and Standards for Educators 2000), in particular, defines autonomy of learning as

“a learner’s capacity to life long learning, the extent to which a learner can undertake action for learning independently, the extent to which a learner takes responsibility for his/her own learning and the extent to which a learner is self-reflexive about, and can evaluate the quality of, his/her learning, and eventually that of others. Progression in this category of learning, (along that of applied competence, which is inclusive of practical competence, foundational competence and reflexive competence), is from dependence on other-regulated to full self-regulation, and from close supervision to creative, self-directed learning and the ability to supervise the learning of others”. p. 10.

As indicated in the claims made by all programme participants, the latter attained new conceptions of life long learning. Student Assistants, who were trained and developed in such important areas as the principles of learning, the value of competency-based learning, ethics in peer tutoring, and the evaluation of learning, did not only acquire these skills for themselves, but the new knowledge

and skills left a positive imprint to the learners they would support. They became new models of learning and thereby contributing to the improvement of the culture of learning, one of the illusive concepts in the culture of HDIs. The following two comments capture the most important results of the programme for student assistants,

- ❖ Being a tutor helped me to remember the things I missed at SI level.
- ❖ It gave challenge to study hard.

Some staff was able to ***track the quantifiable results of the intervention*** (Robinson and Robinson, 1998) and were able to produce demonstrable results on improved learning (a shift from 25% to 68% for the business management group and the average of 79% for the student assistants). This strategy constituted one of the main important elements of the projects. King and Roth (1983: 289) assert that impact is a product of results, visibility, and credibility. As indicated before, tracking the results of the intervention, particularly the quantified evidence of improved performance, did not form part of both the intervention and the study due to both the constructivist perspectives of both processes. The fact that some staff managed to overcome that shortfall attests to the humanistic value system of OD (French and Bell, 1995) in general and the capacity development approach of AD (Boughey, 2001) in particular. Moreover, it was one way of overcoming Clement's critique of OD efforts that tend put "too much emphasis on employee satisfaction and not enough on employee and organizational performance", (1992, p.6).

Another important dimension of the intervention was ***the inculcation and the development of the value system to project participants***. The lecturing staff, in particular, was alerted to the issues of ethical practice (Jacobs, 1996) in the higher education system that should adopt the 'inclusive approach of the unselfish'. For instance, a lecturer witnessed to this value system in his term report whereby he refers to the value of appreciating a student; understanding "how to maximize students' performance realizing that they are not empty



vessels". Student Assistants, on the other hand, were taught the international value system of respect for a human well-being (Dunfee, 1991) along such values as responsibility, life long learning, love and "the enjoyment of beauty for oneself and for others as inclusively as possible, thereby helping to realize the deepest and richest value that is latent in the world process", (Parker, 1998:8). As indicated in data analysis, some learners, who served as change agents in the projects, had their performance dropping as a result of trying to help others while others offered to participate in the project without payments.

One more important dimension in the data was ***the value of academic development in enhancing and maintaining learning in higher education***. Not only learners but also staff was targeted for learning. Effort by members of the team to embark on discipline-specific research endeavors, indicating the value of the intervention, was perhaps one of the major breakthroughs of the project. The coordinator of the Writing Center, for example, dropped her studies in applied linguistics in favor of the studies on the value of the Writing Centre in Academic Development. That, after she had attended a training workshop on Academic Development and the Writing Centres, at Stellenbosch University, on 14/02/02. 2 staff members are also pursuing their doctoral studies in other AD related issues. This important achievement of the collaborative approach of AD seemed to be confirming the systemic view of developing organizational human resources by means of the integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness, (McLagan, 1989).

#### **6.4.1. Summary of Impact at Individual Level**

Therefore the following included the main findings of the impact at personal level,

- (a) There was evidence of the increased awareness about the goals of the TELP AD programme which involved the need for the improvement of learning and teaching processes.

- (b) The improvement in the cognitive skills of learners constituted evidence towards the attainment of the national goals.
- (c) The TELP AD programme was the mechanism to ensure a paradigm shift from traditional forms of teaching to new forms of organizational learning.
- (d) The programme provided new opportunities of development for under-privileged learners from disadvantaged backgrounds.
- (e) The programme enhanced the new value system along the aspects of social responsibility and the autonomy of learning.

However, it is very important to point out that the data referred to only a certain sector of the project beneficiaries, to only the lecturing staff and students who served as the change agents and the participants in the project. Data collection did not involve all the staff and students who could have benefited, directly or indirectly, from the project. The only learners who were not change agents were Foundation Programme students. No opinion surveys were conducted on learners as the beneficiaries of supplementary instruction, except for the reports by academic staff on increased performance levels. This shortfall needs to be overcome by extra effort and strong systems of academic development as recommended later on in this report.

## 6.5. IMPACT AT PROGRAMME/GROUP LEVEL

Team learning did not only facilitate the achievements of project goals within the collaborative change management model (Felkins, Chakiris and Chakiris, 1993). **Group learning** in the form of seminars and workshops also demonstrated the value of working across the boundaries in the system that was characteristically fragmented and competitive. At the core of the project management structure, was the Academic Development Planning Committee (ADPC) that was made up of the Project Leader and 12 Departmental Coordinators as indicated in the data display. The committee served as a deep learning structure for the projects, all

the members of the team, were drawn from different faculties to discuss and develop matters that affected students and staff, perhaps the only workable formula to overcome limits of organizational learning in an HEI. Kofman and Senge (1995:17) maintain that fragmentation, competition, and re-activeness constitute “the by-products of our success over thousand of years of conquering the physical world and in developing our scientific, industrial culture”. These authors maintain that the latter are not problems to be solved. They are frozen patterns of thought to be dissolved.

The ADPC constituted the main important interface of learning for and on behalf of the Technikon. As indicated by the project results, new strategies of assessment, evaluation of learning and teaching, and issues of delivery in teaching were discussed in this forum. The TELP AD project constituted the only viable structure in the culture of the institution that could bring staff from various disciplines, to share their pedagogical experiences across their disciplines. It would be very exciting and informative, for instance, to listen to debates that would ensue between a lecturer from Electrical Engineering versus one from the Department of Communication, on whether there are learners who are not supposed to study engineering, what could perhaps be viewed as the battle of hard and soft thinking. Swieringa and Wierdsma (1992:19) suggest that operating as synergic teams in our business processes is the best method because it is at the team level that the value of the collectives is more important than the sum of the individual parts. The ADPC was action-oriented. Through its dialectical debates, the structure challenged some of the entrenched values and mindsets about learning and teaching issues. This strategy was very imperative for its value to bring about **awareness and thus emancipation** to some staff that were victims of limited philosophies to the important aspects of andragogy.

Earlier on, it was highlighted that the ECT programmes enjoyed the approval of SERTEC (Certification Council for Technikon Education, 1998), the quality managing body for the organization. Section 2.7 of the SERTEC guidelines, 1-



05/11/98, deals with issues of institutional infrastructure and procedures. This section declares that “an institution which is deeply rooted in tertiary education and which is a large and complex organization, dealing with the futures of large numbers of students, without the necessary infrastructure and procedures in regard to student support and counseling, is unimaginable” (p.14). Despite this noble statement, the institution still experienced a serious lack of academic support system before the intervention as noted in chapter 3. Therefore the impact at group/process level could be measured in terms of **visibility (King and Roth, 1983) of AD programmes in the Technikon programmes**. The history of the technikon was confronted by the programme that could be said to be challenging the dissonance between the espoused values and the values in use. As a result, the AD programmes would definitely contribute to the accreditation of the institutional programmes by the newly established Higher Education Quality Council.

The issue of effective support systems has bearing effects not only to the system under study but to the whole system of Higher Education in general. The South African Qualifications Authority Act (1997) requires for Providers, bodies, which deliver (learning programs) and manage the assessment of learning programs, which culminate in specified National Qualifications standards and/ or qualifications, to be registered only on condition that they can demonstrate:

- (a) Adequate financial, administrative and physical resources
- (b) Appropriate policies and practices for student entry, guidance and support systems

Bellis (1998:91) notes that the providers who wish to be accredited will have to offer a wide range of services to their pupils/ students/ participants “that is probably more wide – ranging than many currently offer”. This author maintains that the question of student/ learner support is of great importance as it has very serious implications in at least two directions, namely:

- (a) The probability success of the learner, and

1. The possibility of increased cost to the provider to make sure good quality support is available.

It was beyond doubt that the academic support programmes in the form of the Writing center, Supplementary Instruction, Information Literacy, etc. served as ***the multiplier effect (Kofman and Senge, 1995) to the planned outputs of the learning and teaching system***. During the exam time, the attendance to supplementary instruction would increase and also subject lecturers reported cases of improved communication with the learners during lectures, which they attributed to the role of senior learners in instilling the culture of learning.

As indicated in the data display, almost all ECT programmes managed to start alternative strategies of admitting learners through the project Foundation Programmes. The current Education System of South Africa is anchored on the ***universal principles of human rights with ethical standards and social responsibility as the corner stones of business practice***. In an age of transforming Higher Education from an Elitist Education to Mass Education (NCHE, 1996) it was thus very imperative for the Eastern Cape Technikon programmes, in the institution that is an icon of HE in the poverty-stricken Transkei region, to project themselves as adopting an inclusive approach to all learners aspiring to join the system. The National Plan on Higher Education (NPHE, 2000) is based on the policy framework whose goals, values and principles are intended to develop a system that will, among others:

“Promote equity of access and fair chances of success to all who are seeking to realize their potential through Higher Education, while eradicating all forms of unfair discrimination and advancing redress for past inequalities.”

The provision of learner academic development in the form of FPs was not only a standard requirement for a transformed education system but constituted both an ethical requirement and the demonstration of social responsibility to the Transkei communities.

In the system that was characteristically about diagnostic, formative and summative evaluation systems (Bless & Higson-Smith, 1995), the lack of expertise in such skills and systems as the evaluation of teaching and learning, constituted one of ***the limitations of growth (Koofman and Senge, 1995) to effective and efficient learning and teaching***. The project adopted the train-the-trainer approach by sending three staff members from each faculty for an external training on the evaluation of teaching and learning and plans were in place, at the time of writing this report, to cascade this information to the Foundation Programme staff in particular. Training and development for staff also included such important skills as the development of Assessment Tests in English, Science and Mathematics, Proposal Writing and Project Management. While the first three fields of study were considered high-risk for the majority of under-prepared learners and therefore required strong forms of intervention, the latter two fields empowered staff towards their own self-development. This strategy would not only help realize the NPHE goals but also develop multi-skilling (Mc Lagan, 1989). Segal (1999:59) makes the following statement about the value of HE

“ Directors concerned about the future of their companies discuss what our higher education institutions, including notably the business schools, can do. Can the sector produce quality thinkers and quality doers? We have a desperate shortage of good implementing, conceptualizing, problem-solving and project management skills. The kinds of people we need at all levels are going to come from these institutions. If co-operations cannot help in that process, they will not survive”.

The projects demonstrated how AD works. As indicated in chapter 3, AD is facing a radical approach whereby the practice is being transformed from being a support system that is placed in the periphery of the HEI, a fixing center for learners and staff, to ***an integrated institution with academic programmes, that is built around the elements of partnership and collaboration in research*** (De Vos, 1998). Walker (1993), in particular, postulates that AD is the best vehicle to preventing fragmentation and diffusion of programmes in the HEI. The management of projects within the OD strategy tried to foster elements of

communication, collaboration, and synergy across faculties whereby the facilitator adopted the process-model, as against the doctor-patient model (French and Bell, 1995), in dealing with the complex issues of learning and teaching in higher education. The idea and the ability to present conference papers, as reported in the previous chapter, by the members of the project team, stemmed from this approach of AD as the strategy for organization development for HEIs.

As indicated in the section on impact at individual level, the AD programmes contributed to the quality of learning at programme level as required by both the Norms and Standards of Education (2000) and the New Academic Policy document (2000). Level descriptors for NQF Levels 4-7 to which most Technikon programmes belong, particularly those targeted for intervention, articulate the following **levels of the autonomy of learning** in such programmes,

“ A capacity to begin to take responsibility for their own learning within structured and managed environment; an ability to evaluate their performance against given criteria” p.56.

“A capacity to operate in variable and unfamiliar learning contexts, requiring responsibility and initiative; a capacity to self evaluate and identify and address own learning needs; an ability to interact effectively in a learning group” p.58.

For the HDI that was still struggling to adopt the new SAQA-based forms of curriculum development, as indicated in chapter 3, the TELP AD programme was very valuable to assist the Technikon programmes respond to the requirements of the NAP. The narratives by lecturers witnessed to the value of AD programmes in not only providing academic support to their programmes but in also promoting the quality culture of learning among students.

#### **6.5.1. Summary of Impact at Group/Programme Level**

The following provides the emergent evidence of impact at the group/programme level,

- (a) Evidence of group/team learning that was not only espoused but was also supported by structural forms.
- (b) Group learning produced awareness and the emancipation of staff from traditional forms of practice.
- (c) The TELP AD programme constituted the evidence/visibility of learner support systems as required by quality assurance bodies.
- (d) The programme constituted the multiplier effect to set targets of learning and teaching processes.
- (e) The programme contributed to the required forms of ethical business practice by the institution.
- (f) The TELP AD programme promoted multi-skilling, the value of partnership in research development, and the value of autonomy in learning in the ECT academic programmes.

Nevertheless, challenges of organizational politics and culture were experienced in various groups/programmes, as highlighted by the research data. These challenges, to be fully discussed in the section under sustainability, impacted negatively on group learning. The obstacles constituted the natural dynamics of managing change, which include “ a normal part of adaptation by those affected by change” (Jick, 1993:330).

## 6.6. IMPACT AT ORGANIZATIONAL/BUSINESS LEARNING

***The interface of systemic learning***, discussed at the group level above, could also be realized at the organizational level as indicated by the data on TELP AD projects. The project objectives, as indicated in **Appendix 1**, were primarily aimed at improving the organizational systems and processes, particularly on teaching and learning. The ADPC, described above, did not only operate across the characteristically ‘protected’ faculties but also generated quality data from outside organizations on behalf of the Eastern Cape Technikon. The data, collected from a series of seminars, workshops and conferences that the team

attended, not to mention specific benchmarking exercises which were conducted by visiting well renowned HEIs in the area of AD, as explained in the chapter on Research Methodology, was subsequently integrated and interpreted to suit institutional contextual factors (Dixon, 1994). The information would be condensed in the form of reports that were shared extensively within the faculties (Argyris and Schon, 1996). This approach, of learning from successful organizations in AD, constituted a paradigm shift in academic development, that would not revolve only around training and development activities for their information processing approach, but also included important elements of knowledge management (Amidon Rogers, 1996).

Above the programme level, ***the very presence of the TELP AD projects constituted a very important techno-structural element (Mitzberg, 1994) for the organization.*** As indicated in Chapter 3, there was no well-coordinated and centralized learner academic support systems prior the TELP projects. These learner-focused projects added an important element to the present structures in the form of staff development, research development, curriculum development and quality assurance that themselves were facing implementation challenges. As indicated in the data, a substantial number of staff were trained and developed in supplementary instruction, language development, development of assessment tools in high-risk subjects, evaluation of teaching and learning, project management, etc. The acquired infrastructure, from the office and training equipment, to the three AD laboratories, constituted the most important structure in sustaining the project gains. Stolovitch and Keeps (1992, p.652) identify the following trends that present challenges that will demand greater and more cost-effective investment by organizations in human resource development:

- ❖ Accelerating turnover of knowledge, especially in the scientific and engineering worlds.
- ❖ Rapid advances in information technology.

The TELP AD projects did not only strengthen the traditional AD structures but also served as ***the multiplier effect (Kofman and Senge, 1995) to the mandatory issues of student retention and graduate output*** as required by the NPHE (2001) (Read Chapters 1 and 3). Ken Owen, in the article by 'Africa Today, The voice of the continent', (March 2000), notes that a new threat is crippling the SA HE System, a fall in students enrollments. Ken Owen observes that

"The older, better endowed universities, formerly reserved for whites, are best placed to compete, so the stress falls more on institutions least equipped to handle it –those previously known by the contemptuous term "Bush Colleges" which were cited in Bantustans and reserved for blacks".

ECT, in particular, faces challenges related to its history and location as indicated in chapters 1 and 3. The most pertinent among these is the under-development of the communities that the Technikon serves, the predominantly rural and the poverty stricken region of the Transkei region. Many learners from these communities cannot afford to study in well-resourced urban HEIs due to the socio-economic status of their parents. The comment by the project Director for ECT to identify AD programmes in the form of Foundation Programmes, in particular, as the niche area, was based in this observation. ECT as a public institution has a mandate to impact positively the communities the institution serves through its core business of learning, research and community development. Through the TELP AD programme, particularly in the forms of Foundation Programmes and the Work Study Programme, ***the institution could demonstrate its responsibility to the community it serves***. Learners from the Transkei region were emancipated from the limitations of a higher education system that tends to cater for the pupils from economically viable families. Through AD programmes, learners learnt to value their potential to learning and thereby determine their own future. This breakthrough tended to have very positive results to the lecturing staff, themselves the products of both the underprivileged communities and the HDIs. As indicated in the data display, the lecturing staff were encouraged to be reflective practitioners, they learnt new



skills and knowledge, not only for quality teaching but also for their career paths as indicated in the last section.

The TELP AD projects did not only serve to capacitate the organization for being a Total Quality Organization (Hodgetts, Luthans, and Lee, 1994) but ***the organization could be said to be on the right route of being a Learning Organization*** as described in chapter 2. The NCHE (1996) observed that the massification of higher education would demand a paradigm shift in terms of managing the higher education processes. Hodgetts, Luthans, and Lee (1994) maintain that, against the backdrop of changes of the new world order, rules of competition, that dictated success in the past, are being replaced by new rules that have moved from total quality, to learning to stay ahead of change, to world-class' continuous improvement and innovation strategies. As indicated in the DC term reports, the TELP AD project brought a new dimension to the traditional concept of teaching. The project team was exposed to, among others, contemporary methods of managing information systems, e.g. training in MS Projects, Financial Management Systems, and Web Page Design. The team had a link with the Texas Southern University, the ECT TELP linkage partner in Houston–Texas, USA, with which a number of required skills and important knowledge were shared across the economic and geographical divide, so to say. In terms of the FPs as an AD niche area for ECT, as indicated above, the Technikon could become world class, “being the best in its class or better than its competitors around the world” (Hodgetts, Luthans, and Lee, 1994), in terms of designing and developing support programmes for learners from disadvantaged communities.

#### **6.6.1. Summary of Impact at Organizational/Business Level**

Evidence of learning at organizational/business level included the following,



- (a) The TELP AD processes at ECT were benchmarked against those of the well-established institution in order to promote the contemporary methods of knowledge management.
- (b) The TELP AD programme constituted the required structure for the success of the organization.
- (c) The programme was set on dealing with difficult issues of student retention and graduate outputs.
- (d) The programme constituted the institution's ethical responsibility to the community it serves.
- (e) Through the TELP AD programme, ECT could be said to be on the right track of being a learning organization.

Against the backdrop of the impact that the TELP AD programme made at all performance levels of the Eastern Cape Technikon, the following section discusses issues of sustainability as surfaced in the research data.

## **6.7. SUSTAINABILITY IN ORGANIZATION DEVELOPMENT**

### **6.7.1. The Sustainability Concept**

As reported in the previous chapter, the research data revealed some gaps on issues of organizational learning and sustainability in projects implementation. With regard to the achievements of organizational learning as discussed in the previous section, the rich narratives reported challenges of organizational learning at all performance levels. Table 5.4 presented these challenges as experienced by both staff and students. Of note from the questionnaire survey, were the responses to Test Item 11 as shown Figure 5.3. The responses were not as confident about sustainability as about the other items, with the highest responses being more satisfactory to good for project sustainability, than good to excellence in the other test items about impact. This section discusses the

concept of sustainability as surfaced by both the projects challenges and the direct response to the test items on sustainability.

The Organization for Economic Cooperation and Development (OECD) maintain that a development programme (or project) is sustainable when “it is able to deliver an appropriate level of benefits for an extended period of time after major financial, managerial, and technical assistance from an external donor is terminated”, (OECD, 1988). With the TELP AD projects heavily dependent on external funding (USAID), the following factors formed the interpretation of the research data with a specific focus on the sustainability of the projects achievements as identified by OECD (1988). Full discussion of these factors was presented in Chapter 2.

#### **6.7.2. The Government Policy**

According to this factor, development projects operate within the context of national policies. Government commitment and policies that support project objectives are critical to the sustainability of development activities. As indicated in Chapter 1, the TELP AD projects were heavily funded by USAID for a period of 2 years (2001-2002). As indicated in chapter 2, there was no well-articulated policy on Student Academic Development (SAD) at ECT prior to TELP. Only a draft document, which was basically about student social development than the actual academic support programmes. Snippets of AD programmes were implied in staff duties, for example point number 4 of Lecturer’s job description, and SAD programmes that were not well coordinated, hence the projects. All this despite SERTEC pronouncements and the continued accreditation of ECT programmes as reported in point 5 above. Therefore, the TELP AD project was a huge step forward in addressing this institutional gap.

One of the outcomes of projects implementation at Eastern Cape Technikon was the establishment of a draft policy on Academic Development. The process of 3-

year planning and 2 year implementation had ended in the translation of the project plans into an Institutional Policy on Academic Development. The draft policy signaled the progress with the implementation of the 5-year plan on Student Academic Development (1999-2003). More on this point is covered under the recommendations section below. However, the project team was still awaiting the approval of the policy document by institutional management at the time of completing the report.

The Government NPHE (2001), in line with the emancipatory values of the new government system, identifies Academic Development as one of the strategies to deliver on planned retention rates and increased graduate outputs. AD specifically. The following point captures one of the main targets of the NPHE'

“ Ensuring equity of outcomes through developing academic development strategies to address unacceptable drop-out and failure rates, especially among black students”.

As indicated in Chapter Three, the new Funding Formula for Higher Education makes a full commitment to the Academic Development programmes. Section 2.3.2 of the NPHE reads,

“The Ministry remains committed to the funding of academic programmes as part of the new funding formula. However, it should be made clear that higher education institutions have a moral and educational responsibility to ensure that they have effective programmes in place to meet the teaching and learning needs of the students they admit. This requires that institutions should integrate academic development programmes into their overall academic and financial planning” (DoE 2001: 2.3.2).

The new funding formula was still at the discussion stage at the time of the report. The formula is likely to be implemented in 2004, which means that HEIs cannot sacrifice institutional support to the under-developed and underprivileged learners under the cloak of awaited formula.

#### **6.7.3. Management, Organization and Local Participation**

According to OECD, managerial leadership is key in developing sustainable programmes. Management encompasses responsibility for shaping policy and

technological applications, setting goals, and mobilizing support from political leaders, complementary organizations, and beneficiaries, as well as directing internal administration. Cloete, Bunting and Kulati (1999:17), on the other hand, note that the SA legislative framework has paid very little attention to issues relating to the process of governance, leadership, and the management of institutional change. These authors note that many institutions are grappling with how to translate the broad framework spelled out in the legislation into concrete strategies for institutional change.

Most of the achievements reported above were attributable to the committed efforts of the TELP AD projects team, which was led by one full-time staff member and the administration assistant who were contracted to the project. As emerged from the data, the project faced enormous challenges due to the shortage of full-time staff responsible for the AD programmes. Whether the project managerial leadership could be sustained in a new programme format remained the prerogative of the institutional management. Cloete, Bunting , and Kulati (1999:8) maintain that the current developments engulfing the SA Higher Education system are going to produce a market driven system than at any other time in its history. These authors argue that in a market situation, those with stable leadership, with an ability to carry out environmental scanning, and those that have the skills and resources to move in new directions, will be at an advantage.

Following were the recommendations as articulated in the AD Business Plan for 2003. The recommendations also accommodated the aspect of organizations administrative capability, the necessary element for enhancing sustainability of the project objectives.

- (a) Appoint, on permanent basis, HOD and Administration Assistant as both the administrative and delivery arm of the department.
- (b) Appoint three Staff members in the form of Life Skills and Peer Education Lecturer, Supervisor for Peer Collaborative Learning, and

Writing Centre Coordinator even if it means on contract basis (say three years).

- (c) AD Staff, in addition to their job descriptions, to adopt a project management approach in turning project objectives into fully-fledged AD programmes. The process will be coordinated by HOD as part of the performance contract.
- (d) In collaboration with institutional HIV-AIDs coordinator, Life Skills Lecturer to oversee the integration of HIV-AIDs curriculum into mainstream programmes by means of a life skills course.
- (e) In collaboration with both the Department of Communication and Library Services, Writing Center Coordinator to develop both the English Language Development Center and the Information Literacy Programme. The Information Literacy programme will have own coordinator on long term.
- (f) In collaboration with the Mathematics, Science and English Departments, Supervisor for Peer Collaborative Learning to coordinate the Standardized Assessment Testing (SATs) programme and Placement Programmes in the subjects. The SATs and Placement Programmes will have own staff on long term.
- (g) The above stated conditions will encompass the terms of performance contract for all AD staff.

Segal (1999:54), on essence of strategic thinking, notes that “even institutions in deep rural areas, or in deprived inner city locations, are faced with unique opportunities for developing and mobilizing intellectual capital to address the problems that surround them. Nadison (1999:71), on the other hand, highlights that it is critical for leaders in the higher education sector to develop institutional and regional-specific goals that can translate the broad policy agenda into sound programmatic strategies to drive change at an institutional level.

OECD identifies local participation as an integral part of continuing the flow of benefits after termination of a donor's activity. The Departmental Coordinators' term reports had identified, as one of the challenges in the projects, the perceived lack of commitment by the main project beneficiaries, the lecturing staff and students. The lecturing staff would not attend meetings and workshops on AD, and as a result students would not be encouraged to attend the programmes that were very valuable for their learning. Learners could not realize the value of the programmes that did not yield marks, "the main currency of a student in higher education", (DC report). This problem was more serious in the case of student assistants who were identified by departments, subsequently trained in supplementary instruction methodology and appointed, only to drop out of the programme later due to the lack of support by the lecturing staff. In one department, 30 student assistants were appointed and trained at the beginning of the year, only to have 08 who completed the programme. According to document analysis, the work study programme, in which senior students were employed for all AD programmes, had a negative variance of 37% in student claims by the end of the project term. All these challenges could be attributed to,

- ❖ The lack of poor planning,
- ❖ The lack of accountability,
- ❖ The lack of incentives, and
- ❖ The lack of commitment from management.

These problems, which constituted some of the socio-cultural factors to be discussed below, could be solved by system-wide organization development strategies that followed the critical humanistic perspectives. The TELP AD projects were very instrumental in terms of stirring the system towards reversing some of the challenges facing the HE sector. The issue of continued collaborative partnerships between AD officers and the lecturing staff (Walker, 1993) was identified as the best strategy for developing the institutional programmes.

#### 6.7.4 Financial Factors

According to OECD (1988), programme sustainability requires a continued flow of funds to cover operations, maintenance, and depreciation of the investments to continue the benefits generated by a project. Data display in the previous chapter reveals “Lack of outright financial commitment by the organization management”, (read 3.5.3.1 in chapter 5). According to the institutional audit by the student development team (ECTa, 1999), ECT was heavily dependent on government subsidy and in recent years, ECT had constituted one of the HEIs that struggled to control its budget limits. At the time of compiling the report, the planned Unit of Capital Development had not taken off and there were no clear indications that it could in the near future. It was likely therefore, that 2003 would see quite a strain on financial matters regarding the financial sustainability of the TELP AD project gains. It would seem that the financial element in the organization development initiatives, would continue to pose limits of growths and thus a potential reversal of what had been gained by the programme. Following the visits to other HEIs, both the report and the proposal had been submitted to the management on possible sources of funding, namely

- (a) Departments that benefit from AD programmes to allocate funds for the normal running of the budget.
- (b) Student Fee income, which would be relatively cheap, to be for textbooks and learning material, which will be supplied to all FP learners.
- (c) Government subsidy on Foundation Programme and other academic development programmes through redress funds.
- (d) External grants, which would be through fundraising by HOD, would not finance day-to-day running but for special projects like science/language laboratories and financial aid to FP students.
- (e) Technikon Council would make a special allocation of developmental funds on annual basis.

Whether the management would implement these recommendations, which are extracts from the Finance Section of the submitted Business Plan for 2003, remained both the challenge to the coordinator and to the institution as a whole.

#### **6.7.5 Socio-Cultural Factors**

The OECD sustainability model (1988) maintains that the integration of a programme with the social and cultural setting of its beneficiaries and operating circumstances becomes especially important if the activity is not to be rejected after assistance ends. The previous section in this chapter referred to some dimensions of socio-cultural factors that impeded the sustainability of the TELP AD programme. The project introduced the perspectives of business models, which included working within specified objectives, working against set targets and with well-articulated indicators. Although the Institutional 3 year Rolling Plan (1999-2002) referred to the management of institutional programmes as following the business and project management approaches, very little evidence existed to that effect. The TELP AD project encompassed the avenue to demonstrate these skills.

Key among these skills was the Management of Information Systems (MIS), which remains the major challenges for all organizational processes. Loudon and Loudon (2000:7) give a technical definition of an information system as “a set of interrelated components that collect (or retrieve), process, store and distribute information to support decision making and control in an organization”. Information systems should contain information (data) about significant people, places, and things within the organization. Hamel and Prahalad (1990:81) advise that the real sources of advantage in MIS are to be found in management’s ability to consolidate corporate-wide technologies and production skills into competencies that empower individual businesses to adapt quickly to changing opportunities. Laudon and Laudon (2000:434), on the other hand, maintain that in an information economy, capturing and distributing intelligence and knowledge



and enhancing group collaboration have become vital to organizational innovation and survival. As the data indicated, the TELP AD projects had had tremendous achievements in developing MIS skills among the team members. DCs had learnt not to rely on often the unreliable Integrated Tertiary System (ITS), a form of MIS for ECT. DCs would submit well compiled and specific term reports on AD activities in their departments. This remained a great challenge to their supervisors, the institutional HODs.

The main goal of the project was to capacitate the institution to deal with issues of the poor culture of learning among students. The position of the reflective and the evaluative research identified staff, as well, as the targets for the culture of learning, particularly when one considers the conceptions of Academic Development (Boughey, 2001) and Organizational Learning (Dixon, 1994). As the data indicated, the lecturing staff was very complacent about change, which made them to be worse learners than the targeted students. A number of students missed opportunities that the projects provided, namely in the areas of supplementary instruction and information literacy, because these programmes were not well integrated with curriculum and staff development issues.

According to the DCs' term reports, some HODs and Deans would display complacency about the projects claiming that these were 'projects', and as such "did not belong to any faculty". In the subsequent meeting between the incumbents and the Projects Coordinator, one HOD indicated,

"For that matter I release my staff and my students to assist you in your programme. I do not understand why you can claim that my department is not cooperating".

This complacency was also displayed when one Dean was invited to join the award ceremony for Foundation Programmes. The Dean questioned the authority that the Team had in running the programmes "that do not form the core of our business. These programmes were never submitted and discussed by the Senate".

Generally, these experiences were regarded as the important dimensions of managing change-the main element in organization development, as defined by French and Bell (1995). The latter authors argue that one of the most important things to manage in organizations is the culture, "the prevailing pattern of values, attitudes, beliefs, assumptions, expectations, activities, interactions, norms, sentiments, and artifacts". Harvey and Brown (1988) maintain that the actual conflict in change management is usually very subtle and only surfaces in small verbal disagreements, questions, reluctance, etc. Felkins, Chakiris and Chakiris (1993) advise that a critical approach to change begins with increased dialogue and moves toward shared confrontation and debate of critical issues. Resistance to change, as manifested in diverse responses to the projects processes, was considered as the normal part of adaptation that most people had to do to protect their self-integrity, (Jick, 1993). The challenge to the team was to confront this entrenched culture about teaching and learning and 'lead' the whole community, at least those showing willingness, towards new regions of stability.

While the opposite was true of the HOD' remark, it was also the same case with the Dean. The purpose of the TELP AD programme was revolving around capacitating the ECT programmes to be more 'customer-friendly' and thus qualitative. The project had adopted a process-consultant approach, as against the doctor-model, and as such it had never been the approach of the project team, who, of course "belonged to diverse departments', to impose itself on academic departments. The TELP AD projects had received the approval of the Faculty Executive Committees who would be briefed on term basis on the project progress.

Actually, both staff categories (HODs and Deans) turned up to be very supportive of our efforts at the time of this report. Coincidentally, the institution had submitted requests to the DoE for new programmes, including the Masters and Doctoral programmes, during the next 3 years (2003-2006). Out of 14 programmes that had been requested for implementation, only two

undergraduate programmes were approved. The report articulated the need for consolidating the current ones as the reason for non-approval. AD was identified by the report as the mechanism for the latter goal, which was a rude awakening to some powers that be.

The conclusion of the projects were that an AD effort that focuses on students is not sustainable, primarily due to the temporal nature of the learner as an important element in the system and, secondarily, due to the multiplying effect of embedding AD competencies within the staff repertoire. The Faculty management needs to inculcate and develop the new culture of integrated AD as part of a long-term effort for viable, credible and sustainable institutional programmes.

#### **6.7.6 Technological Factors**

OECD (1988) maintains that the technology chosen for the activity must be appropriate to the institutional capabilities and to the goals of the project/programme. Technology in this subsection is conceptualized as both the physical facilities of the projects and the necessary skill in executing a work (Felkins, Chakiris and Chakiris, 1993). While facilities, in the form of computer laboratories and the other necessary infrastructure, were not adequate for the enormity of developing the necessary infrastructure for the Technikon, the most glaring shortfall on technology was on the issue of the necessary skills and the required knowledge in coordinating effectively the academic development programmes as identified in areas of Writing and Language Development Centre, Information Literacy and Supplementary Instruction. These programmes could not rely on students and project team members who had their full time responsibilities. Computers themselves were very inadequate in dealing with the dynamics of human nature and social reality. The NPHE (2001), though strongly advocates for improved technological and communication skills for the 21<sup>st</sup> century organizations, makes the following observation,

“While the innovative use of technology is to be welcomed, there is a strong risk that approaches which focus only on improving delivery through information and communication technology, and which leave traditional curricular structures unchanged, will not provide a comprehensive solution”, (DoE: 2.3.2)

Foundation Programmes had no staff of their own and those that assisted were not well trained on the methodologies of teaching academically underprivileged learners. As indicated by the DC report (point 3.2 in chapter 5), admitting learners through alternative means was identified as not sustainability if these efforts were not well matched with continued support in the form of extra curricula. According to Scott (2001), simple add-on AD types were not fundable. For them to earn subsidy, they had to be appraised and their impact to the mainstream programmes be demonstrated.

In line with the conclusion on socio-cultural factors, the main conclusion for technology factors was that the TELP AD projects should be strengthened, by infusing it with the other institutional AD related programmes, namely Quality Assurance, Curriculum, Research and Staff Development, in order to have a united front to the issues of learning and teaching. Heads of Departments for Institutional programmes should, on the other hand, display their commitment to learner support systems by providing the necessary infrastructure for this. HODs should not rely solely on government funds and the dwindling donor funds. New mechanisms should be in place to develop HODs to run their units as business entities whereby extra-funds could be generated to strengthen the processes of the institution. The actual methodology for the latter could be learnt from such institutions as the likes of Pretoria University and the Stellenbosch University, amongst others, from which the writer had personally received training in management development programmes.

#### **6.7.7 External Factors**

According to OECD (1988), development projects/programmes operate within the existing political, economic, institutional and cultural circumstances that are

beyond their control and influence. The relative importance of these factors is very crucial to examine for the sustainability of developmental efforts.

The data had surfaced AD as a possible niche area for ECT due to its location and the people it serves. However, due to the political change that has also affected the higher education sector, ECT is merging with Border Technikon and the University of Transkei to be a Comprehensive Institution of Higher Education, (NWG, 2002). The recent National Working Group (NWG) Report on restructuring emphasizes that all HEIs, irrespective of merger issues, must give urgent attention to internal transformation processes, in particular to “issues of increasing access and equity, improving success rates and should apply themselves to the development of an enabling environment in which all South Africans can pursue their studies unhampered by social and cultural impediments”. (NWG: 28). This statement will have long-term effects to the new HEIs particularly on challenges of equity and redress. The issues of Academic Development, as raised by the TELP AD projects, will still impact the new HEI for some time especially considering the systemic challenges of developing the predominantly rural communities in the eastern part of the Eastern Cape Province.

Almost all the sustainability factors discussed in this section surfaced what needs to be done in order to ensure the sustainability of the TELP AD programme. The following section condenses the latter information in the form of recommendations, in line with Dash (1998) suggestion on the usefulness of the action research results. Dash (1998:486) opines that the action research process becomes useful if it helps actors to increase their competence “and also helps to maintain such a process over time, and for a variety of users”.

## **6.8. RECOMMENDATIONS**

Behind the conclusions reached on each sustainability factor as discussed above, would be the establishment of the ECT AD center as the most important element of ECT as both a learning and teaching system. As indicated in Chapter 3, no form of this structure existed at ECT prior to TELP intervention.

Based on the research study, the following are specific action steps for 2003 before the specific recommendation on the Academic Development Centre are provided:

### **6.8.1 The Last Lap of the 5-Year Plan (2003)**

**6.8.1.1 Appraisal of ECT FPs.** The current Institutional Foundation Programmes need further development as a matter of urgency. Special focus for 2003 should be on syllabi development, accreditation, and the development of staff. Section 4.5 of the new Funding Formula for Higher Education (2001) declares that “ approval of foundation places will be dependent on appraisals of foundation programmes, and of the effect they will have on the implementation of the overall institutional plan”. Based on the visits made to successful organizations in the Development of Foundation Programmes (University of the North (10/05/02), University of Port Elizabeth (27/08/02) and PE Technikon (28/08/02), not much groundwork is needed considering the successes of the last two years. 2003 should also see full commitment of the institutional management in institutionalizing FPs.

#### **6.8.1.2 Implementation of Standardized Assessment Tools programme.**

About 20 staff members, including 7 HODs across the Technikon faculties, were work-shopped in September 2002, in implementing Standardized Assessment Tests (SATs) in Mathematics, English and Science. Of the 20 work-shopped staff, 4 have been trained on how to develop and manage the implementation of SATs. 2003 should see the piloting of the programme in

the Faculty of Engineering. It will be implemented as a diagnostic programme that should, in addition to not so reliable Senior Certificate results (Daily Dispatch, 16/01/03), tell the quality of the new learners for quality assurance and curriculum development.

**6.8.1.3 Evaluation of Teaching and Learning Programme.** This programme will target the Institutional programmes that offer Foundation Programmes, inline with the integrated model of academic development. Following 2 years of FP implementation, evaluation will be piloted at year one level, thereby providing the continued support to FP learners while capacitating the departments on issues of curriculum development. As reported in the data analysis, three staff members have been trained by the Rhodes University to spearhead this process, which should culminate in improved learning and teaching strategies.

**6.8.1. 4 Improved Academic Development Programmes** will include the following measures for 2003:

- (a) Increased staff development programmes in Supplementary Instruction, Writing Centre, and Information Literacy.
- (b) Only the trained staff will receive support in the form of supplementary instruction.
- (c) The establishment of the Academic Development Forum made up of all HODs, DCs and Managers of Quality Assurance, Curriculum Development, Staff Development and Research Development. The forum will be chaired by Vice Rector Academic.

## **6.8.2 Academic Development Centre**

The idea of the Academic Development Centre (ADC) stems from the need to turn all TELP AD objectives into fully-fledged programmes with the necessary structure, system and processes. Schein (1990:112) postulates that learned skills

do not become effective if they are not supported by a culture conducive to change. Espejo, Schuhmann, Schwaninger and Bilello (1996:244) argue that if an organization is to become viable, somebody must at least outline structural mechanisms capable of fostering the emergence of meaningful tasks and virtuous behaviors. “ It is necessary that any –and everybody who is part of such an organization should be supported by a structure that leverages his or her individual creativity, thereby supporting individual and organizational development, and if necessary, transformation”, (Espejo et al, 1996:244).

The notion of an Academic Development Centre (ADC) is inline with the critical humanism approach of both the intervention and thus the research study. As indicated by the research interpretation in this chapter, ADC should be about the emancipation of both staff and learners from the dysfunctional culture of teaching and learning, it should be about inculcating new values of freedom and justice in learning, and more importantly, it should be about creating structural elements, in the form of AD programmes, that support learning and teaching, and all the latter to follow the historical structural approach than the neo-classical form (Read Chapter 3). In the OD language, ADC needs to position itself as the internal consultant that will not only provide service to academic programmes but also be the interface between external consultants in AD matters and the organization. It needs to serve as a multiplier element in the dynamic system that promotes improved access of underprivileged learners, improved learner and staff retention, enhanced cognitive skills of learners, and improved quality graduate outputs.

The strategic plans about the proposed ADC have been submitted to the institutional management. The center will help not only to complete the objectives of the AD 5 Year Plan, but also position the organization as the learning organization. The decision on ADC is very important for the sustainability of the TELP AD impact at ECT. The ECT management needs to approve these plans and thereby become the good reflector of the system it seeks to regulate.



ECT cannot afford to waste the gains achieved as a result of TELP AD projects. AD needs to become the facilitator for Communities of Commitment: the Heart of Learning Organizations (Kofman and Senge, 1995), where communication, collaboration, pro-activeness will characterize its processes, as against the three areas of cultural dysfunction, Fragmentation, Competition and Re-activeness (Scott and Harker, 1998). Goss, Pascale and Athos (1993:98) refer to the need for AD as the change that does not only treat the symptoms about the dysfunctionality of the system, but the one that "addresses the underlying conditions" as emerged in the data display. AD, with a very strong element of staff and research development, plays a central role in delivering both the NPHE goals (DoE:2001) and the concept of World Class Organization (Hodgettes, Luthans, and Lee, ABC).

As indicated above, ECT needs to be proactive on the imperative matters of academic development if this Technikon aspires to overcome the dysfunctional culture characterizing the so-called HDIs. ECT needs to embrace change and development, not because it is responding to outside forces in the form of the USAID-funded TELP AD initiative, but also for maintaining the "wellspring of real learning (which involves) aspiration, imagination, and experimentation", (Kofman and Senge, 1995:12). With well-integrated AD structure and systems, ECT has a potential not only to survive the rigors of transforming HE landscape, but also excel in the international business of learning, research and community development.

## **6.9. LESSONS LEARNT**

### **6.9.1 Organizational Effectiveness**

De Vos (1998:373) raises a key question on issues of impact evaluation. The question relates to whether the problem got solved or the client improved "in some way" as the result of the intervention. Impact/outcome was the focus of the

reflective evaluation study on the TELP AD projects at the Eastern Cape Technikon. The first section of this chapter indicated evidence of impact at all the levels of the organization, particularly with regard to the constructivist and humanistic perspective. Zed Consultants (2002), who were the implementation agency for the TELP projects, insist that effectiveness should be viewed in terms of identified need for the target groups, constituency/system, community and the nation. As fully explained in the introductory chapter, and discussed in the previous section on project sustainability, the projects achieved their stated objectives beyond the set targets. This achievement could be said to be beyond the conception of impact as viewed by De Vos (1998). Due to the multiplier effect of learning, the implications of the achievement, which were very visible on the target group level, will be felt not only by the organization, as the interpretation indicated, also by their communities and by the nation at large.

Ivancevich and Matteson (1996:22.) provide the following as the effectiveness criteria in organizational processes: quality, productivity, efficiency, satisfaction, adaptive-ness, and development. These criteria formed the basis of the intervention strategy. Prior to TELP intervention, the AD processes at ECT could not meet the criteria. The organization and management style of the projects displayed how the criteria could be met as indicated in this report. Chief among these criteria was the developmental one, the core for both organization development strategy and the academic development tool. This was aimed at promoting the culture of a learning organization. The ADP team, in particular, constituted what Senge (1994:7) terms the domain of enduring change- the deep learning cycle that is manifested by "new attitudes and beliefs, new awareness and sensibilities, and new skills and capabilities". This is the domain that, through conversations for planning, was translated into the domain of action- the organizational architecture that is manifested in clear guiding ideas, sound theories, workable methods and practical tools and innovations in the infrastructure. In this way, the team could model the correct approach to the strategy of dealing with the issues of organizational effectiveness.

In summary, The TELP AD projects, anchored in the strategy of organization development and its humanistic value system, with academic development and its emancipatory approach to learning in higher education, managed to deliver in significant amounts, on, among others, the prescribed results of awareness, emancipation, action, self determination, autonomy, and social responsibility about learning and teaching, at all performance levels of the organization. De Vos (1998:375) suggests that the interpretation of data related to impact assessment should be able to indicate the possibility that the programme had an influence in making the beneficiaries to feel more positive towards project objectives after the programme. This point was covered extensively in both the sustainability and the recommendations sections.

### **6.9.2 Specific Lessons learnt**

The Action Research project, of which this report focuses on the reflective and the evaluative components, afforded the author the avenue for experimenting with concepts of development dealt with theoretically in academic studies. It also became a springboard for further research. The practical part of the project constituted all the elements of the action research study, which became the best strategy to complete the professional development cycle of linking theory, practice, research, and development.

- (a) New competencies were developed, particularly in areas of team building, negotiation, knowledge reconfiguration and management, project management, fundraising, financial management, and policy development and management.
- (b) As the sustainability plan for the projects' gains, the first draft of the institutional strategic plan (2003-2005) for Academic Development at the Eastern Cape Technikon was completed. Part of the strategic plan is the Business Plan (2003) for the envisaged Academic Development Centre, which should take off in February 2003.
- (c) The main point of learning was that managing change is more about managing people affected by change, than anything else. The

technique requires open-mindedness and flexibility beyond the textbook concepts that may not be relevant to the prevailing context.

- (d) Managing change is a contradictory process both of challenges and opportunities, stress and excitement, and taking initiative on certain issues while at the same time responding to what emerges on the ground. In the whole process of acting on organizational problems and reflecting on actions, the author was overwhelmed by how his personality weaknesses were exposed, leadership qualities came into existence; and opportunities for improvement were provided, all along the whole process of winning peoples' hearts and minds. The process was very self-empowering and fulfilling.

The author notes, however, that coordinating the TELP AD projects at ECT was like swinging in the pendulum of stress and excitement. Being the coordinator of the projects had its "best times and worst times", with the latter threatening to outweigh the former, in most cases. Stress from the lack of cooperation by management, particularly on releasing the required resources, to the dynamics of the system that would sometimes tend to be dysfunctional and also border on the conception of "the workplace of despair" (Scott and Harker, 1998). It was quite a source of fulfillment to deal directly with the dynamics of human nature, 'touching peoples' lives', so to say. Both the honest and innocent comments by learners on the opportunity given to them to develop not only ECT but their lives, and the comments by colleagues in terms of letting them reflect on their practices and thereby improve their practice and their lives, served as the source of strength in times of stress.

## **6.10. SUMMARY AND CONCLUSION TO CHAPTER 6**

The basic principle of system's dynamics postulates that if one does not adjust his/her service satisfaction to the level expected by his/her customers, the system will do it for him/her (Senge and Fulmer, 1993:21). ECT learners, who

happened to come from disadvantaged backgrounds and who also constituted the primary customers of the organization, should be made comfortable at ECT through the development of academic support systems. The opposite of the latter will result in these learners 'doing it for the system, by voting by their feet'. Cloete, Bunting and Kulati (1999:10), in their analysis of the South African Higher Education Institutions in crisis versus those that are relatively stable, argue that what differentiates the two is the role that leadership plays in institutional transformation. These authors maintain that, with quality leadership and effective management, transformation in higher education should not be incidental, perhaps to the extent of being 'rudderless'.

The TELP AD projects at ECT were needs driven, research-based, context-bound, and also practically grounded. By the TELP AD projects, we put for ourselves achievable goals within the time and the budget constraints. Now is the time to have a sustainable programme that will impact the organization on a broader scale. The gains of the TELP AD project need to be taken further by all those who have the interest of learners at heart. These achievements need to be 'normed' in line with the standard and evolving practice of AD in other HEIs. The main challenge will be the leadership for that change process. The quality of leadership in the higher education sector, at all performance and management levels, seems to impact on a number of aspects in our developmental efforts to transform South Africa. The role of leadership, and the need for intervention strategies to empower our disadvantaged and underprivileged communities, particularly by the so-called Historically Disadvantaged Institutions (HDIs), should be part of an ongoing dialectical debate to which this report is contributing.

In this chapter, the author presented the interpretation of research data outlined in the previous chapter. Swanson and Holton III (199) Impact Proving Model was applied in interrogating the nature of emerged data. The sustainability factors as identified by the OECD (1988) were also considered in interpreting and understanding the research data. The challenges of organizing and managing

the TELP AD Projects at ECT were presented in the form of recommendations that were summarized as

- (a) Completing the objectives of the Institutional Five Year Plan on Student Academic Development.
- (b) Establishment of the Institutional Academic Development Centre as the techno-structural sustainability plan for improved learning and teaching processes at the Eastern Cape Technikon.

The author concludes the chapter by highlighting the following observations on the dynamics of change and development, by Tersine, Harvey and Buckley (1997: 57):

“Many useful and meaningful measures of yesterday are counterproductive today. What is innovative today will probably become standard tomorrow. What took months yesterday now only takes weeks; what once was measured in days now is accomplished in hours. As velocity increases, so do customer service and cost reductions. The ‘voice of the customer’ must be amplified so it is much more than a glimmer. Significant improvements start with the first step and subsequently multiply with gained experience and confidence. Innovative ideas never lack for reasons why they cannot be done. Unfortunately, today’s ‘tried and tested’ are frequently tomorrow’s ‘tired and disavowed’”.

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## APPENDIX 1: Implementation and Monitoring Framework for the TELP AD Programme

OBJECTIVE 1: To appoint a Project Leader that will drive the Project of Building student academic capacity.

Description		Management	Implementation			Monitoring	
Activities	Sub activities	Indiv. Responsible	Timing		Indicators	Target	
			Planned	Actual		Planned	Actual
Appointment of Project Leader	Advertise	Student Development Officer	14 Aug 2000		No. of applications	6	
	Short-listing	Student Development Officer	21 Aug 2000		No. of applicants short-listed	3	
	Interviews & Selection	Student Development Officer	28Aug 2000		Appointment of Project Leader	1	
DATA MANAGEMENT PLAN (per objective)							
Person responsible for collecting data indicators: <b>Project Leader</b>							
Frequency of data collection: <b>Quarterly</b>							
Method of data collection: <b>Interviews, Questionnaires, pure observation</b>							
Source from which data will be collected: <b>Academic departments, student assistants, students</b>							



OBJECTIVE 2: To train staff members to enable them to train student assistants in supplemental instruction

DESCRIPTION		MANAGEMENT	IMPLEMENTATION			MONITORING	
			TIMING	INDICATORS			
Activities	Sub-Activities	Individual Responsible	Planned Timing	Actual	Indicators	Planned	Actual
Staff training	Identify facilitators	Student Development Officer	31Aug 2000		Facilitators identify	1	
			31 Jan 2000		Facilitators Identify		
	Identify Staff	Project Leader	04 Sept 2000		Number of staff	15	
	Workshop	Project Leader	11 Sept 2000		Workshop	1	
			28 Feb 2002		Workshop	1	
DATA MANAGEMENT PLAN (per objective)							
Person responsible for collecting data indicators: <b>Project Leader</b>							
Frequency of data collection: <b>Quarterly</b>							
Method of data collection: <b>Interviews, Questionnaires, pure observation</b>							
Source from which data will be collected: <b>Academic departments, student assistants, students</b>							

OBJECTIVE 3: To appoint Student Assistants in Supplemental Instruction

DESCRIPTION		MANAGEMENT	IMPLEMENTATION			MONITORING	
			TIMING	INDICATORS			
Activities	Sub-Activities	Individual Responsible	Planned Timing	Actual	Indicators	Planned	Actual
Appoint of Student Assistants	Advertise	Project Leader	14 Aug 2000		Advert on all strategic areas Advert	10 Adverts	
			07 Feb 2002			10 Adverts	
	Shortlist	Project Leader	04 Sept 2000		Number short-listed		
			14 Feb 2002		Number short-listed	70	
	Select	Project Leader	11 Sept 2000		No appointed	53	
			21 Feb 2002		No appointed	53	
DATA MANAGEMENT PLAN (per objective)							
Person responsible for collecting data indicators: <b>Project Leader</b>							
Frequency of data collection: <b>Quarterly</b>							
Method of data collection: <b>Interviews, Questionnaires, pure observation</b>							
Source from which data will be collected: <b>Academic departments, student assistants, students</b>							

OBJECTIVE 4: To develop Student Assistant in Supplemental Instruction

DESCRIPTION		MANAGEMENT	IMLEMENTATION			MONITORING	
			TIMING	INDICATORS			
Activities	Sub-Activities	Individual Responsible	Planned	Actual	Indicators	Planned	Actual
Training of Student Assistants	Venue Program Facilitators	Project Leader Development Officer	25 Sept 2000		Training Workshops	2	
			05 March 2000		Training Workshops	2	
DATA MANAGEMENT PLAN (per objective)							
Person responsible for collecting data indicators: <b>Project Leader</b>							
Frequency of data collection: <b>Quarterly</b>							
Method of data collection: <b>Interviews, Questionnaires, pure observation</b>							
Source from which data will be collected: <b>Academic departments, student assistants, students</b>							

**OBJECTIVE 5: To establish various groups of first year students for peer help, tutoring and coaching**

DESCRIPTION		MANAGEMENT	IMLEMENTATION			MONITORING	
			TIMING	INDICATORS			
Activities	Sub-Activities	Individual Responsible	Planned	Actual	Indicators	Planned	Actual
Establish Various Groups	Draw timetable	Project Leader	31 Jan 2001  28 Feb 2000		Timetable	30 groups of target students	
	Identify groups	Project Leader	19 Feb 2001		Assumption of duties	20 classes allocated to tutors	
DATA MANAGEMENT PLAN (per objective)							
Person responsible for collecting data indicators: <b>Project Leader</b>							
Frequency of data collection: <b>Quarterly</b>							
Method of data collection: <b>Interviews, Questionnaires, pure observation</b>							
Source from which data will be collected: <b>Academic departments, student assistants, students</b>							

OBJECTIVE 6: To establish a fully-fledged well equipped Writing Centre

DESCRIPTION		MANAGEMENT	IMPLEMENTATION			MONITORING	
			TIMING	INDICATORS			
Activities	Sub-Activities	Individual Responsible	Planned	Actual	Indicators	Planned	Actual
Writing Centre	Purchasing of Computers	Purchasing officer	31Aug 2000		No. of Purchased Computers	30	
	Installation	I T Specialists	10 Sep 2000		No. of installed Computers	30	
	Connection to www	I T Specialist	15 Sept 2000		No. Of Computers connected to www.	30	
DATA MANAGEMENT PLAN (per objective)							
Person responsible for collecting data indicators: <b>Project Leader</b>							
Frequency of data collection: <b>Quarterly</b>							
Method of data collection: <b>Interviews, Questionnaires, pure observation</b>							
Source from which data will be collected: <b>Academic departments, student assistants, students</b>							

## **APPENDIX 2: Survey Questionnaire on TELP SAD Programme**

### **Introduction**

The TELP programme on Student Academic Development (SAD) will be reaching its final year of project implementation at the Eastern Cape Technikon by December 2002. The SAD programmes included peer collaborative learning/supplemental instruction, writing and language development centers, information literacy, peer counseling, work-study, and foundation programmes. The programmes were conceived and developed to assist the technikon to respond to the requirements of the National Plan for Higher Education, particularly on issues of access and success in higher education. Crucial at this stage of programme development is the evaluation of these programmes for future planning and sustainable development. The main deliverable of this phase is to assess the potential impact the programmes make in developing Eastern Cape Technikon to deal with challenging issues of access and success in our institution.

You have been identified as a result of the role you played in the developmental process of student academic development at ECT, particularly your participation during the last two years of programme implementation. Your opinion and perception about the programmes are very important in strengthening the successes we have made during the past two years of programme rollout.

Sections I covers your biographical details: the role you play at the technikon and how your role helped facilitate the process of implementing SAD at ECT.

Section II is more about issues of organizational learning. It assesses the impact the project had on the organization, the possible effect the programme had on your personal development, your work processes, and the business of the technikon as an integrated system.

I thank you for the time you have taken to participate in this assessment project.  
*Instruction: Put an X in the corresponding answer. Write full sentences where necessary.*

**SECTION I: BIOGRAPHICAL INFORMATION**

**1. Faculty and Department**

Applied Technology	Business Sciences	Engineering
Education	Accounting	Information Technology
Fashion	Internal Auditing	Civil
Food Services and Beverages	Human Resource Management	Electrical
Tourism Studies	Public Service Management	Mechanical
	Communication	Mathematics

**2. Campus of operation**

Butterworth	East London	Queenstown	Umtata
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**3. Role playing**

PEER TUTOR/ PEER COUNSELLOR/ STUDENT ASSISTANT	PROGRAMME/ DEPARTMENTAL COORDINATOR	LECTURER FOUNDATION PROGRAMME
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**4. Year of participation**

2001	2002
------	------

**SECTION TWO: EXTENT OF PROJECT IMPACT**

1. How would you rate your participation/involvement in the workshops on Student Academic Development (SAD0 workshops early in 2002?

Poor	Unsatisfactory	Satisfactory	Good	Excellent
------	----------------	--------------	------	-----------

You may support your answer


2. How would you rate your level of attendance to SAD meetings in 2002?

Poor	Unsatisfactory	Satisfactory	Good	Excellent
------	----------------	--------------	------	-----------

You may support your answer




3. To what extent did the project on student academic development have impact on your personal/career development?

Poor	Unsatisfactory	Satisfactory	Good	Excellent
------	----------------	--------------	------	-----------

You may support your answer


4. To what extent did the project have impact on your learning/teaching styles?

Poor	Unsatisfactory	Satisfactory	Good	Excellent
------	----------------	--------------	------	-----------

You may support your answer


5. To what extent did the project improve learning support systems in your department?

Poor	Unsatisfactory	Satisfactory	Good	Excellent
------	----------------	--------------	------	-----------

You may support your answer


6. How would you rate your level of participation in the project activities (peer tutoring, foundation programmes, etc.)?

Low	Unsatisfactory	Satisfactory	Good	High
-----	----------------	--------------	------	------

You may support your answer


7. How would you rate the level of participation by your colleagues?

Poor	Unsatisfactory	Satisfactory	Good	Excellent
------	----------------	--------------	------	-----------

You may support your answer


8. How would you rate the level of support by your immediate supervisor (HOD in case of staff, and coordinator in case of students)

Poor	Unsatisfactory	Satisfactory	Good	Excellent
------	----------------	--------------	------	-----------

You may support your answer


9. How would you rate the level of support from Project office?

Poor	Unsatisfactory	Satisfactory	Good	Excellent
------	----------------	--------------	------	-----------

You may support your answer


10. How would you rate the value of the project to the business of the organization?

Poor	Unsatisfactory	Satisfactory	Good	Excellent
------	----------------	--------------	------	-----------

You may support your answer


11. To what extent has your department prepared the sustainability plan for the project activities beyond 2002?

Poor	Unsatisfactory	Satisfactory	Good	Excellent
------	----------------	--------------	------	-----------

You may support your answer


12. What do you consider were the main objectives of the project on SAD?


13. In what ways do you consider the project has been successful in achieving its objectives?


14. In what ways did you find the project useful in improving your learning/teaching?


15. What have been the major challenges/threats in the implementation of the project?


16. What structural factors enhanced the implementation of the project?


17. What structural factors impeded the implementation of the project?


18. Do you consider that the project was implemented in an economical/cost effective way?


19. What strategies did your department use to communicate the project value to other members of your department?


20. Do you have any suggestions/recommendations regarding the successful implementation of the project, if the project had to continue?


21. Do you think that the immediate positive effects of the project on teaching and learning can be sustained over time?


22. What do you consider were some of the unintended outcomes of the project?



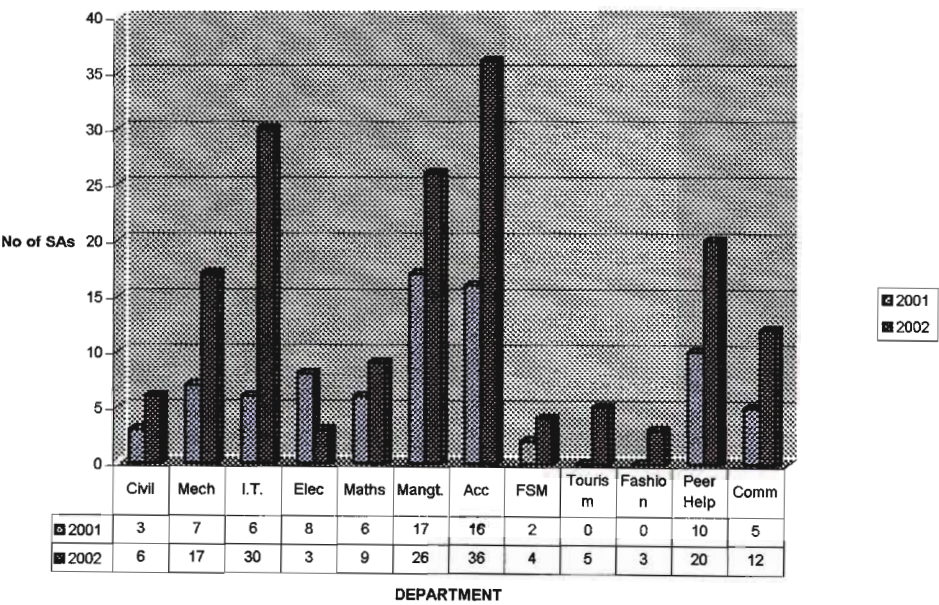

**APPENDIX 3: Diagrammatical Report on Project Monitoring Plan for the TELP AD Programme**

<b>PIL Overall Goal:</b> To build student academic capacity through Supplemental Instruction and A Writing Center		
<b>Indicators</b>	<b>End Target</b>	<b>Actual as of End of Project (September 2002)</b>
Number of students got academic support	500 per annum	❖ 2050 by 2001 ❖ 5050 by 2002
<b>Objective 1:</b> To appoint a Project Leader that will drive the Project on Building Student Academic Capacity		
<b>Indicators</b>	<b>End Target</b>	<b>Actual as of September 2000</b>
Appointment of Project Leader	1	1
<b>Objective 2:</b> To train academic staff to enable them to train Student Assistants in Supplemental Instruction		
<b>Indicators</b>	<b>End Target</b>	<b>Actual as of September 2002</b>
Number of staff trained	15	57
<b>Objective 3:</b> To appoint student assistants that will help in the Supplemental Instruction		
<b>Indicators</b>	<b>End Target</b>	<b>Actual as of September 2002</b>
Number of students appointed	53	198
<b>Objective 4:</b> To train and develop student assistants in Supplemental Instruction		

<b>Indicators</b>	<b>End Target</b>	<b>Actual as of September 2002</b>
Number of Students trained	53 per annum	❖ 64 by September 2001 ❖ 204 by September 2002
<b>Objective 5:</b> To establish various groups of first years and allocate student assistants for Supplemental Instruction		
<b>Indicators</b>	<b>End Target</b>	<b>Actual as of September 2002</b>
Number of groups	30	❖ 64 by September 2001 ❖ 204 by September 2002
<b>Objective 6:</b> To establish a fully fledged Writing Center		
<b>Indicators</b>	<b>End Target</b>	<b>Actual as of September 2002</b>
Number of computers connected to WWW	30	❖ 50 by September 2002

**APPENDIX 4 : PROGRAMME GROWTH WITH REGARD TO THE WORK  
STUDY PROGRAMME AND FOUNDATION PROGRAMMES PER  
DEPARTMENT  
(2001-2002)**

**WORKSTUDY PROGRAMME 2001-2002**



**FOUNDATION PROGRAMME LEARNERS PER PROGRAMME 2001-2002**

