

# FINAL REPORT

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2020



## Impact Assessment: International Leadership Development Programme (ILDP)



**IMPACT ASSESSMENT: INTERNATIONAL LEADERSHIP DEVELOPMENT  
PROGRAMME (ILDp)**

*Prepared for*

**WHOLESALE AND RETAIL SECTOR EDUCATION AND TRAINING AUTHORITY  
(W&RSETA)**

**DATE: 13 MARCH 2020**

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## LIST OF ACRONYMS

Abbreviation	Meaning
<b>ANOVA</b>	Analysis of Variance
<b>BRICS</b>	Brazil, Russia, India, China and South Africa
<b>DAC</b>	Development Assistance Committee
<b>FGD</b>	Focus Group Discussion
<b>HR</b>	Human Resource
<b>ILDIP</b>	International Leadership Development Programme
<b>ILPSE</b>	Leadership Programme for Senior Executives
<b>NQF</b>	National Qualification Framework
<b>ODA</b>	Official Development Assistance
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>RAE</b>	Rapid Assessment Evaluation
<b>ROI</b>	Return on Investment
<b>SETA</b>	Sector Education and Training Authority
<b>SMME</b>	Small, Micro to Medium Enterprises
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>SSP</b>	Sector Skills Plan
<b>TCA</b>	Thematic Content Analysis
<b>USA</b>	United States of America
<b>W&amp;RS</b>	Wholesale and Retail Sector
<b>W&amp;RSETA</b>	Wholesale and Retail Sector Education and Training Authority
<b>WHO</b>	World Health Organisation

## EXECUTIVE SUMMARY

### 1. Introduction and background

The Wholesale and Retail Sector Education and Training Authority (W&RSETA) was established in 2000 in terms of the Skills Development Act 97 of 1998 (as amended). In 2009, W&RSETA designed a comprehensive action learning programme called the International Leadership Development Programme (ILDP) to develop future leaders of the wholesale and retail sector in South Africa. The ILDP is aimed at exposing its high potential leaders from W&RSETA's constituent organisations to wholesale and retail best practices both locally and internationally. It is intended that the programme beneficiaries also could interact with global thought leaders. Thus, since its inception, 348 executive seniors have benefited from the programme in the wholesale and retail sector (W&RS). It is against this background that this impact assessment study was proposed.

### 2. Study Aim and Objectives

This study sought to find out the extent to which the ILDP is achieving its intended objectives. The main objective of the study was to determine the impact of the ILDP for the period of 2015-2019. In doing so, key issues such as relevance, efficiency, effectiveness, impact, sustainability and replicability of the programme were examined.

In this respect, the study intends to assist the W&RSETA to have a clear understanding of the ILDP project benefits/organisational benefits for beneficiaries in relation to:

- The upskilling of the existing managers within the Wholesale and Retail sector.
- Assist businesses to increase business rewards and their bottom line.
- Broaden manager's knowledge and skills for growth to top management.
- Career acceleration and succession of beneficiaries towards senior/executive management over the past five years.
- Evaluation of the programme including theoretical knowledge components in support of beneficiaries and exposure and relevance to and in the work succession.
- Attainment and outcome against the SETA's SSP and relevant scarce skills identified over the past five years SSPs.



- Impact of investment versus impact over the past five years by the SETA.

### **3. Methodology and Approach**

A combination of both primary and secondary research was used in this study. Both quantitative and qualitative research approaches based on a survey and in-depth interviews were deemed appropriate way to collect data. A survey was used to gather statistical information from the beneficiaries, while the in-depth interviews were conducted with programme managers, beneficiaries, training providers and employers to get in-depth understanding of the stakeholders' views, opinions and feelings on the impact of the ILDP. The data was collected from the 117 selected beneficiaries, 13 employers and 3 training providers. Three focus group discussions were held.

In order to determine the impact of the ILDP on its intended beneficiaries, an impact evaluation model was developed. This was based on the Development Assistance Committee (DAC) of the Organisation for Economic Co-operation and Development (OECD) (2018) criteria for evaluations. This targets the relevance, effectiveness, efficiency, impact and sustainability of the programme. For further modification of the model, the replicability as founded by Dale (2004) was added to the model. The respondents were thus asked questions related to the relevance, effectiveness, efficiency, impact, sustainability and replicability of the programme.

### **4. Summary of Findings**

The findings from this study were summarised as follows:

#### **4.1 Demographics**

- The total number beneficiaries who were selected and participated in the study was 117, distributed as 32, 18, 31 and 36 beneficiaries for the financial years 2015/16, 2016/17, 2017/18 and 2018/19 respectively.
- The gender distribution showed that there were more males than females for all the years, that is they constituted 75%, 83%, 52% and 56% for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively.

- Considering that the program was primarily intended to empower women, the disabled and historically disadvantaged group, the gender distribution of the respondents may not truly reflect the intended beneficiaries.
- The distribution of respondents by race showed that Indians dominated the programs, for the years 2015/16 and 2016/17. In 2015/16, out of the 32 respondents selected, 44% were Indians, 32% were Black Africans and 19% were Coloureds, while no White person benefited. The same pattern was depicted in 2016/17, where Indians constituted half of the sample, 33% were Black Africans, 11% were Coloureds and 6% were White. In the other 2 years, Black Africans dominated the program. For instance, in 2017/18, Black Africans constituted 39% of the 31 respondents sampled while 35% were Indians and 13% were White and another 13% were Coloureds. In 2018/19, the distribution by race was, 47% Black Africans, 25% Coloureds, 22% were Indian/Asians and 6% were White.
- The distribution of respondents by age shows that for 2015/16 and 2016/17 at least 50% of the respondents were between 41-50 years of age, while in 2017/18 and 2018/19 the age group of 31-40 years dominated the programme. In 2015/16, the age distribution of the respondents was as follows, 50%, 41%, 9% and 0% for age groups 41-50 years, 31-40 years, above 50 years, and 20-30 years.
- For 2016/17 the age distribution of the respondents was, 56%, 28%, 6%, and 11% for age groups 41-50 years, 31-40 years, above 50 years and 20-30 years.
- Then for 2017/18 the age distribution was 47%, 32%, 55%, 13% for age groups 41-50 years, 31-40 years, above 50 years and 20-30 years.
- For 2018/19 the age distribution was as follows; 47%, 50%, 0% and 3% for age groups 41-50 years, 31-40 years, above 50 years and 20-30 years.
  - This finding is similar to the population statistics provided. This suggests that the middle age to upper middle age dominated the programme in all the years. It takes experience to be a manager and experience comes with age as well. This is also reflected in these findings.
- The distribution of respondents by highest qualification shows that in 2015/16, respondents with a college diploma constituted 31%. Respondents with a master's degree 19%, matric and a bachelor's degree 16% apiece and an honours degree 13%.

Other qualifications were 6%, while below matric, a certificate and a university diploma constituted 0%.

- In 2016/17, the distribution of respondents by highest qualification was a college diploma 39%, an honours degree 22%, a bachelor's degree 17%, matric 11%, university diploma 6% and below matric, master's degree and other qualifications, 0%.
- For 2017/18 the respondents who had an honours degree and a bachelor's degree constituted 23% respectively. Respondents with college diploma constituted 19%, matric constituted 13%, a master's degree 6%, certificate 10%, other qualifications and university diploma 3% apiece, least below matric 0%. Unlike with the first 2 years discussed previously, respondents with honours degree and bachelor's degree dominated.
- In 2018/19 respondents with a bachelor's degree and college degree constituted 31%, an honours degree 19%, matric 11%, other qualifications 6%, university diploma, below matric, and certificate were at 0%.
- A bachelor's degree is the minimum entry requirement. However, the analysis of respondents' distribution by highest qualification revealed that there were beneficiaries who did not have a bachelor's degree.
- The distribution of respondents by level of management revealed that in 2015/16, most were at senior management level (66%), 25% at middle management and 9% at the junior management level.
- In 2016/17, half of the respondents were at senior management level, followed by middle management (39%) and 11% at junior management level.
- In 2017/18 the majority of the respondents were at a senior management level (55%), 42% at middle management level, while 3% were at the junior management level.
- In 2018/19, 67% of the respondents were at senior management level, 31% were at middle management level. while 3% were at junior management level.
  - For all the years, the greatest number of respondents were at the senior management level. This could probably be because, one of the entry requirements in the programme is extensive senior management level experience.
- The distribution of respondents by province revealed that, of the 32 beneficiaries who participated in this study and graduated in 2015/16, the highest proportion were from

Gauteng province (66%), followed by KwaZulu Natal (22%), Western Cape (13%), while none was from the Eastern Cape, the Northern Cape and the Northwest.

- In 2016/17, the highest proportion of respondents came from Gauteng and KwaZulu Natal (28% apiece), followed by the Western Cape (22%), Free State (17%), North West (6%), while none came from the Northern and Eastern Cape.
- For 2017/18, the Gauteng province constituted 52%, 23% came from the Western Cape, 16% from KwaZulu Natal, 3 % from the Eastern Cape, the Free State and North West apiece. The least number of the respondents (0%) were from the Northern Cape.
- In 2018/19, a greater number of respondents (39%) were from Gauteng, the Western Cape were 31%, and KwaZulu Natal were 29%. The North West comprised 6%, while 0% were from the Northern Cape, the Free State and Eastern Cape. From all the evaluated years, a greater number of respondents was from the Gauteng province. This could mean that the programme is more accessible in the Gauteng Province.
- In all the four years assessed, a greater number of beneficiaries were able bodied (99%), while 1% of the beneficiaries who participated in the programme had a disability.

## **4.2 Relevance of the Programme**

- From 2015/16 to 2017/18 all the respondents agreed that the objectives of the ILDP were clearly defined and communicated before training. However, by 2018/19, 13% of the respondents disagreed. This may suggest that there could be issues about the programme.
- For the years 2015/16 to 2018/19, all the respondents agreed that all topics covered throughout the programme were relevant to the Wholesale and Retail (W&R) sector.
- In 2015/16 to 2017/18, all the beneficiaries agreed that the way the ILDP training is conducted fully prepares an individual to become a more effective leader and empowers them to influence others.
- However, by 2018/19, 20% of the respondents disagreed, suggesting deficiencies in course content. For all the years evaluated, all respondents agreed that the countries visited met their expectations, and the companies visited added value to their learning. Overall, the analysis of the programs reveals that it was relevant, although a few respondents objected.

#### **4.2.1. Criteria for Country Selection for the International immersion**

- The selection of the countries visited was mainly based on how strong the economy of the country was and how easily the business practices of such a country could be applied in the South African context. To achieve this aim, BRICS countries and one African country were selected for the international immersion of the ILDP. BRICS<sup>1</sup> is the acronym for Brazil, Russia, India, China and South Africa. All the five countries belong to a strong economic bloc. BRICS is also defined as a set of countries which engage in international trade together and are usually related through a free trade agreement or other association.
- The main reason behind the selection of BRICS for international immersion was because these countries have a wealth of knowledge and experience in the retail sector which can be applied in South Africa. The understanding of these countries' laws and rules of doing business as well as international best practices is useful for the South African retail Sector. Moreover, the ultimate reward of effective international trade is strong economic growth which will be reflected by an expansion of the South African retail sector. For example, Ghana was also chosen because it is an African country whose retail industry is dominated more by the informal sector<sup>2</sup>. It is perceived as an entrance into the larger West African market and was easily able to adopt its retail practices. For this purpose, Ghana was amongst the selected countries visited for the international immersion of the ILDP.

#### **4.3 Effectiveness of the Programme**

- For years 2015/16 to 2017/18, all the respondents interviewed concurred that the ILDP has enhanced their appreciation of the global W&R sector. However, for 2018/19, 3% of the respondents did not agree.
- Moreover, in 2015/16 and 2017/18, all the respondents interviewed agreed that their leadership skills have improved due to the ILDP. However, only 94% of them agreed that their leadership skills have improved due to the ILDP for 2016/17 and 2018/19.

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<sup>1</sup> [https://www.wrseta.org.za/ILDP\\_2015/Team%20Avengers%20Final%20ALP%20Report\\_151130.pdf](https://www.wrseta.org.za/ILDP_2015/Team%20Avengers%20Final%20ALP%20Report_151130.pdf)

<sup>2</sup> <https://www.whoownswhom.co.za/store/info/3230?segment=Wholesale+and+Retail+of+Food+in+Ghana>

- This was also the exact result when respondents were asked whether the ILDP has made them champions for the W&R sector and enhanced their ability to influence other young leaders.
- Furthermore, all the respondents, except for 2016/17 said they are now able to function more effectively in a team due to the ILDP (94% in 2016/17).
- Analysis of the results from the table above generally conclude that the ILDP was effective.

#### **4.3.1. Accessibility of the Programme to the Disabled and HDIs**

- For 2015/16 the respondents consisted of 0% of people with disability. A further 38% were black Africans, 29% were women, and 6.7% were black women. For 2016/17, the respondents consisted of 0% of people with disability, 33% were black Africans, 44% were women and 14.5% were black women. For 2017/18, 3% were people with disability, 39% were black women, 43% were women, and 11.7% were black women. For 2018/19, 0% were people with disability, 47% were black Africans, 39% were women and 17.6 were black women. The 2015/16 and 2016/17 groups consisted of 0% of the people with disability. It is only in 2017/18 that the number of people with disability increased from 0% to 3%, However in 2018/19 the number of people with disability decreased again to 0%. For the evaluated years, 2015 to 2019, the number of women and black women increased annually. This information reveals that, while there are some issues which could have arisen in the selection criteria particularly in 2016/17, the programme is becoming more accessible to black Africans, women and black women. However, persons, people with disability comprised only 3% for 2017/18 which means that the programme is still not accessible to them.

#### **4.3.2. Accessibility of the Programme in Terms of Qualification**

- Since the inception for selection into the ILDP, beneficiaries were expected to have a 3-year bachelor's degree (NQF 7).
- If no NQF 7, candidates should have at least a Grade 12/matric certificate with extensive senior management experience. They should have developed capabilities in the areas of strategy, finance, marketing, sales, operations, leadership, management and having completed various short courses/competency-based programmes so as to be able to

be Recognised for Prior Learning (RPL) against the National Qualifications Framework (NQF).

- In an endeavour to increase the pool of potential candidates on the ILDP, the Retail Management Development Programme (RMDP) was developed and launched as a feeder programme in 2012. Since then, the RMDP has been the bridging course for beneficiaries into the ILDP.
- For the years 2015/16 to 2017/18, the ILDP was not accredited, but it was only for 2018/19 that the programme was accredited. The minimum entry requirement for the ILDP is strictly NQF 7. This is for the delegates who only have extensive senior management experience, while the delegates who only did the RMDP no longer qualify for the programme. Career progression is therefore no longer as clear as it was intended initially and possession of the RMDP no longer upgrades one into the ILDP.

#### **4.4 Efficiency of the Programme**

- The results showed that 89%, 88%, 56% and 46% for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively indicated that the selection, registration and training were all done on time, and they graduated at the originally set date. These results show a deterioration in efficiency on the dimension of ease of registration and completion of the program on the initially stated dates.
- Moreover, 90%, 82%, 93% and 73% for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively, of respondents agreed that the programme content and delivery structure were favourable for completion; and did not lead to any dropouts. Again, this suggests a decline in efficiency. Furthermore, 100%, 94%, 93% and 82% of respondents for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively agreed that the processes in place support the desired outcomes of the ILDP. This trend again buttresses the decline in efficiency on the program.
- Asked whether they agree or not that there should not be an alternative to the program, 87%, 88%, 81% and 61% for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively agreed. These results also show that there was an increase over time in the proportion of respondents who feel that there should be an alternative to the program.

- Overall, while most of the respondents agree that the program was efficient, there was an increase over time of respondents who disagreed and raised issues.

## **4.5 Impact of the Programme**

### **4.5.1. Improvement at Individual Level and Sector Productivity**

- For 2015/16 to 2017/18, all respondents agreed that they were now effective leaders since completion of the ILDP. However, for 2018/19, 10% of the respondents objected. Further, 96%, 100%, 96% and 85% of respondents for 2015/16, 2016/17, 2017/18 and 2018/19 respectively, agreed that they can now execute tasks they previously struggled with more efficiently and effectively.
- For 2015/16 to 2017/18, all respondents agreed that their target achievement rate had significantly improved since completing the ILDP. However, in 2018/19, 18% of the respondents disagreed.
- For 2015/16 to 2017/18, the respondents agreed that the ILDP learning material is fully applicable to their day to day work routine. However, for 2018/19, 12% of the respondents disagreed.
- Furthermore, 96%, 94%, 100%, 91 % of the respondents for 2015/16, 2016/17, 2017/18, 2018/19 respectively, agreed that they can now contribute greater value to their company due to completion of the ILDP.
- For 2015/16, 2016/17, 2017/18 and 2018/19, 100%, 94%, 100% and 84% of the respondents agreed that they are fully able to pass on the leadership skills learnt through the ILDP to their subordinates and others. Overall, the analysis of the impact of the programs reveals that the programme had an impact, although a few respondents objected.
- There was a decline in the relevance, effectiveness, efficiency and impact of the ILDP program. The year 2018/19 was the worst in terms of all these evaluations, and this calls for a greater research into the cause behind this development.

### **4.5.2. Beneficiaries Career Advancement**

- Of the 117 beneficiaries who participated in the study, for 2015/16, 75% of the beneficiaries claimed that their career improved, 16% said it remained unchanged,



while 9% said it regressed. For 2016/17, 56% said their career improved, 16% said it remained unchanged and 0% said it regressed. For 2017/18, 58% said their career improved, 0% said it regressed, and 42% said it was unchanged. For 2018/19, 42% said their career improved, 0% said it regressed, while 58% said it remained unchanged. From this information, the study found that the number of beneficiaries who said their career improved after completion of ILDP decreased annually.

- However, between 2016/17 and 2017/18 there was an increase of 2%. It is only in 2015/16, where 9% of beneficiaries showed that their career regressed, while for all the other years, none of them said that their careers regressed. The number of respondents who indicated that their career remained unchanged increased annually, that is, for all the years evaluated. The study found that for all the years evaluated, the greatest number of respondents who said their career remained unchanged (58%) was during 2018/19.

#### **4.5.3. Return on Investment**

- Most of the companies do not measure ROI in the ILDP. However, there are further costs that the employers showed they incurred while sending their employees for the programme. Some of these included the stipend that is given to the employees for the programme, and the relieving allowances given to a person who covers up the space of the one who went for the programme.
- Regarding the non-monetary costs, the employers showed that the time spent away from the business by the beneficiaries had a great effect on their everyday operations. On the positive side, the employers alluded that the trained beneficiaries were more productive and effective in carrying out their duties. Hence, this increased productivity and profitability of the employers. It can therefore be concluded that though the ILDP had disadvantages, there were also some notable improvements reflected on beneficiaries and the retail industry.

#### **4.6 Sustainability of the Programme**

- A greater number of stakeholders justified the relevance, effectiveness, efficiency and positive impact that the programme has. For instance, from the employer's point of view, the programme is only sustainable if it could respond to the specific needs and

skills of the workplace, and those skills should be maintained even after the completion of the programme. The beneficiaries display leadership roles in their respective departments. They are now able to lead companies effectively and engage with their subordinates. The programme enabled the SETA to achieve skills development as one of the objectives. Moreover, there are many success stories registered under the programme. However, there is a need for constant revision of the modules to ensure their relevance. The programme is still not yet accessible, especially to the people with disability.

#### **4.7 Replicability of the Programme**

- The ILDP was previously not linked to any qualification. However, with an attempt to improve the programme, the current training provider linked the programme to the NQF 8 qualification. The accreditation of the programme frustrated both the beneficiaries and the employers, since the beneficiaries nominated for the programme are those with NQF 7 and those without. To resolve the frustrations, training providers further categorised the beneficiaries into groups of those with NQF 7 and those without, with the belief that those without NQF 7 will get it at the completion of the programme and those with NQF 7 will get NQF 8 as per accreditation. Although, this was done to resolve the issue, it caused more conflicts between the beneficiaries, training providers as well as programme managers. A great number of stakeholders said there is a need to stabilize the programme's entry requirements as well as the accreditation issue.

#### **4.8 Challenges of the Programme**

- Poor communication between stakeholders was one of the challenges raised by the study. Most of the beneficiaries indicated that there is no clear communication from the SETA on how the programme is run, that is from the application, nomination, registration and finally acceptance into the programme.
- The introduction of the accreditation status on the programme was found to have caused a lot of confusion about the selection criteria. There were beneficiaries who did not meet the new NQF Level 7 minimum entry requirements of the programme. This made it difficult for the training providers to work with them.

- Logistical issues were also found to be a challenge experienced. Stakeholders cited that the preparation of travelling documents was quite difficult.
- The time factor was also experienced as a challenge. The yearly commencement of the programme was normally delayed by the SETA which affected planning for most employers.
- Changing of training providers after a short period of time caused inconsistencies in the delivery of the program, since the delegates are exposed to different learning materials.

## **5. Conclusion**

The study established the impact of the ILDP by evaluating the relevance, effectiveness, efficiency, sustainability and replicability of the ILDP for the beneficiaries. The programme was relevant, effective and efficient. However, the relevance, effectiveness and efficiency declined over the period under study. The major challenges encountered by the program were poor communication amongst stakeholders, poor coordination of logistical issues, a limited timeframe, and inconsistent selection criteria and challenges with accreditation of the program.

## **6. Recommendations**

Based on the findings, the following recommendations were suggested:

- i. Most of the respondents in the study were males, yet the programme was designed to target mainly women. Moreover, only 1% of these had disability. Most of the respondents were also from Gauteng, hence there is a need to revise the selection criteria in order to prioritise the participation of other regions outside Gauteng. The SETA should therefore develop a quota system to ensure fair representation of women, people with disability and other provinces in the programme.
- ii. Analysis of relevance revealed that though it was generally high, relevance declined over the years, thus suggesting that there could have been changes in the work and sector environments. There is thus a greater need to constantly revise the course content to reflect the dynamic and constantly changing work and sector environment.
- iii. The study revealed a positive impact of the programme on beneficiaries and employers, the workplace and the wholesale and the retail sector. It is recommended

that the programme should be strengthened, improved and continued. It enhances the socio-economic status of the beneficiaries and employers.

- iv. The study also revealed that there was poor communication between the SETA and the stakeholders. There is thus a need for the SETA to improve the flow of its communication strategies from the application process up until the programme ends. This should involve communicating the successfully and unsuccessful nominations for the programme, what is required from the beneficiaries and how the programme is going to run.
- v. There should be online courses that are introduced. The wholesale and retail industries are quite demanding, which requires people to be on duty every day. Thus, if the course can be accessed online, the people can still do assignments while at work. On the other hand, the programme managers should bear in mind the objectives of the programme, that is empowering of people in rural areas as well as the historically disadvantaged.
- vi. The study found though, that some of the beneficiaries on the programme did not meet the minimum entry requirements. This caused the program to be divided into two groups, thus resulting in confusion and frustrations at workplaces. There is a need for the SETA to set a strict standard for selection to eliminate the situation where some are accredited to NQF Level 7 while others to Level 8. This can be improved if training providers are involved in the selection process.
- vii. There were inconsistencies in the course content for the program. Further enquiry revealed that this was attributed to the changing of training providers from time to time. It is therefore recommended that the course content be standardised, and provider related variations should be eliminated. This will improve the credibility of the program.
- viii. Findings of the study concluded that for the all evaluated years, more than half of the respondents in 2018/2019 indicated that their career remained unchanged. It is recommended therefore that there should be an impact evaluation conducted annually to determine whether the programme has achieved its objectives in terms of career advancement and if not, what could have been the cause. This would assist in resolving these immediately.

## **1. INTRODUCTION**

### **1.1. Introduction and background**

The Wholesale and Retail Sector Education and Training Authority(W&RSETA) was established in 2000 in terms of the Skills Development act 97 of 1998 (as amended). The public entity aims to facilitate the skills development needs of the Wholesale and Retail Sector (W&RS) through the implementation of learning programmes, disbursement of grants and monitoring of education and training as outlined in the National Skills Development strategy. It should be noted that the National Skills Development strategy will change to the National Skills Plan 2030 by the 1<sup>st</sup> April 2020.

In 2009, the W&RSETA designed a comprehensive learning programme called the International Leadership Development Programme (ILDLP), to develop future leaders of the wholesale and retail sector in South Africa. The programme aims at exposing its high potential leaders from the W&RSETA's constituent organisations to the W&RS best practice both locally and internationally. The ILDP beneficiaries also could interact with global thought leaders. To date, 348 executive seniors have enrolled for the programme. However, the programme was only accredited in the 2018/19 period. Figure 1.1 below shows the ILDP timeline for the period under consideration.

Figure 1.1: ILDP Timelines



Source: W&RSETA (2020)

The W&RSETA has spent huge sums of money to fund the ILDP programme. From the period 2015-2019 alone, R148.1 million was spent by the SETA towards the programme as highlighted in Table 1.1 below.

Table 1.1: Yearly budget allocation

Year	Budget	Service Provider
2015/16	R51.6 million	Gibs/ Henley Business School
2016/17	R51.6 million	Gibs/ Henley Business School
2017/18	R21.5 million	Gibs
2018/19	R 23.4 million.	Regenesys Business School

Source: W&RSETA (2019)

According to the W&RSETA, the ILDP was developed to achieve the following objectives:

- Increase the talent pipeline of highly promotable leaders.

- Create “stickiness” in the sector; address the problem of other sectors poaching key people.
- Create “champions” for the sector; highly visible, successful young leaders who are able to influence other potential young leaders.
- Progress thinking on key industry topics by engaging a broader cadre of stakeholders through the means of industry challenges that have to be solved by participants.
- Create awareness for the South African wholesale and retail sectors internationally and potentially create business opportunities.

The programme promotes the development of a network of empowered executives that can leverage each other’s experiences to the betterment of their own organisations’ strategic and operational sustainability. Additionally, the ILDP cultivates not only personal and professional development, but also creates opportunities for participants to function more effectively in a team.

The targeted group for the programme was individuals in senior management positions who had the potential to be or were appointed as senior executives within a two- or three-year period. The senior managers were supposed to have a commensurate area of responsibility including managing a function of a business or an area of work that delivers on the strategy of the organisation. Furthermore, the selection criteria required individuals responsible for delivery on key performance dimensions who had budgetary and resource allocation independence as well as a direct impact on the achievement of the strategic objectives of the organisation and managed a large staff complement. Holders of a 3-year bachelor’s degree or equivalent were eligible, or at least a Grade 12 / Matric certificate. They should have had extensive senior management experience with demonstrated developed capabilities in the areas of strategy, finance, marketing, sales, operations, leadership, management and have completed various short courses/competency-based programmes<sup>3</sup>.

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<sup>3</sup> <https://sandtonchronicle.co.za/210258/congratulations-wrseta-ildp-class-2017/>

## **1.2. Aim of the Study**

This study sought to find out the extent to which the ILDP is achieving its intended objective which was to determine the impact of the ILDP for the period from 2015-2019. In doing so, key issues such as relevance, efficiency, effectiveness, impact, sustainability and replicability of the programme were examined.

In this respect, the study assisted the W&RSETA to have a clear understanding of the project benefits/ project organisational benefits in relation to:

- The upskill of the existing managers within the Wholesale and Retail sector
- Assist businesses to increase business rewards and their bottom line
- Broaden manager's knowledge and skills growth for top management
- Career acceleration and succession of beneficiaries towards senior/executive management over the past five years
- Evaluation of the programme including theoretical knowledge components in support of beneficiaries and exposure and relevance to and in the work succession.
- Attainment and outcome against SETA's SSP and relevant scarce skills identified over the past five years SSPs.
- Impact of investment versus programme impact over the past five years by the SETA.

## **1.3. Structure of the Report**

This report is arranged into five chapters, each aimed at different aspects. Chapter 1 provides the introduction and background of the W&RSETA 's ILDP. Chapter 2 reviews both theoretical and empirical published literature relevant to Leadership Development Programmes from a broader and general perspective. The methodology and approach utilized in conducting the research are explained in Chapter 3. Chapter 4 presents the findings in accordance with the objectives of the study through triangulation of submissions from the different stakeholders engaged. Chapter 5 is the findings summary, conclusion and the recommendations.



## **2. LITERATURE REVIEW**

### **2.1. Introduction**

Training is a fundamental investment in a strategy that leads to internal promotion, succession planning and employee's development. Like any other organizational activity, it demands time energy and money (Topno, 2012). It is crucial therefore for an organization to know whether its investment is being spent effectively or not. It is through a continued evaluation of training that the organization will find out if its investment is spent wisely, and whether the training program meets its targets, goals and objectives. The field of leadership and executive development has been an issue of interest in both the private and public sectors, since the 21<sup>st</sup> century. In this respect, this study set out to assess the impact of the ILDP on its intended beneficiaries for the period of 2015-2019.

This chapter reviews published literature on the ILDP. The theoretical definitions of the ILDP are explored before discussion on lessons from other countries regarding how they prepare and approach the the ILDP. Lastly, the theoretical methodology that guides the study will be explained.

### **2.2. Conceptualization of Leadership and Leadership Development**

#### **2.2.1. Leadership**

In order to understand leadership development programmes, it is critical to first understand the meaning of the concept of leadership. While there are various definitions of leadership, the (Institute for Sustainability Leadership, 2017)of the British Council (2017) describes leadership as an influence relationship between leaders and collaborators who intend significant changes that reflect their mutual purposes. Leadership is the art of mobilising others to want to struggle for shared aspirations and the ability of a human community to share its future, and specifically to sustain the significant processes of change required to do so.

### **2.2.2. Leadership Development**

Leadership development therefore prepares people for roles and situations beyond their current experience (Bolden, 2005). It is defined as activities which advance the skills, abilities and confidence of leaders. Furthermore, leadership development is referred to as increasing the collective capabilities of organizational members to engage effectively in leadership roles (Davis & Christioan, 2016). According to Amagoh (2009), leadership development is supposed to be comprehensive and be incorporated systematically into the organizational culture in order to create leaders who are capable of dealing with organizational challenges. It demands complex interactions between mentors, peers, and groups within social networks which may extend beyond the organisation. Hurun & Mom (2014) further highlights leadership development as systematically organised advancement in the quality of leadership within a person.

The majority of successful organisations concentrate on developing comprehensive leadership development programmes which support various talents within them. The leadership development concept culture is identical to a learning organisation (Harun & Mom, 2014). The learning organisation empowers organisational members, encourages collaboration and sharing of information, creates opportunities for learning and advocates for leadership development.

The major goal of a good leader is to reinforce purpose and value, creation of vision and strategies, and building of continuity and initiation of appropriate organizational change (Harun & Mom, 2014). Additionally, leadership developers should first create a metric for the evaluation of leadership effectiveness. It is also important to have better comprehension of conditions or contextual factors necessary to enable the development of effective leaders (Huran & Mom, 2014).

Fundamental to the contention about the adequacy of leadership development is the question of whether you can train or create leaders. Early theories of leadership suggested that great leaders are developed due to an inborn blend of capacity and individual attributes. Resulting models have scrutinized this declaration, contending that leadership behaviours and abilities

can be learned as well as gained after some time. Thus leadership development is learned, no one is born as a leader (Bolden, 2005).

Leadership development programmes have been crucial aspects for both private and government sectors in order to develop and increase qualities in an individual (Huran & Mom, 2014). Furthermore, Huran and Mom (2014) assert that there are three components involved in leadership development programmes. These include developing self-efficiency in the leadership domain, creating awareness of the importance of motivation in the third person and building leadership skills particularly to head followers (Huran & Mom, 2014). Amagoh (2009) identifies the three approaches of leadership development namely; integrated-solution approaches, experienced based approaches and miscellaneous approaches.

Bolden (2005) asserts that good leadership development programmes should be comprised of leadership courses, facilitated workshops, coaching, counselling and mentoring, reflective writing and journals, action learning, role play and simulations, leadership exchange, psychometric testing, 360 degree appraisal, leadership consultancy and e-learning.

### **2.3. Empirical Evidence on Leadership Development Programme**

This section discusses how other countries as well as other national sectors report on their leadership development programmes. The focus is on how leadership development is fulfilled. The main focus of this review is countries that are at a developed stage of their economy as compared to South Africa. Therefore, BRICS countries were selected. The review is aimed at highlighting how other countries approach the issues of leadership development programmes.

#### **2.3.1. India Leadership Programme for Senior Executives**

In India, through the Leadership Programme for Senior Executives (ILPSE), participants develop strong general management and leadership skills to capitalise on India's growth potential. Delivered in several components so that one can continue in their job full time, the ILPSE helps individuals build an integrated approach to management that draws both on operational skills and creativity. The ILPSE is a one-year part-time programme developed specifically for the Indian context; learning focuses on four areas that together comprise excellent leadership;

- A comprehensive understanding of key frameworks and concepts that underlie modern management theory.
- Hands-on engagement with business management, processes and techniques.
- Development of individual and professional values and beliefs to guide the future of your career and organisation.
- Integration of concepts and frameworks on strategy, innovation, entrepreneurship and digital leadership/ transformation.

### **2.3.2. China Executive Leadership Development Programme**

The purpose of the China Executive Leadership Development Programme is to nurture world-class leaders and foster real economic growth and shared prosperity between China, the BRICS countries (Brazil, Russia, Italy, China and South Africa) and the world. The programme combines robust academic rigour with practical networking and business development opportunities. Participants are exposed to applied learning by using innovative simulation techniques, master classes and sector level market intelligence (Brics Institute, n.d.). This is coupled with exposure to 'Giants of Industry', focused networking opportunities, and commercial matching to sector-level opportunities.

The programme is designed for leaders and executives in the private, public sector and state-owned enterprises, or for entrepreneurs wishing to expand their businesses internationally. (Brics Institute, n.d.). The programme provides a truly global and life-changing experience, it inspires and energises participants, and develops Emotional (EQ) and Spiritual (SQ) intelligence. The programme comprises five days of learning, visiting leading companies, networking and business matchmaking, and sensory adventures. Participants travel to Shanghai, the commercial capital of China. A series of master classes delivered by specialist experts, and top business and government leaders offers adult-based experiential and interactive teaching and learning methodologies.

Delegates explore concrete business development opportunities between BRICS countries. Study tours, visits to top companies, and networking events promote the development of relationships and inspire trust among the programme delegates (Brics Institute, n.d.). The programme offers great opportunities for delegates to network locally and globally and to

develop mutually beneficial business and influential relationships that will endure beyond the programme completion. It also includes cultural, team-building and sightseeing activities. The primary learning focus is on the following areas:

- Overview of the economy, history, culture and legal systems of China;
- Opportunities and challenges of doing business in China and the BRICS countries;
- Purpose-driven leadership and emotional (EQ) and spiritual (SQ) intelligences;
- International management: success and failure factors;
- Entrepreneurship, innovation, creativity and imagination; and
- Digital economy, artificial intelligence, robotics, virtual reality, machine learning, internet of things (IoT), and Big Data.

### **2.3.3. Brazil Executive Leadership Development Programme**

An abundance of natural resources and innovative social policies have helped lift Brazilians from poverty. While the production of oil and soya beans has been the benchmark of the Brazilian economy, significant progress has been made in sustainability. They are world leaders in green plastics, renewable plantations, etc. The primary learning focus of the Brazil Executive Leadership Development Programme is in the following areas:

- An overview of the economy, history, culture and legal systems of Brazil;
- Opportunities and challenges of doing business in Brazil and BRICS countries;
- Purpose-driven leadership, Emotional (EQ) and Spiritual (SQ) intelligence;
- Professional communication and member-state protocols;
- Diplomacy and the art of negotiation in Brazil;
- International management: success and failure factors;
- Energy, ICT, defence, mining, and aviation, as well as Brazil's leading services sector;
- Entrepreneurship, innovation, creativity and imagination;
- Digital economy, renewable and advanced energy, infrastructure, manufacturing, and new growth sectors;
- Rapidly expanding Fintech, education, and tourism sectors, as well as start-ups that await new franchisees; and
- The programme will also include cultural, team-building and sightseeing sessions.

#### **2.3.4. World Health Organization's Leadership Development Programme**

The World Health Organization's (WHO) Leadership Development Programme (LDP) is an action-oriented leadership development process conducted over a period of four to six months. The LDP aims to provide Human Resources (HR) personnel with the necessary skills to manage the people challenges they encounter in their places of work (WHO, 2011).

This is done by enrolling them in a series of workshops . Three workshops were held in Kenya from November 2009 to February 2010, finishing with a Results Workshop in May 2010. In the first workshop, participants were introduced to the MSH 'Leading and Managing for Results Model' and then they were introduced to the leading practices of 'scanning' and 'focusing' to identify an HR challenge to address. In the second workshop participants gained skills in root cause analysis and how to prioritize and rank actions. In the third workshop, the participants learned how to increase and sustain their capacity to work in teams (WHO, 2011). Finally, the teams met in a results workshop where they were expected to report on how they had succeeded in addressing their challenges.

The WHO's LDP was successful at encouraging teams to address their HR-related challenges and develop action plans to achieve measurable results. With HR obstacles addressed, service providers are now in a better position to improve service delivery and ultimately health outcomes (WHO, 2011).

Table 1. Summary of Leadership Development Programmes in different countries

Country	Name of the leadership program	Aim	Learning Programme Focus
<b>China</b>	China Executive Leadership Development Programme	The purpose of the China Executive Leadership Development Programme is to develop world-class leaders and foster real economic growth and shared prosperity between China, the BRICS countries (Brazil, Russia, Italy, China and South Africa) and the world.	<ul style="list-style-type: none"> <li>• Overview of the economy, history, culture and legal systems of China.</li> <li>• Opportunities and challenges of doing business in China and BRICS countries</li> <li>• Purpose-driven leadership, emotional (EQ) and spiritual (SQ) intelligences</li> <li>• International management: success and failure factors</li> <li>• Entrepreneurship, innovation, creativity and imagination</li> <li>• Digital economy, artificial intelligence, robotics, virtual reality, machine learning, IoT (Internet of things), and Big Data.</li> </ul>
<b>India</b>	India Leadership Programme for Senior Executives (ILPSE),	ILPSE aims at assisting participants to develop strong general management and leadership skills to capitalise on India's growth potential. The programme is delivered in several components so that one can continue in the job full time, and helps individuals build an integrated	<ul style="list-style-type: none"> <li>• A comprehensive understanding of key frameworks and concepts that underlie modern management theory</li> <li>• Practical and hands-on engagement with business management, processes and techniques</li> <li>• Development of individual and professional values and beliefs to guide the future of your career and organisation.</li> </ul>

Country	Name of the leadership program	Aim	Learning Programme Focus
		approach to management that draws both on operational skills and creativity.	<ul style="list-style-type: none"> <li>Integration of concepts and frameworks on strategy, innovation, entrepreneurship and digital leadership/transformation.</li> </ul>
<b>WHO (Kenya)</b>	World Health Organization International Leadership Development Programme	The LDP aims to provide HR personnel with the necessary skills to manage the human resource challenges they encounter in their places of work.	<p>Learners are introduced to three workshops.</p> <ul style="list-style-type: none"> <li>In the first workshop, participants are introduced to the MSH 'Leading and Managing for Results Model' and then they are introduced to the leading practices of 'scanning' and 'focusing' to identify an HR challenge to address.</li> <li>In the second workshop they gain skills in root cause analysis and how to prioritize and rank actions.</li> <li>In the third workshop, the participants learn how to increase and sustain their capacity to work in teams</li> </ul>
<b>South Africa</b>	W&RSETA ILDP	<p>Increase the talent pipeline of highly promotable leaders</p> <p>Create "stickiness" in the sector; address the problem of other sectors poaching key people</p>	<ul style="list-style-type: none"> <li>BI and the macro landscape,</li> <li>Strategic leadership, Personal mastery, Strategic planning and execution,</li> <li>Creative and innovative thinking, Critical thinking and problem solving,</li> <li>Communication and group dynamics,</li> </ul>



Country	Name of the leadership program	Aim	Learning Programme Focus
		<p>Create “champions” for the sector; highly visible, successful young leaders who are able to influence other potential young leaders</p> <p>Progress thinking on key industry topics by engaging a broader cadre of stakeholders through the means of industry challenges that have to be solved by participants</p> <p>Create awareness for the South African wholesale and retail sectors internationally and potentially create business opportunities.</p>	<ul style="list-style-type: none"> <li>• Introduction to operations and supply chain management,</li> <li>• Supply innovation (international programme), Marketing principles,</li> <li>• Strategic marketing,</li> <li>• International in-market immersions,</li> <li>• Exposure to best practice through visiting leading wholesalers and retailers on the international study block,</li> <li>• Action Learning Projects and Finance for wholesalers and retailers.</li> </ul>

Source: Compiled by Underhill Corporate Solutions (2020)

## **2.4. Theoretical framework for Impact Assessments**

The following section is the review of literature on the existing methodological approaches relevant to impact assessment of training interventions. In order to evaluate the relevance, effectiveness, efficiency, sustainability and replicability of any program, a choice of appropriate methodology is always the point of departure. This review provides a discussion of several noted approaches and their empirical applications before a synthesis of the various approaches into the formulation of the framework for this study.

### **2.4.1. Evaluation**

According to Dale (2004), evaluation is simply the assessment of value. Evaluations happen in all areas of life, informally or more formally, whenever an individual wants to have an understanding and knowledge of the end results of a certain event or action. For instance, an individual may need to have knowledge of how and why certain things are happening, or how things are being done. The purpose of such knowledge and understanding is to find out if things can be done differently (Dale, 2004).

### **2.4.2. OECD Impact Assessment Approaches**

The Organization for Economic Cooperation Development (OECD) policy paper of 2014 covers various distinct impact assessment approaches. These are applicable to distinct areas of research, and include areas such as the impact of training, infrastructure development, policy interventions and other activities. According to the OECD (2014:1), the choice of an impact assessment approach is dependent on (i) the specific objectives of the impact assessment project and (ii) the data and other resources that will need to be assembled for the study. The impact assessment approaches are summarised by the OECD into four categories namely: impacts in monetary terms, understanding how impacts happen, studies focusing on particular limited outcomes and studies on performance measurement.

The specific evaluation approaches include:

- **Before-after analysis** – this approach requires pre-training data to be collected so as to allow researchers to analyse paired samples and ascertain how beneficiaries perform after the training intervention. The pre-training results will hence form a baseline, with the net-effect being the difference between the pre and post test scores. With the use

of inferential methods such as paired samples t-tests, researchers will be able to establish whether the training intervention has yielded any significantly positive result or not. However, this approach is inapplicable in instances where pre-training data was not collected, due to the absence of a baseline, as in this study.

- **Cost-Benefit analysis (CBA)** – a common approach, CBA is the process of quantifying in monetary terms the benefits and costs of a specific project. This approach is applicable both as a project appraisal tool (to ascertain project feasibility) and as an impact assessment tool (to ascertain the results of a project) (Orren & Terblanche, 2009). CBA allows for an assessment of both quantifiable and non-quantifiable benefits and costs of a project; while being customised to identify groups of stakeholders that would have been affected by that project. However, this approach is costly and time consuming due to its requirement of large amounts of secondary data for the analysis of costs and benefits (Munoz & Munoz, 2000).
- **Surveys, Interviews** – The OECD (2014:12) also defines a survey (through interviews and questionnaires as a distinct approach to impact assessment). The researcher can obtain first hand information from participants in training about their experiences, understanding and transformation as induced by the training. However, while the value of surveys is undeniable, their reliance on self-evaluation leaves them prone to response bias and any biases introduced by the survey team.

#### **2.4.3. Five OECD/DAC Evaluation Criteria**

To evaluate the relevance, effectiveness, efficiency, sustainability, impact and replicability of the ILDP, OECD/DAC evaluation criteria will be utilized. The OECD/DAC evaluation criteria were established as far back as 1991 by the Development Assistance Committee (DAC) of the Organization for Economic Cooperation Development (OECD), as the evaluation criteria for development aid (Chianca, 2008). The five OECD/DAC evaluation criteria are found on the argument that evaluation determines the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability of efforts supported by aid agencies (Dale, 2004).

#### 2.4.3.1. *Relevance*

Relevance is the extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities, and partners and donors' policies (Sweden, 2018). Unfortunately, most development programs in different fields might not have been realistic. In evaluating the relevance of a project, the following questions should be considered (Chianca, 2008);

- To what extent are the objectives of the program still valid?
- Are the activities and outputs of the program consistent with the overall goal and the attainment of its objectives?
- Are the activities and outputs of the program consistent with its intended impacts and effects?
- How well does the programme fit with other development work done previously in the same area?
- Do intended beneficiaries avail themselves of a provided facility because of its affordability or for other reasons?

In 2018 for instance, the Republic of Serbia evaluated the efficiency and effectiveness of its development assistance per sector through utilizing the five OECD/DAC evaluation criteria. It was concluded that Official Development Assistance (ODA) has been relevant to both government and donor policy objectives.

The Kirkpatrick's four level training evaluation can also be used to measure the relevance of the development intervention. Developed by Kirkpatrick in 1959, the model can be implemented before, during, and after training to show the value of training in achieving intended outcomes. Kirkpatrick's model views training evaluation as a four-level phenomenon which requires unpacking the reaction, learning, behaviour, and results of a training program (Kaufman & Keller, 1994). The appropriate levels relevant to evaluations are level one and level four;

- **Level 1: Reaction:** focuses on evaluation of participants' reaction to the value of the training they have obtained.
- **Level 4: Results** – this level focuses on analysing the overall extent to which the training programme managed to meet its intended outcomes.

Tan & Newman (2013) applied Kirkpatrick's model in their evaluation of training effectiveness among the sales force in retail organisations in the United States of America (USA). After surveying 150 retail organisations, Tan and Newman (2013) found that Kirkpatrick's training evaluation model was highly applicable in the retail space. It was discovered that insufficient application of evaluation tools results in retail organisations not measuring the value provided by training interventions.

#### *2.4.3.2. Effectiveness*

Effectiveness expresses the extent to which the development intervention's objectives were achieved, or are expected to be achieved, considering their relative importance (Chianca, 2008). Dale (2004) also highlights that for effective assessment, it is very helpful to focus mainly on the effects on the achievement side. This is because the effect level is normally the initial level at which the benefits of the intended beneficiaries are directly expressed. It measures an extent to which assistance activity attains its objectives. In the evaluation of effectiveness, the following questions are considered.

- To what extent were the objectives likely to be achieved?
- What were the major factors influencing the successful achievement of the objectives?

The Serbian evaluation of the efficiency and effectiveness of development assistance revealed that their ODA was tracked from the outputs of the desired objectives, and overall, the effectiveness of ODA was medium (Sweden, 2018).

The Kirkpatrick's model is also applicable to evaluate the effectiveness of the program. Levels two and four are the most appropriate to measure the effectiveness of an intervention.

- **Level 2: Learning** – at this level, an evaluation of what the participants learned during the training is evaluated. To make this more effective, evaluators need to be more privy to the training content and learning objectives so as to measure performance against intended outcomes.
- **Level 4: Results** – this level focuses on analysing the overall extent to which the training programme met intended outcomes.

#### 2.4.3.3. Efficiency

Efficiency describes how economically inputs/resources are converted to results. It is an economical term which can be used to indicate the extent to which the assistance program utilizes less costly resources in order to achieve results (Chianca, 2008). According to Dale (2004), all outputs are normally quantified which includes the total cost of the various inputs that have gone into producing outputs. It also includes a comparison of the different approaches which can be used to attain the same outputs. To evaluate the efficiency of a program the following questions should be considered;

- Were activities cost-efficient?
- Were objectives achieved on time?
- Was the program or project implemented in the most efficient way compared to alternatives?

The Republic of Serbia used the OECD/DAC evaluation criteria to measure the efficiency of its development assistance programme. The efficiency of the OAD support was found to be low-medium. The low ranking was due to the inability of OAD support to negotiate the Serbian context relating to external rule of law models, methods and initiatives.

- The Phillips' Return on Investment (ROI) model also measures the efficiency of any development program. The ROI model offers a key solution to training evaluation through its incorporation of the monetary benefits and costs related to a training program (Srivastava, 2018; Downes, 2017). Further, ROI satisfies the needs of this study. The benefits are revealed in level four when translated into monetary terms to facilitate a ROI calculation through the formula:

$$ROI = \frac{\$ \text{Benefit of training} - \$ \text{Cost of training}}{\$ \text{Cost of training}} \times 100$$

The level four of Kirkpatrick's model is also applicable to evaluate the efficiency of the development program.

- **Level 4: Results** – this level focuses on analysing the overall extent to which the training programme managed to meet its intended outcomes.

#### 2.4.3.4. *Impact*

Impact is the positive and negative changes resulting from a development intervention, directly or indirectly, intended or unintended (Chianca, 2008). It's the result of major effects of an activity on the local social, economic, environmental and other development indicators (Chianca, 2008).

The investigation should focus on positive and negative external factors and also their intended and unintended results. The evaluation must consider the following questions.

- What has happened as a result of the program or project?
- What real difference has the activity made to the beneficiaries?
- How many people have been affected?

The Serbian study in 2018 to evaluate the effectiveness and efficiency of the assistance development concluded that the impact of the ODA was rather low.

The impact of the program can also be evaluated using the level three and four of the Kirkpatrick's evaluation model.

- **Level 3: Behaviour** – this level measures changes in trainees' behaviour at work after undergoing the training. Hence, this level makes it possible to assess whether the knowledge, mindsets and skills delivered through the program are being implemented in the workplace.
- **Level 4: Results** – this level focuses on analysing the overall extent to which the training programme managed to meet intended outcomes.

#### 2.4.3.5. *Sustainability*

Sustainability Is the maintenance or augmentation of positive achievements by the evaluated programme. It is related to all levels of the framework. Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable (Chianca, 2008). Examples of sustainability include:

- Maintenance of physical facilities produced.
- Continued use of physical facilities; and

- Continued production of outputs.

When measuring sustainability, the following questions should be considered:

- To what extent did the benefits of a program or project continue after funding stopped?
- What were the major factors which influenced the achievement or non-achievement of sustainability of the program or project?

#### *2.4.3.6. Replicability*

Replicability is not part of the OECD/DAC evaluation criteria, however Dale (2004) suggests the need for assessing replicability of development interventions. Further, replicability measures “the feasibility of repeating the particular programme or project or parts of it in another context” (Dale, 2004:81). This kind of measure is crucial for all programmes and projects that one wants to learn for wider application. Replicability is dependent on both programme and environmental factors (Dale, 2004). Therefore, when measuring replicability, the following question should be considered:

- What are the chances that the programme or part of it will give positive results if it is repeated somewhere else?

## **2.5. Synthesis and Proposed Model for the ILDP Evaluation**

For a comprehensive impact analysis of the ILDP, the OECD’s evaluation approaches, the five OECD/DAC evaluation criteria, the Phillips ROI model as well as Kirkpatrick’s four level’ evaluation model were utilized in the study. The above-mentioned guidelines assisted in creating a framework for evaluating the relevance, the effectiveness, the efficiency, impact, sustainability and replicability of the ILDP. Table 2.1 below shows the variables of the study, the measurement approaches proposed and the targeted stakeholders to provide relevant information for each variable.



Table 2.1: Proposed Model for Evaluation

Variable Indicators and techniques for Target stakeholder(s) measurement			
1	Relevance	<ul style="list-style-type: none"> <li>- Extent of validity of programme objectives in addressing W&amp;R sector scarce skills</li> <li>- Whether the calibre of the ILDP graduates satisfy the goals of the programme</li> <li>- Whether the programme execution is in line with intended impacts (empowering young leaders, etc.)                             <ul style="list-style-type: none"> <li>• Kirkpatrick's model levels 1, 4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The ILDP beneficiaries</li> <li>- W&amp;R companies</li> <li>- W&amp;RSETA programme managers</li> </ul>
2	Effectiveness	<ul style="list-style-type: none"> <li>- Participants' appreciation and understanding of the ILDP objectives</li> <li>- Specific skills gaps being addressed by the the ILDP programme</li> <li>- Levels of achievement of the ILDP objectives</li> <li>- How realistic the ILDP objectives are</li> <li>- Factors influencing achievement &amp; non-achievement of the ILDP objectives                             <ul style="list-style-type: none"> <li>• Kirkpatrick's model levels 2, 4</li> <li>• Before-and-after analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The ILDP beneficiaries</li> <li>- W&amp;RSETA programme managers</li> <li>- W&amp;R companies</li> </ul>
3	Efficiency	<ul style="list-style-type: none"> <li>- Monetary &amp; non-monetary costs of the the ILDP</li> <li>- Logistical issues &amp; challenges</li> <li>- Timely achievement of programme targets e.g. completion</li> <li>- Number of entrances vs graduates (drop-out analysis) of the programme</li> <li>- Alternative approaches to conducting the the ILDP                             <ul style="list-style-type: none"> <li>• Before-and-after analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The ILDP beneficiaries</li> <li>- W&amp;RSETA programme managers</li> <li>- W&amp;R companies</li> </ul>

Variable Indicators and techniques for Target stakeholder(s) measurement			
		<ul style="list-style-type: none"> <li>• Cost Benefit Analysis</li> <li>• ROI analysis</li> <li>• Kirkpatrick's model level 2</li> </ul>	
4	Impact	<ul style="list-style-type: none"> <li>- List of results achieved by the the ILDP programme</li> <li>- Positive differences brought by the ILDP to beneficiaries (e.g. career advancement)</li> <li>- Improvement in W&amp;R companies' financial positions, competitiveness etc.</li> <li>- List of scarce skills in the W&amp;R sector before and after graduations from the ILDP               <ul style="list-style-type: none"> <li>• Before-and-after analysis</li> <li>• Kirkpatrick's model level 3, 4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The ILDP beneficiaries</li> <li>- W&amp;R organisations</li> <li>- W&amp;RSETA programme managers</li> </ul>
5	Sustainability	<ul style="list-style-type: none"> <li>- Current sustainability status of the the ILDP</li> <li>- Future sustainability measures planned</li> <li>- Continuation of non-financial sustainability indicators such as shared knowledge, sustained production and impacts               <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Training providers</li> <li>- Industry experts</li> <li>- W&amp;RSETA programme managers</li> </ul>
6	Replicability	<ul style="list-style-type: none"> <li>- Alignment of the ILDP programme structure with skills needs for other sectors</li> </ul>	<ul style="list-style-type: none"> <li>- W&amp;RSETA programme managers</li> <li>- Industry experts</li> <li>- Training providers</li> </ul>

Variable Indicators and techniques for Target stakeholder(s) measurement			
		<ul style="list-style-type: none"> <li>- Compatibility concerns and prospects of merging W&amp;R the ILDP with similar programmes in other countries</li> <li>- Possible impacts of changing the ILDP training providers               <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> </ul>	

Source: Underhill Corporate Solutions (2020)

## 2.6. Conclusion

In summary, the chapter was divided into two parts. The first part was comprised of the conceptual aspects of leadership development and explored the principles underpinning its development. Moreover this part presented an overview of leadership development programmes at international level, examples and presented how other countries reported on their leadership development programmes. Lastly ,the section provided a comparison of the W&RSETA's the ILDP with other countries leadership programmes.

The second part was the theoretical framework that guided the methodology. It commenced by discussing the impact assesement approaches before it could explain and look at how relevance, efficiency, effectiveness, impact, sustainability and replicability could be measured. The second part ended by providing a proposed methodological approach that was utilized by the study. For extensive understanding of the ILDP, a review of published literature was done on leadership and leadership development. Additionally, the empirical literature was reviewed about international leadership programmes so as to determine if there were any gaps or need of modification of the W&RSETA's the ILDP. To achieve the objective of the study, which is the impact assessment of the ILDP, the study assessed the relevance,effectiveness,efficiency,impact, sustainability and replicability of the programme through the use of various analytical tools.

### **3. RESEARCH METHODOLOGY AND APPROACH**

#### **3.1. Introduction**

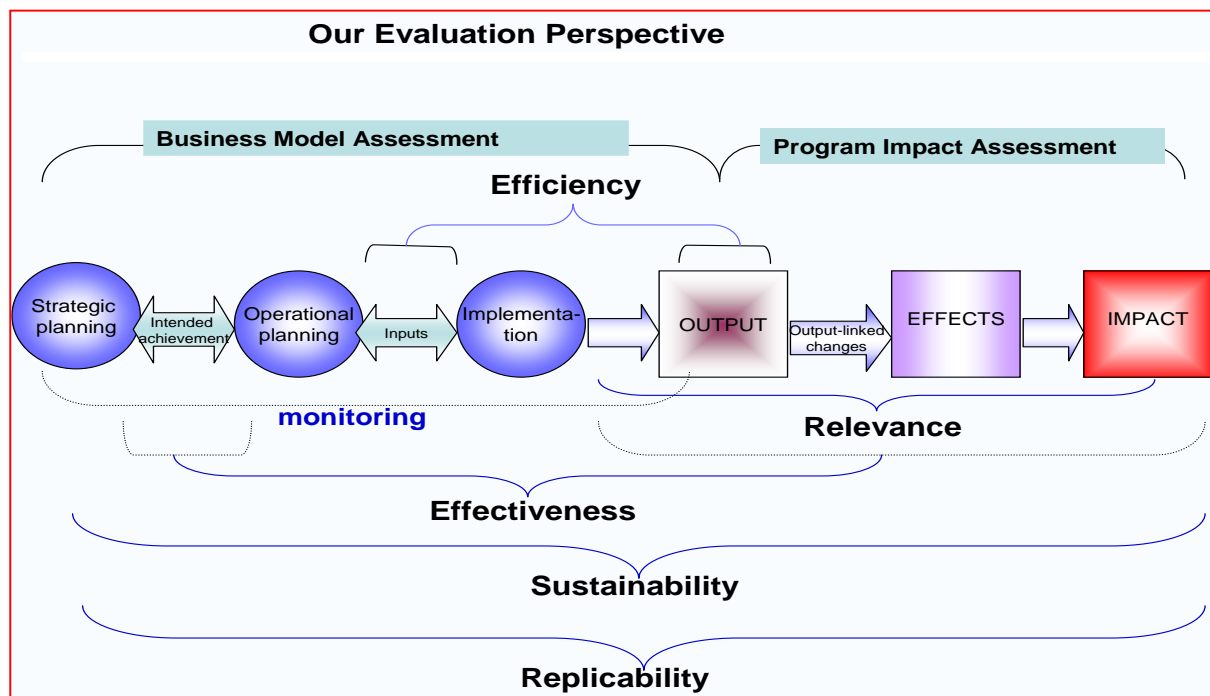
The study sought out the impact of the ILDP for the period of 2015-2019. The study determined whether the ILDP met its intended objectives. Hence the study assessed the relevance, efficiency, effectiveness, impact, sustainability and replicability of the ILDP. Because the study needed in-depth information from various stakeholders, the methodologies proposed included both secondary and primary research, which also used quantitative and qualitative research methods. The qualitative approach assumed the form of narrative and descriptions, while the quantitative approach employed statistical tables as well as graphical representations.

#### **3.2. Research Approach**

An evaluation of development programmes and projects describes, judges and explains what has been done, how activities have been performed, what has been achieved and what future prospects or options may exist. Hence, The Rapid Assessment Evaluation (RAE) and Impact Assessment Methods were found suitable for this study. According to Pearson & Klessner (1992) information gathered through the RAE is particularly focused on programme improvement, problem solving, decision making and extension of experience. RAE combines group (or individual) interviews, key informants, case studies as well as secondary data. On the other hand, Impact Assessment Methods measure how red tape issues are impacting negatively on the development and growth of SMMEs and co-operatives.

Figure 3.1 illustrates an evaluation of the design and delivery of the programme model (referred to in the graph as Business Model Assessment), and an evaluation of the project itself in terms of its impact on the intended beneficiaries (referred to as Programme Impact Assessment).

Figure 2.1: Evaluation Perspective



Source: Underhill Corporate Solutions (<http://www.underhillsolutions.co.za/services.html#me>)

The overall aim of this study was to measure the programmes' impact in terms of the following indicators on behalf of the W&RSETA:

- Relevance: The extent to which the programme addressed the challenges of the beneficiaries to break the cycle of poverty.
- Efficiency: Amount of outputs created and their quality in relation to the resources (capital and human efforts) invested.
- Effectiveness: The extent to which the planned outputs, expected changes, intended effects and intended impacts are being or have been produced/achieved. This was done through a process of evaluation of the programme.
- Impact: Overall consequences of the programme as given by the beneficiaries' group and informants. In measuring the impact, we looked at the direct impact which was given by the stakeholders and the indirect impact from the informants.
- Sustainability: The maintenance or augmentation of positive achievements induced by the programme after the programme has been terminated. This provided the basis for

recommendations about the future implementation of the models derived from the training.

- Replicability: The feasibility of repeating the particular programme or project or parts of it in another context.

## Variables of the study

As outlined in Figure 3.1 above, this study focused on analysing the ILDP's relevance, efficiency, effectiveness, impact, sustainability and replicability as the main variables. Table 3.1 below summarises the study variables, indicators, target participants per variable and the data collection tools used. The following table illustrates the evaluation criteria and the indicators used by the study.

*Table 3.1: Model of Evaluation used in the study*

Variable		Indicators and techniques for measurement	Target stakeholder(s)
1	Relevance	<ul style="list-style-type: none"> <li>- Extent of validity of programme objectives in addressing W&amp;R sector scarce skills</li> <li>- Whether the calibre of the ILDP graduates satisfy the goals of the programme</li> <li>- Whether the programme execution is in line with intended impacts (empowering young leaders, etc.)</li> <li>• Kirkpatrick's model levels 1, 4</li> </ul>	<ul style="list-style-type: none"> <li>- The ILDP beneficiaries</li> <li>- W&amp;R companies</li> <li>- W&amp;RSETA programme manager</li> </ul>
2	Effectiveness	<ul style="list-style-type: none"> <li>- Participants' appreciation and understanding of the ILDP objectives</li> <li>- Specific skills gaps being addressed by the ILDP programme</li> </ul>	<ul style="list-style-type: none"> <li>- The ILDP beneficiaries</li> <li>- W&amp;RSETA programme manager</li> <li>- W&amp;R companies</li> </ul>

Variable Indicators and techniques for measurement Target stakeholder(s)			
		<ul style="list-style-type: none"> <li>- Levels of achievement of the ILDP objectives</li> <li>- How realistic the ILDP objectives are</li> <li>- Factors influencing achievement &amp; non-achievement of the ILDP objectives</li> <li>• Kirkpatrick's model levels 2, 4</li> <li>• Before-and-after analysis</li> </ul>	
3	Efficiency	<ul style="list-style-type: none"> <li>- Monetary &amp; non-monetary costs of the ILDP</li> <li>- Logistical issues &amp; challenges</li> <li>- Timely achievement of programme targets e.g. completion</li> <li>- Number of entrances vs graduates (drop-out analysis) of the programme</li> <li>- Alternative approaches to conducting the ILDP               <ul style="list-style-type: none"> <li>• Before-and-after analysis</li> <li>• Cost Benefit Analysis</li> <li>• ROI analysis</li> <li>• Kirkpatrick's model level 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The ILDP beneficiaries</li> <li>- W&amp;RSETA programme manager</li> <li>- W&amp;R companies</li> </ul>
4	Impact	<ul style="list-style-type: none"> <li>- List of results achieved by the ILDP programme</li> <li>- Positive differences brought by the ILDP to beneficiaries (e.g. career advancement)</li> </ul>	<ul style="list-style-type: none"> <li>- The ILDP beneficiaries</li> <li>- W&amp;R organisations</li> <li>- W&amp;RSETA programme manager</li> </ul>

Variable		Indicators and techniques for measurement	Target stakeholder(s)
		<ul style="list-style-type: none"> <li>- Improvement in W&amp;R companies' financial positions, competitiveness etc.</li> <li>- List of scarce skills in the W&amp;R sector before and after graduations from RMDP               <ul style="list-style-type: none"> <li>• Before-and-after analysis</li> <li>• Kirkpatrick's model level 3, 4</li> </ul> </li> </ul>	
5	Sustainability	<ul style="list-style-type: none"> <li>- Current sustainability status of the the ILDP</li> <li>- Future sustainability measures planned</li> <li>- Continuation of non-financial sustainability indicators such as shared knowledge, sustained production and impacts               <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Training providers</li> <li>- Industry experts</li> <li>- W&amp;RSETA programme manager</li> </ul>
6	Replicability	<ul style="list-style-type: none"> <li>- Alignment of the ILDP programme structure with skills needs for other sectors</li> <li>- Compatibility concerns and prospects of merging W&amp;R the ILDP with similar programmes in other countries</li> <li>- Possible impacts of changing the ILDP training providers               <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- W&amp;RSETA programme manager</li> <li>- Industry experts</li> <li>- Training providers</li> </ul>

Source: Underhill Corporate Solutions (2020)

### 3.3. Data collection procedures

As shown in Table 3.2 this study targeted W&RSETA's ILDP programme manager, W&R



employers whose employees completed the ILDP, training providers as well as the beneficiaries of the programme. Table 3.2 shows the population and sample size as it was determined by the W&RSETA.

*Table 3.2: Sampling Strategy*

Target Group	Number of interviews	Province
<b>IN DEPTH INTERVIEWS</b>		
<b>W&amp;RSETA Programme Manager</b>	1	WRSETA Head Office
<b>Training Providers</b>	All training providers involved in the training of the ILDP	Province where training providers are based.
<b>Employers</b>	13	3 provinces
<b>STRUCTURED INTERVIEWS</b>		
<b>Programme Beneficiaries</b>	30% of the actual beneficiaries for each year and 20% of these were conducted face to face	All provinces
<b>FOCUS GROUP DISCUSSIONS</b>		
<b>Programme Beneficiaries</b>	3	One in Gauteng, KZN and Western Cape

Source: W&RSETA (2020)

The following are the techniques that were employed to ensure that the targeted respondents were reached and represented the W&RSETA sector:

- Multiple methods were utilized to get respondents, i.e. email/telephone/cell phone to the beneficiaries of the training programmes as provided in the W&RSETA database. Follow-up by administering questionnaires in person/face-to-face.
- Employers where these qualified beneficiaries were most likely to be employed.
- Training providers where these beneficiaries were trained.

The entire research design is briefly described below, including the data collection process. The study employed the following data collection method(s):

- In-depth interviews,
- Semi-structure interviews, and

- iii. Focus Group Discussions.

### **3.4. Data analysis and interpretation**

Data generated from the study was analysed by producing frequency distribution tables and computing reliability coefficients. Furthermore, to help the data cleaning process, frequency distribution tables assisted in deriving summary demographic statistics. During subsequent cross-tabulations and chi-square analyses, the demographic statistics were used. Reliability coefficients were computed to evaluate the internal consistency of the responses. Differences and relationships between variables were checked for statistical significance using both parametric and non-parametric statistical procedures, depending on the nature of distributions, and other requirements for different kinds of statistical analyses.

Qualitative data (both transcripts and field notes) obtained from IDIs and FGDs were analysed using a technique known as Thematic Content Analysis (TCA). This technique focuses on the identifiable themes and patterns of living, interactions and behaviour which are obtained from the collected data (Bryman, 2012) (Aronson, 1995). The content analysis was also employed using an analytical structure that was linked to the overall evaluation framework. The qualitative analysis framework was guided by the overall evaluation objective. Thus, units that emerged from the data were grouped into themes using a grouping procedure based on both similarities and differences and the principles of internal homogeneity and external heterogeneity. Use of content analysis permitted the researcher to identify theme cores and nodes that emerged from the data and to proceed from the particular to the general. The quantitative analysis on the other hand involved statistical graphs, figures and descriptive statistics and inferential statistics where applicable.

Data processing happened concurrently with fieldwork to save time. The survey data were coded, entered and analysed using the Statistical Package for the Social Sciences (SPSS). This was done mainly using descriptive statistics and inferential analysis. A description of the characteristics of participants and variables were undertaken so as to compare demographic variables. These variables included the type of business, sector, geographical location, etc. The inferential statistics such as Analysis of Variance (ANOVA) to identify significant differences in the data were also utilized.

### **3.5. Ethical Consideration**

According to Bryman (2012), ethical considerations are fundamental because they relate directly to the integrity of a piece of research and the discipline that is involved. In any study that involves interaction with human beings, there are certain issues, which may violate individual rights and expose them to unnecessary danger or unnecessary stress. This requires the researcher to observe certain research ethics. In the case of this study, a number of research ethical issues applied and had to be observed. These are discussed below:

*Permission to conduct research:* The researcher was granted the permission to conduct the research by W&RSETA in the form of ethical clearance and an access letter.

*Informed consent:* When gathering information, the researcher observed the principle of informed consent. Certain personnel who had been identified were given the right to choose whether to participate or not. To achieve this, the researcher explained the purpose of the research and how data was to be utilized. To this end, the ethical clearance and access letter from W&RSETA were used as proof.

*Anonymity:* The second principle was anonymity; some people are reluctant to participate in research for fear of exposure. To achieve this, the names of the people were not disclosed at the end of the report. The researcher assured participants that they would be given pseudonyms in the final documents to protect their identity. This encouraged even those people who were reluctant to participate in the study.

*Confidentiality:* The last principle was confidentiality to assure that the individual's personal information stayed secret. The results of the research were to be made available to the W&RSETA and the researcher in the form of a research report. The data was stored in an electronic and printed format.

### **3.6. Conclusion**

This chapter discussed the methodology approach adopted. It discussed and justified the reasons for the adoption of both primary and secondary data as well as the qualitative and quantitative research design. Moreover, the chapter has discussed the choice of the research techniques and how the research process was carried out. It looked at the data analysis approach adopted to build the study. The chapter highlighted the various research ethics issues that applied to the study and discussed how they were addressed. The combination of both primary and secondary research was used in this study. Both quantitative and qualitative research approaches were utilized. Furthermore, surveys and in-depth interviews with programme managers beneficiaries, training providers and employers in all the 9 provinces was found to be the suitable way of collecting data for the study.

## 4. ANALYSIS AND FINDINGS

### 4.1. Introduction

It is an undebatable fact that organizations that invest in leadership development perform better than those that do not. The study sought to establish the extent of the impact of the ILDP on its beneficiaries. The chapter provides an analysis of data obtained through the in-depth interviews, observations and FGDs with various stakeholders and the ILDP beneficiaries, training providers, employers of the ILDP beneficiaries as well as W&RSETA programme managers. The results of the study are presented in this chapter. First, the demographic profile of the respondents and participants is outlined, then the relevance, effectiveness, efficiency, impact and replicability of the program are discussed. Challenges and recommendations are discussed last.

### 4.2. Demographic Profiles of the Respondents

In order to understand the impact of the ILDP on its intended beneficiaries, before any discussions, the study commences by looking at the demographic profile of the respondents. Variables such as gender, race, age, qualifications and province of origin are discussed. Table 4.1 below shows the demographic distribution of the beneficiaries.

*Table 4.1: Demographic Profiles of Respondents*

Description		2015/16		2016/17		2017/2018		2018/2019		Gra
		No.	%	No.	%	No.	%	No.	%	No.
<b>Gender</b>	Female	8	25%	3	17%	15	48%	16	44%	42
	Male	24	75%	15	83%	16	52%	20	56%	75
<b>Total</b>		<b>32</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>117</b>
<b>Race</b>	Black African	12	38%	6	33%	12	39%	17	47%	47
	Coloured	6	19%	2	11%	4	13%	9	25%	21
	Indian/Asian	14	44%	9	50%	11	35%	8	22%	42
	White	0	0	1	6%	4	13%	2	6%	7

Description		2015/16		2016/17		2017/2018		2018/2019		Gra
		No.	%	No.	%	No.	%	No.	%	No.
<b>Total</b>		<b>32</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>117</b>
<b>Age</b>	20 – 30 years	0	0%	1	6%	4	13%	0	0%	5
	31 – 40 years	13	41%	5	28%	17	55%	18	50%	53
	41 – 50 years	16	50%	10	56%	10	32%	17	47%	53
	Above 50 years	3	9%	2	11%	0	0%	1	3%	6
<b>Total</b>		<b>32</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>117</b>
<b>Highest educational qualification before enrolment into the ILDP</b>	Bachelor's Degree	5	16%	3	17%	7	23%	11	31%	26
	Below matric	0	0%	1	6%	0	0%	0	0%	1
	Certificate	0	0%	0	0%	3	10%	0	0%	3
	College Diploma	10	31%	7	39%	6	19%	11	31%	34
	Honours Degree	4	13%	4	22%	7	23%	7	19%	22
	Master's Degree	6	19%	0	0%	2	6%	0	0%	8
	Matric	5	16%	2	11%	4	13%	4	11%	15
	Other qualifications	2	6%	0	0%	1	3%	2	6%	5
	University Diploma	0	0%	1	6%	1	3%	1	3%	3
<b>Total</b>		<b>32</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>117</b>
<b>Leadership</b>	Junior management	3	9%	2	11%	1	3%	1	3%	7
	Middle management	8	25%	7	39%	13	42%	11	31%	39
	Senior management	21	66%	9	50%	17	55%	24	67%	71
<b>Total</b>		<b>32</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>117</b>
<b>Province</b>	Eastern Cape		0%		0%	1	3%		0%	1
	Free State		0%	3	17%	1	3%		0%	4
	Gauteng	21	66%	5	28%	16	52%	14	39%	56
	KwaZulu-Natal	7	22%	5	28%	5	16%	9	25%	26
	North West		0%	1	6%		0%	2	6%	3
	Northern Cape		0%		0%	1	3%		0%	1
	Western Cape	4	13%	4	22%	7	23%	11	31%	26
<b>Total</b>		<b>32</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>117</b>
<b>Disability</b>	No	32	100%	18	100%	30	97%	36	100%	116
	Yes	0	0%	0	0%	1	3%	0	0%	1
<b>Total</b>		<b>32</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>117</b>
<b>Company Size</b>	Large	22	69%	14	78%	26	84%	31	86%	93
	Medium	6	19%	4	22%	4	13%	1	3%	15
	Small/ Micro	3	9%	0	0%	1	3%	4	11%	8
	Unemployed	1	3%	0	0%	0	0%	0	0%	1
<b>Total</b>		<b>32</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>117</b>
<b>Geographical area of the company</b>	Peri-urban	8	25%	5	28%	9	29%	9	25%	31
	Rural area	1	3%	0	0%	0	0%	0	0%	1
	Urban area	23	72%	13	72%	22	71%	27	75%	85

Description	2015/16		2016/17		2017/2018		2018/2019		Gra
	No.	%	No.	%	No.	%	No.	%	
<b>Total</b>	<b>32</b>	<b>22</b>	<b>18</b>	<b>100</b>	<b>31</b>	<b>100</b>	<b>36</b>	<b>100</b>	<b>117</b>

Source: W&RSETA ILDP Study (2020)

#### 4.2.1. Distribution of Beneficiaries by Gender

As illustrated in Table 4.1, the total number of beneficiaries who participated in the study was 117, distributed as 32, 18, 31 and 36 beneficiaries for the financial years 2015/2016, 2016/2017, 2017/2018 and 2018/2019 respectively. The gender distribution shows that the participation of males dominated for all the years and was similar to the population statistics provided by the SETA. The male respondents were 75%, 83%, 52% and 56% for the years 2015/2016, 2016/2017, 2017/2018 and 2018/2019 respectively. Considering that the program is primarily intended to empower women who are the disabled and historically disadvantaged group, the gender distribution of the respondents may not truly reflect the intended targeted beneficiaries. However, there seemed to be some improvements in the proportion of women respondents who were trained in the years 2017/18 and 2018/19 at 48% and 44% respectively.

#### 4.2.2. Distribution of Beneficiaries by Race

The distribution of respondents by race showed that Indians dominated the programme, for the years 2015/2016 and 2016/2017. In 2015/2016, out of the 32 respondents, 44% were Indians, 32% Black Africans and 19% were Coloureds while no White beneficiaries participated. The same pattern was depicted in 2016/2017, where Indians constituted 50% of the sample, 33% were Black Africans, 11% were Coloureds and 6% were Whites. In 2017/2018, Black Africans constituted 39% of the 31 respondents sampled while 35% were Indians and 13% were Whites and another 13% were Coloureds. In 2018/2019, the distribution by race was, 47% Black Africans, 25% Coloureds, 22% were Indian/Asians and 6% were Whites.

#### 4.2.3. Distribution of Beneficiaries by Age

As indicated in table 4.1, above, the distribution of respondents by age shows that for 2015/16 and 2016/17 at least 50% of the respondents were between the 41-50 years of age. In 2017/18 and 2018/19, the age group of 31-40 years dominated the programme. In 2015/2016, the age

distribution of the respondents was as follows, 50% ,41%, 9% and 0% for age groups 41-50 years,31-40years, above 50 years and 20-30 years. For 2016/17 the age distribution of the respondents was, 56%, 28%, 6%, and 11% for age groups 41-50 years,31-40, above 50 years and 20-30 years. Then for 2017/18 the age distribution was 47%, 32% ,55%, 13% and 0% for age groups 41-50 years, 31-40 years, above 50 years and 20-30 years. For 2018/19 the age distribution was as follows; 47%, 50%, 0% and 3% for age groups 41-50 years, 31-40 years, above 50 years and 20-30 years. These findings are similar to the population statistics provided. This suggests that the middle age to upper middle age dominated the programme in all the years. It takes experience to be a manager and experience comes with age as well. This is also reflected in these findings.

#### **4.2.4. Distribution of Beneficiaries by Highest Qualification**

As indicated in table 4.1 above, the distribution of respondents by highest qualification in 2015/16 was as follows; respondents with a college diploma constituted 31%. Those with a master's degree were 19%, matric and bachelor's degree were 16%, those with an honour's degree were 13%, other qualifications were 6%, while below matric, certificate and university diploma constituted 0%. Of the 32 participants, respondents who had a college degree as their highest qualification dominated. In 2016/17, respondents with college diplomas were 39%, followed by the respondents with an honour's degree, 22%. Those who had a bachelor's degree were 17%, matric 11%, a university diploma 6%. A matric, master's degree and other qualifications constituted 0%. Of the 18 beneficiaries who participated in the study, and graduated in 2016/17, the respondents with a college diploma dominated. 2017/18 consisted equally (23%) of beneficiaries who had an honours degree and a bachelor's degree. Respondents with a college diploma followed with 19%, those with a matric constituted 13%. A total of 6% had a master's degree, 10% had a certificate. Other qualifications and university diploma were equal (3%), and lastly those below matric were at 0%. Unlike with the first 2 years discussed previously, respondents with honours degrees and bachelor's degrees dominated. 2018/19 was comprised of respondents with a bachelor's degree and college degree who constituted 31%. This was followed by those with honours degree 19%, matric 11%, other qualifications 6%. Those with a university diploma, below matric, and a certificate were at 0%.



In 2017/2018, compared to the previous years, a greater number of the respondents had a bachelor's degree and above. This could probably mean that most of the beneficiaries met the minimum qualification entry requirement. For an accredited programme, a minimum entry requirement was a bachelor's degree. However, 2018/19 was dominated by respondents who had a bachelor's degree and a college degree. This could mean that a greater number of the respondents in 2019 met the entry requirements for an accredited qualification. Having beneficiaries who don't meet the minimum entry requirement for an accredited programme could probably mean that the respondents had the minimum experience required for the programme as stipulated by the SETA.

#### **4.2.5. Distribution of Beneficiaries by their Management Level**

As illustrated by table 4.1 above, in 2015/16, most of the respondents were at senior management level (66%), followed by middle management (25%), and the least at the junior management level (9%). In 2016/17, half of the respondents were at senior management level, followed by middle management (39%) and the least (11%) at junior management level. In 2017/18 a majority of the respondents were at senior management level (55%), middle management level (42%) and the least at the junior management level (3%). In 2018/19, the respondents at senior management level were 67% followed by the middle management level (31%) and junior management level (3%). For all the years the greatest number of respondents were at the senior management level with 2018/19 dominating. This could probably be because, one of the entry requirements in the programme is an extensive senior management level.

#### **4.2.6. Distribution of Beneficiaries by Province**

Of the 32 beneficiaries who participated in this study and graduated in 2015/16, more than half were from Gauteng province (66%), followed by KwaZulu Natal (22%). The Western Cape was 13% while the Eastern Cape, Northern Cape and North West contributed 0%. In 2016/17 the respondents from Gauteng and KwaZulu Natal were 28% apiece, followed by the Western Cape (22%), Free State (17%), North West (6%) while the Northern Cape and Eastern Cape contributed 0% respectively. For 2017/18, 52% of the respondents were from Gauteng, 23% from the Western Cape, 16% from KwaZulu Natal, and 3% from the Eastern Cape, the Free State and the North West. The smallest number of the respondents were from the Northern Cape

and comprised 0%. In 2018/19, the greatest number of respondents were from Gauteng (39%). The Western Cape contributed 31% of respondents followed by KwaZulu Natal (29%). The North West (6%) and the Northern Cape, the Free State and Eastern Cape contributed 0%. From all the evaluated years, the greatest number of respondents was from Gauteng province. This could indicate that the programme is more accessible in Gauteng Province.

#### **4.2.7. Distribution of Beneficiaries by Geographical Area of the Company**

As shown in table 4.1 above, in 2015/16 more than half (72%) of the respondents claimed that their companies were based in urban areas. The ones from peri urban(outskirts) constituted 25%, while the ones from rural areas were 3%. In 2016/17, 72% said that their companies were based in urban areas, 28% said they were based in peri-urban areas and 0% said they were from rural areas. A total of 71% of the respondents were from urban areas in 2017/18, 29% were from peri-urban (outskirts) and 0% from the rural areas. In 2018/19, 75% of the respondents indicated that their companies were based in urban areas, 25% in peri-urban areas while 0% were in rural areas. From this finding, the study concluded that a greater number of respondents claimed that their companies were based in urban areas. The ones who were from peri urban areas followed, then the least were from the rural areas. It should be noted that, compared to other years, the number of respondents who claimed their companies were based in urban areas was higher in 2018/19.

#### **4.2.8. Distribution of Beneficiaries by Disability Status**

In all the four years analysed, a greater proportion of the programme beneficiaries were able bodied (99%) against only 1% who had a disability. Therefore, it can be concluded that the programme's objective of empowering people with disabilities is yet to be achieved.

### **4.3. Relevance of the ILDP**

Relevance was defined as the extent to which the programme addressed or is addressing the needs of relevant stakeholders, especially beneficiaries. To determine its relevance, a survey was done on beneficiaries only, and questions were asked such as whether the objectives of the ILDP were clearly defined. Table 4.2 below shows the responses of the beneficiaries to the relevance of the programme.

Table 4.2: Relevance of the ILDP

Scenario	2015/16	2016/17	2017/18		2018/19			
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
All topics covered throughout the programme are relevant to me and my organisation	100%	0%	100%	0%	100%	0%	94%	6%
All topics covered throughout the programme are relevant to the Wholesale and Retail (W&R) sector	100%	0%	100%	0%	100%	0%	97%	3%
The way the ILDP training is conducted fully prepares an individual to become a more effective leader; and empowers them to influence others	100%	0%	100%	0%	100%	0%	80%	20%
The countries I visited met my expectations	97%	3%	100%	0%	100%	0%	94%	6%
The companies visited added value to my learning	93%	7%	100%	0%	100%	0%	97%	3%

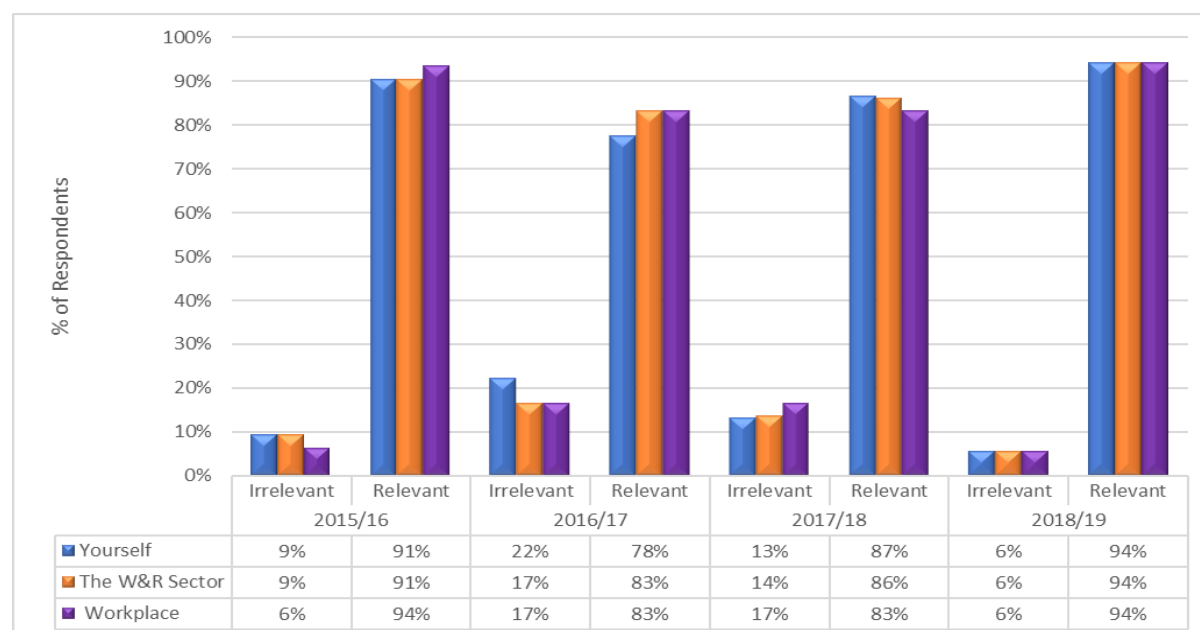
Source: W&RSETA ILDP Study (2020)

Table 4.2 above shows that from 2015/16 to 2017/18 all respondents agreed that the objectives of the ILDP were clearly defined and communicated to them before training. However, in 2018/19 (13%) of respondents disagreed which could imply some issues about the programme. From 2015/16 to 2018/19, all respondents were agreeable that the topics covered throughout the programme were relevant to the Wholesale and Retail (W&R) sector. In 2015/16 up to 2017/18, beneficiaries agreed with how the ILDP training was conducted to fully prepare individuals to become more effective leaders; and empower them to influence others. However, 20% of the respondents disagreed in 2018/19 because there were some issues with the course content. For all the years evaluated, all respondents agreed that countries visited met their expectations and companies visited added value to their learning. It was therefore concluded that the programme was relevant.

### 4.3.1. Relevance of the ILDP to Oneself, Workplace and W&RSETA

The respondents were further asked about the relevance of the programme to oneself, the workplace and the sector. The results are presented in Figure 4.1 below.

Figure 4.1: Relevance of the ILDP to Oneself, the Workplace and W&RSETA



Source: W&RSETA ILDP Study (2020)

Results show that most of the respondents agreed that the ILDP was relevant to themselves, and their workplace and sector over the period under consideration. In 2015/18 the highest relevance was found to be on the workplace (94%). In 2016/17 the highest relevance was found to be on the both the seta and the workplace (83%), in 2017/18, the relevance was found to be to oneself, while in 2018/19 the ILDP was found to be equally relevant (94%) for beneficiaries, workplace and the sector itself.

The ILDP drew a lot of positive reaction from all 13 employers who participated in the study. When approached about the relevance of the programme for their workplace, employers disclosed a lot of success stories from their employees. It was explained that after the completion of the programme, the delegates showed a lot of self-development, that is beneficiaries showed more of confidence and hence an ability to lead their subordinates in advancing the business. Employers noted an acceleration in career paths as well as broader strategic thinking of the beneficiaries. The programme challenged the beneficiaries into

upgrading their leadership role, to come out of their shell and play their role of being a leader. One of the employers commented:

*“Exposing delegates to international Immersion is very important for the growth of our own retail sector, the global networking that the beneficiaries get exposed to, makes the whole idea of ILDP relevant and fundamental” (Nthabi\*, Employer, 2018<sup>4</sup>).*

Similarly, another employer from the small business, when asked about the relevance of the ILDP, explained that it is relevant to small business as it helps them grow by learning from bigger businesses. The programme manager also noted that the ILDP is very relevant to the needs of the sector, since these are met through the programme. The training managers also confirmed that the international exposure that the ILDP beneficiaries receive is very relevant to the retail industry, as many of the of the retailers in the country are global companies. For different reasons, a greater number of beneficiaries asserted that the countries that they visited were very relevant.

#### **4.3.2. Beneficiaries Suggestions on Content to be Added and Removed**

The beneficiaries were further approached about the aspects they would like to be added to the programme, and what they would like to be removed. Table 4.3 below is the summary of the courses content that the beneficiaries would have liked to be added and the content they would have liked to be removed.

*Table 4.3: Respondents Suggestions on the ILDP Course content*

Content to be Added	Content to be Removed
<ul style="list-style-type: none"> <li>• Leadership Management,</li> <li>• Entrepreneurship,</li> <li>• 4th Industrial Revolution (Technology),</li> <li>• Business Management,</li> <li>• Self-Motivation Skills,</li> <li>• Economics,</li> <li>• Retail Management,</li> <li>• Retail operations, and</li> </ul>	<ul style="list-style-type: none"> <li>• Brain Psychology</li> <li>• Retail Marketing</li> </ul>

<sup>4</sup> For ethical purposes, names given to the respondents are not their real names.

Content to be Added	Content to be Removed
<ul style="list-style-type: none"> <li>Negotiation Strategies</li> </ul>	

Source: W&RSETA ILDP Study (2020)

The results show that, in order to improve the content of the programme, respondents would have liked courses such as leadership management, entrepreneurship, 4<sup>th</sup> industrial revolution (technology), business management, self-motivation skills, economics, retail management, retail operations and negotiations strategies to be added to the content. On the other hand, the respondents showed that they would prefer courses such as brain psychology and retail marketing to be removed from the programme.

#### 4.3.3. Applicability of Programme Content to the Workplace

For further evaluation, the respondents were asked about which aspects/material and content they learned were applicable or non-applicable to their workplace. Table 4.4 below presents their responses:

Table 4.4: Applicable and Non- Applicable Material/content

Applicable aspects/material/content	Non -applicable aspects/material
<ul style="list-style-type: none"> <li>Strategic,</li> <li>Retail Management,</li> <li>Leadership Management,</li> <li>Business Management,</li> <li>Innovation and Creative Thinking,</li> <li>People Management,</li> <li>Retail Marketing, and</li> <li>Management, Financial Management, HR Management, Project Planning Management, and Self-motivation.</li> </ul>	<ul style="list-style-type: none"> <li>Accounting,</li> <li>Economics,</li> <li>Financial Management,</li> <li>Human Resources,</li> <li>Leadership,</li> <li>Logistics,</li> <li>Marketing, and</li> <li>Project Planning.</li> </ul>

Source: W&RSETA ILDP Study (2020)

The respondents said that Strategic retail management, Leadership Management, Innovation and Creative Thinking, People Management, Retail Marketing Management, Financial Management, Human Management, Project Planning Management and Self-Motivation are part of the content learned which was applicable to their workplace. The content which was said by some of the beneficiaries to be inapplicable to their workplaces included Accounting, Economics, Human Resources, Leadership, Logistics, Marketing and Project Planning.

#### **4.3.4. Criteria for Country Selection for the International Immersion**

The selection of the countries visited was mainly based on how strong the economy of the country is and how easily the business practices of such a country can be applied in the South African context. Thus, BRICS countries and one African country were selected for the international immersion of the ILDP. (BRICS<sup>5</sup> is the acronym for Brazil, Russia, India, China and South Africa). All the five countries trade towards a strong economic bloc. BRICS is also defined as a set of countries which engage in international trade together and are usually related through a free trade agreement or other association. The main reason behind the selection of BRICS for international immersion is because these countries have a wealth of knowledge and experience in the retail sector that can be applied in South Africa. The understanding of these countries laws and rules of doing business as well as international best practices is useful for the South African retail Sector. Moreover, the ultimate reward of effective international trade is the strong economic growth within the South African retail sector. Ghana was also chosen because it is an African country whose retail sector is dominated more by the informal sector<sup>6</sup>. It is perceived as an entrance into the larger west African market. It was found that it would be easier to adopt its retail practices. For this, Ghana was amongst the selected countries visited for the international Immersion of the ILDP.

Respondents were further asked about the countries they visited while on the programme. Their responses are shown on Table 4.5 below

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<sup>5</sup> [https://www.wrseta.org.za/ILDP\\_2015/Team%20Avengers%20Final%20ALP%20Report\\_151130.pdf](https://www.wrseta.org.za/ILDP_2015/Team%20Avengers%20Final%20ALP%20Report_151130.pdf)

<sup>6</sup> <https://www.whoownswhom.co.za/store/info/3230?segment=Wholesale+and+Retail+of+Food+in+Ghana>

Table 4.5: List of Countries Visited by Programme Beneficiaries

	Country Name	2015/16	2016/17	2017/18	2018/19
1.	Ghana	21	11	24	27
2.	China	13	4	13	15
3.	India	14	7	12	12
4.	USA	10	8	12	13
5.	Russia	3	4	13	15
6.	Canada	5	-	-	-
7.	UAE	1	-	-	-
8.	UK	1	-	-	-
<b>Total</b>		<b>68</b>	<b>34</b>	<b>74</b>	<b>82</b>

Source: W&RSETA ILDP Study (2020)

The results show that in all the years, most of the respondents were sent to Ghana, China, India, USA, and Russia, in that respective order. However, Canada, the UAE and the UK were only visited in 2015/16. This picture indicates that the choice was now mainly focused on the BRICS countries together with a balance of the African and American contexts.

#### 4.3.5. Relevance of Countries Visited

In order to determine the relevance of the countries visited, the respondents were further asked how relevant they found the countries they visited to be. It was shown that the countries were very appropriate because one got to observe and learn how retailing works in developed, developing and third world markets. Beneficiaries were given a chance to experience retail advancements in relation to our local retail sector. There was a good mix of development markets and emerging markets. The countries were almost opposites both from an economic and cultural point of view and visiting them taught beneficiaries valuable lessons in terms of how those societies make things work for them. They were relevant to the retail sector; beneficiaries could see how they survive and there was a chance to make comparisons between the countries. The exposure was good for the growing sector, both developing and developed, and the beneficiaries also learnt how to help small business suppliers.



However, there were some few objections about the relevance of the countries visited. For example, the study found that while the retail sectors of visited countries are fast growing, their business principles are not applicable to South Africa. The American countries retail sectors do not add value to Africa. The study established hence that the programme is indeed relevant, however there is a need to shift the focus of visits more towards countries which are relevant to Africa.

#### **4.3.6. Alternative Countries Recommended**

The beneficiaries were further asked if there any alternative countries they would like to see visited. Table 4.6 below illustrates the alternative countries recommended and the number of beneficiaries who recommended such a country.

*Table 4.6: Alternative Countries Recommended*

Name of the Country	Number of Beneficiaries who Recommended
<b>1. Nigeria</b>	14
<b>2. Brazil</b>	11
<b>3. China</b>	10
<b>4. Kenya</b>	9

*Source: W&RSETA ILDP Study (2020)*

As illustrated above, 14 beneficiaries recommended Nigeria, 11 Brazil, China 10 while 9 recommended Kenya. The reasons why a larger number of the beneficiaries recommended Nigeria was probably because Nigeria is an African country. Its business practises can be easily adopted by South Africa and the beneficiaries who recommended Nigeria claimed that it is the largest retail market in Africa.

It is from this information that the study concluded that the ILDP is relevant to one's own leadership development, to the wholesale and retail sector as well as the W&RSETA itself. The countries visited were also found to be relevant in the South African retail sector.

## 4.4. Effectiveness of the ILDP

The effectiveness of the programme refers to the extent to which it achieved its defined objectives. The assessment was based on the achievement of programme objectives, accessibility and transformation of the programme and accreditation versus non-accreditation of the programme.

### 4.4.1. Achievement of programme objectiveness

The beneficiaries were asked questions such as how well the programme was able to upskill the existing managers within the wholesale and retail sector. They were asked to rate how well the programme was assisting businesses to increase business rewards and their bottom line and to broaden manager's knowledge and skills for growth to top management.

*Table 4.7: Effectiveness of ILDP*

Scenario	2015/16		2016/17		2017/18		2018/19	
	Not well	Well	Not well	Well	Not well	Well	Not well	Well
The ILDP has enhanced my appreciation of the global W&R sector	0%	100%	0%	100%	0%	100%	3%	97%
My leadership skills have improved due to the ILDP	0%	100%	6%	100%	0%	100%	6%	94%
The ILDP has made me a champion for the W&R sector, I am able to influence other young leaders	0%	100%	6%	94%	0%	100%	6%	94%
I am now able to function more effectively in a team	0%	100%	6%	94%	0%	100%	0%	100%

*Source: W&RSETA ILDP Study (2020)*

For years 2015/2016 to 2017/18, all the respondents interviewed concurred that the ILDP has enhanced their appreciation of the global W&R sector. However, for 2018/2019, 3% of the respondents did not agree. Moreover, in 2015/2016 and 2017/2018, all the interviewees agreed that their leadership skills have improved due to the ILDP. However, 94% of respondents agreed their leadership skills have improved due to the ILDP for 2016/2017 and 2018/2019. This was also the exact result when respondents were asked whether the ILDP has

made them champions for the W&R sector and enhanced their ability to influence other young leaders. Furthermore, all the respondents, except for 2016/2017 said they are now able to function more effectively in a team due to the ILDP (94% in 2016/2017).

Analysis of the results from the table above reveals that the ILDP was largely effective. This was also corroborated by in-depth interview submissions from beneficiaries. Other respondents highlighted that the program enhanced their ability to face challenges and come up with strategic solutions to the company's roles. Furthermore, the beneficiaries also alluded that the program equipped them with innovative tools for the growth of their company. It was noted that after undergoing the ILDP training, most respondents had an accelerated progression within the company structures. The networking environment afforded by the ILDP motivated beneficiaries to be more competitive and challenged them to broaden their skills. The programme also distinguished the beneficiaries from other employees. One of the employers commented:

*"Yes, there are notable changes that we see on our employees. They come back with a clear personal development. Once they have completed the programme, one will start to notice their confidence boosted, ability to lead their subordinates and they are challenged to up their game"*  
(Tau\*, Employer, 2019).

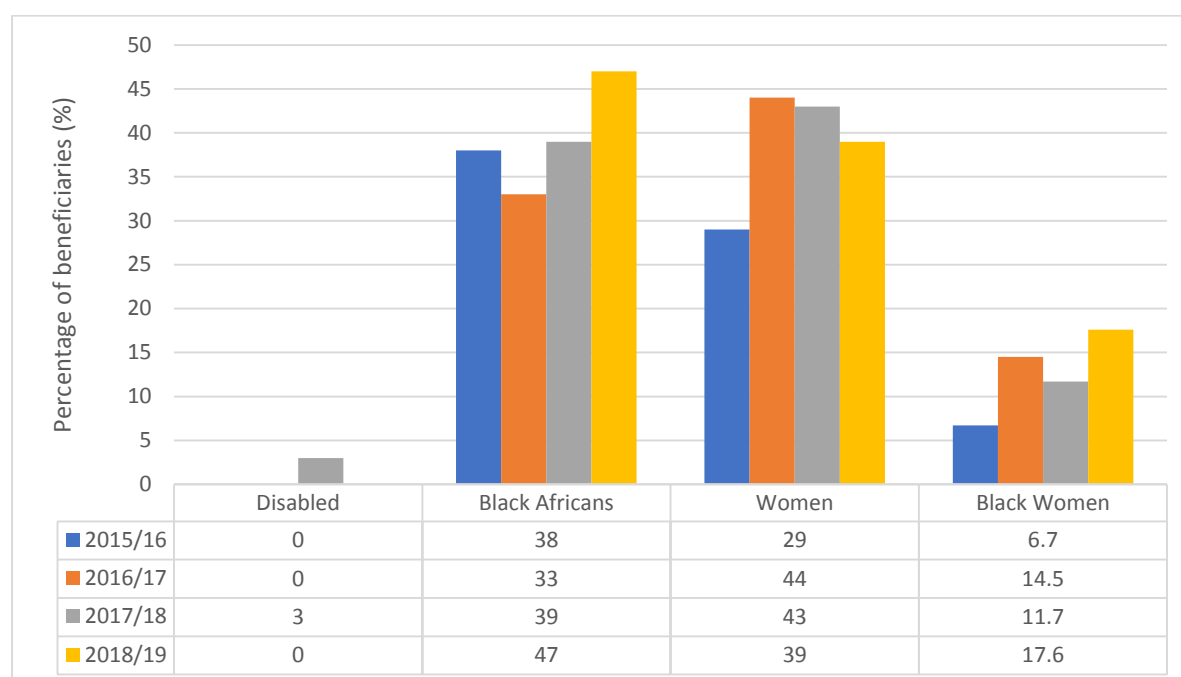
#### **4.4.2. Accessibility and Transformation**

As noted in the SETA's mandated, one of the recurring objectives is to ensure that skills development opportunities are accessible to disabled people and Historically Disadvantaged groups in South Africa. It should also ensure the accessibility of the programme in terms of beneficiaries' qualifications.

##### *4.4.2.1. Accessibility of the programme to the Disabled and HDIs*

Accessibility of the programme was therefore investigated by particularly assessing the programme's accessibility to people with disability, Black Africans, Women and Black Women. Figure 4.2 below shows percentage results of the accessibility of the programme in the four evaluated years.

Figure 4.2: Accessibility of the ILDP to the Disabled and HDIs



Source: W&RSETA ILDP Study (2020)

As illustrated in Figure 4.2, 2015/16 consisted of 0% of people with disability, 38% were black Africans, 29% were women and 6.7% were black women. For 2016/17, 0% were people with disability, 33% were black Africans, 44% were women and 14.5% were black women. For 2017/18, 3% were people with disability, 39% were black women, 43 % were women and 11.7% were black women. For 2018/19, 0% were people with disability, 47% were black Africans, 39% were women and 17.6% were black women. 2015/16 and 2016/17 constituted 0% of the people with disability. It is only in 2017/18 that the number of people with disability increased from 0% to 3%. However in 2018/19 the number of people with disability decreased again to 0%. For the evaluated years, 2015 to 2019, the number of women and black women increased annually. This information shows that while there are some issues which could have happened in the selection criteria particularly in 2016/17, the programme is becoming more accessible and more to black Africans, women and black women. However, the programme is still inaccessible to the people with disability.

#### 4.4.2.2. Accessibility of the Programme in terms of Qualifications

The study investigated the accessibility of the programme while focusing on the selection criteria. This was done by particularly examining issues relating to beneficiaries with NQF 7 and

those with lower NQF but have experience or rather have progressed from RMDP to ILDP. Different stakeholders were therefore approached about the selection criteria into ILDP. One had to have a 3-year bachelor's degree, National Qualifications Framework (NQF 7) in order to be selected for the ILDP. If they did not have an NQF 7 then at least a Grade 12/matric certificate was required with extensive senior management experience and with demonstrated developed capabilities in the areas of strategy, finance, marketing, sales, operations, leadership, management and having completed various short courses/competency-based programmes so as to be able to be Recognised for Prior Learning (RPL). In an endeavour to increase the pool of potential candidates on the ILDP, the Retail Management Development Programme (RMDP) was developed and launched as a feeder programme in 2012. Since then the RMDP has been the bridging course for beneficiaries into the ILDP.

For the years 2015/16 to 2017/18, the ILDP was not linked to any accreditation. It was only during 2018/19 that the programme was accredited. The minimum entry requirement into the ILDP is now strictly an NQF 7. This means that the beneficiaries who only have extensive senior management experience or who only did the RMDP no longer qualify for the programme. Therefore, the RMDP no longer upgrades one into the ILDP. When explaining this issue, the employers argued that the ILDP was previously not linked to any formal qualification but now it is accredited. This makes it difficult for their employees to enrol for the ILDP's objectives for uplifting of the Historically Disadvantaged Groups. To add to this, one employer commented:

*"The 2018/19 content of the programme is irrelevant since it leaves out our people who are leaders due to their long period experience in the company and are leaders by birth. The fact that the course is being accredited has indeed lost its relevance to our people and a bit of a challenge to the retail sector"* (Lerato\*, Employer 2020)

However, it was noted from the training provider's comment that people with lower than NQF7 level are still part of the programme, but at the end of the programme they will be awarded with an NQF 7 instead of NQF 8. This arrangement has caused frustration among the beneficiaries. The study therefore concluded that there is no clear career progression from the RMDP and for people with lower NQF levels to the ILDP, because of the accreditation that is now linked to the ILDP.

## 4.5. Efficiency of the ILDP

Efficiency refers to the ability of the program to minimise resources used and the ease with which it is to enrol for the program. Efficiency of the program was also evaluated in terms of the ease of logistical preparations, selection, registration, availability of support structures and the nature of the delivery of the program. Table 4.8 below shows the efficiency results from the study.

*Table 4.8: Efficiency of the ILDP*

Scenario	2015/16		2016/17		2017/18		2018/19	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
Logistical preparations for the ILDP were easy, and I moved through the process with little difficulty	100%	0%	100%	0%	81%	19%	63%	38%
Selection, registration and training were all done on time, and I graduated at the originally set date	89%	11%	88%	13%	54%	46%	59%	41%
The programme content and delivery structure are favourable for completion; and do not lead to any dropouts	90%	10%	82%	18%	93%	7%	73%	27%
The processes which are in place support the desired outcomes of the ILDP	100%	0%	94%	6%	93%	7%	82%	18%
I do not think there should be an alternative approach to delivery or structure of the ILDP since it is fairly effective in addressing W&R sector needs	87%	13%	88%	12%	81%	19%	61%	39%

Source: W&RSETA the ILDP Study (2020)

Table 4.8 shows that all the respondents from 2015/16 and 2017/17 financial years agreed that logistical preparations for the ILDP were easy. However, for years 2017/2018 and 2018/2019 respectively 19% and 38% of the programme beneficiaries disagreed that the logistical

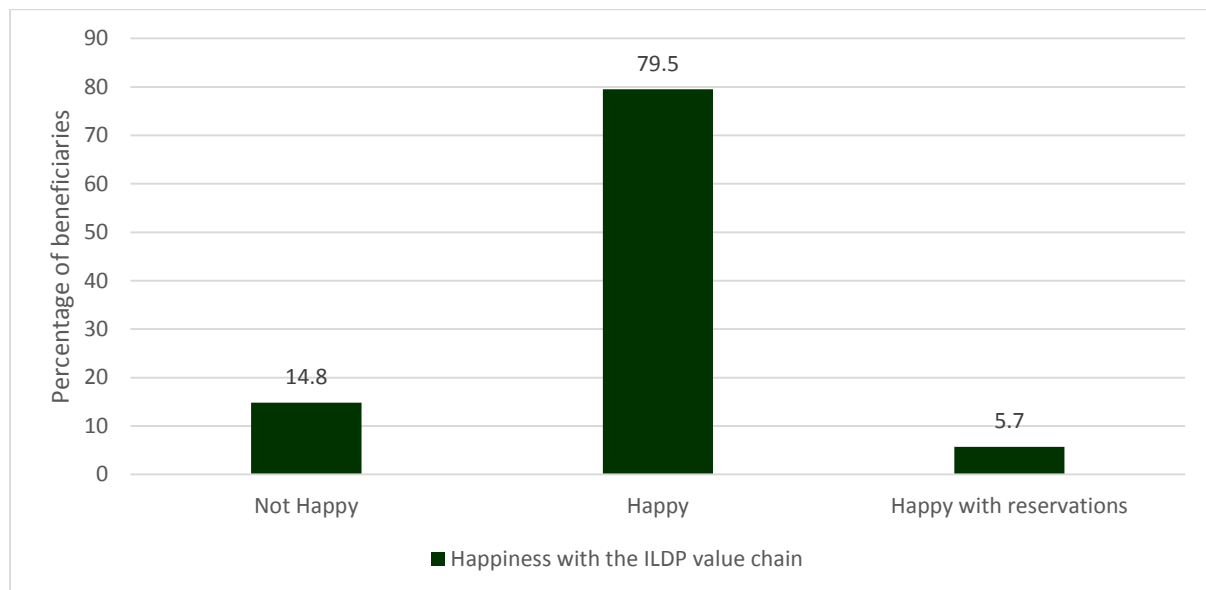
preparations for the ILDP were easy. This suggests that there was a deterioration on the ease of logistical preparations in the more recent financial years.

The results also show that 89%, 88%, 56% and 46% of the beneficiaries said that the selection, registration and training were all done on time for the respective years 2015/16, 2016/17, 2017/18 and 2018/19, and they graduated at the originally set date. Again, these results show a serious deterioration in efficiency on the dimension of ease of registration and completion of the programme on initially stated dates.

Moreover, with responses of 90%, 82%, 93% and 73% for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively, respondents agreed that the programme content and delivery structure were favourable for completion; and did not lead to any dropouts. Again, this suggests a decline in efficiency. Furthermore, 100%, 94%, 93% and 82% of respondents for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively agreed that the processes in place support the desired outcomes of the ILDP. This trend again buttresses the decline in efficiency on the program. Asked whether they agree that there should be an alternative to the program, 87%, 88%, 81% and 61% of the beneficiaries for the years 2015/16, 2016/17, 2017/18 2018/19 respectively agreed. These results also show that there was an increase over time in the proportion of respondents who feel that there should be an alternative to the program. Overall, the results show that while most of the respondents agree that the program was efficient, there was an increase over time, of respondents who disagreed.

For determining the efficiency of the programme, beneficiaries were further asked whether they are happy with the course delivery of the ILDP. Figure 4.3 below indicates their responses based on whether they are happy, not happy or happy with reservations.

Figure 4.3: Beneficiaries level of contention with the ILDP



Source: W&RSETA ILDP Study (2020)

Of the 117 beneficiaries who participated in the study and for the years 2015- 2019, 79.5% asserted that they were happy with the course delivery of the ILDP. A total of 14.8% said they were not happy, while 5.7% were happy but had some reservations. The study therefore concluded that more than half of the beneficiaries were happy for various reasons. For example, the beneficiaries who were happy with the course content of the ILDP believed that Gibs as the training institution selected was appropriate because it has established relationships across the world, such as Ghana, New York University as well as India. The programme itself was a beneficial experience, where the confidence of the beneficiaries was boosted. The course content was effective and a real learning experience. All the courses seemed to address all challenges and opportunities faced by emerging, developing and developed markets. The course was delivered in a professional manner, and the group work was highly effective.

Although they were few, it is important to note that some beneficiaries who were not happy with the course delivery approach of the ILDP commented that the administration on the side of the SETA was inconvenient. What was expected from the beneficiaries when they enrolled



for the programme was not fully communicated. For instance, one of the beneficiaries explained:

*The pass criteria as well as time investment required. The programme was rushed, there was not time to do the assignments and do everyday job of the retailers (Thato\*, ILDP beneficiary, 2018).*

In-depth interviews with the employers and facilitators revealed that the programme is delivered on a tight timeline. The applications are done between October and close in December. The employers are not given enough time to prepare for their employees for the programme and thus are put under pressure. One of the employers explained:

*"The ILDP nomination criteria is extremely bad. In 2018 we had to re-apply and there was a mix-up between the new applicants and the ones from the previous years. The application process was okay but now there is no communications on how to get our delegates through the programme"* (Ester\*, Employer 2019).

Training providers also submitted that nomination of the beneficiaries was made by the programme managers, hence the entry requirements were set by the SETA itself. It was further indicated that most of the selected beneficiaries did not meet the selection criteria. Therefore, the beneficiaries were grouped into those who met the entry criteria and those who did not. However, this caused a lot of problems at a personal level as well as academically. Most of the interviewed stakeholders described challenges of the ILDP, corroborating the evidence of the questionable and declining efficiency of the program.

#### **4.6. Impact of the ILDP**

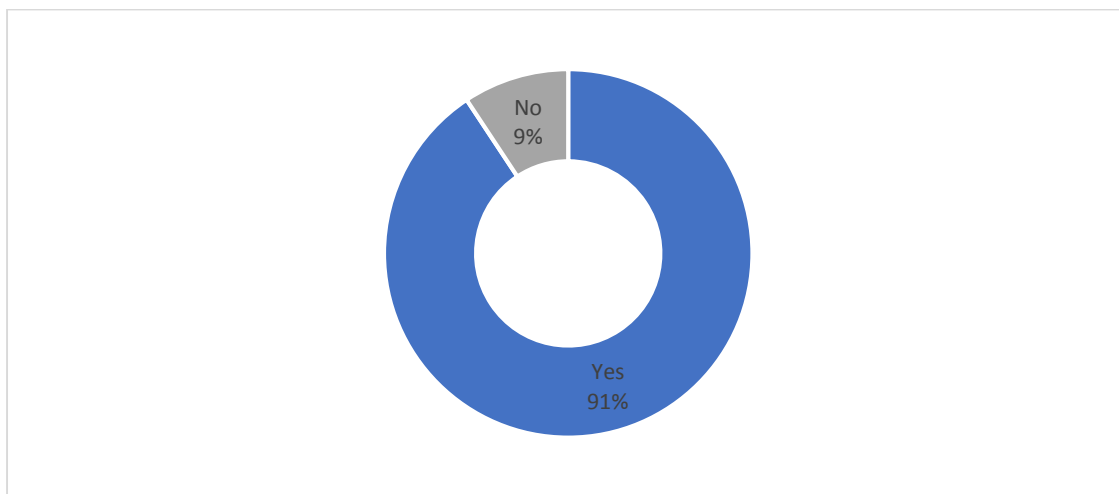
Impact refers to the overall consequences of the programme and the extent to which the beneficiaries were applying skills/competencies learnt through the ILDP in their workplace. The evaluation impact of the program is based on the perspectives of beneficiaries and their employers. To assess the impact of the ILDP, a survey was carried out on beneficiaries who participated in the study as well as selected employers. The study sought to establish the socio-economic impact of the programme. Assessment of the impacts of the ILDP was based on

programme's ability to meet beneficiaries' expectations, the career acceleration of beneficiaries, productivity improvements, and Return on Investment.

#### 4.6.1. Meeting of Beneficiaries Expectations

The beneficiaries were asked whether they had expectations when enrolling for the programme and whether those expectations were met. Figure 4.4 below illustrates their responses.

Figure 4.4: Beneficiaries Expectations Met/Not met



Source: W&RSETA ILDP Study (2020)

Of the 117 selected beneficiaries, 91% showed that the ILPD met their expectations. When explaining this, the respondents highlighted that one of the expectations was to be exposed to different ways of thinking, and through networking with different people from different companies their expectations were met. Others showed that they now fully understood the local markets and the international markets through the international immersion that they were part of. They expected that their leaderships skills and knowledge of the retail sector was enhanced, through the retail leadership courses that they attended. They had a better grasp of retail theoretical concepts. One of the beneficiaries commented:

*"I expected high level of learning, engagement and exposure from great minds at GIBS"* (Tefo\*, ILDP 2018 beneficiary).

Similarly, it was captured:

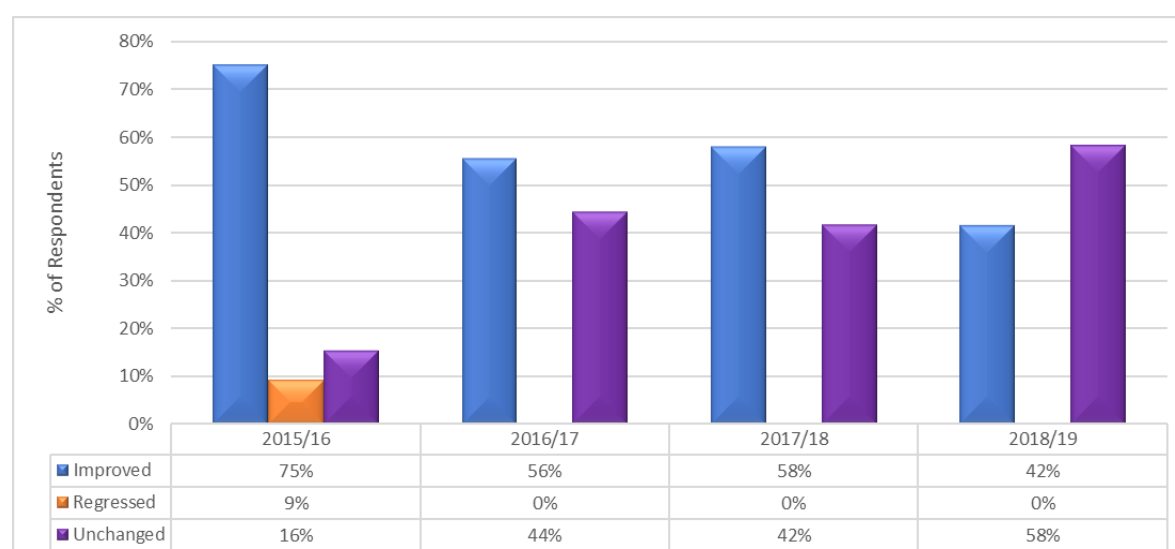
*"I expected to grow as a leader and my expectation were exceeded by this programme. "(Lira, ILDP beneficiary 2017).*

Furthermore, some of the respondents showed that they expected to be promoted while enrolling for the programme and they were promoted after the programme. It was also found that the respondents expected to have conflict resolution skills and be able to handle the challenges that faced their workplace. The respondents also explained that they expected to have some self-development through the programme. Only 9% of the respondents commented that they had expectations which the ILDP did not address.

#### 4.6.2. Beneficiaries Career Advancement

Career advancement is the upward progression of one's career. An individual can advance by moving from an entry-level job to a management position within the same field, for instance, or from one occupation to another. To determine whether there was any impact of the programme through career advancement, the beneficiaries were asked whether their career improved, regressed or remained unchanged after the ILDP completion. The figure below illustrates the career advancement of the beneficiaries.

Figure 4.5: Career Acceleration of Beneficiaries

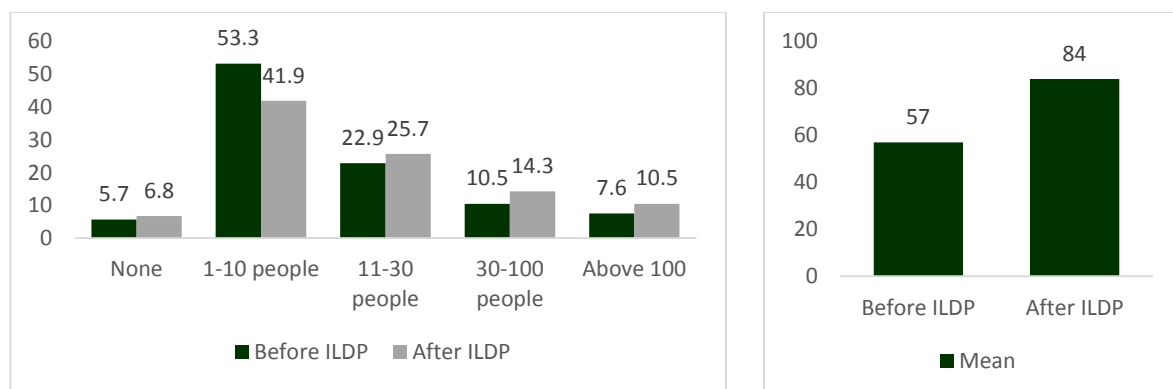


Source: W&RSETA ILDP Study (2020)

Of the 117 beneficiaries who participated in the study, for 2015/16, 75% claimed that their career improved, 16% said it remained unchanged, while 9% said it regressed. For 2016/17, 56% said their career improved, 44% said it remained unchanged and 0% said it regressed. For 2017/18, 58% said their career improved, 0% said it regressed and 42% said it was unchanged. For 2018/19, 42% said their career improved, 0% said it regressed, while 58% said it remained unchanged. From this information, the study found that the number of beneficiaries who said their career improved after completion of the ILDP decreased annually. However, between 2016/17 and 2017/18 there was an increase of 2%. It is only in 2015/16, where 9% of beneficiaries showed that their career regressed. For all the other years, none of the respondents said their career regressed. The number of respondents who indicated that their career remained unchanged increased annually and declined in 2017/18 from 48% to 44%. This means that for all the years evaluated, the greatest number of respondents who said their careers haven't changed was in 2018/19 (58%). These results are disturbing, as they suggest that the impact of the program on improving managers' leadership roles has been declining. However, it can also be reasoned that progression in leadership roles also considers experience; hence it happens over time. It could be concluded that there is improvement in the careers of the respondents irrespective of a few objections.

For further investigation of the impact of the programme, beneficiaries identified the number of the subordinates who reported to them before and after the ILDP. This was assessed on a scale of none, 1-10 people, 11-30 people, 30-100 people and above 100, and the results are illustrated in Figure 4.6 below.

*Figure 4.6: Number of people reporting to the Beneficiary before and after the ILDP*



Source: W&RSETA the ILDP Study (2020)

For all evaluated years, 2015 to 2019, 5.7% of the beneficiaries commented that they had no subordinates reporting to them before the ILDP and 6.8% said they had no subordinates reporting to them after completing the ILDP. A total of 53.3% said they had 1-10 people reporting to them before the ILDP, while 41.9% said they had 1-10 people reporting to them after the programme. A further 22.9% said they had 11-30 people reporting to them before the ILDP, while 25.7% said that they had 11-30 people reporting to them after the programme. A total of 10.5% of the beneficiaries had 30-100 people reporting to them before the ILDP while 14.3% had 30-100 people reporting to them after the programme. A total of 7.6% of the beneficiaries had above 100 people reporting to them after the ILDP, while 10.5% of the beneficiaries had above 100 people reporting to them after the ILDP. The study found that the number of people who said that 1-10 people reported to them declined after the ILDP. There was however a significant increase in the number of people who reported to the beneficiaries after the ILDP. This is also evident by the increased total of 57% before the ILDP to 84% after the ILDP.

#### 4.6.3. Improvement at individual level and sector productivity

To establish the improvement at the individual as well as the sector productivity participants were asked questions such as whether beneficiaries have become more effective leaders since completing the ILDP. They were asked to comment on whether the ILDP enabled them to execute tasks they previously struggled with more effectively and whether the ILDP learning material is fully applicable to their day to day work routine. The results are presented in the Table 4.9 below.

Table 4.9: Impact of the ILDP on Individual level as well as Sector Productivity

Scenario	2015/16		2016/17		2017/18		2018/19	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
I am now a more effective leader since completing the ILDP	100%	0%	100%	0%	100%	0%	90%	10%
I can execute tasks I previously struggled with	96%	4%	100%	0%	96%	4%	85%	15%

Scenario	2015/16		2016/17		2017/18		2018/19	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
more efficiently and effectively								
My target achievement rate has significantly improved since completing the ILDP	100%	0%	100%	0%	96%	4%	82%	18%
The ILDP learning material is fully applicable to my day to day work routine	100%	0%	100%	0%	100%	0%	88%	12%
I can now contribute greater value to my company due to my completion of the ILDP	96%	4%	94%	6%	100%	0%	91%	9%
I am fully able to pass on the leadership skills learnt through the ILDP to my subordinates and others	100%	0%	94%	6%	100%	0%	88%	12%

Source: W&RSETA ILDP Study (2020)

Table 4.9 illustrates that, for 2015/16 to 2017/18, all respondents agreed that they were now effective leaders since the ILDP completion. However, for 2018/19, 10% of the respondents objected. Moreover 96%, 100%, 96% and 85% of respondents for 2015/16, 2016/17, 2017/18 and 2018/19 respectively, agreed that they can now execute tasks they previously struggled with more efficiently. For 2015/16 to 2017/18 all respondents agreed that their target achievement rate had significantly improved since completing the ILDP. However, for 2018/19, 18% of the respondents objected. For 2015/16 to 2017/18 the respondents agreed that the ILDP learning material is fully applicable to their day to day work routine. However, for 2018/19, 12% of the respondents disagreed. Furthermore, 96%, 94%, 100%, 91 % of the respondents for 2015/16, 2016/17, 2017/18, 2018/19 respectively, agreed that they can now contribute greater value to their company due to completion of the ILDP. For 2015/16, 2016/17, 2017/18 and 2018/19, 100%, 94%, 100% and 84% of the respondents agreed that they are fully able to pass on the leadership skills learnt through the ILDP to their subordinates and others. Overall, the analysis reveals that the programme had an impact, although a few respondents objected. From this information, the study found that there is an improvement at their individual level as well as the at the sector productivity achieved.

Moreover, beneficiaries highlighted that the programme capacitated them with the ability to think creatively, work as a team together with subordinates, engage with senior managers in the retail industry and improve communication skills. Moreover, the programme strengthened managers' ability of working relations and broadened their view of business thinking and decision making. The managers also noted that the programme assisted the SETA to fill in the gap of hard to fill vacancies as well as scarce skills. Similarly, the managers commented that there were several successful stories received from the employers about the impact which the ILDP has had on their employees. The employers also brought up positive comments regarding career advancement of the employees.

One of the employers commented with a success story:

*"There is one manager in Gauteng provinces named Thabo\*. His parents were unable to provide for him and his siblings, there would at times go to bed with empty stomach. When Thabo was in standard four his mother his mother told him, it was best if he also goes out to search for a job. He then set off to look for a job, ringing bells at different people doors. One day as he was searching, he fortunately rang the bell at the door of one of our store managers. That is where he was given a job as a garden boy. He worked there on weekends making sure that the store manager's garden was clean. When he completed matric, and a grown man, the store manager took him to the store to work as a trolley porter. He had to port the trolleys to the taxi rank and back. That is when Thabo was promised that if he does the job perfectly, he will be given a job inside the store when an opportunity arises. He did the job very great and he got into the store where he started as the cleaner, into merchandise department and finally now a store manager in Gauteng. This was achieved through the ILDP Programme." (Thandi\*, Employer, 2019)*

#### **4.6.4. Return on Investment**

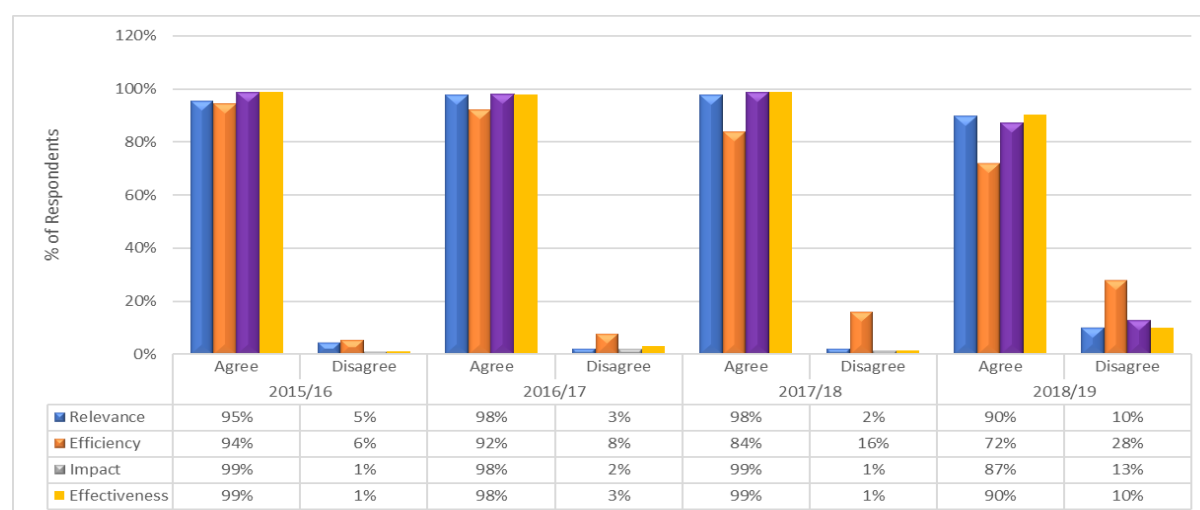
For establishing the ROI of the ILDP, in-depth interviews were carried out with employers who explained that they do not calculate their ROI. However, the employers felt that there were further costs incurred in sending their employees for the programme. Some of the costs that were described included the stipend that is given to the employees for the programme. These are relieving allowances which are given to a person who covers up the space of the one who went for the programme.

Regarding the non-monetary costs, the employers showed that the time spent away from the business by the beneficiaries had a great effect on their everyday operations. From a positive perspective, the employers alluded that the trained beneficiaries were more productive and effective in carrying out their duties. Hence, this increased the productivity and profitability of the employers. It can therefore be concluded that though the ILDP had disadvantages, there were also some notable improvements reflected on beneficiaries and the retail industry.

#### 4.7. Overall Evaluation of Relevance, Effectiveness and Efficiency

Figure 4.7 below illustrates the overall evaluation of the relevance, effectiveness efficiency and impact of the ILDP. The majority of the beneficiaries concluded that the ILDP is relevant, efficient and effective. However, there was a general declining in relevance, efficiency and effectiveness over the period.

Figure 4.7: Overall Evaluation of Relevance, Effectiveness and Efficiency of the ILDP



Source: W&RSETA ILDP Study (2020)

The Figure 4.7 above shows that while generally high, there was a generally declining trend on relevance, effectiveness, efficiency and impact of the ILDP program. The year 2018/2019 was the worst in terms of all these evaluations, and this calls for further research into the causes for this outcome.



#### **4.8. Sustainability of the ILDP**

Sustainability refers to the maintenance or augmentation of positive achievements induced by the ILDP after the program has been terminated. This might provide the basis for recommendations for its future implementation. For information about the ILDP sustainability, training managers, employers and programme managers were approached. From the employers' point of view, the programme is only sustainable if it could respond to the specific needs and skills of the workplace, and those skills should be maintained even after the completion of the programme. Therefore, the study found from the employers that the beneficiaries who went for the ILDP training are able to display leadership roles in their respective departments. They have totally changed to the extent that the company could really depend on their leadership skills. The programme manager also confirmed that the ILDP enables the SETA to achieve skills development as one of the objectives of the programme. There are success stories captured because of the knowledge they bring to the sector. A female respondent explained:

*"There are so many success promotions, there is a lot of movement and change due to the ILDP. There are stories told by employers indicating that their employees had progressed due to the ILDP."* (ILDP Programme manager, 2019)

Similarly, one of the training providers explained that the ILDP is a valuable sustainable programme where learning takes place at different stages. Beneficiaries learn through theory and experience; therefore, the impact is continuing throughout the life of the employee. From this information, the study concluded that the programme is sustainable.

#### **4.9. Replicability of the ILDP**

Replicability refers to the feasibility of repeating the programme or project or parts of it in another context. The replicability of the programme was assessed by having in-depth interviews with training providers as well as the programme manager. It was found that, the ILDP was previously not linked to any qualification. However, with an attempt to improve the programme's replicability, the current training provider linked the programme to the qualification NQF 8. This frustrated the beneficiaries and the employers since the beneficiaries selected for the programme were those with NQF 7 as well as those without it. In an attempt

to resolve the frustrations, training providers further divided the beneficiaries into groups of those with NQF 7 and those without. The belief was that those without NQF 7 would get it at the completion of the programme and those with the qualification already would get NQF 8. Although, this was done to resolve the matter, this caused more conflicts between the beneficiaries and the training providers as well as the beneficiaries themselves. In the focus group, one of the beneficiaries commented:

*"We were treated like kids there; I was even told myself that I do not qualify for the programme"*  
(Liako\*, ILDP beneficiary 2019)

Additionally, a programme manager argued:

*"Our programme can only be replicable if some changes are made to terms of selection criteria, preparation process in terms of logistics and course content of the programme"* (ILDP Programme Manager, 2019).

A majority of respondents revealed the inconvenience caused by accreditation of the programme. The study therefore concluded that the programme is not yet at the stage to be replicated.

#### **4.10. Challenges in the ILDP Value Chain**

The study found out that there were a number of challenges experienced by all the relevant stakeholders which could hinder the programme from achieving its desired objectives. The challenges identified included the following:

- i. Poor communication between stakeholders had been one of the challenges raised by the study. Most of the beneficiaries indicated that there was no clear communication from the SETA on how the programme is run, that is from the application, nomination, registration and final selection into the programme. For instance, in one of the focus

group discussions, the beneficiaries explained that some of the beneficiaries who underwent the training never got the result of their assessment. The study also established that there was no clarity on how the selection criteria are adopted and what to expect in terms of the time investment required. The programme was also found not to be well advertised, hence people in outlying areas do not know about it. Additionally, employers said that they did not receive any information or updates from either the training providers or the W&RSETA as to whether their employees were attending classes or not. Training providers also highlighted that there was no open communication between the involved stakeholders.

- ii. The introduction of an accreditation status for the programme caused a lot of confusion on the selection criteria. For the 2018/19 group, the major challenge was the introduction of accreditation which divided the recruited programme beneficiaries into two categories, i.e. those who had qualifications equivalent to NQF Level 7 and those without. There were beneficiaries who did not meet new NQF Level 7 minimum entry requirements of the programme; hence this made it difficult for the training providers to work with them. This caused confusion and frustration for beneficiaries and employers who would have wanted to take part in the programme but who could not satisfy the new entry requirements.
- iii. Logistical issues were also found to be a challenge for the programme. Stakeholders cited that the preparation for employees for travelling, in terms of preparing their visas and other stuff was quite difficult.
- iv. The time factor was also a challenge experienced. The commencement of training was reported to be delayed by the SETA every year. These delays negatively impacted on employers who were short staffed for quite some time. Furthermore, beneficiaries submitted that the duration of the programme was too short for learners to grasp all the necessary technical aspects of the training. In addition, the changing of training providers after a short period of time caused inconsistencies in the delivery of the program, since the delegates are exposed to different learning material.

#### **4.11. Conclusion**

The analysis and findings chapter began by profiling the beneficiaries, this was done with the programme objective in mind. The aim was to find whether the demographics of the beneficiaries fitted into the objectives of the programme. The main findings of the study included the discussions of the variables that were used as indicators of the impact of the programme. These examined the challenges that were faced by beneficiaries, programme managers, employers and training providers. The study therefore found that the ILDP was relevant, effective, efficient, made an impact only to some extent, is however replicable and sustainable. For further improvement of the programme, there are some issues that require attention from the SETA.

## 5. CONCLUSION AND RECOMMENDATIONS

### 5.1. Summary of Findings

The findings from this study were as follows:

#### 5.1.1. Demographics

- The total number of beneficiaries who were selected and participated in the study was 117, distributed as 32, 18, 31 and 36 beneficiaries for the financial years 2015/16, 2016/17, 2017/18 and 2018/19 respectively.
- The gender distribution shows that males were more involved than females for all the years, that is they consisted of 75%, 83%, 52% and 56% for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively.
  - Considering that the program is primarily intended to empower women, the disabled and historically disadvantaged group, the gender distribution of the respondents may not truly reflect the intended beneficiaries.
- The distribution of respondents by race show that Indians dominated the programs for the years 2015/16 and 2016/17. In 2015/16, out of the 32 respondents selected, 44% were Indians, 32% Black African and 19% were coloured, while no White person benefited.
- The same pattern was depicted in 2016/17, where Indians consisted half of the sample, 33% were Black African, 11% were Coloureds and 6% were White. In the other 2 years, Black Africans dominated the program.
- In 2017/18, Black Africans consisted of 39% of the 31 respondents sampled, while 35% were Indians, 13% were White and another 13% were Coloureds. In 2018/19, the distribution by race was, 47% Black Africans, 25% Coloureds, 22% Indian/Asians and 6% were White.
- The distribution of respondents by age shows that for 2015/16 and 2016/17 at least 50% of the respondents were between the 41-50 years of age. In 2017/18 and 2018/19 the age group of 31-40 years dominated the programme.
- The age distribution of the respondents was as follows for 2015/16; 50% ,41%, 9% and 0% for age groups 41-50 years, 31-40, above 50 years and 20-30 years.

- For 2016/17 the age distribution of the respondents was, 56%, 28%, 6%, and 11% for age groups 41-50 years, 31-40 years, above 50 years and 20-30 years.
- Then for 2017/18 the age distribution was 47%, 32%, 55%, 13% and 0% for age groups 41-50 years, 31-40 years, above 50 years and 20-30 years.
- For 2018/19 the age distribution was as follows; 47%, 50%, 0% and 3% for age groups 41-50 years, 31-40 years, above 50 years and 20-30 years.
  - This finding is similar to the population statistics provided. This suggests that the middle age to upper middle age dominated the programme in all the years. It takes experience to be a manager and experience comes with age as well. This is also reflected in these findings.
- The distribution of respondents by highest qualification shows that in 2015/16, respondents with a college diploma constituted 31%, of the respondents. Those with a master's degree were 19%, a matric and bachelor's degree were 16% apiece, and honours degree were 13%. Other qualifications were 6%, while below matric, certificate and university diploma consisted of 0%.
- In 2016/17, the distribution of respondents by highest qualification was a college diploma, 39%, an honours degree, 22%, a bachelor's degree 17%, a matric 11%, a university diploma, 6%. Below a matric, master's degree and other qualifications was 0%.
- For 2017/18 the respondents who had an honours degree and a bachelor's degree constituted 23% respectively. Respondents with college diploma were 19%, matric were 13%, a master's degree were 6%, a certificate were 10%, other qualifications and university diploma were 3% apiece and below matric was 0%. Unlike with the first 2 years discussed previously, respondents with an honours degree and a bachelor's degree dominated the sample.
- In 2018/19 respondents with a bachelor's degree and a college degree constituted 31%, an honours degree was 19%, matric was 11%, other qualifications were 6%, while a university diploma, below matric, and certificate were at 0%.
- A bachelor's degree is the minimum entry requirement. However, the analysis of respondents' distribution by highest qualification revealed that there were beneficiaries who did not have a bachelor's degree.

- The distribution of respondents by level of management revealed that in 2015/16, most of the respondents were at senior management level (66%), 25% at middle management and 9% at the junior management level.
- In 2016/17, half of the respondents were at senior management level, followed by middle management (39%) and 11% at junior management level.
- In 2017/18 the majority of the respondents were at senior management level (55%), 42% at middle management level, while 3% were at the junior management level.
- In 2018/19, the respondents at a senior management level were 67%, 31% were at middle management level, while 3% were at junior management level.
  - For all the years the greatest number of respondents were at the senior management level for 2018/19. This could probably be because one of the entry requirements in the programme is extensive senior management level experiences.
- The distribution of respondents by province revealed that, of the 32 beneficiaries who participated in this study and graduated in 2015/16, the highest proportion of respondents were from Gauteng province (66%), followed by KwaZulu Natal (22%), the Western Cape (13%), while none(0%) were from the Eastern Cape, Northern Cape and Northwest.
- In 2016/17, the highest proportion of respondents came from Gauteng and KwaZulu Natal (28% apiece). This was followed by the Western Cape (22%), Free State (17%), North west (6%) while none came from the Northern Cape and the Eastern Cape.
- For 2017/18, Gauteng province consisted 52%, 23% from the Western Cape, 16 % from KwaZulu Natal, 3 % from the Eastern Cape, Free State and North West apiece. The least number of the respondents were from the Northern Cape and comprised 0%.
- In 2018/19, greater number of respondents were from Gauteng and constituted 39%, the Western Cape were 31%, KwaZulu Natal were 29%. North West were 6% and the Northern Cape, Free State and Eastern Cape were 0%. From all the evaluated years, the greatest number of respondents was from Gauteng province. This could mean that the programme is more accessible in the Gauteng Province.
- In all the four years assessed, the greatest number of beneficiaries were able bodied 99%. Only 1% of the beneficiaries who participated in the programme had a disability.

### **5.1.2. Relevance of the Programme**

- From 2015/16 to 2017/18, all the respondents agreed that the objectives of the ILDP were clearly defined and communicated before training. However, in 2018/19, 13% of the respondents disagreed which may suggest that there could be issues about the programme.
- For the years 2015/16 to 2018/19, all the respondents agreed that all topics covered throughout the programme were relevant to the Wholesale and Retail (W&R) sector.
- In 2015/16 to 2017/18, all the beneficiaries agreed that the way the ILDP training is conducted fully prepares an individual to become a more effective leader and empowers them to influence others.
- However, in 2018/19, 20% of the respondents disagreed, suggesting deficiencies in course content. For all the years evaluated, all respondents agreed that the countries visited met their expectations and the companies visited added value to candidates learning. Overall, the analysis reveals that the programme was relevant, although a few respondents objected.

#### *5.1.2.1. Criteria of country selection*

- The selection of the countries visited was mainly based on how strong the economy of the country is and how easily the business practices of such a country can be applied in the South African context. The BRICS countries and one African country were chosen, beside the United Kingdom and Canada.

#### *5.1.2.2. Relevance of countries visited*

- The countries visited were found relevant, although there were some suggestions to alter the countries to visit, so as to explore new markets too.

### **5.1.3. Effectiveness of the Programme**

- For the years 2015/16 to 2017/18, all the respondents concurred that the ILDP has enhanced their appreciation of the global W&R sector. However, for 2018/19, 3% of the respondents did not agreed.



- Moreover, in 2015/16 and 2017/18, all the respondents interviewed agreed that their leadership skills have improved due to the ILDP. However, 94% of respondents agreed their leadership skills have improved due to the ILDP for 2016/17 and 2018/19.
- This was also the exact result when respondents were asked whether the ILDP has made them champions for the W&R sector and enhanced their ability to influence other young leaders.
- Furthermore, all respondents except for 2016/17, said they are now able to function more effectively in a team due to the ILDP (94% in 2016/17).
- Analysis of the results generally conclude that the ILDP was largely effective.

#### **5.1.4. Efficiency of the Programme**

- The results showed that 89%, 88%, 56% and 46% for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively said that the selection, registration and training were all done on time, and they graduated at the originally set date. Again, these results show a serious deterioration in efficiency on the dimension of ease of registration and completion of the program on initially stated dates.
- Moreover 90%, 82%, 93% and 73% for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively, of respondents agreed that the programme content and delivery structure were favourable for completion; and do not lead to any dropouts. Again, this suggests a decline in efficiency. Furthermore, 100%, 94%, 93% and 82% of respondents for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively agreed that the processes in place support the desired outcomes of the ILDP. The trend again buttresses the decline in efficiency of the program.
- Asked whether they agree or not that there should not be an alternative to the program, 87%, 88%, 81% and 61% for the years 2015/16, 2016/17, 2017/18 and 2018/19 respectively agreed. These results also show that there was an increase over time in the proportion of respondents who feel that there should be an alternative to the program.
- Overall, the results show that while most of the respondents agree that the program was efficient, there was an increase over time of respondents who disagreed.

#### *5.1.4.1. Accessibility of the Programme in terms of Qualifications*

- For the year 2015/16 to 2017/19, there was no accreditation linked to the programme, and the entry requirements were either NQF Level 7, Matric with extensive management experience, or having have done the RMDP.
- For 2018/19 the programme was accredited, and the beneficiaries were categorised according to those with NQF level 7 and those without. This arrangement was done in such a way that at the end of the year, beneficiaries without NQF 7 got one while those with it already got an NQF 8.
- The study concluded that there is no clear career progression from the RMDP and for people with lower NQF levels to LDP, but because of the accreditation, that is now linked to the ILDP.

#### *5.1.4.2. Accessibility of the programme to the Disabled and HDIs*

- 2015/16 consisted of 0% of people with disability, 38% were black Africans, 29% were women and 6,7% were black women. For 2016/17, 0% were people with disability, 33% were black Africans, 44% were women and 14,5% were black women. For 2017/18, 3% were people with disability, 39% were black women, 43 % were women and 11,7% were black women. For 2018/19, 0% were people with disability, 47% were black Africans, 39% were women and 17,6 were black women. 2015/16 and 2016/17 constituted 0% of the people with disability . It is only in 2017/18 when the number of people with disability increased from 0% to 3%. However, in 2018/19, the number of people with disability decreased again to 0%. For the evaluated years, 2015 to 2019, the number of women and black women increased annually.
- While there are some issues which could have happened in the selection criteria particularly in 2016/17, the programme is becoming more accessible to black Africans, women and black women. However, looking at the situation of the people with disability, which comprised only 3% for 2017/18, the programme is still not accessible to the people with disability.

#### **5.1.5. Improvement at Individual and Sector Productivity**

- For 2015/16 to 2017/18, all respondents agreed that they were now effective leaders since the ILDP completion. However, for 2018/19, 10% of the respondents objected.

Moreover, 96%, 100%, 96% and 85% of respondents for 2015/16, 2016/17, 2017/18 and 2018/19 respectively, agreed that they can now execute tasks they previously struggled with more effectively.

- For 2015/16 to 2017/18 all respondents agreed that their target achievement rate had significantly improved since completing the ILDP. However, in 2018/19, 18% of the respondents objected.
- For 2015/16 to 2017/18, the respondents agreed that the ILDP learning material is fully applicable to their day to day work routine. However, for 2018/19, 12% of the respondents disagreed.
- Furthermore, 96%, 94%, 100%, 91 % of the respondents for 2015/16, 2016/17, 2017/18, 2018/19 respectively, agreed that they can now contribute greater value to their company due to completion of the ILDP.
- For 2015/16, 2016/17, 2017/18 and 2018/19, 100%, 94%, 100% and 84% of the respondents agreed that they are fully able to pass on the leadership skills learnt through the ILDP to their subordinates and others. Overall, the analysis of the impact of the programs reveals that the programme had impact, although a few respondents objected.
- There was a generally declining trend on relevance, effectiveness, efficiency and impact of the ILDP program. The year 2018/19 was the worst in terms of all these evaluations, and this calls for a greater research into the cause behind.

#### *5.1.5.1. Career Advancement*

- Of the 117 beneficiaries who participated in the study, for 2015/16, 75% of the beneficiaries claimed that their career improved, 16% said it remained unchanged, while 9% said it regressed. For 2016/17, 56% said their career improved, 44% said it remained unchanged and 0% said it regressed. For 2017/18, 58% said their career improved, 0% said it regressed. and 42% said it was unchanged. For 2018/19, 42% said their career improved, 0% said it regressed while 58% said it remained unchanged.
- From this information, the study found that the number of beneficiaries who said their career improved after completion of the ILDP decreased annually. However, between 2016/17 and 2017/18 there was an increase of 2%. It is only in 2015/16, where 9% of

beneficiaries showed that their career regressed. For all the other years, none of the respondents said their career regressed.

- The number of respondents who indicated that their career remained unchanged increased annually. This was a total of 16%, 44%, 42%, 58% respectively. That is, for all the years evaluated, in 2018/2019, the number of respondents increased massively (58%) who said their career remained unchanged. These results are disturbing, as they suggest that the impact of the programme on improving managers' leadership roles has declined. However, it can also be reasoned that progression in leadership roles also considers experience hence it happens over time. It could be concluded therefore that there is an improvement in the careers of the respondents, irrespective of some few objections.

#### *5.1.5.2. Return on Investment*

- Most of the companies do not measure RIO on the ILDP. However, there are further costs incurred in sending their employees for the programme. Some of the costs that were described included the stipend that is given to the employees for the programme. These are relieving allowances given to a person who covers up the space of the one who went for the programme.
- Relating to non-monetary costs, the employers showed that the time spent away from the business by the beneficiaries had a great effect on their everyday operations. On the positive note, the employers alluded that the trained beneficiaries were more productive and effective in carrying out their duties. Hence, this increased the productivity and profitability of the employers. It can therefore be concluded that though the ILDP had disadvantages, there were also some notable improvements reflected for beneficiaries and the retail industry.

#### **5.1.6. Sustainability of the ILDP**

- A great number of stakeholders justified the relevance, effectiveness, efficiency and positive impact that the programme has. For instance, from the employer's point of view, the programme is only sustainable if it could respond to the specific needs and skills of the workplace, and those skills should be maintained even after the completion of the programme. The beneficiaries display leadership roles in their respective

departments. For instance, they are now able to lead companies effectively and engage with their subordinates. The programme enabled the SETA to achieve skills development as one of the objectives. Moreover, there are many success stories registered under the programme. However, there is a need for constant revision of the modules to ensure their relevance. The programme is still not yet accessible especially to the people with disability.

#### **5.1.7. Replicability of the ILDP**

- The ILDP was previously not linked to any qualification. However, with an attempt to improve the programme, the current training provider linked the programme to the qualification NQF 8. The accreditation of the programme frustrated the beneficiaries and employers, since the beneficiaries nominated for the programme are those with NQF 7 and those without. To resolve the frustrations, training providers further categorised the beneficiaries into groups of those with NQF 7 and those without. The promise was that those without NQF 7 will get it at the completion of the programme and those with NQF 7 will get NQF 8 as per accreditation. Although, this was done to resolve the issue, it caused more conflicts between the beneficiaries, training providers as well as programme managers. A majority of stakeholders said there is a need to stabilise the programme's entry requirements as well as the accreditation issue.

#### **5.1.8. Challenges of the ILDP**

- Poor communication between stakeholders was one of the challenges raised by the study. Most of the beneficiaries indicated that there is no clear communication from the Seta about how the programme is run, that is from the application, nomination, registration and finally acceptance into the programme.
- The introduction of accreditation status of the programme was found to have caused a lot of confusion about the selection criteria. There were beneficiaries who did not meet the new NQF level 7 minimum entry requirements of the programme, hence making it difficult for the training providers to work with them.
- Logistical issues were also found to be a challenge which beneficiaries experienced. Stakeholders cited that the preparation of travelling documents was quite difficult.

- The time factor was also experienced as a challenge. The yearly stipulated time for commencement of the programme was normally delayed by the SETA which affected planning for most employers.
- Changing of training providers after a short period of time caused inconsistencies in the delivery of the programme, since the delegates are exposed to different learning material.

## **5.2. Conclusion**

The study established the impact of the ILDP, by evaluating the relevance, effectiveness, efficiency, sustainability and replicability of the ILDP for the beneficiaries. The study found that the programme was relevant, effective and efficient. However, the study also found that its relevance, effectiveness and efficiency generally declined over the period under study. The major challenges encountered on the programme were poor communication amongst stakeholders, poor coordination of logistical issues, limited timeframes, inconsistent selection criteria and challenges with accreditation of the programme.

## **5.3. Recommendations**

Based on the findings, the following recommendations were suggested:

- i. Most of the respondents in the study were found to be males. However, the programme is mainly targeted to women. Moreover, only 1% of the respondents had disability which means there is a need to revise the selection criteria so that it is skewed to women, people with disability and other places out of Gauteng. Most of the respondents were also from the Gauteng province. The SETA should therefore develop quotas so as there is a fair representation of provinces in the programme.
- ii. Analysis revealed that the relevance declined over the years. This suggests that there could have been changes in the work and sector environments. There is thus a greater need to constantly revise the course content to reflect the dynamic and constantly changing work and sector environment.
- iii. The study revealed that the programme had a positive impact on beneficiaries and employers, the workplace and the wholesale and retail sector. It is recommended that

the programme should be strengthened, improved and continued. It enhances the socio-economic status of the beneficiaries and employers.

- iv. The study also revealed that there was poor communication between the SETA and the stakeholders. There is a need for the SETA to improve the communication strategies between the SETA itself and the beneficiaries. There should be a better flow of communication from the application process up until the programme ends. Thus, communication is necessary when one has been successfully nominated or not nominated for the programme. It requires communication of what is required from the beneficiaries and how the programme is going to run.
- v. There should be online courses that are introduced. The wholesale and retail industries are quite demanding which require people to be on duty every day. Thus, if the course can be accessed online, the people can still do assignments while at work. On the other hand, the programme managers should bear in mind the objectives of the programme. This means empowering of people in rural areas as well as the historically disadvantaged.
- vi. The study found that some of the beneficiaries on the programme did not meet the minimum entry requirements. This causes the programme to be divided into two groups causing confusion and frustration at workplaces. There is a need for the SETA to set a strict standard for selection so that there is no division of the same qualification, where some are accredited to NQF Level 7 and others to Level 8. This can also be improved if training providers are also involved in the selection process.
- vii. There were inconsistencies in the course content for the programme. Further enquiry revealed that this was attributed to changing of training providers from time to time. It is recommended that the course content be standardised, and provider related variations should be eliminated. This will improve the credibility of the programme.
- viii. The findings of the study concluded that for the all evaluated years, the number of respondents who showed that their career remained unchanged increased massively in 2018/19, thus constituting more than half of the respondents. It is recommended therefore that there should be an impact evaluation conducted annually to determine whether the programme has achieved its objectives in terms of career advancement and if not, what could have been the cause. This would assist to find any problems and resolve these immediately.

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## ANNEXURES

### ANNEXURE 1: ACCESS LETTER



Dear Stakeholder,

**Re: Impact Study: International Leadership Development Programme (ILDP).**

The Wholesale and Retail Sector Education and Training Authority (W&RSETA) is one of the statutory bodies that have been re-established by the Minister of Higher Education and Training in terms of the Skills Development Act of 1998 to enable its stakeholders to advance the national and global position of the Wholesale and Retail sector. As guided by its mandate, the W&RSETA develops and implements the Sector Skills Plan within the framework of the National Skills Development Strategy (NSDS); promote and facilitate the skills development in the Wholesale and Retail Sector.

The Wholesale and Retail Sector Education and Training Authority (W&RSETA) has appointed UNDERHILL SOLUTIONS to conduct research on the International Leadership Development Programme (ILDP). The research findings and recommendations will assist W&RSETA in implementing responsive interventions and programmes for ILDP.

We would like to appeal for your participation in contributing towards the successful completion of this study and urge you to kindly avail yourself for further engagement with the Researcher. Should you require more details about this study or should you have any enquiries, please don't hesitate to contact us.

We look forward to your positive participation.

Kind Regards,

Deborah Machard

Chief Officer: Qualifications & Research (COQR)

**Board:** Yvonne Mbane (Chairperson), Zinhle Tyikwe, Reggie Sibiya, Lwazi Koyana, Praise God Ndebe, Mogomotsi Masoabi, Themba Mthembu, David Makuwa, Fachmy Abrahams, Sibusiso Busane, Margaret Bango.



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Tom Mkhwanazi, Chief Executive Officer

## ANNEXURE 2: ETHICAL CLEARANCE



**APPLICATION FOR ETHICAL APPROVAL OF A RESEARCH PROJECT FROM THE  
WHOLESALE AND RETAIL SECTOR EDUCATION AND TRAINING AUTHORITY  
(W&RSETA).**

21/10/2019

**RFP/2019/23596**

**Name of Lead Researcher: Dr  
Edmore Mahembe**

**Company Name: UNDERHILL  
CORPORATE SOLUTION**

Dear Dr Edmore Mahembe

**Decision: Ethical Approval**

**Period: 21/10/2019 to 31/  
05/2020**

**Title of project: Impact Study of the International Development Programme (ILDP), 2015  
– 2019.**

**Project Manager: Mxolisi Maphakela**

**Project: Impact Study**

Thank you for conducting this project. W&RSETA hereby grants you permission for the continuation of the above-mentioned project.

**Please note that this approval letter is only valid for a period of seven (7) months.  
after which the project will be completed.**

**The due date for a progress report: 28 February 2020**

**Board:** Yvonne Mbane (Chairperson), Zinhle Tyikwe, Reggie Sibiya, Lwazi Koyana, Praise God Ndaba, Mogomotsi Masoabi, Themba Mthembu, David Makuwa, Fachmy Abrahams, Sibusiso Busane, Margaret Bango.



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**Tom Mkhwanazi, Chief Executive Officer**