IMPACT ASSESSMENT OF THE WHOLESALE AND RETAIL SECTORS INTERNATIONAL LEADERSHIP DEVELOPMENT PROGRAMME
FORWARD

This study set out to assess the impact of the ILDP of W & RSETA against its aim of providing skills development needs of the wholesale and retail sector through the implementation of learning programs, disbursement of grants, and monitoring of education and training. The realisation of this central objective entailed the setting of sub-objectives. Against this background, this study aimed to achieve specific objectives such as the highlighting of the long-term changes envisioned by the ILDP intervention in the context of positive/negative, intended/unintended costs and outcome. Other objectives of the study included an explanation of the conversion of project inputs (resources) into results in relation to quantity and quality of results. Beside these, it was also considered necessary to determine the extent to which the stated objectives of ILDP were achieved at personal, organisational, and societal levels, as well as to establish the trends of post–ILDP training and productivity, drawing from experience/skills/competencies gained during the program.

To achieve the stated objectives of the study, both SWOT and content analysis methodologies were employed to analyse information gathered through interviews and focus-group discussions, as well as documentary analysis of websites, policies, and course contents of the program. In light of adopting the relevant analytical methodologies, it was also considered necessary to provide an academic background for the study. Thus, the literature review attempts to build an academic case for this study. In this regard, scholarly works dealing with major issues identified with leadership development were not only examined, but also critiqued and compared with others in order to provide profound knowledge of what has been done or proven in this field of study.

The literature review focused on past and present studies dealing with leadership development as they reflect empirical results that could be easily appraised. This in general, entailed a consideration of key concepts and their meanings, trends in LDEE and its perceptions, as well the growing emphasis in the field, as benchmarked to various sectors, and the general complaints about LDEE such as cost, time/pressure/no
linkage (irrelevant) with workplace needs. Furthermore, the literature drew upon several program descriptions, websites, and other references in order to highlight and discuss current trends and innovations in leadership development. Some key characteristics and design principles were identified to inform policy makers, planners, and others interested in leadership development programs.

Against the background of the objectives and analytical methodology complemented by literature survey, the major strengths and weaknesses, opportunities, threats, and challenges of the ILDP to individual participants, their organisations and the South African wholesale and retail sector were highlighted and discussed.

Qualitative and quantitative measures were easily used to determine the efficiency of a leadership program, usually related to the program's delivery. Examples include resources used, activities conducted, the number of people involved, their reaction to the program, etc.
EXECUTIVE SUMMARY

The impact and effectiveness of any executive education program is determined through a higher-level evaluation. This might measure the amount of learning by a participant, or the extent and quality of the application of that learning in their ‘back room’ situation. This report presents the findings of a study on how ILDP affected the individuals who participated, as well the organisations where they belong.

Findings

The study shows that delegates on the ILDP developed strategies and competencies for continuous learning, including self-awareness, reflective thinking, and developmental relationships; they experienced personal changes either in the way they thought about problems or issues, in their habits or behaviours, or in the way they felt; and they accomplished projects more successfully than they would have without the program.

The different features of the programme contributed to its overall success in various ways. The classroom portion of the program contributed most to increasing participants’ self-awareness (e.g. what my preferences are, how others perceive me, what I need to change about myself to be more effective in my work or personal life). Because of the classroom experience, participants also gained knowledge in particular management and leadership content areas (e.g. working in groups, planning and organising, situational leadership) and gained closer relationships with the other members going through the programme.

Executive facilitators contributed to the learning experience by providing advice and expertise to the delegates by helping them discover or construct knowledge (e.g. serving as a sounding board, asking questions that stimulate deeper analysis, providing feedback, etc.) by keeping them on track with the goals of the program, and by providing support and encouragement.
The majority of delegates engaged in journal writing during the year. They found reflective writing helped them in reviewing and learning from their past experiences, in thinking about future situations and strategies for handling these situations, in exploring their feelings, and in keeping themselves organised and goal-oriented. In addition to providing a process for linking the program to organisational improvement, learning projects served to stimulate changes in the delegates themselves. An increase in involving others and in reflective thinking was the most frequently cited changes connected to learning projects.

The variations in program outcomes from person-to-person reflect that these delegates are at various points in their careers, have different patterns of strengths and weaknesses, and different back-room situations and issues to handle. In an exploratory analysis, the study found different subsets of responses to program experiences such as the ‘competent and not so competent’. The competent subgroup contained delegates who were already highly effective in their organisations and who experienced the program as an opportunity to refine some of their ideas and practices. Although these individuals worked on some improvement goals, they did not feel that they had changed much because of the program.

There were also delegates who were motivated to improve relationships with others by keeping their negative interpersonal behaviours in check and by not letting others agitate them. These individuals met with limited success in these efforts because they were attempting to change ingrained behaviours; they continued to encounter difficult problems, and they did not have a lot of interpersonal support.

Some delegates became more thoughtful, reflective, and goal-oriented in their work and developed a broader understanding of their role as delegates. There were also individuals who tended to be newer in their positions. They also were more likely to make fuller use of the learning opportunities afforded by their executive facilitators and journals, than did the previous two subgroups.
The ‘not so competent’ subgroup contained delegates who felt they had definitely changed in their habits and perspectives because of the program. Two types of perspective changes were predominant in this subgroup: a greater willingness to share power, and a greater value placed on balancing work and personal life. Although these subgroups represent qualitative differences among the delegates’ experiences, the program seemed to have a quantitatively greater effect on all the subgroups as a whole.

This study observes that ILDP leads to valued outcomes to the degree that the program stimulates motivation to learn, provides opportunities, and support for learning is realised. However, a program does not occur in isolation. It will have differential effects depending on what the individual delegates bring to it (e.g. job demands, personality) and on the back-room organisational context in which it occurs (e.g. degree of support for learning and change, turbulence in the organisational environment).

Implications

Several implications are drawn from the ILDP. Just like any other leadership development programme, the implications observed in the study are summarised as:

(1) Self-awareness-building programs are enhanced by extending them beyond the classroom to include workplace projects, reflective journal writing, and coaching from an experienced peer.

(2) The program focuses on developing awareness of individual strengths and weaknesses, encourages efforts to improve as a leader, and offers tools for supporting those efforts in the workplace, which is very flexible in that it is useful to individuals at varying points in their careers, with varying needs.

(3) ILDP is needed at the all levels of organisations.
For the evaluation of impact, the implications are:

(1) The use of multiple methods (qualitative, quantitative, and idiographic) enriches the analysis of program outcomes.

(2) Evaluation studies should expect highly individualised outcomes because participants in such programs can choose to work on a wide variety of areas.

(3) Evaluative studies of these programs are rich opportunities for better understanding the process of leadership development.

Among its benefits at the personal level are organisational, leadership, innovative, risk-taking, diversification skills, and knowledge. Knowledge about best international practices applicable to the South African wholesale and retail context was also gained. Wholesale and retail organisations gained from the domestication of acquired knowledge and skills of the delegates. Although certain weaknesses were identified, recommendations were also made as to how to improve the program and expand its benefits.
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SECTION ONE

INTRODUCTION AND METHODOLOGY

1.1 INTRODUCTION

The W&RSETA was established as a legal entity on 20 March 2000 in terms of the Skills Development Act no.97 of 1998. The W&RSETA aims to provide for skills development needs of the wholesale and retail sector through the implementation of learning programmes, disbursement of grants, and monitoring of education and training.

As clearly articulated in the NSDS-3 that SETA’s must conduct consistent monitoring and evaluation towards ensuring a culture of continuous improvement, it is important to evaluate the impact of the initiatives of the strategy and ensure that the programmes provided meet the required quality and relevance. This can only be done through an effective monitoring and evaluation system. Monitoring and evaluation is a constitutional requirement that is reflected in section 195 (1) (b),(c) and (f) of the constitution of South Africa (Act 1085 of 1996), which compels government departments to promote efficient, economic, and effective use of resource, and directs public administration to be developmentally oriented and accountable. It is against this background that W&RSETA is seeking to evaluate one of its flagship programs, ILDP.

1.2 BACKGROUND

The ILDP is an intensive action-learning programme that exposes high potential executives from across the W&R sector to co-learn in both SA and internationally. With a focus on personal and professional development, participants are heavily immersed in in-market experience to accelerate their business insights and learn directly from global business leadership. The ILDP creates opportunities for participants to function more effectively in team-settings, such as research and make recommendations on a strategic industry challenge.
1.3 SUMMARISED SCOPE OF PROJECT

The scope of this project is as follows:

- Highlights the evolution, framework and critical elements of the ILDP
- Describe the inputs, processes, delivery and output/outcomes vis-a-vis the extent to which the ILDP adds values (and at what cost) to actors/stakeholders.

The period covered in the study is five years.

1.4 SPECIFIC OBJECTIVES OF THE PROJECT

The specific objectives of the project are as follow:

- To highlight the long-term changes envisioned by the ILDP intervention in the context of positive/negative, intended/unintended costs and outcome.
- To explain how project inputs (resources) were converted into results in relation to quantity and quality of results.
- To determine the extent to which the stated objectives were achieved at personal, organisational, and societal levels.
- To establish the trends (if any) of a post-ILDP activism and productivity drawing from experience, skills, or competencies gained during the programme.
- To answer the question: ‘to what extent do the expected results address the problems and real needs of the target groups?’
- To highlight key issues, lessons, challenges, strengths, and weakness or opportunities of the entire project.
1.5 METHODOLOGY: SWOT ANALYSIS

The analysis methodology included both quantitative and qualitative approaches. The qualitative approach assumed the form of narrative and descriptions, while the quantitative approach assumed the character of statistical and tabular expressional, as well as graphical representations. The study adopted the SWOT method of analysis. SWOT is an acronym for strengths, weaknesses, opportunities, and threats. As a method of analysis, it seeks to identify key strengths, weaknesses, opportunities, and threats of public, private, academic, and non-academic ventures. In applying the SWOT analysis, the study specified the main objective of the ILDP as a flagship project of the W&RSETA, as well as factors considered as its strengths and weaknesses. The SWOT analysis method is explained thus:

- **Strengths**: characteristics of the business or project that give it an advantage over others
- **Weaknesses**: characteristics that place the business or project at a disadvantage relative to others
- **Opportunities**: elements that the project could exploit to its advantage
- **Threats**: elements in the environment that could cause trouble for the business or project

The study employed the SWOT method of analysis because it will enable W&RSETA stakeholders to, among other things:

- Search new solutions to identified threats and challenges to the ILDP
- Identify the main challenges and threats that limit the attainment of goals/objectives of the program
- Help stakeholder reach agreement on the direction that will be most effective
- Identify opportunities or possibilities as well as barriers/limitations for change
- Revisit/review strategies of implementation, communication, recruitment of candidates, and partnership with organisations involved in the project.
- Enhancement of the creditability of this study
1.6 CONTENT ANALYSIS

The SWOT method was complemented by content analysis. Content analysis of primary and secondary documentary sources was adopted, with emphasis on those sourced from the above-identified institutions/persons. In summary, content analysis is the summarising of qualitative and quantitative analysis of information/messages that relies on the scientific method (including attention to objectivity, inter subjectivity, a prior design, reliability, validity, generalisability, replicability, and hypothesis testing). This method of analysis was adopted as a complementary approach in the study because of its utility. The utility of content analysis consist of three categories:

- It makes inferences about effect of communication
- It makes inferences about the antecedents of a body of information
- It describes and makes inferences about characteristics of a communication
1.7 SOURCES OF DATA

In order to achieve the stated objectives of the study, relevant data was sourced from related institutions, and information extracted from credible sources. Information analysed in this the study was obtained from the following sources:

- W&RSETA with emphasis on the PM
- International partners e.g. CEIBS, Penn States
- Participating corporate/company executives
- Participating institutions e.g. GIBS
- Individual participants/delegates
- Relevant private and state agencies

Additional information was also retrieved from the following relevant primary and secondary sources:

- Websites
- Newsletters
- Annual reports/official reports
- Special publications e.g. ILDP
- Memoirs and documented reflections

1.8 METHODOLOGY: DATA GATHERING TOOLS AND APPROACH

The specific data collecting tools used in the study include the following tools:

- Conversational/face-to-face interview
- Internet survey with emphasis on website of companies and W&RSETA
- Telephonic interviews
- Questionnaire administration, collection, and analysis
- W&RSETA organised 2-day focused groups/interviews in Durban, Johannesburg, Cape Town, and Centurion.
1.9 SAMPLING/POPULATION

Due to the scope and timeframe of this study, the sample population was purposefully selected. Creswell (2012: 206) describes purposeful sampling as the intentional selection of individuals and sites to learn or to understand a central phenomenon. The standard used in selecting individuals and sites is because they are information rich. The main reason for using purposeful sampling was to gain or learn more about the ILDP from those directly informed in its implementation.

Thus, the sample population used is considered information rich and consisted of the delegates who have participated in the ILDP programme in the last five (5) years, as well as their organisations and institutions. In all, 21 persons were interviewed from different cities, such as Cape Town, Durban, and Johannesburg, and organisations. Since the intended groups from which a sample population was drawn were varied in functions and responsibilities in the project, maximal variation sampling strategy was also employed. According to Creswell (2012:207), “maximal variation sampling is a purposeful sampling strategy in which the researcher samples cases or individuals that differ on some characteristics or traits”. This sampling technique was necessary because the study intended to uncover the impact of the project on individuals, organisations, and the wholesale and retail sector. Racial, gender, and organisational differentials were considered necessary in the sample population. The sample population for this study consists of the delegates that have participated in the ILDP programme in the last five (5) years.
1.10 ETHICAL ISSUES

It is generally agreed that a credible research enterprise must as a matter of necessity pass the litmus test of ethical requirements. With specific reference to this study, some of these issues include but may not be limited to the following:

- Informed consent and voluntary participating
- Anonymity and confidentiality
- Transparency (absence of deception) and awareness
- Reliability and validity

1.11 ORGANISATION OF STUDY

Section one: Introduction and methodology

The purpose of this section is to set the stage of the study. This contains sub-headings and critical indicators such as introduction/background, research scope, specification, and objectives, methodology and sources of data, method of data collection, and techniques for analysis, as well as data collection tools.

Section two: Literature review on leadership development programmes and executive education

Taking the value of the literature review into consideration, this section explores the conceptuality and trends in leadership development and executive education. The review looks at the global trends, vis-a-vis international practices and perception about LD and EE, as well as the African/South African trend.

Section Three: The ILDP programme: an overview

This section utilises the basic/founding documents, otherwise known as business CSA documents, to review the ILDP vis-à-vis its evolution, objectives, structure, nature of curriculum, overview of curriculum-individual participants (selection criteria and nomination process, corporate/company participants, local institutional partners, nature
of relationship (their roles) (e.g. GIBS), and external partners (Penn State). It also gives an overview of economics (costs) of ILDP, organogram of ILDP, ILDP management/managers, ILDP delivery model/process, pedagogical methods, facilitators, programme content, key skills and competencies, and assessment and feedback method.

**Section Four: Findings**

By means of pre-designed questionnaires of various types and inherent values, this section presents the outcomes of the analysis and interpretation of data collected from various stakeholders associated with the ILDP. The findings extend to programme demographics and socio-professional indicators. It also examines general perception about costs (actors’, stakeholders’, and/or partners’ views about whether ILDP has had good return on investment) and ILDP benefits. It further discusses a summary of participant’s perception, benefits of firms/corporation, benefits to the sector as a whole, benefits to society, and a general perception about threats to the programme and a list of aspects of the programme to be worried about. It also offers general and specific suggestions to strengthen the programme in order to make it globally competitive for the WR sector.

**Section Five: Summary, recommendation and Conclusion**

The last section summarises the findings of the study. Recommendations based on findings are equally made in the section, as well as the drawing of broad conclusions to guide policy making in the future.
SECTION TWO

LITERATURE REVIEW:

LEADERSHIP DEVELOPMENT AND EXECUTIVE EDUCATION

2.1 INTRODUCTION

The field of leadership development and executive development has generated a large and growing body of literature since the 21st century. This study, as a cost benefit analysis of the LDEE that was rolled out with several stakeholders of W&RSETA, is defined and limited in its scope by finding clear parameters. The study consulted the past, present, and future thinking around LDEE to cover cardinal aspects of leadership, leadership development, as well as executive education, whether in the public or private sectors.

Particularly, the scope defines the focus to address leadership development rather than the wider field of leadership (though the study recognises that leadership development is related to the type of leadership model that underlies it). The study attempts to concentrate on those studies and current thinking that give empirical results that could be evaluated, rather than broader conceptual or exhortatory papers about leadership development. Furthermore, definitions of key terms and their meanings are dealt with, the trends in LDEE, its perceptions, as well as the growing emphasis in the field, as benchmarked to various sectors, and the general complaints about LDEE such as cost, time, pressure, no linkage (irrelevant) with workplace needs.

For all the above mentioned, it draws upon many programme descriptions, websites, and other references in order to investigate current trends in leadership development, and highlights a number of recent innovations. Some key features and design principles are identified to inform policy makers, planners, and others interested in leadership development programmes.
2.2. LEADERSHIP DEVELOPMENT AND EXECUTIVE EDUCATION

While the focus of this review is on leadership development and executive education and not on leadership per se, it is evident from the literature that the approach to development is influenced by the model (explicit or implicit) of leadership that underlies the development work. Therefore, this study examines some key approaches to understanding leadership in terms of how this shapes leadership development and executive education.

2.2.1 Defining leadership

The concept of leadership was nebulous and ill defined in the 30 organisations studied and this is problematic for leadership development for a number of reasons. Unless there is a clear and agreed approach to the concept of leadership and an agreed framework, then leadership development practices may be inappropriate for the kind of leaders the organisation is aiming for (e.g. developing transactional leaders when the organisation needs transformational leaders) or old and out-dated practices may be relabelled as ‘leadership’ to suit the current organisational rhetoric. In particular, if there is a not a distinction made between management and leadership, then some leadership development may actually be traditional management development.

Significant leadership models being used in leadership development currently include the transformational leadership model showing how focusing on different dimensions of transformational leadership (idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration) each provide different implications for the focus of leadership development.

However, looking at the public sector, leadership is argued for the distinction between the concept of leader and that of leadership. The authors assert that considerable

4 Hartley J and Allison M (2010) The Role of Leadership in Modernisation and Improvement of Public Services Public Money and Management, April, 35-40
research effort has been applied to researching leaders, but this approach concentrates on the characteristics of the leader (for example, personality, style, or behaviours) rather than leadership processes. When considering leadership, it is therefore valuable to distinguish between the person, the position, and the processes.

Research on the person as leader, including personal characteristics of leaders, abounds for a review and tends to focus on the skills and abilities, the personality, the styles of engagement\(^5\), gender differences\(^6\), and the behaviours\(^7\) of individual leaders. According to the authors, the role of individuals in shaping events and circumstances at certain times is clear. The disadvantage of such approaches is that they can lionise particular individuals and assume that they have pre-eminent capacity and power, which ignores ‘followers’, and organisational and community constraints, and places too much emphasis on personal development at the expense of leadership development as collective capacity. In fact, effective leadership by individuals is an interaction of the individual with their context\(^8\). However, a number of organisations are still taking a ‘strong leader’ approach to their leadership development, with this focus on the individual and his/her personality\(^9\).

A second view of leadership occurs when the focus is on the formal position in an organisation. A chief executive is in a position of authority, which may be a basis for leadership as well as management. The formal position may also be described as a leader by virtue of the formally recognised role. Some commentators say that such formal positions give authority, though not necessarily leadership\(^10\). Leadership requires more than simply holding a particular office or role. It is important to distinguish between formal and informal leadership and argues that each may tackle leadership issues through different processes, for example, informal leaders may work through influence rather than through authority or direct control.

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\(^8\) Ibid
\(^9\) Ibid
The implications for leadership development are important. If leadership is defined solely by role, then the focus is on leadership development for those roles (and possibly for those coming into those roles where they have been identified). However, there are dangers in seeing leadership development as related solely to particular roles, as opposed to leadership ‘cascaded’ through the organisation (distributed leadership) or building critical mass across the organisation through leadership development\textsuperscript{11}.

A third approach is to consider leadership as a set of processes or dynamics occurring among and between individuals, groups and organisations. In this approach, leadership is a set of activities or processes concerned with motivating and influencing people, and shaping and achieving outcomes. An important distinction between transformational and transactional leadership is made, which has been widely used in thinking about both political and managerial leadership\textsuperscript{12}.

The approaches are complementary. Transformational leadership is characterised by idealised influence (leaders engender trust and respect among their followers by doing the right thing), inspirational motivation (the ability to create and build commitment to goals), intellectual stimulation (challenging current reality and old ways of thinking), and individualised consideration (fair but individual treatment of participants to ensure that everyone has opportunities for developing and learning). Some scholars\textsuperscript{13} have described these qualities of leadership as being about envisioning, energising, and enabling.

Transactional leadership, on the other hand, is concerned with making actions happen in a substantial way through rewards and systems that support the specified objectives. Leadership development, using this model, concerns building social capital, as well as human capital, and involves a different set of activities in leadership development programmes\textsuperscript{14}.

\textsuperscript{12} Ibid
\textsuperscript{14} Day D (2001) Leadership development: A review in context Leadership Quarterly, 11, 581-613
The idea of leadership as a set of processes concerned with influencing people and achieving goals and outcomes is reflected in the definitions of adaptive as ‘mobilising people to tackle tough problems’\textsuperscript{15}. Competency frameworks are seen to be another way in which organisations can articulate their model of leadership and this point will be returned to later in the review.

\textbf{2.2.2 Demystifying leadership development}

The link between the model of leadership being used, and the approach to leadership development is illustrated very well and bears quoting for its incisive approach to conceptualising leadership development\textsuperscript{16}.

\ldots Leadership has been traditionally conceptualised as an individual-level skill. A good example of this is found in transformational leadership theory, which proposes that transformational leaders engage in behaviours related to the dimensions of Charisma, Intellectual Stimulations, and Individualized Consideration. \ldots Within this tradition, development is thought to occur primarily through training individual, primarily intrapersonal, skills and abilities. \ldots These kinds of training approaches, however, ignore, almost 50 years of research showing leadership to be a complex interaction between the designated leader and the social and organisational environment…

Leadership development can also be defined as “the expansion of a person’s capacity to be effective in leadership roles and processes. Leadership roles and processes are those that enable groups of people to work together in productive and meaningful ways”\textsuperscript{17}. The program’s primary objective has been developing leadership competencies through classroom activities and leadership skills through service projects. “Knowledge is a necessary first step, but by itself it is not sufficient for changing leadership behaviour. The new knowledge must be put into action. Skills encompass the action domain of learning”\textsuperscript{18}.

\textsuperscript{15} Heifetz R and Laurie D (2007) The work of leadership Harvard Business Review, Jan-Feb
\textsuperscript{17} Vangen S and Huxham C (in press, 2003) enacting leadership for collaborative advantage British Journal of Management, September
\textsuperscript{18} ibid
It has also been argued that there is a need to clarify the difference between managers and leaders for the purposes of leadership development. He argues:

…Leadership development is defined as expanding the collective capacity of the organisational members to engage effectively in leadership roles and processes… Leadership roles refer to those that come with and without formal authority, whereas management development focuses on performance in formal managerial roles. Leadership processes are those that generally enable groups of people to work together in meaningful ways, whereas management processes are considered to be position and organisation-specific…

He notes an overlap between leadership development and management development, but suggests that management development tends to focus on enhancing task performance in management roles, whereas leadership development involves building the capacity of individuals to help staff learn new ways of doing things that could not have been predicted.

In addition to building leaders by training a set of skills or abilities, and assuming that leadership will result, a complementary perspective approach leadership as a social process that engages everyone in the community. In this way, each person is considered a leader, and leadership is conceptualised as an effect rather than a cause. Leadership is therefore an emergent property of effective systems design. Leadership development from this perspective consists of using social (i.e. relational systems) to help build commitments among members of a community of practice.

While the conceptual distinction between leader development and leadership development is a useful one, Day argues that both types of development are important, and this is confirmed by other writers. There has been suggestions that leadership development works best where attention is paid to organisational strategy and context, to make sure that leadership development is appropriately designed and implemented.

20 ibid
The distinction, however, is useful to clarify approaches to leadership development, with different methods, programmes, and expectations of outcomes. We use Day’s distinction in the following table (Table 1). However, while he distinguishes between leader development and leadership development, we are unable to follow through in using his linguistic convention in this systematic review, where both types of development have been called leadership development in the literature. Instead, we will call them the human capital and social capital approaches to leadership development.

Table 1.
Human capital and social capital approaches to leadership development

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Development target</th>
</tr>
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<tbody>
<tr>
<td><strong>Leadership Model</strong></td>
<td><strong>Capital type</strong></td>
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<tr>
<td>Leader</td>
<td>Human capital</td>
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<tr>
<td>Leadership</td>
<td>Social capital</td>
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<td>Individual</td>
<td>Relational</td>
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<tr>
<td>Competence</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>Skills</td>
<td>Self-awareness</td>
</tr>
<tr>
<td></td>
<td>Emotional awareness, Self-confidence, Accurate self-image</td>
</tr>
<tr>
<td></td>
<td>Self-regulation</td>
</tr>
</tbody>
</table>

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There has been a dichotomised concept of leader and leadership when considering development, by expressing leader development as human capital and leadership development as social capital. “In the case of leader development, the emphasis typically is on individual-based knowledge, skills, and abilities associated with formal leadership roles” whereas, “Leadership development can be thought of as an integration strategy by helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organisational imperatives”24.

There has also been an assertion of leadership and organisational studies that stressed it is the leadership of managing such human and social capital that offers organisations a competitive advantage. Referred to as strategic leadership, their concept proposed that human capital, being a person’s knowledge, skills, and capabilities comprise an organisation’s most unique resource, and that “social capital entails a web of relationships that includes norms, values, and obligations, but also yields potential opportunities for the holders of the capital25. When strategically led, the human capital can be utilised to its maximum potential and the social capital can help to create dynamic teams and environments prepared to face the challenges of the future.

Above all, development related to leadership should stress active learning methods versus theory, since leadership is an active process26. However, theory must balance active learning in all leadership development methods, models, and curriculum. “Those who wish to develop leaders must understand much more than the current state of knowledge about leadership if they are to do more than engage in the documentation of trivia. Leadership development is an important personal and social skill”27.

24 ibid
2.2.3 Types and extent of leadership development

Leadership development can be considered in terms of formal programmes (e.g. training courses, development programmes, and educational programmes) and in terms of informal activities that support leadership development (e.g. on-the-job experiences chosen to create ‘stretch’ for the job incumbent, mentoring, etc.). They can also be thought of as focusing on the individual, the team or group, sets of roles (e.g. medical directors, aspiring chief executives, fast track programmes) or concerned with the whole organisation (e.g. organisation development)\textsuperscript{28}. There have also been suggestions that there are three types of focus in leadership development\textsuperscript{29}:

- Individual skills development
- Socialisation of corporate values and vision
- Promotion of dialogue and implementation of a collective vision

This sampling of literature shows that there is a great deal of interest in leadership development\textsuperscript{30}. This is apparent in management and HR\textsuperscript{31} but is also part of government agenda for the public services with the establishment of leadership development centres, publication of White Papers, and discussion papers on the importance of leadership to improve public services. There is also a considerable debate about leadership development in the private sector that observes and describes the current interest as ‘the rush to leadership’\textsuperscript{32}.

However, while there is much talk about the need to improve leadership, leadership capacity, and leadership development, we have come across less information about the extent to which leadership development is taking place. Some studies have revealed that out of 30 organisations across the public and private sectors (excluding health

\textsuperscript{28} Gardner, H, 1995, Leading Minds: an anatomy of leadership, New York, Basic Books
\textsuperscript{29} Barker R (2001) The nature of leadership Human Relations 54, 469 - 494
\textsuperscript{31} ibid
\textsuperscript{32} ibid
organisations), 82% have leadership development initiatives of which nearly two-thirds had started in the previous 2 years, suggesting that this is relatively recent\textsuperscript{33}.

This is scant information, and one must be wary of whether there is relabelling of management development initiatives occurring here. More information would be helpful in assessing the extent of leadership development. This would be helpful in evaluating its degree of success, according to which criteria, and by which methods.

2.2.4 Executive Education (EE)

Executive Education is perceived as academic training programs at graduate-level businesses for managers, business leaders, and executives. These programs generally do not lead to a degree, although sometimes certificates are provided. EE is provided by many global as well as regional and mid-sized universities and businesses around the world. EE can be further categorised into customised programs and open enrolment programs\textsuperscript{34}.

Furthermore, Executive Education is an academically based development initiative for mid-level to senior managers. Its key attribute is the engagement of outstanding academic faculty to provide management with state-of-the-art research, university tested educational methodology, and the exuberance and excitement generated by outstanding teaching. Executive Education holds academic learning at its core\textsuperscript{35}. The instructional approach incorporates proven business methodology, including the regular use of case studies and team exercises that provide dramatic applications of key concepts\textsuperscript{36}. Executive education programs are also typically offered on a non-credit basis. This provides maximum flexibility in developing and updating course curricula. Core executive programs frequently offer ‘Certificates of Completion’, connoting the accomplishment of successful participants\textsuperscript{37}. Executive Education programs produce

\textsuperscript{34} Ibid
\textsuperscript{37} Ibid
immediate results as they facilitate the development of enhanced functional and leadership skills that can be applied immediately to produce superior business outcomes.

Sometimes called management development programmes, content-wise, they focus on improving the knowledge and skills needed to become an effective leader. Most executive programs, unlike management degrees like an MBA, MSc, or Master in Management, focus on sharpening specific aspects of an executive’s toolkit, such as accounting, finance, strategy, or negotiation. Some executive programs, like modular general management or Executive MBA programs, do provide more broad training for current and future managers and executives. Occasionally, specialised executive programs are designed for professionals working in certain industries (like healthcare or IT), or those working in or transitioning to specific managerial or executive roles.

Executive programmes are usually offered on the campuses of businesses, though they can sometimes take place at other venues like resorts or conference centres. Some providers, particularly those offering global-oriented programs, take advantage of the short format and international partnerships to offer their programs in one or more different locations. The executive programs listed on this site are ‘open-enrolment’ programs, meaning that anyone is eligible to apply. This is in contrast to ‘custom’ programs typically offered to companies and organisations.

2.2.5 The changing dynamics of executive programmes

Expanded organisational imperatives for learning have shifted the role of university-based executive education, both in the programs themselves and in the way they are managed and delivered. Corporate clients increasingly expect business offerings to focus on organisational performance as well as individual improvement, and they increasingly expect businesses to understand and align with their challenges and goals.

38 ibid
39 ibid
In particular, this direct connection with corporate performance is increasing the emphasis from the client side on

- Developing executive skills in strategy, execution, innovation, and problem-solving
- Establishing global and customer-focused mind-sets
- Managing complexity and ambiguity
- Bridging leadership actions to business results, and for providers, connecting with corporate performance means
- Delivering content not typically in the MBA curriculum: selling, coaching, and strategic talent management, among others
- Creating integrated learning experiences that include multiple teaching and learning methods
- Providing ‘reach’ to serve multiple locations
- Demonstrating business impact, either through learning achieved or results delivered

Moreover, the ways people learn are adapting to the reasons why people must learn. As a result, the nature of the services that university providers offer is also changing and the boundaries within which they compete are eroding.

**Integrated solutions:** Formal education, regardless of the deliverer, is seen as a small but important part of the development mix, a complement to job assignments and coaching. Thus, learning opportunities are occurring in close proximity to the job, often on a just-in-time basis. It should be able to provide educational solutions, not simply single programs, and to integrate them into clients’ broader learning and development architecture.

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42 ibid
**Action learning:** Traditional classroom ‘learning’ is evolving towards ‘doing,’ and action-oriented delivery is blurring the boundaries between classroom, workplace, and even life experience. Experiential teaching approaches, involving simulations and projects, for example, offer more effective learning, while addressing business opportunities. Thus, ‘teaching’ is giving way to facilitation and consulting.

**Blended delivery:** Corporate clients are beginning to seek delivery options that blend face-to-face and technology-enabled formats to reach participants who are dispersed geographically, to expand the learning ‘window’ and to minimise travel costs.

**Total experiences:** The learning experience itself is becoming part of the corporate strategy creation and implementation processes, especially in realigning the organisation and creating new social networks and communities of practice. The bonds built through a total experience, in the classroom, on the campus, and in application activities beyond the classroom, are becoming a critical element of the value created by university providers.

**Consultative development:** As their products shift from standardised training programs towards client and context-specific organisational interventions, university providers are required to behave more consultatively in business development, program development, and client relations.

**Expanded services:** Customer requirements for integrated solutions, total experiences, and consultative development promote expansion of university services into traditionally non-core training and development support areas such as needs assessment, behaviour feedback instrumentation, executive coaching, and succession planning.

These new client expectations and expanded services now require us to compete for companies’ development with consulting and professional services firms, as each enters the others’ markets. This is in addition to university providers’ many other competitors: individual contributors (including business professors), corporate training organisations, management associations, search firms, commercial providers of training programs, assessments and other services, speakers’ bureaus, conferences organised
by publications, and, increasingly, creators of on-line tools and simulations\textsuperscript{43}. This diverse, fragmented competitive environment is in contrast to that of degree programs, which are largely restricted to other accredited academic institutions.

### 2.3 GLOBAL TRENDS, INTERNATIONAL PRACTICES AND PERCEPTION OF LEADERSHIP DEVELOPMENT AND EXECUTIVE EDUCATION

This review examines trends in leadership development programmes and highlights a number of recent innovations. The purpose of this section is to review the diverse range of practical knowledge and information about leadership development programmes and initiatives in the UK and the USA. Much of this information exists outside the formal academic literature.

There have been concerns that individual analysis of needs is widely regarded as “a critically important means of determining the leadership development need of leaders but there is only limited evidence of this being put into practice”\textsuperscript{44}.

#### 2.3.1 International trends in leadership development

Throughout the world, the role of leaders and executives is undergoing change. This has affected leadership development programmes and this section examines the changes and identifies a number of trends.

Some scholars\textsuperscript{45} reviewed how the image of the US principal in literature changed throughout the 20th century. They found that every decade provided a dominant metaphor of educational leadership. At the beginning of the century, principals were largely considered teachers with administrative responsibilities. By the 1920s, the principal was viewed as the guardian of accepted values (a ‘values broker’). The scientific manager became the dominant metaphor in the 1930s, which framed the principal as a business manager and executive. The influence of the Second World War

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\textsuperscript{45} Ibid
meant that 1940s principals were seen as leaders of democracy. By the 1950s, principals needed to be skilled administrators who made efficient use of time, while in the 1960s principals were bureaucratic executives who used proven strategies to promote excellence. The 1970s principal was expected to lead solutions to social problems within their community, whilst principals in the 1980s were framed as visionaries and instructional leaders guiding teachers and pupils towards productive learning experiences. In the 1990s, principals were offered a range of metaphors to choose from:

- leader
- servant
- organisational architect
- social architect
- educator
- moral agent
- person in the community

Some researchers have condensed these into three core metaphors, which he considered necessary for a re-cultured profession of management leadership. There have been suggestions that the metaphors are usually introduced by academics within the theoretical literature, not until some years later are they incorporated into leadership development programmes and picked up by practitioners.

A series of visits to 14 leadership centres in seven countries, which took place in 2011 have been benchmarked. These visits confirmed an international consensus that leadership development occurs at all stages of a person’s career. In almost all the centres, the programme content had moved to transformational, learning-focused, and ethical models of leadership. The learning designs involved the use of reflection, action research, enquiry methods, study groups, networks, and experienced principals acting as mentors and consultants. Based on Vicere and Fulmer's study of leadership learning

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in a number of top companies (2013), the following table describes the current trends in leadership development was produced\textsuperscript{48}.

Table 2.
Current trends in leadership development

<table>
<thead>
<tr>
<th>Key Trends</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>The programme</td>
<td>Prescribed course Standard</td>
<td>Study programme and real issues</td>
</tr>
<tr>
<td></td>
<td>Theoretical</td>
<td>Customised, Theory in context</td>
</tr>
<tr>
<td>The time-frame</td>
<td>Once-off event</td>
<td>A journey with ongoing support</td>
</tr>
<tr>
<td>The mode</td>
<td>Lecturing/listening Conceptual</td>
<td>Participatory, interactive, and applied</td>
</tr>
<tr>
<td></td>
<td>Conceptual</td>
<td>Experiential and conceptual</td>
</tr>
<tr>
<td>The focus</td>
<td>Individuals</td>
<td>Individuals within a group and for a purpose</td>
</tr>
<tr>
<td>The consultant</td>
<td>Supplier</td>
<td>Partner, co-designer, facilitator, and coach</td>
</tr>
</tbody>
</table>

Leadership development is also considered from a global perspective, including direct analysis of 11 countries and indirect analysis of another 11 nations\textsuperscript{49}. Hallinger reviews the period from 2010 to 2012 and identifies a number of trends. He points out that global forces such as based management, the integrated and centralised curriculum, and high-stakes testing and accountability have created major changes in the education systems of the world.

In 1980, no country had a clear system of national requirements, agreed upon frameworks of knowledge, and standards of preparation for leaders. The USA was one of the few nations where administrators were required to have any type of pre-service preparation or certification and even this system lacked consistency. Beginning in the 1980s, principals’ responsibility for leading became more marked, and an imperative to focus their efforts on improving children’s learning emerged. In 1980, leadership preparation and development in the USA was almost exclusively the domain of universities. However, by 1990 there were over 150 principal centres and state leadership academies. Outside North America (for example the UK, Australia, New Zealand, and Asia), growing comparability in educational policies and practices has led to the emergence of an international curriculum for leadership preparation, and development began\textsuperscript{50}.

Hallinger argues that the considerable criticism of pre-service courses reflected their lack of coherence and detachment from the realities of the principal’s workplace. The predominant mode of delivery was lecture and discussion. Currently, some states and districts offer beginning principals a support system of induction, but this is not true everywhere and ‘sink or swim’ remains the norm in many systems\textsuperscript{51}.

\textsuperscript{50} Ibid
\textsuperscript{51} Hallinger, P (ed), (2013), Reshaping the Landscape of Leadership Development: a global perspective, Lisse, The Netherlands, Swets and Zeitlinger Publishers
Concern for the professional induction of leaders should be high on any agenda for reform as research indicates that positive induction experiences are critical to the development of attitudes, skills, and professional norms that support both current and future growth\textsuperscript{52}.

Hallinger argues that in-service opportunities are often haphazard, underfunded, and limited in both scope and content. The content of in-service programmes, however, is more varied in approach than the pre-service curriculum and is more firmly connected to the needs of principals. The greater involvement of practitioners in planning, mentoring, and delivering programmes has had a beneficial effect and is in sharp contrast to pre-service programmes. However, other developments are less positive; one example being centralised mandated approaches that do not take the particular context of the principal’s into account.

The review of the literature suggests that there are a number of identifiable trends in leadership development and Executive Education\textsuperscript{53}:

- Needs analysis is widely regarded as an important element of leadership development but is rarely included in practice
- The development and use of stage theories linked to a planned series of programmes for the effective transition into the leadership roles
- The establishment of leadership standards
- A wider range of providers and funding bodies than ever before
- A focus on leadership and learning (both pupil learning and that of leaders)
- The widespread use of experiential learning, reflection and ‘development from within’, through cohorts, groups, and communities of practice
- The increased trend towards ‘constructivist leadership learning’, which necessitates a move to more active learning
- Greater attention to the role of networks and learning communities
- An increased use of mentoring and coaching

\textsuperscript{52} Hitt, M. A., & Ireland, R. D. (2014). The essence of strategic leadership: Managing human and social capital. The Journal of Leadership and Organizational Studies, 9 (1), 3-14.\textsuperscript{ibid}

\textsuperscript{53} ibid
• Better links between research, theory and the realities of practice (for example the use of case studies and problem-based learning)
• Increased use of online communities
• Greater emphasis upon values, educational platforms, and emotional intelligence for leadership

The use of technology in education is equally growing and is seen everywhere. “Whether it is hardware in the form of tablets, smartphones and laptops, infrastructure in the form of internet access, or software in the form of applications, business tools, and video content, democratization of information is a key trend”54.

Worldwide, there is noticeable and dramatic shift towards cheap or free training. Founded by Stanford professors, Andrew Ng and Daphne Koller, Coursera is a revolutionary educational technology company that allows you to take high-quality collaborative courses online for free. They offer 300+ MOOCs developed by 62 universities from 16 countries. Coursera aims at making education a fundamental human right for everyone worldwide. They have collaborated with 83 international institutions like Yale, Duke University, and Stanford; however, they do not seem to have any South African partners yet. With Coursera’s technology, their partners can teach millions of students instead of hundreds. Over 3 million people have signed up. With Coursera offering free business training courses for company staff, it is a matter of time before their model starts to erode the pricey Executive Education space and the revenue that it generates for business55.

The birth of open source learning has also changed the way executive training is looked at. Open source has morphed beyond software development into open exchange, community, and collaborative participation in the education industry. Coursera’s MOOCs are a prime example. “Internationally, executive education is increasingly shaped by open source learning. Many international institutions of note offer open

source learning opportunities\textsuperscript{56}. However, “MOOCs have a very high drop-off rate, with less than 1\% of entrants making it to the exam\textsuperscript{57}. This could be a barrier to their uptake incorporates, where executives want to see real returns on their investment in training.

There has also been a move out of the classroom to on-site learning closer to the real issues that companies experience. “The fields of Executive Education and strategy consulting are coming together. There is growing integration of Executive Education with the real issues that companies have\textsuperscript{58}.

\section*{2.4 TRENDS IN LD AND EE IN AFRICA}

The broadest and most potent trend in executive development is towards greater linkage between theory and practice. Beset by changes in the way they do business and whom they are competing against, organisations are more anxious than ever that executive education delivers bottom-line improvements and practical benefits. Executive education has to do more than just inform, it has to change the way things are done\textsuperscript{59}.

In Africa today, client companies now often are linking Leadership Development and Executive Education directly to programmes of change. Therefore, business is involved in the corporate transformation process. The development of global leaders and implementing organisational change are regarded as inextricably linked. Leadership can drive change; change requires leadership. Some scholar\textsuperscript{60} observes, “The new leader is one who commits people to action, who converts followers into leaders, and who can convert leaders into agents of change\textsuperscript{61}.

\begin{tabular}{l}
\textsuperscript{56} Ibid \\
\textsuperscript{57} Ibid \\
\textsuperscript{58} Tranfield D, Denyer D and Smart P (2012) Undertaking systematic review: Developing an evidence-based approach for management research. Conference paper Academy of Management, Denver, Co; August. \\
\textsuperscript{60} Ibid \\
\textsuperscript{61} Ibid
\end{tabular}
The proportion of customised programmes, the favoured route for corporate transformation, has grown considerably in recent years. Customised programmes require providers to have a closer understanding of the client company and its issues\(^\text{62}\).

The involvement of executive education providers in change programmes also marks a change in other established relationships:

Consultants move into areas of change management and leadership to provide the glue around the concepts. But it’s harder for them to add value in particular functional niches. We might work with consulting firms—a firm like the Center for Creative Leadership might have done a 360-degree appraisal with individual managers before we get involved. We often come after a McKinsey or Bain recommendation, where executive education is complementary to what they do. The executive education might be part of the implementation of strategy\(^\text{63}\).

Instead of lecturing about strategic theories, providers are actively involved in their delivery.

Many trace it back to Frederick Taylor’s groundbreaking book “Principles of Scientific Management”. Way ahead of his time in 1911, Taylor applied the scientific method to the management of workers in order to boost their productivity tremendously. Soon after, many schools of management started running leadership and administration programmes. At that time, providing business training in an academic setting was becoming more and more popular. This prompted many schools to develop a programme “specially designed to train men to be competent managers of businesses that have much to do with practical problems”. Towards the end of the 1920s Harvard began running short courses of MBA material and fast-forward to the 80’s and 90’s, when employees needed higher levels of education to cope with the faster pace and scope of international business, many African Universities adopted such initiatives. Agility became the key to success during the dot-com era, when fortune favoured companies and workers that could respond rapidly to change.

\(^{62}\text{ibdi}\)

As age-old business concepts became outdated, continual business training became vital but getting a degree was not. This was a big driver for the tremendous growth of the Leadership Development and Executive Education industry. In 2011, Business Week magazine estimated that Leadership Development and Executive Education in Africa was worth roughly $200million per annum compared to 2011, when U.S. corporate training groups spent $67billion. This shows that as much as trends have improved and are continuously improving, Africa still lags way behind in Leadership Development and Executive Education.

2.4.1 Growth in Executive Education and action learning in Africa

There has been growing emphasis on practice rather than theory as the growth of action-learning programmes, encouraging debate, and learning from within Africa. After being around for some time, championed most notably by a British academic, Reg Revans, action learning appears increasingly entrenched as an educational tool. Programmes of this type are now many, varied, and available throughout the world. At the University of Alexander, Egypt, for example, the women's leadership programme developed for a group of 40 women included a strong action-learning element.

The University of Nairobi has been running Manage Our Future Together (MOFT), a custom programme designed for a fast-growing local high-tech firm, since 2006. MOFT targets 20 senior managers who meet once a week over three months. They then form smaller groups that work together for another 90 days. Projects are designed to improve the functioning of a process or group. As any improvement is measurable, the impact can be precisely calculated.

Makerere University Business School offered its Action Learning for Chief Executives and Top Managers programme since 2000. Aimed at chief executives and managing directors, the programme is a confidential forum that reviews current practices and spawns ideas. Participants work with an experienced facilitator for five daily sessions over 6-9 months. MUBS also uses action learning on other programmes, including

64 ibid
Masters in Organisation Consulting and the MBA. “We find action learning means clients always feel centred in the learning they receive, and it acts as a natural complement to more structured classroom sessions”  

Once you’ve started an action-learning process, if conducted well it will naturally develop a viable programme and anticipate future demands. It’s as if you bundle together training needs analysis with training skills delivery. The action-learning process does both at once and continues to do it; so even if an organisation that has been going through major change finds its needs and development requirements are shifting, an action-learning process will accommodate those shifts.

2.5 TRENDS IN LEADERSHIP DEVELOPMENT AND EXECUTIVE EDUCATION IN SOUTH AFRICA

There has been a noticeable move away from generic training towards customised, company-specific programmes in South Africa:

“Currently organisations are looking for customized solutions to their training needs – essentially getting a hugely relevant, immediately implementable, and highly effective bang for their buck. Companies are opening their doors to us and asking us to truly understand their environment before embarking on a programme design. It is an invitation into the private workings and engine rooms of all sorts of organisations – large and small – in order to offer back to them the most cutting-edge trends in thought leadership, pertinent to their own work context. Their return on investment is almost a given, and will only increase with time as executives keep on reflecting and trying again. The value that the application of their learnings offers is immeasurable. Work-based learning allows for theorizing, contextualising, and practicing in the ideal incubator – their own workplace.”

67 Ibid
69 Ibid
Buckley’s view on the move towards customisation is widely shared by other experts in the industry.\(^{70}\)

The traditional education industry worldwide is feeling the disruptive influence of the internet. For example, Khan Academy is reinventing level education, while tertiary education is being disrupted by Mass Online Open Courses (MOOCs), with over 100 000 learners per course, in some cases\(^{71}\). In the Executive Education industry, there is markedly less of an online onslaught. Some feel it is because Executive Education is a ‘high touch’ space that does not cross over easily to online\(^{72}\). In his words: “Executive Education too will disrupt; it’s just lagging the rest”. Accordingly,

“The advent of online learning and increasing accessibility of technology (including cell phone technology) to the world’s population – is set to change the learning landscape forever. What will set us apart from the competition, in this sphere, is the manner in which we are able to support, motivate, and ensure retention of online (‘unknown’) learners, in addition to ensuring our learning methodologies are innovative, yet remain robust and globally relevant – as audiences are no longer limited to a certain population of people in one room”\(^{73}\).

Further to the above, there rise of blended learning, a formal education programme so-called because it is a blend of traditional face-to-face classroom training with online learning, sometimes with mobile learning also thrown in the mix\(^{74}\).

Learning by doing is moving away from transmission style teaching to adults learning by doing, particularly on leadership programmes where role-play, simulations, and action learning are becoming the order of the day; but also on short interventions such as a four-day finance course\(^{75}\).


\(^{71}\) ibid

\(^{72}\) Morten Hansen, (2014). Examining the impact of training on business results through post training ROI. North Central University, Department of Business and Management. Arizona: ProQuest Dissertations and Theses.


\(^{74}\) ibid

\(^{75}\) ibid
In his words: “Practical application and action-based learning are essential”. This ties in with the shift to the 70-20-10 learning and development model. According to this, 70% of learning and development comes from real-life and on-the-job experiences, tasks, and problem-solving, 20% comes from feedback, and watching and working with role models, with only 10% stemming from formal training.76

The requirement to justify ROI and company spend is also an issue today. It is no longer simply about passing a course and getting the certificate. “Companies want to see immediate return on their investment”77.

There is also more competition in the Executive Education space in South Africa today. Not only are businesses playing in this space, but we are also seeing colleges and other institutions offering Executive Education. However, so vital to note is that organisations are moving away from generic short certificate programmes toward in-house solutions tailor-made to the clients’ needs. These interventions also coincide with consultative interventions.78

Within many cooperate sectors, key developments are highlighted, including a free-for-all online learning platform, with an optional paid exam written at the end to graduate with a certificate; and improving their e-learning platform (and virtual library) to ensure the relevant support is available to keep students on board when back in the workplace around the globe.79

In South Africa, Leadership Development Centres make efforts to provide cutting-edge executive learning and creating leaders. They are also doing more blended learning out of the classroom, integrated with real projects, and are working towards a mix of online and offline learning. Many have personal and applied learning units to support their lecturer material with business improvement coaching, executive mentoring, and business-driven action learning. The greater learning process has improved the

77 ibid
79 ibid
application of knowledge in the workplace and business impact by up to 55%. To reduce their clients’ costs and time away from the office, for example, GIBS offers focused ‘strategic conversations’. These 3-hour business education sessions combine faculty knowledge with an integrator that extracts the key learnings for the executive team. GIBS has created a Technology Enabled Learning unit to source world-class applications and tools that help faculties, coaches, and learning designers maximise contact time for discussion, facilitation, and group work, rather than teaching. GIBS has also built an Innovation Lab that uses whole-brain thinking to help teams with strategy formulation, structural design, process reengineering, or cultural change. Leading companies have used the Lab to re-envision aspects of their business. GIBS also offers the iGIBS free learning platform\textsuperscript{80}.

Executive Education is an industry in flux. South Africans are embracing some of the major trends, but not all. However, questions of if and when they will be ready for the wide-scale disruption that many experts predict for the education industry remain unanswered.

2.6 THE PERCEIVED VALUES OF LEADERSHIP DEVELOPMENT AND EXECUTIVE EDUCATION

Value has been understood in different ways. A single number, a representation of a single point in time, no longer defines value. Value is rather defined from different periods and represent the value systems that are important to the stakeholder\textsuperscript{81}. The concept of determining the value of an investment decision is not a new one in business, but what is important to note is that the value should be as defined by the stakeholder\textsuperscript{82}.

\textsuperscript{80}Adam G & Danie J (2014) Gobal executive Education and Business Dynamics. Wits Business (WBS), Centre for Business Dynamics at UFS Business
\textsuperscript{82}ibid
The concept of a customer value proposition (VP) came from the work of Lanning and Michaels in 1988. They proposed two key activities, firstly developing a value proposition and then creating a value delivery system\(^{83}\). Whilst their work was mainly focusing on the marketing field, it is relevant for this research report, as the line managers, employees, and organisation as a whole are the customers referred to in this value proposition concept. Lanning’s and Michael’s approach involved three processes: analysing customer groups by the attributes that customers consider of value; assessing opportunities in each segment to deliver superior value; and explicitly choosing the VP that optimises these opportunities\(^{84}\).

The above is appropriate and relevant to Leadership Development and Executive Education. It would be the responsibility of the service provider or rather the custodians of the development programmes to first identify the key development needs of employees and to then determine how development of these would benefit the organisation. The second step would then be to assess various programmes that could meet the organisations and employee needs. The final stage would be to choose a programme or service provider that meets the needs of all stakeholders.

**2.6.1 The growing emphasis on LDP and EE**

As the speed of business increases, it is easy to focus only on the immediate need and pay less attention to the systemic issues that ultimately drive long-term success. One of those significant areas is leadership development. That is an issue, according to Green, who studies employee engagement and the impact that leadership practices have on employee retention, well-being, and productivity.

As companies, there has been emphasis to look at the connection between leadership practices, employee work passion, customer devotion, and an organisation’s bottom line. What has been clear is that there is a clear connection between the quality of an organisation’s leadership practices as perceived by employees, and subsequent

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\(^{84}\) ibid
intentions by employees to stay with an organisation, perform at a high level, and apply discretionary effort\textsuperscript{85}.

According to Green, better leadership practices can improve an organisation’s bottom line by hundreds of thousands or even millions of dollars, depending on the size of the organisation and current gaps in management practices. “Most organisations instinctively know that they could be doing a better job in developing leadership skills. The challenge is time. In the same way that individual leaders hope to find a little more time in the future to plan and prioritize their work, it’s the same with organisations”.

But putting off skill development has a cost in the same way that managing from deadline-to-deadline gets projects done and out the door; it is usually not as well planned, productive, or efficient as it could be. Extra resources need to be brought in, people find themselves working extended hours, and well-being suffers.

The market outlook in the current economy is mixed. Surveys show that short-term corporate spending plans for management development are highly variable. Fifty percent of companies intend to increase spending on management development (but the other half do not) and while the level of spending is projected to increase, it is not yet back to pre-recession levels. Finally, with increased employee turnover, the return on corporations’ development investment may be dropping. Some companies are treating development as a personal responsibility, a trend that is hitting tuition reimbursement in particular\textsuperscript{86}.

Given the volatile, uncertain, complex, and ambiguous global economic outlook, it is understandable that many CEOs are cautiously hoarding cash and reducing debt.


However, many fundamental drivers of management training demands are strong:

- CEOs’ top challenges include strategic ambiguity, changing regulatory requirements, and major change initiatives, all of which demand an educated, aligned workforce
- Managerial agility and flexibility is needed for organisations to quickly adapt to changes in the marketplace
- Human capabilities are now considered a strategic resource, especially for knowledge-driven service businesses
- A deep pool of leadership talent is needed to withstand the impending wave of baby boom retirements, and tacit knowledge needs to be transmitted to the next generation
- Businesses in emerging economies are growing at a pace that outstrips the availability of trained senior management, so ‘sitting’ management needs to be developed rapidly
- The millennial generation expects continued development as part of employment

Creating greater employee engagement can be one advantage of an effective leadership development program, as evidenced by a 2014 ‘McKinsey Quarterly’ survey of 1,047 employees and executives. The survey found that senior leadership that values employees, and employees having opportunities to lead projects themselves, are two of the biggest non-financial motivators that improve employee engagement at work\(^87\).

Programs that challenge your leadership skills and courage in the real world are more advantageous to employers than programs that focus more on theory and instruction\(^88\). What people do as leaders is more important than what they know about leadership, and the most effective leadership development programs integrate leadership training into the work that’s done on the job every day\(^89\).

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87 Ibid
89 Ibid
Given these factors, Chief Learning Officers (CLOs) plan to focus their spending on leadership development and their high potential population; employees most closely connected to mission-critical strategies. External providers, including universities, primarily will be used for outside expertise and third party viewpoints, rather than for economy due to outsourcing or flexible staffing.

2.7 THE COMMON PITFALLS AND COMPLAINTS ABOUT LEADERSHIP DEVELOPMENT PROGRAMMES AND EXECUTIVE EDUCATION

Leadership development and Executive Education programs, both formal and informal, offer the opportunity to coalesce theory and experience in a learning environment. The emphasis on experiential learning offers managers the opportunity to develop the technical skills needed for a selected occupation, as well as the chance to gain leadership skills required to function in the workplace. “Our rapidly changing society desperately needs skilled leaders who are able to address complex issues, build bridges, and heal divisions”. Despite this growth, leadership programs are also greatly scrutinised. As noted, “Leadership educators in an era of fiscal tightness understand the importance of program justification and survival”. “There has also been a view that the concept of leadership and the educational goals of leadership development have been given very little attention by most of our institutions of higher learning”. Because of such scrutiny, evaluation of leadership programs is vital. Studying the outcomes of a leadership program assists in the evaluation of the effectiveness of that program and can lead to process improvement within the program design.

90 Benington J and Hartley J (2011) Inter-organizational collaboration for knowledge generation and application between academics, politicians and managers. Conference paper Academy of Management, Washington, DC; August
91 ibid
95.ibid
93 Benington J and Hartley J (2011) Inter-organizational collaboration for knowledge generation and application between academics, politicians and managers. Conference paper Academy of Management, Washington, DC; August
94 ibid
These programs often fail to achieve their objectives because of common pitfalls:

i) **Urgency overrides preparation**: Often the leadership development component will be tagged on to an already overloaded business planning agenda. There is rarely enough time to involve all stakeholders beforehand in thoughtful discussions about what the true issues are (as well as what issues they actually have the energy to solve). The facilitators then enter blind. The actual sponsor of the event may be inaccessible apart from an initial briefing at the beginning of the three-week design sprint, so key decisions are left to the HR partners. Understandably, the content begins to lean toward the safe and the sure rather than what is required to make a difference.

ii) **Participants fail to engage emotionally**: Any leadership development is not ‘rocket science’. It is not that difficult to get executives to intellectually agree with and understand what they need to do to be more successful. The challenge is getting them to personally engage and wrestle with the changes that they need to make to become better leaders. While everyone may nod in agreement, they may not walk away caring enough to overcome the discomfort of trying something new. Leadership is personal. It must begin with inward reflection, a willingness to confront the emotional forces that cause us to behave in certain ways. This is not done without some risk for the leaders and the facilitators. Adequate trust and time has to be built into a session to enable this to play out. Getting a senior team to open up in five minutes is not a recipe for success.

iii) **The CEO cannot contain him/herself**: A leadership off-site seldom begins without the CEO or senior leader calling upon everyone to ‘Speak up!’ Almost inevitably, the CEO mistakes his vehemence for leadership and can scarcely keep his forceful personality in check. While he believes that he is exhorting everyone to join in with candour, the group hears a threatening ultimatum.

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Intimidated, they close up, the CEO becomes frustrated, and the situation gets worse.

iv) **Awkward issues are not confronted**\(^97\): Few senior leaders consider how their personal qualities or their team’s behaviour may affect performance. Yet effective leadership calls for self-awareness. Many senior teams never practice discussing undiscussables, the issues that no one wants to talk about that are impeding the team’s effectiveness. Yet sometimes, the facilitators leading the session have no competence and confidence to challenge the group and individual leaders on awkward issues and bad behaviour, and then guide agreement on how the leaders will hold each other accountable for better behaviour in the future.

v) **Trendy triumphs over consequence**\(^98\): The latest business best seller often becomes the catalyst for senior executive interest in leadership development. Books can provide great food-for-thought and inspiring stories to prompt a leader’s reflection on his or her own actions. When translated into a learning event, they rarely provide lasting value, since few books lend themselves to practical application. Without careful design and facilitation, a program based on a book can become occupied with discussions of the life experiences of a celebrated leader. This approach falls short because pivotal leadership moments cannot be borrowed or benchmarked. They reflect the author’s personal experience. The latest research of the latest management guru may prompt a lively debate, but participants will not necessarily leave the session with specific action steps they can integrate into their own work. Worse yet, so much is written about leaders and leadership that it is tempting to regularly introduce the latest methodology or insights. The result: The organisation’s leadership style becomes a patchwork quilt of fads and clichés.

\(^97\) ibid
\(^98\) ibid
vi) **Culture is not receptive to change**: Even the best leadership development programs will fail to have an impact if your culture is not receptive to change. Too often senior executives want to train away problems or use development initiatives to raise the bar on leadership behaviour. However, if the culture punishes risk-taking, or worse, rewards the same behaviours that need changing, then training and development are beside the point, unless they focus on culture change.

vii) **Overlooking the context**: A good leadership development program needs to start with the individual's specific context. Instead of expecting you to master a million things at once, you need to focus on the areas that matter most to you. Only once you know what to work on, can you begin your journey. Context is a critical component of successful leadership. A brilliant leader in one situation does not necessarily perform well in another. Academic studies have shown this, and our experience bears it out. The CEO of a large European services business we know had an outstanding record when markets were growing quickly, but he failed to provide clear direction or to impose financial discipline on the group’s business units during the most recent economic downturn. Instead, he continued to encourage innovation and new thinking, hallmarks of the culture that had previously brought success, until he was finally replaced for underperformance.

Too many training initiatives often rest on the assumption that one size fits all and that the same group of skills or style of leadership is appropriate regardless of strategy, organisational culture, or CEO mandate. In the earliest stages of planning a leadership initiative, companies should ask themselves a simple question: for what, precisely, is this program? If the answer is to support an acquisition-led growth strategy, for example, the company will probably need leaders brimming with ideas and capable of devising winning strategies for new or newly expanded business units. If the answer is to grow by capturing organic

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99 Green, R L, (2011), Practising the Art of Leadership: A problem-based approach to implementing the ISLLC Standards, Ohio, Merrill-Prentice-Hall

opportunities, the company will probably want people at the top who are good at nurturing internal talent.

Focusing on context inevitably means equipping leaders with a small number of competencies (two to three) that will make a significant difference to performance. Instead, what we often find is a long list of leadership standards, a complex web of dozens of competencies, and corporate-values statements. Each is usually summarised in a seemingly easy-to-remember way (such as the three R’s) and each on its own terms makes sense. In practice, however, what managers and employees often see is an ‘alphabet soup’ of recommendations. We have found that when a company cuts through the noise to identify a small number of leadership capabilities essential for success in its business, such as high-quality decision making or stronger coaching skills, it achieves far better outcomes.

viii) Decoupling reflection from real work\textsuperscript{101}: When it comes to planning the program’s curriculum, companies face a delicate balancing act. On the one hand, there is value in off-site programs (many in university-like settings) that offer participants time to step back and escape the pressing demands of a day job. On the other hand, even after very basic training sessions, adults typically retain just 10 percent of what they hear in classroom lectures, versus nearly two-thirds when they learn by doing. Furthermore, burgeoning leaders, no matter how talented, often struggle to transfer even their most powerful off-site experiences into changed behaviour on the front line. The answer sounds straightforward: tie leadership development to real on-the-job projects that have a business impact and improve learning. However, it is not easy to create opportunities that simultaneously address high-priority needs say, accelerating a new-product launch, turning around a sales region, negotiating an external partnership, or developing a new digital-marketing strategy, and provide personal-development opportunities for the participants.

The ability to push training participants to reflect, while also giving them real work experiences to apply new approaches and hone their skills, is a valuable combination in emerging markets but rarely used. There, the gap between urgent ‘must do’ projects and the availability of capable leaders, presents an enormous challenge. In such environments, companies hardly strive to make every major business project a leadership-development opportunity as well, and to integrate leadership-development components into the projects themselves.

ix) **Underestimating mind-sets**\(^{102}\): Becoming a more effective leader often requires changing behaviour. However, although most companies recognise that this also means adjusting underlying mind-sets, too often these organisations are reluctant to address the root causes of why leaders act the way they do. Doing so can be uncomfortable for participants, program trainers, mentors, and bosses but if there is not a significant degree of discomfort, the chances are that the behaviour will not change. Just as a coach would view an athlete’s muscle pain as a proper response to training, leaders who are stretching themselves should also feel some discomfort as they struggle to reach new levels of leadership performance.

Identifying some of the deepest, ‘below the surface’ thoughts, feelings, assumptions, and beliefs is usually a precondition of behavioural change one too often shirk in development programs. Promoting the virtues of delegation and empowerment, for example, is fine in theory, but successful adoption is unlikely if the program participants have a clear, ‘controlling’, mind-set (I cannot lose my grip on the business; I am personally accountable and only I should make the decisions). It is true that some personality traits (such as extroversion or introversion) are difficult to shift, but people can change the way they see the world and their values.

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x) **Failing to measure results**: There are companies that pay lip service to the importance of developing leadership skills but have no evidence to quantify the value of their investment. When businesses fail to track and measure changes in leadership performance over time, they increase the odds that improvement initiatives will not be taken seriously. Too often, any evaluation of leadership development begins and ends with participant feedback; the danger here is that trainers learn to game the system and deliver a syllabus that is more pleasing than challenging to participants. Yet, targets can be set and their achievement monitored. Just as in any business-performance program, once that assessment is complete, leaders can learn from successes and failures over time and make the necessary adjustments.

### 2.8 CONCLUSION

This review identifies a number of trends in leadership development. If leaders become aware of their career trajectory, they can be reassured that the challenges they face are not unique and insoluble. Forearmed, they are more able to cope with any difficulties.

Knowledge of the stages can also be used by programme planners to produce a better fit between what is offered and what leaders at different stages really need. There is now an international trend for the establishment of leadership standards. Policy-makers find this useful as a means of providing a set of criteria for certification, and defining the knowledge base. Critics point out that the standards simplify the complex real world of the head and principal, and that some of the more important aspects of the job are difficult to assess and so is curriculum.

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103 Dotlich, D L & Noel, J L., (2008), Action Learning: How the World’s Top Companies re-create their leaders and themselves, San Francisco, Jossey Bass
The next section is a presentation of the ILDP Programme, its evolution, objectives, structure, nature of curriculum, an overview of the curriculum, and procedure of enrolment of individual participants (selection criteria and nomination process, corporate/company participants, local institutional partners, nature of relationship (their roles) e.g. GIBS, external partners (Penn State). Economics (costs) of ILDP, organogram of ILDP, ILDP management/managers, ILDP delivery model/process, pedagogical methods, facilitators, programme content, key skills and competencies, and assessment and feedback method are also discussed.
SECTION THREE

UNDERSTANDING THE ILDP PROGRAMME

3.1 INTRODUCTION

The emergence of globalisation has caused a paradigm shift for organisational and business leaders throughout the world. Due to the complexities of this rapid change, these leaders lack the ability to lead in complex business, economic, and civil society (Pisano & Skih, 2010). To respond to this lack of global leadership competencies, higher education must respond by adapting curriculum and pedagogical approaches to meet the ever-increasing demands of our interdependent world. Leadership educators have a responsibility to provide curricula that prepare students to succeed as leaders regardless of the particular context or situation that they may be thrust into following graduation (Brungardt, 2014).

According to Moore, Boyd, Rosser, and Elbert (2014:119), “Undergraduate leadership students still lack knowledge of global issues and are essentially globally illiterate”. As business educators, there should be ways to adopt new approaches to leadership education that use the principles of global leadership. This W&RSETA’s International Leadership Development Programme argues for the need to address the lack of global competency and leadership deficiency by adopting a new set of learning outcomes in global leadership education, particularly from the wholesale and retail sectors.

3.2 INTERNATIONAL LEADERSHIP DEVELOPMENT PROGRAMME (ILDP)

This flagship project in its seventh year (2015) of successful implementation seeks to increase the talent pipeline of highly promotable historically disadvantaged leaders within the Wholesale and Retail Sector, who have been earmarked for senior or executive positions in their companies. The ILDP exposes delegates to best practice in leadership, as well as wholesale and retail practices locally and internationally.
3.2.1 Programme overview

The W&RSETA’s International Leadership Development Programme is an intensive action-learning programme designed to develop the future leaders of the wholesale and retail sector in South Africa. This prestigious programme exposes recognised high potential leaders from W&RSETA’s constituent organisation to wholesale and retail best practice, both locally and internationally, leading faculty on the functional areas of business, and specially constructed engagements and experiences. During the programme, participants are immersed in in-market experiences to accelerate their business insights and learn directly from global business leaders. Participants will be required to apply their learning to identified strategic industry challenges in the wholesale and retail sector, in support of the SETA’s goal to foster economic development and job creation.

The ILDP cultivates not only personal and professional development but also creates opportunities for participants to function more effectively in a team. 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.

This programme had been specifically designed for W&RSETA and combines academic rigour and practical implementation.

3.2.2 Strategic objectives

The ILDP is designed to develop future leaders in the Wholesale and Retail sector in South Africa. Accredited as a Senior Executive Development Programme at NQF level 7, the programme exposes prospective senior managers from across the Wholesale and Retail Sector to international co-learning opportunities. The programme creates opportunities for participants to function more effectively in team-settings. Participants are required to research and make recommendations on a strategic challenge facing the sector.
3.2.3 Objectives of the programme

- 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

3.3 PROGRAMME METHODOLOGY AND STRUCTURE

The ILDP consisted of 5 local study blocks to be held at an accredited institution in South Africa, and one international study block, where delegates travel to the USA and Canada, or to India and China, and possibly to an African Country. The programme runs in modular intervals from February 2015 up to October 2015.

The programme structure comprises of modules that are offered between 3 and 5 days, respectively, with the international module scheduled for a period of ± 21 days:

3.3.1 Programme Methodology

The ILDP had six overarching components:

1) A group of high-impact, cross-industry high potential leaders working together;

2) Foundational competencies. Personal and team competency such as critical thinking, personal mastery, effective communications, group dynamics, and team effectiveness, as well as industry and business knowledge such as supply chain management and innovation;
3) A complex and urgent business or industry challenge that participants research and investigate throughout the process in syndicate teams. This hones their critical thinking and team effectiveness skills, as well as cultivating an external perspective. Findings and recommendations of this action-learning project are presented to a senior industry panel at the programme conclusion;

4) In-market learning. Meetings with external stakeholders/industry practitioners to promote outside in-thinking and progress business challenge recommendations in both South Africa and abroad;

5) Structured reflection and knowledge capture. Embedded in the programme are regular reflection sessions as a cohort and in smaller groups as well as a structured effort to capture the collective knowledge gained from the programme;

6) Personal assessments and action coaching. The ILDP uses assessment tools and action learning coaching to ensure participants are optimising their personal insights and development.

The programme structure is presented below. Candidates will need to use this information to manage their participation and to meet their learning responsibilities.
Table 3.
The programme structure and orientation

<table>
<thead>
<tr>
<th>Programme Component</th>
<th>Dates</th>
<th>Duration</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme launch/orientation &amp; Pre-programme Foundation Module</td>
<td>26 – 28 June 2012</td>
<td>3 days</td>
<td>GIBS, Johannesburg</td>
</tr>
<tr>
<td>Study Block 1</td>
<td>23 – 26 July 2012</td>
<td>4 days</td>
<td>GIBS, Johannesburg</td>
</tr>
<tr>
<td>Study Block 2</td>
<td>12 – 17 August 2012</td>
<td>6 days</td>
<td>GIBS, Johannesburg</td>
</tr>
<tr>
<td>Study Block 3</td>
<td>September</td>
<td>21 days</td>
<td>UK, USA, and Canada, or India and China</td>
</tr>
<tr>
<td>Study Block 4</td>
<td>29 Jan – 2 Feb 2013</td>
<td>5 days</td>
<td>GIBS, Johannesburg</td>
</tr>
<tr>
<td>Study Block 5</td>
<td>26 – 28 Feb 2013</td>
<td>3 days</td>
<td>GIBS, Johannesburg</td>
</tr>
</tbody>
</table>
3.4 OVERVIEW OF CURRICULUM

The ILDP included **programme content**, but was not limited to, the following content areas:

**Table 4.**

Curriculum summary

<table>
<thead>
<tr>
<th>BI and the macro landscape</th>
<th>Supply chain management and innovation (international programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic leadership</td>
<td>Marketing principles</td>
</tr>
<tr>
<td>Personal mastery</td>
<td>Strategic marketing</td>
</tr>
<tr>
<td>Strategic planning and execution</td>
<td>Finance for wholesalers and retailer</td>
</tr>
<tr>
<td>Creative and innovative thinking</td>
<td>International in-market immersions, exposure to best practice through visiting leading wholesalers and retailers on the international study block</td>
</tr>
<tr>
<td>Critical thinking and problem solving</td>
<td>Action Learning Project</td>
</tr>
<tr>
<td>Communication and group dynamics</td>
<td></td>
</tr>
<tr>
<td>Introduction to operations and supply chain management</td>
<td></td>
</tr>
</tbody>
</table>
3.5 INDIVIDUAL PARTICIPANTS, SELECTION CRITERIA, AND NOMINATION PROCESS

The International Leadership Development Programme (ILDP) was created in 2010 as an opportunity for higher education leaders and managers to explore the challenges associated with globalisation and internationalisation in higher education in different cities and regions of the world. Each programme has a specific focus and offers participants the chance to investigate, discuss, and exchange experiences with their peers in South Africa and overseas. The programme provides structured opportunities to visit a range of institutions and meet influential policy leaders and therefore, ensuring that the right candidates are nominated and selected.

During the nominations process, the large companies were eligible to nominate up to 5 candidates, medium companies up to 3 candidates, and small companies can nominate 2 candidates. Companies were NOT allowed to nominate more than the prescribed number of candidates.

3.5.1 The selection criteria

Must currently have been in a senior management position and have the potential to be or will be appointed to senior executives within a two or three year period:

- If the individual is in a management position then it must have been established that the individual has been identified as part of the talent pool in the organisation, and that they are on a career path where their move to senior management will be expedited. In other words, it must be clear that they are on an accelerated career path to senior level.
- As senior managers, they must have had 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. They must have been responsible for delivery on key performance dimensions with budgetary and resource allocation independence.
- Must have had a direct effect on the achievement of the strategic objectives of the organisation and manage a large staff complement.
• For specialists, participants of this programme must have demonstrated the ability to apply management and leadership learnings back in the workplace as determined by the admissions panel.
• Have a 3-year Bachelor’s degree;
• Those individuals with a degree should have approximately 10 years of work experience, of which 6 years should be at management levels.
• Copies of the requirements below must have been certified.
• If no 3-year Bachelor’s degree, then at least a Grade 12/Matric certificate with extensive senior management experience with demonstrated developed capabilities in the areas of strategy, finance, marketing, sales, operations, leadership, management, and completed various short courses/competency-based programmes to be able to be Recognised for Prior Learning (RPLed) against the National Qualifications Framework (NQF).
• Those individuals without a degree should have had at least 10 years of work experience, of which 7 years should be at management levels, 3 years at senior management level.

3.5.2 Delegate requirements and expectations

• Commit to all local and international study blocks; complete all aspects of the programme, all forms of assessment and a sector-specific action-learning project. None of the elements of the programme are optional;
• Work in a syndicate to scope the research to be undertaken both locally and internationally for the action-learning project. Attend and participate in meetings related to the research and deliver the project and presentation in the format prescribed by the institutions;
• Refine the approach to the business case by meeting as agreed between syndicate members;
• Plan for and undertake local research into the business case topic allocated, crafted by the syndicate, before departure on the international study block;
• Formally present the business case to senior executive panels in both the international destinations and South Africa;
• Participate in social and business functions during the programme as an ambassador for South Africa, the South African wholesale and retail sector, and the W&RSETA;
• Fully participate in the in-residence component. Due to the workload, participants will be expected to stay with the group in hotel accommodation that will be provided in close proximity to the business school during the local study blocks;
• Complete evaluation forms and contribute to feedback sessions throughout the programme; and
• Have a valid South African passport that only expires after December 2015.

As for the organisational commitments, by nominating the candidate, the nominating company accepts that the W&RSETA reserves the right to be fully reimbursed for the cost of the Programme, in the event that the candidate is selected and later withdrawn at any stage of the Programme for company and/or personal reasons, other than reasons related to the requirements of the Programme.

This programme was marketed to the individual company’s CEOs and appropriate HR executives. Individual/direct nominations were not to be sought or accepted. Initial screening took place based on the information contained in a nomination form, which includes biographical data, a motivation written by the applicant, and supporting comments from the CEO and HR executive.

An application screening committee, a sub-committee of the Programme Task Team, then screen all applications against the criteria set out in the selection criteria document. The potential applicants were then short-listed and the final selection was drawn from this group. Every effort was made to ensure racial and gender balance.

3.6 LOCAL AND EXTERNAL INSTITUTIONAL PARTNERS AND NATURE OF RELATIONSHIP

The ILDP exposed delegates to best practice in leadership as well as wholesale and retail practices locally and internationally. The 2015 group of 48 delegates had been
divided into two groups and had been enrolled with the Gordon Institute of Business Science and Henley Business School. One group visited the USA and Canada, and the other group went to China and India. A new destination, Dubai instead of Ghana, had been included to provide the participants with a wider retail perspective. Participants will attend five study blocks at GIBS, as well as a five-day programme.

3.6.1 GIBS role as lead provider

The choice of partners was dependent upon the feedback received from the 2012 ILDP that indicated that the use of various service providers, at times resulted in a slightly disjointed delivery of the overall programme. To evade these issues of alignment and consolidation, W&RSETA felt it was necessary to engage a single service provider to manage the multiple service providers and partners on the 2013 programme. As accreditation partner on the programme, GIBS has been requested by the SETA to remain in the role of lead provider on the programme in 2013.

GIBS role in the programme was that of a strategic partner to the SETA, coordinating and managing all service providers on behalf of the SETA, thereby ensuring that there is seamless experience for the delegates. Under the direction of W&RSETA, GIBS would engage and contract with the other service providers, and oversee their responsibilities and deliverables on the programme. Therefore, GIBS would retain complete oversight of the entire programme end-to-end, in close consultation with W&RSETA.

Some of the specifics of this role include:

- Facilitation of contracting, invoicing, and pre-payment of foreign and local service providers on behalf of the SETA
- Ensure that all SETA-appointed service providers deliver on their contractual agreements with the SETA
- Ensuring the programme is fully customised and pitched at the desired level according to programme objectives (particularly with regards to the Penn State and CEIBS delivery)
- Ensuring that logistics and administrative arrangements are in place with travel service providers
- Verifying the learning throughout the programme and alignment to accreditation process
- Comprehensive briefing and continuous consultation with all service providers to ensure consistent alignment to programme objectives
- Oversight of action-learning process throughout the duration of the programme
- Seamless end-to-end integration of programme, ensuring consistency and delivery of a coherent and integrated programme

As the accreditation and key delivery partner of the ILDP, combined with its experience in managing elements of the programme in 2012, GIBS was self-assured to have the knowledge and coaching ‘buddy’. They worked together throughout the programme to support each other in their professional development and growth through facilitating mutual learning.

In addition to W&RSETA’s partnership with GIBS, Henley Business School Africa was appointed as a joint partner to implement the 2014 ILDP. For the first time since the programme's establishment, delegates were divided and allocated to two institutions. Henley has been in South Africa for 24 years and is the only overseas business school accredited in South Africa

**3.6.2 Penn State Smeal College of Business in the USA**

The internationally ranked Penn State Smeal College of Business prepares students for professional success now and across their careers. Within a vibrant intellectual community, the college source of expertise, research, and talent that influences the
business practices of tomorrow, and building connections, creating opportunities, and producing results.

Leveraging the knowledge resources of one of the nation's top universities and its internationally ranked Smeal College of Business, Penn State Executive Programs specialises in providing broader perspective and preparing organisations and their leaders to create and unify behind common strategic goals. The college offers a range of executive programs partnered with multinational corporations, government agencies, and non-profit organisations to develop leaders and shape business strategies for over 50 years.

The College is also recognised for its outstanding ability to apply new knowledge to real problems for measurable results, practice areas such as leadership, strategy and innovation, and supply chain management, design-learning initiatives that develop the capabilities to address strategic challenges, and strategic thinking and innovation. The planned visits in both the USA and Canada, working side-by-side with the leadership teams, helped visualise, plan, and execution for the future leadership perspectives that other countries would provide.

3.6.3 China Europe International Business School in China (CEIBS)

The CEIBS Executive Education offers companies a unique value proposition of unbeatable China knowledge matched with world-class business management learning. Its extensive Open Programmes and Company Specific Programmes have assisted more than 3 000 organisations and more than 100 000 executives in developing business leadership skills for today and the future. The international immersion and the conduct of the supply chain innovation management programmes were tremendously applauded.

3.6.4 Corporate/company participants

Several stakeholders participate in this mouth-watering and affective programme. Some of these include: Boxer, Edcon, Ellerines Holdings, Foschini, Jabatha Paper and Stationery, JD Group, Laceys Promotions, Makro SA, Mass Discounters, Mr Price

3.7 ECONOMICS (COSTS) OF ILDP

Previous reports seem to agree to the success of the ILDP programme, and that has been highly regarded in the sector. Excerpts from the alumni seem to suggest that it has proved to be both confidence building and transformational, not only for participants but for the sector as a whole. There has been a substantial buy-in from Captains of Industry and participation from the sector in the developing programme.

Thus, successful participants through this programme can then be automatically recruited into the reconfigured ILDP, particularly to address the huge demand for ‘ILDP-type’ internationally competitive managers within the local W&R sector. A total investment of over R69m had been made towards the Programme since its launch in 2009.

For this phase, while not all costs would be captured, a snapshot of the anticipated costs are summarised below.

Economics and impact costing

Leadership development practitioners have called for tools and techniques to measure the impact of their work. Their primary need is to measure the economic impact of their programs to help them in their reporting to sponsors, in their marketing, and in their
search for funding. The number of jobs created or the change in income because of a leadership program is not easily determined. The changes brought about by leadership development tend to be intangible and hard to trace. Societal level impacts are not generally realised immediately, following the completion of a leadership development program, and often times the changes seen over time may be attributed to other sources. The details of this section will be covered in chapter four of this report.

**ILDP cost estimates:**

Costs assume 40 delegates. Fees are subject to firm quotations received from delivery partners such as Penn State and travel agencies.

**Local delivery and fee assumptions:**

22 contact days: split into a pre-programme 3-day module, and then a core delivery of 5 study blocks as described below, to accommodate management diaries and to provide time for intercessional work on Action Learning Projects in between study blocks (refer also to 3.2.1 for detailed description of the study blocks). These were meant for delivery at GIBS campus in Illovo, based on the assumption that as an institution of higher education GIBS does not charge VAT.

The cost and Fee inclusions for the Project included:

- Pre-launch design meetings
- 3-day pre-programme module covering basic exam techniques, presentation skills, etc.
- No-limit calls, contact and meetings with GIBS programme management team
- GIBS programme management, coordination, integration, and action-learning coaching (two GIBS representatives)
- A Seekers Travel I Kululeka Travel representative and tour operators in-country
- Land travel (on-the-ground) for all delegates, two GIBS representatives and a Seekers/Kululeka representative
• Accommodation for entire duration of module for all delegates, two GIBS representatives and a Seekers Travel I Kululeka Travel representative (4-star)
• Venue hire and all meals (including soft drinks)
• All flights and transportation
• Six experiential activities that will include community work, sightseeing tours, cultural excursions, and special dinners
• TIC travel insurance
• Porterage and tipping
• Reflection journals and farewell gifts for the delegates
• Supplement of gifts for guest speakers I company visits Fee exclusions
• VISA costs for delegates
• Beijing dinners, travelling, and accommodation of delegates during modules and cultural activities (e.g. Tai Chi)
• Costs of sundries for the delegates i.e. room service, spa treatments, laundry, and so forth
• Changes made to the programme schedule that will affect the costs i.e. additional guests for dinner/lunch, additional activities, additional gifts for the delegates

A detailed cost breakdown structure were submitted, taking into account all aspects of the terms of reference including the administrative fee for project management, payment to subcontractors, and all other project related costs. Travel and accommodation costs including management for participants locally and abroad will be the responsibility of the W&RSETA. All pricing were shown inclusive of any applicable VAT.

3.8 ILDP DELIVERY MODEL AND PROCESS

The programme combined several approaches and among them were focus on personal, team, and organisational development. It also focused on the combination of both 'taught' and 'experiential' approaches, involving participants in the process of design, and the combination of internal and external facilitators/presenters. Lastly, it
focused on linking to the strategic objectives of the Institution and the W& Retail sector, particularly in relation to the internationalisation of the institution's activities, entrepreneurial development, and international benchmarking, and involving a high level of teamwork (using action-learning) to support the development of the individuals.

Furthermore, to ensure delivery in-line with the agreed implementation plan, there was need for coordination of all learning activities, the oversight, and coaching of the action learning process throughout the duration of the programme, and the continuous participant support throughout the programme. Also the study block evaluation reports provided to SETA after each study block, management of on-going communication with all parties involved to ensure achievement of the programme objective, the provision of monthly programme progress reports, as well as when required, the effective co-ordination and management of assigned contracts. Lastly, ensuring that logistics and administrative arrangements are in place with travel service providers through the W&RSETA Travel Agent for participants only

3.8.1 Pedagogical methods

- **Executive coaching:** Throughout the programme, small group or personal executive coaches were allocated to delegates. These coaches work with delegates from the beginning of the programme, assisting them to develop a personal development plan to integrate the programme learning at work, and to reflect on improvements in their knowledge and behaviour. This process would incorporate feedback from the programme assessments, the agreed development plan, and feedback on their performance during the programme.

- **Simulations:** Business simulations simulate ‘real-world environments’ by allowing participants to apply course concepts, models, and theories in a realistic business setting. Participants experienced the challenges of operating a business and applying learned concepts in a dynamic business environment, thus becoming able to apply these learned concepts affectively back in the workplace. In the simulation, participants see the rewards of effective decision-making, successful teamwork, and more insightful business decisions. The performance-
based simulations provided a learn-by-doing experience in an engaging, fun, and absorbing manner. An appropriate business simulation were sourced to allow the participants to apply skills learnt e.g. negotiation skills, and communication skills etc.

- **Action learning projects (ALP):** McGill and Beaty (1995) provide an extended and detailed guide to action learning, based on practice beyond education. This provides for continuous learning and reflection by a 'set' of people using an 'experiential learning cycle'. These authors show how action learning can contribute to management development through the development of the individual manager and the organisation as a whole (p.209). Smith (2001) focuses on the use of action learning in leadership development. Writing from a Canadian perspective, he states that action learning “embodies an approach based on comrades in adversity learning from each other through discriminating questioning, fresh experience, and reflective insight. It is a form of learning through experience … based on the premise that we can only learn about work at work” (p35).

Action learning sets are an important protocol within NCSL’s New Visions programme (Bush et al., 2013). Most of the participants value this dimension, as the following comments illustrate:

- “The most powerful process”.
- “The Action Learning sets are challenging: you have to explain your problems to others, they listen and discuss, and finally feedback suggestions to alleviate your area of difficulty”.

Action-learning is the process of learning by experience based on small action-learning teams working on topics identified by W&RSETA, and the wholesale and retail industry deemed critical to the business. As such, a key element of the ILDP is to engage within a syndicate group in researching and developing a business case for a topic that has value for the wholesale and retail sector. The purpose of the research element of the
ILDP is to present the findings of an exhaustive research and learning process that aims to provide a solution to the research question developed by each syndicate. Early in the programme, syndicate groups will be allocated a strategic business challenge or opportunity within industry. Throughout the programme, groups were given the opportunity to obtain relevant insights to complement the project research.

Syndicates worked with a topic champion/sponsor in South Africa throughout the programme. The role of the sponsor is to support the action-learning process, to open doors in the wholesale and retail industry and to act as a sounding board as the action-learning process develops. The teams were assigned an action-learning Coach to guide them during the action-learning process.

The outcome of the action-learning process was the submission of a final written report, along with a PowerPoint presentation by the team to a panel of wholesale and retail Executives, W&RSETA Senior Management, the local institution, and the action-learning coach at the end of the programme. The presentation covered what had been learnt about the topic, how it relates to the relevant strategies, and how you would recommend addressing the challenge/s.

- **Company visits:** GIBS has a wide network of local and international companies and government agencies. GIBS will facilitate in-market immersions for delegates to talk with leaders in other companies and organisations, to observe their practices, and to experience their sites, processes, and activities.

- **Study blocks:** On each module, the faculty covers the core material for the module based on detailed pre-work completed by participants via course packs and learning material. Each module will be intensive, focusing on material learned, debate, reflection, and insights rather than formal lectures. Some of the experiential aspects that will be included as part of a study block include, site visits to other organisations, business simulations, daily reflection, review sessions, and workshops.
3.8.2 Facilitators, programme content, key skills and competencies

From the onset, the appointed service provider was very clear at the point of inception and was envisaged that such providers must assemble a team of trainers with the necessary competent skills and proven track record in the certain areas. These areas are ability to customise the programme, capacity to deliver the programme locally, capacity to manage and coordinate the delivery of the international module that will be offered by institutions and organisations appointed by the W&RSETA, facilitation of in-market immersions within the wholesale and retail sector, and programme management expertise.

Guest speakers: The success of any programme, however well customised, is dependent upon the support of the programme by the organisation. There as a strong believe in using customer stakeholders to input into the programme but also to deliver aspects of the programme. Guest lectures by wholesale and retail industry executives and leaders formed part of the programme.

3.8.3 Assessment methodology

As an accredited programme and with the international travel, the programme was formally assessed. Participants were essentially required to commit to personal time as well as time away from home and office whilst on the programme. A significant amount of time was also devoted to after-hours syndicate work.

Each module of the programme was examined through an integrated individual or group assessment. An action-learning project on a topic of strategic importance to the wholesale and Retail sector was also core to the programme – this was completed in syndicate groups.
SECTION FOUR:
DATA INTERPRETATION, ANALYSIS AND FINDINGS

4.1 INTRODUCTION

The W&RSETA was established with the sole aim of addressing skills development needs of the wholesale and retail sector through the implementation of learning programs, disbursement of grants, and monitoring of education and training. The ILDP fulfils this critical objective. Against this background, this study specifically set out to achieve, among other things, the determination of the extent to which the stated objectives of the ILDP were achieved at personal, organisational, and societal levels. Furthermore, this study aims at examining the trend of post-ILDP training and productivity drawing from experience/skills/competencies gained during the program. This section highlights findings that address the questions, which centre on the extent to which expected results address the problems and real needs of the target group, as well as the identification of key issues, lessons, challenges, strengths, and weaknesses or opportunities of the entire project.

From the onset, the study was guided by the following objectives;

i) To highlight the long-term changes envisioned by the ILDP intervention in the context of positive/negative, intended and unintended costs and outcomes.

ii) To explain how project inputs (resources) were converted into results in relation to quantity and quality of results.

iii) To determine the extent to which the stated objectives were achieved at personal, organisational, and societal levels.

iv) To establish the trends (if any) of a post-ILDP activism and productivity drawing from experience, skills, and/or competencies gained during the programme.

v) To answer the question; to what extent does the expected results address the problems and real needs of the target groups?

vi) To highlight key issues, lessons, challenges, strengths and weakness, opportunities and threats of the entire project.
Whereas the goal of this study was the Cost−benefit Analysis (CBA), its scope scaled beyond the fundamentals of CBA, but at the same time, not all had been intended for this study. It was, although, essential to ascertain whether the project benefits exceed the project costs since inception, to conduct a measurement of main benefits and costs in with- and without-cases. Establishing whether some effects cannot be quantified and where necessary using cost-effectiveness analysis; choosing numeracies and price levels for shadow pricing for each independent sub-component and for the project as a whole; describing effects that could not be quantified in money terms; and conclusions on project acceptability.

4.1.1 Quantitative finding and data analysis

The questionnaire was designed to assess the benefit and value of International Leadership Development Programme (referred to as ILDP) offered through the W&RSETA and its training stakeholders to managers within the wholesale and retail sector. The survey sought to elicit perspectives about the value and contribution of this program.

It was anticipated that the questionnaire would require about 10 to 15 minutes or less completing.

- Part I asked for beliefs about the benefits and value of ILDP provided by W&RSETA and its training stakeholders. Section D focuses on beliefs about the success of ILDP.
- Part II focused on beliefs about the effectiveness of ILDP at multiple levels within the wholesale and retail sectors.
- Part III dealt with participant demographics.

4.1.2 Participant demographics

The sample population interviewed was purposefully selected in order to obtain relevant information for the study. Included in the sample population were individuals from SMMEs, large corporations, business schools, and W&RSETA. The racial backgrounds were also taken into consideration since the ILDP is an empowering program targeting
historically disadvantaged groups. The total population selected for interview was 21. The 21 participants were considered relevant to the study because they were directly involved in the program either as delegates or administrators. The response rate of the study, reflecting the percentage of all participants who granted the researchers audience and patiently answered all questions posed to them, is considered relatively very high at 100 percent. Results of the interview process as per the objectives of the study are presented in subsequent sections.

4.1.3 Benefits and value of ILDP provided to individuals within the W&RSETA

![Pie chart showing the extent of value of ILDP to individuals](image)

**Figure 2:** Benefits and the value of the ILDP to individuals
The findings demonstrate that from the individual point of all beneficiary delegates that it was worthwhile and many seem to applaud it. (See the section on SWOT). Literature in the previous chapters, seem to suggest the same though. Like so much within the field of leadership studies, the issue of leadership development and its impact remains highly contentious and therefore the study witnessed areas that had been moderate and in disagreement of the impact.

Whilst many reports propose that enhancing leadership capability is central to improved investment, productivity, delivery, and quality across both the public and private sectors, others question the value of leadership training (Personnel Today, 2004). The centre of this argument about the effectiveness of ILDP is the question of whether or not to train or develop leaders. The most popular view from the delegates can be alluded to the assertion, arguing that leadership behaviour and competencies can be learnt and/or acquired over time.

The 24 qualities that almost all the delegates appreciate, probably lies somewhere in between the many leadership qualities (such as communication skills, strategic thinking, and self-awareness, mentoring, problem solving, and others) that can be developed, core personal characteristics (such as dominance and sociability) are less amenable to change and will influence the type of leadership style adopted. None the less, the relative effectiveness of any of these styles will be determined by a whole host of situational and contextual factors of which all delegates are exposed to.
4.1.4 The extent to which ILDP was of value to the wholesale and retail sector by enhancing competencies

![Enhanced competencies of the participants](image)

**Figure 3: ILDP and the enhanced delegate competencies**

The study results show that own experience of developing people in leadership positions tends to take the view that it is important to develop all of these skills within a contextual appreciation of the cultural and organisational environment. When considering leadership, rather than management within the W&R sector, delegates agree that the development should primarily make emphasis on enabling people to think beyond the apparent restrictions of their current role. It should also develop the critical capabilities to move between operational and strategic modes as required, to balance an attention for detail with an understanding of the bigger picture. The 12 skills, as seen in the figure above, seem to suggest that delegates appreciated the ILDP and more so acknowledged the linkage between the skill and the institutions where they belong.
4.1.5 The extent to which ILDP was of value to the wholesale and retail sector

![The extent to which ILDP was of value to the W& retail sector](image)

**Figure 4: ILDP and its value to the W& R sector**

The findings are in agreement with the literature, that leaders who are constantly discovering new things about their work can have an immediate impact by bringing these discoveries into the workplace. However, there are alternatives that are more radical. The ILDP process brought managers and leaders together from several different companies in the programme, presenting and discussing their key strategic issues that perhaps each different company would have faced. It is also realised in the report that the classroom acted as a reflective vessel, each group acting as ‘friendly consultants’ to the others. Because the participants were all working on issues for which they are accustomed to, they could take decisions and move forward based on their new understanding: this was really bringing the workplace into the classroom. With the exception of competition within the sector, which in this case is surely expected, most delegates revealed that the programme had significant impact within their organisation.
4.1.6 The effectiveness of ILDP at multiple levels within the W&R sector

What is particularly noteworthy is that this array of competencies has remained exceptionally consistent. With this consistency in mind, the study delved deeper, examining not only the level of importance of various competencies, but comparing it to the degree to which leaders had successfully mastered them. This gap identifies key areas for improvement, as well as areas in which companies can capitalise on the fact they share a common list of competencies they identify as important, but may not be exceptionally successful at delivering programs that help global leaders master them.

When both importance of a competency and the degree to which that competency has been mastered are considered together, the top competitive opportunities for learning are revealed. Additionally, as demonstrated in the chart below, mastery of each of the leadership competency opportunities are significantly correlated to the Market Performance Index (MPI).

![Such Programs are Successful at Helping](chart.png)

**Figure 5:** The overall success and competences
According to the most delegates, the nomination process to the programme was based on the view that participants will add value to the organisation and behave as though they value knowledge as well as skills, but especially knowledge gained through ILDP experience of conduct, international emersion, functions, industrial benchmarks, recurring situations, etc. From the content and approach of delivery, it was clear that the following had been properly articulated in the curriculum and in so doing, the findings agree in the figure above that the ILDP was a success. Four sets of people abilities, manage and lead people, manage self, lead direction and culture, and manage relationships; the three sets of task abilities, manage information, manage resources, manage activities and quality; and finally, the set of abilities concerned with thinking strategically.

Furthermore, the results show that majority of delegates tend to agree the overall success of the ILDP but then, it would appear clear from the responses that current and future retail leaders will need to demonstrate competency in attributes and skills that can be described as more right brain than left brain dominant. These attributes, which include effective communication, credibility, inspiration, drive, personal effectiveness, and the building of relationships, may arguably be the very factors that motivate people to perform at their best and that distinguish leaders from managers. Such had been covered well in the curriculum.
4.1.7. The overall success, the priority and the competitive advantages provided by ILPDs

4.1.7.1 Such programmes should be considered a priority at the different organisation levels

Similarly, the findings in the literature show a large volume of evidence on the wider relationship between HRM practices and organisation performance. This seldom looks in-depth at management and leadership development but often finds that aspects of employee development, which would include management and leadership development, are important correlates of organisation performance. The delegates by response imply that many organisations tend to emphasise that it is the alignment of HRM with business strategy, the internal coherence of HRM, and the quality of implementation that are probably affecting organisational performance, not just a set of 'best practice' HRM policies, and that organisations need to prioritise the ILDP at all the three levels.

Figure 6: ILDP prioritisation level within an organisation
In addition, leadership training is found to have positive outcomes of management development investment, whether measured by perceived success in achieving objectives, perceived organ personal satisfaction, and that could largely be attributed to the way an organisation made its policy or choices concerning the setting up and running of management training and development processes. Particularly important in this regard, was the commitment given by the company to training activity at the different levels. Policy statements, high priority, centralised management development systems, and responsibility for management development emerged as the key elements of this visible corporate commitment and many delegates tend to agree that their training should be supplemented by same or similar training at different level, and particularly the three levels.

4.1.7.2 Such programmes provide a competitive advantage

Figure 7: ILDP and organisation competitive advantage

Similar to the above scenario, many delegates agree that strong leadership is the lynchpin of business success, and developing future executives from among the high potential ranks is critical to sustaining competitive advantage long-term. The literature reveals that as tomorrow’s leaders, high potential employees or individuals with the ability and aspiration for successive leadership positions within a company must be carefully curated and effectively developed to sustain the competitive advantage of
organisations in the future. While this conventional wisdom is seemingly straightforward, translating high potential development into action is much more difficult, yet critically important. This demonstrates why delegates highly think that better leadership all round would be lynchpin in the overall business success, especially in such a competitive sector.

This view is supported by the literature that indicates that organisations focused on identifying and developing high potential leaders are seven times more effective at achieving improved business and talent results. According to Bersin and Associates’ (2014) High Impact Leadership Development report, these organisations generate a 62 percent improvement in employee retention, a 66 percent increase in bench strength, and nearly 60 percent stronger business growth. Within the context of the broader business and talent environment, high potential development becomes a strategic imperative to address cutthroat competition.
4.1.7.3. Such programs are sufficient to meet the existing leadership development needs

![Graph showing meeting the existing leadership development needs](image)

**Figure 8**: ILDP and existing leadership needs

A snap shot in the approach and methodology of delivery of the ILDP reveals that customised programmes to sector and more so to the company’s business, experiential learning, and simulated environments, have the potential to condense and accelerate years of business exposure, while maintaining a high level of responsibility for performance in a risk-free environment. The approach exposed leaders to experience real-world challenges, execute new tasks, and perform new roles in different contexts under competitive market conditions. One popular approach was the international immersive learning, experiential learning, as the pedagogy of choice, because it is not only a fixed body of knowledge that you want to transfer. It is a contextual set of lessons that you have to learn, almost at the muscle-memory level, to make real.
The crafting action learning initiatives that keep learning and coaching opportunities at the forefront were additional. These generated high potentials in delegates’ most pressing challenges and priority initiatives as a tool to accelerate problem solving, ideation, collaboration, and execution capabilities. With the support of a mentor or coach, small groups of leaders reinterpret familiar company challenges, explore new solutions, and convert the insights into action. This is why many delegates thought the ILDP would be ideal to address leadership challenges at all levels.

4.2 SWOT ANALYSIS OF THE ILDP

This section specifically presents the strengths and weaknesses of the ILDP, as well as its opportunities, threats, and challenges to individual participants, their organisations, and the South African society in general. Consequently, the chapter is divided into three sections. Based on findings of the study, the first section highlights the impact of the ILDP at the individual or personal level, while the second part focusses on the organisational level. The third part of the section specifically looks at the ILDPs impact on the South African wholesale and retail sector.

4.2.1 Personal level impact

From discussions and answers gathered from participants, it became obvious that the program has produced positive effects on individual participants. The following benefits were specifically mentioned by those interviewed:

- Afforded delegates the opportunity to see beyond their immediate environment
- Enhanced delegates’ ability to venture into new things
- Trained delegates to become better business leaders as they were made to learn about courage, compassion and curiosity, self-awareness, emotional intelligence, discipline, and confidence in public speaking
- Enhanced delegates team building skills
- Delegates gained knowledge and skills to get the best out of people (delegates, employees, people management)
• Delegates were promoted to bigger roles after training by their organisations. An indication of acquire of knowledge and skills because of the programme
• Delegates acquired executive education at no expense to them. Given the level of prominence (NQF 8)
• Exposure to international best practices in the wholesale and retail sector such as conversion rate and supply chain
• Delegates’ exposure to IT (using tablets, techno savvy) improved their skills on how to effectively conduct business using new forms of technology
• Afforded delegates the opportunity to network and collaborate. Durban group appear to have benefited most from their network as they have managed to keep closer relationships with team members and have been meeting frequently since 2010
• The program broadened the thinking horizon of all delegates. Broad mindedness is necessary in business leadership especially in the wholesale and retail sector
• Delegates gained knowledge on how to create demand driven retail development
• Delegate acquired knowledge and skills on how to conduct research, and apply research findings in decision-making
• Delegates confirmed acquisition or improvement in their understanding of the financials, especially in the wholesale and retail sector
• Trip to the slum in India made delegates discover the spirit of entrepreneurship

Beside personal gains, individuals who participated in the program did also reveal what they considered as a negative impact of the program on them. These are treated in this study as weaknesses of the program at the individual level. The following were specifically highlighted:

• Uncomfortable competition among delegates
• Corporates summarised things. It was difficult, for delegates to adapt or keep up
• Value of networking was missing because of the nature of the candidates
Lot of time was spent travelling from one state to another reducing
the time to absorbed e.g. jet-lag
Lots of work in a short space of time, e.g. company visits
Lack of detail in the interactions because of limited time to
understand different practicalities

4.2.2 Organisational level impact

Participants on the ILDP were drawn from different organisations within the wholesale
and retail sector. It has been designed to enable potential executives from the W&R
sector to co-learn locally and internationally in order to make a positive impact on this
critical sector of the South African economy. Through personal and professional
development that comes from knowledge and exposure to different markets, and
interaction with global business leaders, participants are prepared to use experience
and insight gained to accelerate business opportunities and services in their
organisations. Thus, the ILDP creates opportunities for participants to function more
effectively in team-settings such as research and make recommendations on strategic
industry challenges. Findings from this study show that the following benefits have
accrued so far to organisations whose staff participated in the program:

- International experience in supply chain (Toronto, Canada, etc.)
- Research methodology better understood, research skills further developed
- Exposure to conversion rate
- Was trained to become a better leader, learned about courage, compassion, and
curiosity
- ILDP attempts to make retail as an employer of choice/sexy
- Team working abilities/leadership abilities
- Exposure to retail in a broader sense, thinking became broader, global thinking
- Enhancing the skill of the person who is holding the fort and the manager on
  training
- Understanding the use of theory and platform for the application theoretical
  knowledge
- I was able to develop my staff (I nominated one staff member)
- Personal introspection – you understand yourself
- Learning to trust people within our surroundings
- Personal inspiration
- Mental growth
- Enhanced the ability to employ more people

Although participating organisations are benefitting from the ILDP, findings further indicate that organisations may also be negatively affected by the program. The following were identified as some of the ways in which the program is negatively affecting participating organisations. These are generally considered specific weaknesses of the program to participating organisations.

- Withdrawal of candidates by organisations midway into the program implies that the program creates a temporary shortage of critical staff in participating organisations.
- Findings show that several ILDP alumni changed jobs. Poaching of staff that had undergone the training entails huge loss to participating organisations and was specifically pointed out as a worrying trend. This may explain the reluctance of some organisations to nominate candidates.
- Findings also show that in some cases, knowledge and experience gained through international exposure is not relevant to local business environment because of technological, cultural, environmental, and social differentials.
- Further findings reveal that although most ILDP Alumni were promoted after their training, some could not apply their newly acquired skills and knowledge in their positions. This invariably implies loss to both participating organisations and to W&RSETA.

4.2.3 Society and the retail sector impact

The wholesale and retail sector is among the fastest developing sectors of the South African economy. This becomes obvious when viewed from the perspective that the South African economy is becoming more and more consumer-driven. In this regard,
the ILDP was, among other reasons, designed with the aim of exposing critical industry players and emerging executives from the sector to different countries and regions in order gain more insight into the industry to expand it, make it more vibrant, attractive, and profitable. Therefore, exposure and training are not only aimed at personal and professional development of the participants but also at development of the W&R sector specifically, and the South African society in general. Based on findings from the study, the following have been identified as benefits of the ILDP to the W&R sector and the South African society:

- Good understanding of the importance of customers instead of profits, improved service
- Team working abilities/leadership abilities
- Building leadership capacity in the sector
- Given the level of prominence (NQF 8), this is significant because it makes the sector, a sector of choice
- Showcased that retail is an attractive career choice
- Strategic leadership course was exceptional
- Business analysts
- Good gender representation was good
- Exposure to retail in a broader sense, thinking became broader, global thinking
- The programme helped with stress management and multitasking
- Gained procurement and supply chain development
- Diversification of business operation and products
- Gender representation was not bad (not 50/50 but did not play big role), women were considered to be strong and self-confident and at par with their male colleagues
- Raised levels of professionalism and leadership of the retail and wholesale sector
- Learning and application of global best practices into retail organisations
Perceived negative impact or weaknesses of the program at the sectoral and societal level, as highlighted and discussed in the study, include the following:

- Absence of SETA mechanisms for delegates to give back to the sector and society (promote retail knowledge)
- Different logistical challenges than what we have in South Africa (e.g. supply chain)
- Working with the Immersion Lab in Canada was not inspiring
- Some of the concepts learned could not be applied immediately (in terms of productivity, but entrepreneurship side in SA has a lot to learn from other countries)
- Arguably, the economic future of South Africa does not solely lie on the East and West, but also on proper/effective integration with Africa. For example, its retail sector expansion is into Africa, not into East or West.
- Observable intragroup tension among participants, as well as business schools involved
- Perceived insufficient representation of the black population
- Penn State not addressing the supply chain, logistics needs of SA

4.3 SWOT ANALYSIS OF THE ILDP

Generally, the ILDP was considered as a good program by those interviewed. Delegates emphasised the fact that it afforded them the opportunity of a lifetime to acquire knowledge and skills that are not easily acquired and upward mobility in the retail industry. In terms of the program's cost-benefit analysis, delegates commonly interviewed agreed that although the program is expensive, its benefits are worth the cost. The largest cost of the program is the international immersion – due to flight, accommodation, and design fees associated with international faculties and program such as Penn State and CEIBS. The choice of cities visited was strategic. For example, Mumbai in India is noted for industrialisation. However, the choice of Beijing and Shanghai could be explained by the presence CEIBS campuses in these cities.
Evidence of the ILDP benefits at the personal, organisational, and sectoral levels of the South African society, as previously highlighted and discussed, support the cost-benefit analysis conclusion. The program is currently being implemented by two partner business schools, namely, GIBS and Henley Business School.

A review of the program’s curriculum reveals that the program is not only benefiting delegates and their organisations but is also contributing to the enhancement of the expertise of staff of partner schools in wholesale and retail theory and practice. The recruitment process undertaken by partner business schools has also ensured the selection of good candidates and is considered sustainable. The strengths and weaknesses as well as opportunities, challenges, and threat are summarised below.

4.3.1 Strengths

- The program may be expensive but the return on investment is huge
- The program benefits SMMEs as well as family-run businesses that have not been able to access this level of training
- The transformation of the wholesale and retail sector can only be advanced through this kind of training
- The program as an NQF level 8 training makes the wholesale and retail sector attractive
- ILDP mobility (even poaching) of graduates is an indication of the impact of the program in terms of skills acquisition in the wholesale and retail sector
- Low level of political interference has helped in the recruitment of good candidates for the program
- Real opportunity to engage with international businesses is the best way to gain knowledge and experience
- Deployment of competent, dedicated, and passionate officials to run the program, despite minor logistical challenges, ensures smooth running of the program. GIBS administrator for example, has a vast knowledge and experience in the retail sector (having previously served on the Board of W&R SETA)
• The introduction of an integrator who travels with the groups and helps delegates to link theory and practice, is considered innovative. The integrator does not only help delegates establish the link between learning and practice, but also to identify international best practices applicable to the South African wholesale and retail sector.

• The participation of several actors/stakeholders as facilitators is also innovative as it helps to enrich the program by providing practical examples that delegates can easily relate to and learn from.

4.3.2 Weaknesses

• The program is considered to be expensive with many previous delegates

• Observable intragroup tension – this should be considered a challenge

• The introduction of two business schools into the program is considered both a strength and weakness of the program. It is a weakness because it has resulted in some delegates preferring one business school above the other and this seems to create tension between the rival business schools.

• Generally, leaving out the African leg until too late into the program is a major weakness, considering that South Africa’s wholesale and retail trade industry is expanding massively into Africa and not to the West or the East.

• Specifically, not identifying Nigeria, which is the largest African market, as well as largest host of South African retailers outside South Africa, is a major weakness of the program. Knowledge of the Nigerian business environment is critical to the future of South African retail sector.

• Presently, there is no established modality/strategy on how to domesticate acquired international knowledge and experience to the benefit of the retail sector.

• Socio-cultural differences and business practices affect the application of acquired international knowledge and practices. In some cases, acquired knowledge is irrelevant to the South African context.

• It is also not clear from the ILDP curriculum how companies and cities visited, fit into the business areas of the candidates. Some delegates complained that
international experience was irrelevant to their business interests in Africa. In the case of China, as a partially closed society, the choice of cities had more to do with where partners could be found than with wholesale and retail trading.

- Although the composition of delegates is reflective of historically disadvantaged groups, the general perception among those interviewed is that the Indian group benefits more from the program than the Black population. This could be because the wholesale and retail sector is dominated by the Indian group and candidates for the program cannot be selected from outside the sector. Progressive reform taking place in the retail sector would ensure a more equitable group representation in the program in the future.
- The obvious absence of black entrepreneurial icons in the program as facilitators and knowledge drivers is also considered an oversight and a weakness of the program.
- There are still challenges regarding the selection of good candidates, this could be because of undue interference with nomination of candidates in participating companies.
- Poor timelines to recruit delegates – high pressure for companies to complete the pre-program nominations and to condense the assessment and interviews of delegates is also an obvious weakness.
- Gender inclusiveness of the program contributes to women empowerment in South Africa. This does not suggest that there was gender balance of 50-50 in the program. It was evident that there were more men in the program than there were women. However, the number and quality of women participants in the program was significant.

4.3.3 Opportunities

The program is generating a lot of real and potential opportunities for delegates and their organisations, as well as the wholesale and retail sector in general. The study identified a number of exploitable opportunities. These opportunities are summarised as follows:
The ILDP provides an opportunity for delegates to project positively the image of the South African state, in general, as an investment destination, and its wholesale and retail sector in particular.

Good opportunity to learn how to work smart and strategic in terms of diversifying into other businesses.

Trip to the countries such as India provides opportunity to discover factors that drives entrepreneurship that can be extended to the South African environment.

Mix of people (CEOs, entrepreneurs) provides opportunity for cross-pollination of ideas; it provides a good platform for delegates to learn international best practices as well as from each other.

Provides opportunity to sources of raw materials from countries such as China.

Discovery of export opportunities to other countries, especially intra-BRICS retail.

Among the alumina, certain individuals proved to be exceptionally good. Their experience in the program can be used to make the wholesale and retail sector more attractive. They can provide career guidance in schools to promote the retail sector. They can also serve as mentors to the management employees in the sector.

Provides opportunity for accelerated development of program within the sector for advancement of HDIs.

Opportunity to influence and make a number of strategic decisions at a higher level.

4.3.4 Threats and challenges

A review of the ILDP has also shown that the program has a number of threats and challenges that need to be addressed in order for it to run smoothly. The persistence of the following threats and challenges will prevent the program from realising its set objectives:

- Outsourcing the logistical arrangements to less competent company
- Poor communication between stakeholders as well as between delegates
• Screening process of delegates: Application process was rigorous; Vetting process must be strengthened.
• Commitment of delegates; Participation should not be seen as a free ride for an overseas trip or a jamboree
• Absence of mechanisms to follow up/track delegates and measure impact of the program (e.g. 3 months)
• Questionable selection process will pose serious problems to the program
• Limit the overseas travel to minimise costs of the programme
• No return on investment, as some knowledge and experience cannot be applied to the South African environment
• Pulling out of candidates halfway through the programme
• Volume of the work
• Change management and transformation processes in some companies is non-supportive of ILDP objectives
• Lack of awareness of the W&RSETA within the candidates is low
• Political interference, which may lead to the selection of unsuitable candidates who cannot cope with the rigorous academic work required in the program. This will seriously affect the program in terms of meeting set targets.
• The involvement of SMMEs possesses specific problems because they are mostly a one-man show. While programs such as Informal Traders Upliftment Project (ITUP), which is an instrument within the National Informal Business Upliftment Strategy (NIBUS), aim at assisting 1 000 informal traders around the country, there are no programs tailored towards SMMEs.
• The budget of the program is too high because of the international leg and accommodation in five star hotels. Besides, not all the international experience is relevant to the South African retail sector.
• Complains that over 95% of academics are white, and calls by some former delegates for a transformation of the academia of facilitators may affect the quality of the program.
• Over politicisation poses the greatest threat to the program. Complains regarding over representation and underrepresentation of certain racial groups in the program although necessary to be addressed, should not form the criteria for selection of candidates as this can result in the selection of wrong candidates and a defeat of the aim of the program.

• Big businesses appear to have huge influence on the program. Allowing big businesses to dictate for W&RSETA would prove counter-productive in the future.

4.3.5 Challenges

• Some companies have not availed a platform for delegates to apply the ILDP knowledge

• SETA has noted that some candidates seem not to be interested in SETA post the ILDP programme (difficulty in getting hold of them)

• There seems to be a miscommunication between the SETA and the delegates when it comes to providing a platform to give back

• Working with an incompetent and poorly resourced travel partner – directly impacted the quality of the programme and reputation of our school

• Splitting the programme between different business schools has resulted in employers raising their frustrations with us on a decision that the SETA took, but failed to communicate timeously. Not collaborating with one another/competitors

• This resulted in the brand of the programme being diluted

• Outbreak of natural disasters (Ebola)

• The attitude of the industry leaders towards the programme can make or break the programme
SECTION FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The study has assessed the impact of the ILDP on South African wholesale and retail sector in general. The study examined the main objectives of establishing the program and benchmarked the achievement of the program, to date, against those objectives. Thus, the impact of the program on individual participants and the organisations were examined. Based on the major findings of the study, the following conclusions and recommendations are made.

5.2 MAJOR CONCLUSION AND IMPLICATIONS

The program provided many opportunities for participants to learn and improve. In the classroom portion of the program, they learned about themselves and about leadership models and concepts (e.g. decision-making, utilising group resources, situational leadership, giving and receiving feedback). They also participated in numerous experiential exercises throughout the week that were related to the concepts and models. Those who made use of journal writing had the further opportunity to learn by reflecting on their own practice. Participants also used their executive facilitators as a source of new knowledge and strategies. Finally, support for individuals attempting personal or organisational change was provided by the executive facilitators and through their peer network.

One of the more noticeable extrapolations of the ILDP is that self-awareness-building leadership development programs are enhanced by extending the program beyond the classroom to include workplace projects, reflective project writing, and coaching and support from an experienced peer. These program features helped to ensure that increased self-awareness lead to self-improvement efforts by providing tools that enhance these efforts and a sense of greater accountability for achieving improvements.
The program features also served to bridge what is learned in the classroom with the day-to-day problems experienced in the workplace. Finally, they provided a sense that development is continuous. Self-awareness is not only gained through a one-time program but through continuing reflection and feedback from coaches. Learning occurs by means of one’s experiences and can be enhanced by a systematic selection of experiences and reflection on them. Networks with others are a valuable source of knowledge and support for change.

A second implication is that it focused on developing awareness of individual strengths and weaknesses, encouraging efforts to improve as a leader, and offering tools for supporting those efforts back in the workplace, which was very flexible. In other words, it was useful to individuals with varying needs, at differing points in their careers, facing an array of issues in their organisations. The program’s flexibility was based primarily on two factors. First, it focused more on tools and strategies for continuous learning than on specific content and, second, when it did focus on content, the content was on general models in several broad domains (e.g. leadership style, strategic decision making) that are more geared toward stimulating thinking than providing solutions. For those who did not perceive that they have strong developmental needs, the program provided feedback on numerous dimensions, and by strongly emphasising continuous development, it stimulated these individuals to at least work on refinement in one or two areas. For those who identified an area where improvement is needed, it made focusing on that area possible. For those new to their positions, the program was an opportunity to maximise the natural learning that is occurring on the job. For those late in their careers, it can be a reenergising experience or an opportunity to assess their careers and think about the next stage of their lives. The feedback, reflection, and support provided by the program allowed participants to examine the issues they face in their jobs more closely, issues that often vary from one organisation to the next.

It must be pointed out, however, that although most participants find ILDP beneficial, the value they receive varies. Those who are most likely to benefit greatly, are people who are new to their positions, who are experiencing some internal conflict in their work or personal lives, and who have supportive back-room environments. In other words, those
people who come to the program with higher motivation, opportunity, and support for learning, benefit the most from the additional motivation, opportunity, and support provided by the programme. For those who benefit less from these types of programs, there is need to think about how the program itself might be more of a stimulant for development. In the context of the ILDP, this means thinking about what programmatic efforts might have been stronger developmental stimulants for those in the ‘competent’ and ‘the not so competent’ by virtual of qualification and experience of the sub-groups.

Some members of the competent subgroup tended to be more experienced and satisfied with their current level of performance. The program tended to reinforce what they already knew and did not provide them with much new knowledge, including the international immersion, particularly the supply chain management that seemed to be out of scope and irrelevant to the South African wholesale and retail setting, and at some point poor executive facilitators. A program that offers challenging content would provide a stronger development stimulant for such a group. This could include exposing them to new models and concepts that are more complex and advanced, rather than the more general leadership and management models with which they are familiar.

Another programmatic effort that might provide a stronger developmental experience would be for those in the competent subgroup to serve in the role of executive facilitator for others in future programs, because we found that executive facilitators also benefitted from their involvement in ILDP. For example, they reported that the experience increased their own reflection, self-insight, and self-confidence, ability to be a role model or coach, and flexibility in working with others. Sharing the lessons of one’s own experience and trying to help someone else in their efforts to improve and make changes, may represent a new experience and provide a developmental opportunity for many in the competent subgroup. This opportunity has been largely missed as some members have retired, resigned, changed jobs, and W&RSETA has not been able to exploit the knowledge transfer and sharing within the aspiring leadership segments.
For the ‘not so competent’ subgroup, the awareness of the need to make changes was present, and individuals attempted to improve. The changes often involved improving relationships with others, which meant working on aspects of their personality (e.g., being controlling, opinionated, impulsive, and impatient) that negatively affect other people and the pace of progression. Changes such as these might be best achieved in an individualised intervention that includes more intensive feedback and more coaching and support than afforded by the current program (see Kaplan, 1990, for a description of such an individualised approach in the literature).

A person attempting to alter styles, driven by personality, needs a coach who understands the dynamics of executive development and is experienced in guiding individual change efforts. In this case, the coach would be readily available and would spend a greater amount of time with them than the executive facilitator would be expected to do. This type of intervention attempts to change the negative aspects of the individual’s personality by approaching the root of the problem through intensive examination of his or her identity and character. In addition, the individualised approach provides continuous feedback from multiple perspectives on the progress he or she is making.

The participants in the ‘not so competent’ subgroup were also lacking in the necessary support and appropriate climate for implementing changes in their organisations. The change efforts they undertook often dealt with improving relationships with other members. For these people, intervention at the organisational level, that involves the very senior management, may be most effective. Training sector-wide team management would give them a team-building experience, exposing all of the team members to the same models and frameworks, while enhancing their individual performance and increasing the team’s effectiveness. This is just one example of how lack of a supportive back-room situation may interfere with efforts at personal improvement.
A final implication for us is that leadership development programs are needed at the top levels of organisations and this had been documented in the literature. Scholars have documented some of the obstacles to self-development for top-level managers. Lack of negative feedback because of the power of their positions, less acceptance of criticism because of a strong need to be competent, jobs that allow little time for introspection, and a history of successes that decreases the willingness to tamper with their winning formula.

However, we observed a desire for development programs from the top (a number of the delegates of the ILDP themselves were champions for the program in their organisations which is appraisable). The program provided opportunities to overcome many of the obstacles to self-development for top-level managers. It allowed negative feedback to reach them, established trusting relationships in which criticism could be accepted, provided encouragement to rearrange priorities so that they could make time for reflection and introspection, and emphasised and supplied the resources for continuous learning. These programs can also create networks among top managers who often feel they do not have peers within their organisations to use as sounding confidants, or support systems.

5.2.1 The benefit of evaluating the ILDP

To understand the outcomes that participants experience because of ILDP, a variety of methods, perspectives, and data analyses is invaluable. To assess program outcomes, the study used a qualitative method (interviews) and a quantitative method (leadership skills and competence). The choice of multiple methods was because, if the different methods yielded similar findings, then it would have a stronger case for program impact. The study also came to value the various methods for the different information they provided. Interviews provided richer information about the types of outcomes but were less useful for assessing the magnitude of the outcomes. Changes in ratings of leadership skills provided a useful measure of magnitude but did not notice all the possible types of change.
Just as multiple perspectives are useful for individual feedback, they are also useful for assessing program outcomes. Participants themselves could provide insights about how their thoughts and feelings have changed as well as how they had changed their behaviour. Co-workers provided verification or disconfirmation of the behavioural changes. Facilitators were less in a position to observe behavioural changes but were better at assessing changes in frameworks or in amount of thoughtful reflection. For those participants who used their journals as tools for reflection, staff members who read the participants’ journals could also detect when deeper introspection and changing frameworks were likely occurring.

Finally, multiple cuts at the data are also useful for understanding the program and its outcomes. The study found that different objectives required different analytical strategies rather than building on and refining a single analytical strategy. With the qualitative research, having each researcher analyse the data separately then share and try to integrate their interpretations, contributed to a richer understanding of it.

A second implication is that such studies should expect highly individualised outcomes from programs that build self-awareness and encourage efforts to improve, based on that enhanced self-awareness. These expectations would be different for knowledge-building or skill-building programs (e.g. programs for improving communications skills, negotiation skills, or knowledge of innovations in education according to the discussion in the literature review). In these types of programs, one would expect improvements from many of the participants in the specified content area. In contrast, a participant in a development program can choose among a wide variety of potential areas to work on. Thus, the content to master will vary widely from person to person. Therefore, one should not expect across-the-board leadership-skill improvement from participants; rather one should look for changes in focused areas for each participant.

The suggestion would be to build in open-ended questions in IDLP evaluation designs and perhaps customise for participants some of the efforts to collect evaluation data based on the areas in which each participant has focused during the development programme. Attention and care should be extended to comparing results (particularly
quantitative results) across evaluation studies. For example, when thirty percent of participants in one study report improved ability to delegate and only five percent report the same improvement in another study, it may say less about the program than about the developmental needs and back-room contexts of the participants.

A final implication, ILDP is rich of opportunities for better understanding the process of leadership development within the W&R sector. To take advantage of these opportunities, it should include assessments of individual differences and contextual variables. Standard measures of the readiness factors need to be developed. The role of some factors (e.g. new job demands, back-room support for development) are better documented and understood than others (e.g. turbulent environments, personality traits). In addition, since each participant brings a pattern of readiness factors, it creates the need to know more about how individual factors act in combination.

In summary, the ILDP that extend beyond a single classroom experience can be valuable for top-level leaders. The ILDP proved to be very flexible, but this does not preclude investigating other interventions that would provide additional development opportunities for various subgroups of leaders within the sector. Evaluation of this program provided additional insights into the leadership development process but only began the important work of examining the various individual and contextual variables that play a role in leadership development.

5.3 RECOMMENDATIONS

These implications clearly indicate the importance of a considered, consistent, and integrated approach to leadership development based upon a true awareness of the current situation and future requirements of the organisation. Furthermore, it emphasises the importance of monitoring and evaluating the impact of leadership development on a range of performance indicators, on an ongoing basis. All too often organisations shy away from evaluation because of a concern that it is too expensive, too difficult, and does not contribute towards performance. Yet, as James and Burgoyne argue, “it has to be recognised that evaluation, like breathing, is not optional” (ibid, p50).
All decisions on whether or not to continue or implement specific development activities are based on some sort of evaluation. Whether an instinctual reaction or a detailed piece of research. When we consider the financial investment in leadership and management development, (an estimated 66 Million Rand annually for 40 or less delegates) it seems crazy to base such decisions on insubstantial evidence.

ILDP impact evaluation, however, is not only about measuring the impact of development against a set of indicators after the event. It can also be instrumental in the process of designing and selecting an appropriate approach. Tyler (2014) talks of the importance of evaluation to “maximise the benefits of a programme before it has begun” (ibid, p165 – original emphasis). This ‘formative’ evaluation process can reveal current assumptions about the nature of leadership and leadership development that shape subsequent actions and decisions. By challenging these assumptions prior to investing in leadership development, it is possible to ensure that the resultant initiative will be successful, rather than the more typical ad-hoc, trial-and-error approach taken by many organisations.

Furthermore, more impact evaluation of executive development is need i.e. that for in-career managers and leaders, and possibly more accessing of evaluations of this kind that do not enter the public domain. This is because a high proportion of managers/leaders take on this work mid-career, and it is the best prospect for having an impact on a reasonable timescale. As a target date for impact of the implementation of its recommendations, executive development is one of the main ways of achieving this, given the nature and turnover of the management and leadership population.

It is clear that the ILDP programme is designed with the intent of strengthening the leadership scope of its participants by both encouraging involvement in new leadership positions within the W&R sector and by increasing cross-cultural awareness and understanding through the international study tour. Evidence from this study suggests that the ILDP program has been successful in the degree to which its individual action outcomes have been realised. However, it is curious that many ILDP programme interviewees did not directly appreciate and talk about their weeklong international
study tour experience. However, when sharing their experiences, participants often indirectly mentioned their trip abroad in reference to giving presentations or shows to other companies. Although, one participant seemed moved by his new knowledge and awareness of the implications of the Penn state trip, the ‘competent group’ did not clearly see and articulate any effects of the international study tour. In general, it was surprising that some topics were out of line and irrelevant to the sector in South Africa, was unnecessarily very long, and created boredom and inertia, and above all stress as many members has not been used to staying away from their families for such long periods. Even though the international study tour was identified as an assessment need for this study, it might be important to ask direct questions regarding participants’ lasting impressions of their international experiences.

The study also observes that while the curriculum was good, it seemed too generic. However, high levels of engagement by senior management do not come about by accident. They require conscious and deliberate investment, significant time commitment, and support for leadership programs that have the potential to develop high-calibre leaders who are well prepared to address the current and future business challenges.

Hence, the curriculum and structure of the ILDP should have to be uniquely designed to:

- Deliver solutions that are personal, customised, and multifaceted in nature referring to W&R business;
- Develop leadership capabilities and competencies that are crucial today and with a view toward the next five years. Based on this study, these competencies include leading change, retaining and developing talent, and a local and global mind-set/thinking about W&R business;
- Focus more on approaches that have the greatest impact on leadership development, experience-based learning methods such as action learning, executive coaching or mentoring, and focused skill development as linked to the diversity issues in the sector;
• Customise to the distinct regional and global leadership need as one size does not fit all; and
• Build leadership capabilities across the organisation instead of only the exclusive few from the most senior levels.

More research on ‘organisation development’ initiatives, as they address collective as well as individual leadership and development capability (social as well as human capital) within the W&R sector. Most private sector organisational leadership development initiatives, and arguable all of the education-based support, focus on the development of the capabilities of individuals. The ILDP now see the need to convert individual capacity into collective capacity. The barrier is finding trustworthy methods for doing this.

Research on the effectiveness of ILDP can only be as good as the ability to define and measure the performance that it is expected to enhance within the W&R sector. More work is needed on the nature of performance and its measurement itself in this sector, in terms of both social and economic goals. In addition, practical and economic methods of performance measurement are needed, and given the amount of effort that goes into organisation performance measurement in general, it should be possible to take advantage of these existing measures for research on management and leadership development effectiveness.

These findings, combined with other research, suggest that the ILDP is a highly potent method of leadership development. It is particularly strong at ensuring learning is transferred from the training programme into the workplace and then continues to be used some years later. However, the significant level of coaching at every stage of the programme is believed to be a prime contributor to the high degree of use and retention of the learning. This design of an ILDP will have to, in the future; blend the two existing disciplines of experiential leadership training and executive/group coaching to create an outcome with far greater impact than that of the individual elements alone.
Some key recommendations are summarised below:

- Only two companies have provided the service to run the ILDP, i.e. provider for GIBS and Henley. It is clear that they are not the only organisations that have the potential and ability to that. It would be good see what and how others would do in a view of testing new approaches and innovations that can be used for future reference and decisions
- We need to go to Africa often (Nigeria in particular) and to more BRICS countries that have similar complexities to us, e.g. Brazil, and by extension Chile
- W&RSETA has to introduce ways through which delegates could give back to the sector and society
- There must be conditions for candidates going through ILDP
- Selection processes must be strengthened, select people who are ready to deal with the programme
- SETA is to organise some structure to give back, e.g. mentorships, coaching
- Timelines to work within when the calls for nominations are left too late
- Constant support and contact should be established with post ILDP graduates
- SETA has to develop a MoU with companies sending candidates, to guide against situations in which candidates are pulled out midway into the program. Such a MoU may include monetary compensation to SETA.
- Political inference must be kept to the barest minimum
- In addition to nomination of candidates, there should be advertisement in the paper to ensure fair representation
- While the buy-in of big businesses is necessary, and should be encouraged, allowing big businesses to dictate the direction of the program for W&RSETA would prove counter-productive in the future. Therefore, guiding against this is necessary and recommended.
- Need to maintain consistency throughout, to eliminate unnecessary friction amongst the groups is also important for the success of the program.
Whilst the above are valuable for large organisations in the process of developing and implementing a leadership development framework, they provide only limited assistance to individuals and organisations trying to decide which programmes/approaches to choose. With the plethora of leadership development initiatives currently on offer and the wide range of providers, the practical issue of deciding which to go for can remain confounding.

Further research of this kind on the channels of influence between management and leadership capability and performance will provide one of the necessary ingredients for a new kind of research on management and leadership development methods, and the design of programmes to deliver these. This will seek to understand what methods work for what purposes on what contexts, and enable the design of programmes that do not have, as their end point, the development of capability but push forward from this into supporting the application of capability to adding value to performance.

Based on the findings of this study, there is strong evidence that the program has a strong positive impact on the individual participants, organisations as well as the South African retail sector, despite observable weaknesses, which can be corrected.