

MARYWOOD UNIVERSITY  
REAP COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Evaluation of the Effectiveness of an Initiative to Develop Leadership among  
Women in Africa: A Case Study

By

Jane M. Wakahiu

A Dissertation in Human Development

Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Ph.D. in Human Development

February 23, 2011

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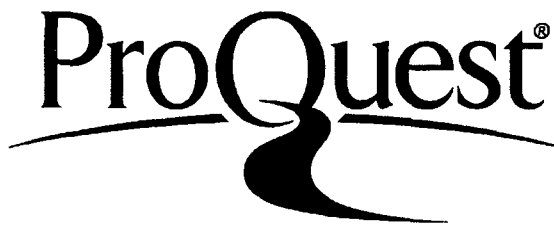
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*...for tomorrow belongs to the people who prepare for it (African Proverb)*

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## TABLE OF CONTENTS

List of Figures .....	iv
List of Tables .....	iiv
Appendices.....	v
Abstract .....	ix
Chapter One: Introduction .....	1
Background and Context of the Study .....	1
Leadership Skills for Reframing Organizations .....	5
Purpose .....	7
Research Questions.....	7
Theoretical Perspective .....	9
Description of the Leadership Program .....	13
Significance.....	17
Limitations.....	19
Delimitations of the Study .....	20
Definition of Terms.....	21
Chapter Two: Literature Review .....	24
Need for Leadership Development in the Sub-Saharan Africa.....	24
Barrier and traps in leadership in the sub-Sahara .....	26
Re-visioning sub-Saharan Leadership .....	27
Culture and leadership barriers in Sub-Saharan Africa .....	29
Historical models of Leadership.....	32
Traditional African Kinship Leadership.....	29
Implications of the Colonial Model of Leadership.....	34

Missionary Leadership Model .....	37
Women, Education and Development.....	39
Women religious, Agents of Change: A Lesson from the West.....	41
Transfer of Leadership Skills .....	43
Mentoring path for Skills-development and Transfer.....	45
Integrated Theoretical Framework.....	47
Summary .....	52
Chapter Three: Methodology .....	55
Research Design.....	55
Research Site.....	57
Population and Sample Recruitment.....	57
Trainees .....	58
Administrators.....	58
Instructors .....	58
Protection of Participant's Rights .....	59
Document request .....	59
Data collection .....	60
Research Bias .....	60
Instrumentation .....	60
Pilot Study .....	61
Demographic Data Form .....	62
Interviews .....	62
Data Recording Procedures .....	63

Observation .....	63
Document Analysis .....	64
Interview Procedure .....	64
Data Processing .....	66
Data Analysis .....	67
Data Management .....	68
Methods of Verification and Trustworthiness .....	69
Summary .....	72
Chapter Four: Findings .....	73
Participants .....	73
Trainee .....	73
Instructors .....	76
Administrators .....	77
Emergent Core Concepts .....	78
Emergent Core Concept: Functional Indispensable Leadership Skills .....	79
Leadership Capacity .....	82
Resource Mobilization Capacity .....	86
Transfer of Skills .....	90
Community Transformation .....	92
Emergent Core Concept – Meaningful Pedagogical Strategies .....	96
Participatory Interactive Strategies .....	100
Case Studies .....	100
Group Discussions .....	101

Questioning .....	103
Project Based Strategies .....	104
Action Plans .....	104
Practice and Sharing Experiences .....	106
Computer Use.....	107
Materials .....	108
Mp3 Players .....	108
Reading Materials and Note Taking .....	108
Emergent Core Concept – Program Impacts .....	110
Individual Leadership Impacts .....	111
Personal Leadership Competencies .....	111
Personal Change and Self-esteem.....	112
Self-confidence .....	113
Capacity to Manage and Use Computer Skills .....	114
Project and Organization Impacts .....	115
Community and Societal Impacts .....	119
Emergent Core Concept - Development Projects Initiated .....	122
Benefits of the Leadership Development Program .....	126
Emergent Core Concept – Sustainability Strategies .....	130
Mentoring – a Sustainable Strategy .....	134
Perceived Lasting Effects .....	139
Plans for Program Continuity .....	144
Emergent Core Concept – Responsive to Change and Challenges .....	149

Challenges .....	150
Summary of the Findings .....	154
Chapter Five: Discussion and Conclusion .....	158
Impact Effectiveness and Change in Participants .....	159
Strategy of Program Delivery .....	166
Pedagogical Practices that Encourage Transfer of Skills .....	169
Sustainability Strategies .....	173
Mentoring as a Sustainable Strategy .....	174
Program Effects .....	177
Insights on Program Continuity Agenda .....	178
Theoretical Perspectives .....	180
Limitations of Study .....	186
Recommendations for Future Studies .....	188
Implications for Study .....	190
Recommendations for Leadership Development .....	192
Conclusions.....	194
References .....	197

## List of Figures

Figure 1: Model of Permeating Change in Society through New Leaders .....	10
Figure 2: Roger's Diffusion of Innovation Model Applied to SLDI Program...	12
Figure 3: Integrated Model of Triad Theoretical Perspective .....	49
Figure 4: Sample Trainee Population by Country .....	73
Figure 5: Percent Population Sample of Trainee by Track .....	74
Figure 6: Percent Trainee Level of Education .....	75
Figure 7: Percent Trainee Sample Professions .....	75
Figure 8: Percent Sample of Instructors by Region .....	76
Figure 9: Instructors' years of Experience by Region .....	76
Figure 10: Emergent Core Concepts .....	78
Figure 11: Program Impacts.....	110
Figure 12: Trainee Enrollment by Country and by Track .....	167
Figure 13: Total Enrollment and Graduation by Country .....	168
Figure 14: Model of SLDI Program Process and Impacts .....	186
Figure 15: Map of Africa .....	243



## List of Tables

Table 1: Sample leader competencies and practices reported by trainees .....	80
Table 2: Percent sample of competencies reported by trainees .....	81
Table 3: Sample instructional strategies and skills elicited from trainees .....	97
Table 4: Meaningful instructional strategies reported by trainees .....	98
Table 5: Significant instructional strategies reported by instructors .....	99
Table 6: Development projects by country and dollar value .....	123
Table 7: Sample skills and competencies mentored reported by trainees ...	136
Table 8: Program challenges reported by trainee .....	151

## Appendices

Appendix A: Consent Form .....	227
Appendix B: Participants Invitation Letter .....	230
Appendix C: Permission Letter .....	231
Appendix D: Trainee Demographic Inventory .....	232
Appendix E: Instructors and Administrators Demographic Inventory.....	234
Appendix F: Trainee Interview Guide .....	235
Appendix G: Administrators Interview Guide .....	237
Appendix H: Instructors Interview Guide .....	239
Appendix I: Approval of sponsoring University IRB .....	241
Appendix J: Map of Africa .....	243

### Abstract

This qualitative case study assesses the impact of a three-year Hilton Foundation-supported, Sisters Leadership Development Initiative (SLDI) in five African nations. The goal was to evaluate the SLDI program for increasing leadership capacities of 340 women in Kenya, Uganda, Tanzania, Ghana and Nigeria. The purpose of this study was to determine the program effectiveness, by observing the changes it effected in trainees and their communities. Another purpose was to assess the pedagogical practices used by both international (USA) and local (African) instructors to deliver instruction that directly applied to the trainees' workplaces. Also, the study evaluated the sustainability strategies in place to support trainee projects and future leadership programs. The design of evaluation is drawn from the theoretical perspectives elucidated by transformational leadership theory (Bass, 1985), diffusion of innovation theory (Rogers, 2003) and "culture software of the mind" (Hofstede & Hofstede, 2005). The methodology consisted on-site, data collection in Africa through in-depth interviews, site-visits observations, field notes, program document analysis, and informal conversations with subjects. The sample consisted of 45 interviewees, including 32 trainees drawn from the five sub-Saharan countries, ten instructors - four from East Africa, three from West Africa and the United States respectively, and three regional administrators. Results indicate that the program goals were attained, significant impact was evident in the trainees' adaptation of new leadership styles and models in their workplaces, innovative projects they implemented and measurable economic benefits realized. Utilizing local and international instructors enhanced instruction by affording intercultural cross-fertilization. This study illustrates how the design of leadership programs can confirm the creation of innovative practice for effective organizational management in the developing nations.

## CHAPTER ONE

### Background and Context of the Study

Compelling evidence indicates an acute need for quality leadership and management in the sub-Saharan Africa (Kiggundu, 1991; Obiakor, 2004; Stromquist, 2002) in order to create positive systemic change and to propel development. Sub-Saharan Africa (SSA) refers to the 47 countries of the continent that stretch southward from the Sahara desert. The region is stigmatized by pitiable leadership and governance, frequent political instability, weakened infrastructure, a gender gap in education, few social services, limited technological networks and inequality in resource management and distribution (Collier, 2007; Hyde, 1998; Mathewson, 2008; Ndulu & O'Connell, 1999; Ochola, 2007; Odhiambo, 1995; Okojie, 1996; Sachs, 2005; Spears, 2007; World Bank, 2000). These problems create multifaceted challenges to the majority of the population, calling for viable interventions to overcome these impediments. Certainly, it is essential to have effective organizational leaders with the ability to fuel the sub-Saharan peoples' quest for meaning, purpose, order, growth, peace, and unity in order to facilitate the region's participation in global trends. Effective leaders are those who have the ability to learn, inspire, communicate and exert a positive influence on people. Such leaders can strengthen both the region's human resources and the social capital frameworks to encourage entrepreneurship that spurs not only growth but also social and economic sustainability in organizations.

The consequence of inadequate leadership affects the sub-Saharan people deeply. For instance, in *CQ Global Research*, Katel (2005) points out that the percentage of sub-Saharan Africans afflicted by poverty rose from 44.6 percent in 1990 to 46.2 percent in 2005. In the same period, the number of people living in extreme poverty in SSA grew by 100 million (United Nations, 2008). About 380 million people there live at a level below the

World Bank's international poverty line (Chen & Ravallion, 2008), described as less than one dollar twenty five cents per day. Also, the per capita income is estimated at \$1,770 (World Bank, 2009) with some countries having as low as \$490 per annum. These alarming data imply a vast decline in human, social and economic capital.

In response to these challenges, a rigorous assessment of the best practices in education, leadership, and social and economic policies is needed to devise a plan to reverse the situation. Efforts to alleviate the disturbing conditions in SSA have come from international bodies in the form of aid to support healthcare, education, social and economic services (Easterly, 2001; Sachs et al, 2004; UNESCO, 2000; World Bank, 2005). However, the region remains fragile. Studies show that quality leadership and education are crucial for human development (Jackson, 2004; Kiggundu, 1991; Sachs, 2005; Stromquist, 2002) and is significantly correlated to economic growth (Stewart & Ramirez, 2000). Both human development and economic growth are requisites for overall growth in SSA.

More research demonstrates a positive relationship exists between quality leadership, institutional effectiveness and personnel performance (Avolio, 1999; Bass, 1998; Hill, 2003). Besides, impact assessment studies on leadership initiatives offer important lessons (Cheston & Reed, 1999; Hulme, 2000; Kevane, 2004; Kevane, 1996; Pal, 1995) about the necessity and reasonable change that might result from such programs. One such study was conducted with 300 participants in an *InterAction* leadership program in 19 sub-Saharan countries. In the study, Bolden & Kirk (2005) reported that participants developed clarity about leadership, and the process helped to reverse bad leadership practices and encourage useful qualities. Also, there was a life-changing impact on self-confidence and performance.

Overall, Bolden and Kirk concluded that such programs might be vital to transform Africa by developing leaders.

Evaluative leadership studies in the United States provide vital lessons as well.

Avolio and Bass (1998) reported positive gains in transformational leadership qualities in the participants of the Kellogg Leadership Program (KLP). Also, using 41 directors and lead volunteers, Wituk *et al.* (2003) evaluated changes associated with the Statewide Leadership Initiative (SLI) and found that participants gained insights about interaction and relationships. In addition, participants' decisions were enhanced when they shared and were able to work with each other and the community. Overall, evaluative studies indicate that appraisal of outcomes of leadership initiatives are imperative to inform and establish the best practices in organizations.

Few and far between are studies on leadership that focus on SSA (Lepak & Snell, 1999; Obiakor, 2004) that might help to elucidate the best leadership practices. Moreover, literature indicates there is need for study on sub-Saharan women's leadership development (Bullough, 2008; Sikazwe, 2006; Stromquist, 1998; Salvaterra et al, 2009). The findings of a study on developing women's leadership in rural communities in Zambia indicate that there is dire need for women to be more visible in their own development and be part of decision making processes (Sikazwe, 2006). In another study conducted in 213 countries worldwide to examine global factors affecting women's participation in leadership, Bullogh (2008) found that there was a difference in factors affecting women in countries with fewer women leaders as opposed to areas where women leaders were more prevalent. In the sub-Saharan region, there are few women in top-management positions (Maathai, 2006; Sikazwe, 2006), indicating a need for role models.

In spite of a growing body of literature on the necessity of sub-Saharan leadership, management and technology training for women (Caffer, 2006; Gouws, 2008; Salvaterra et al, 2009; Zulu, 2007), no studies have empirically examined leadership development, management experiences and performance of women religious of Africa. Women religious (Catholic sisters) refers to the women who willingly take vows (Canon Law, 607-709) and live a life of service to humanity. They belong to institutes (congregations) established according to the Catholic Church Law (Canon Law, 607- 709). The members strive to attain a common purpose by generous response to the needs of humanity.

Although women religious have contributed incalculably to development in educational, social, healthcare and pastoral services in the sub-Saharan region, no study prior to this has examined how leadership development can have an impact on these women and their ministries to augment their productivity and outcomes in service delivery. Using a sample of women religious of Africa involved in an innovative leadership initiative, the case is made that, given the opportunity for leadership development, these women do implement change in their ministries, become role models, and disseminate best leadership practices.

Because fomenting change is a precarious activity, proposing meaningful strategies is necessary in order to rise above the described challenges that have an adverse impact in SSA on education, the economy, and growth. In general, providing talented leaders with functional skills will help them to plan, envision, lead and make pro-growth decisions. Such leadership development initiatives help to shape beliefs and values of potential leaders to be more ethical, responsible, empathetic, nurturing, sensitive, and attentive to organizational needs and motivations. Obiakor (2004) recommends that, "Africans must design programs to develop their leadership talents, [and] theories of effective African-centered leadership

must be taught” (p. 414). This calls for revamping and incorporating African concepts of partnership building, problem solving, collaboration and consultation in order to persuade leaders and stakeholders to build trust and confidence and take responsibility in creating a consensus around policy. This shifting of perceptions is an important component of leadership discussed in this study.

### **Leadership skills for reframing ministries**

Reflecting on Bolman and Deal’s (2003) theory depicted in *Reframing Organizations*, the globalization phenomenon would require revisualizations of organizations using a variety of perspectives, including the structural, political, human resource and symbolic frameworks. To effectively reframe organizations, quality leadership and management skill is imperative for current and upcoming leaders. The workforce needs to be equipped with knowledge, skills, and abilities to lead and bring desired change in their organizations. In this light, the Sisters Leadership Development Initiative (SLDI) program is a reframing initiative. It is a program geared towards enabling African women to recognize their place in leadership and envision ways to address the needs of the time as influenced by complex global changes to which they must respond.

In the west, much literature describes the success and contributions of women religious (Contosta, 2002; Conway, 2004; Draigler, 2002; Smyth, 2004). Historical studies with a focus on women religious in the United States and Canada illustrate their progress and advocacy in education, health care, social and pastoral ministries (Conway, 2004; Hellwig, 2002; Landy, 2002; Smyth, 2004). Their experience can be instructive for women religious of Africa in that their efforts are geared towards providing services, increasing self-sufficiency and addressing societal needs, as well. In Africa, by emulating their Western



counterparts, women religious embarked on a progressive path to initiate ministries that alleviate the situation of their people. While these women are eager to eliminate poverty, they have inherited systemic problems involving troubled political, economic, and cultural barriers to success (Salvaterra et al, 2009). Increasing their leadership skills might help restore a worn social and economic fabric by expanding their ministries and delivering valuable services. Moreover, the contribution of these women religious to social and economic growth and to education, though enormous, is unexplored. This study provides a voice to describe the contribution of this sub-group to the society and to argue that equipping them with leadership skills will have a positive impact on society.

In response to the leadership needs of these women, the Sisters Leadership Development Initiative (SLDI) was envisaged and became a reality with the support of the Conrad Hilton Foundation grant. In 2007, the initiative commenced by enrolling a total of 340 women religious from Kenya, Uganda, Tanzania, Ghana and Nigeria in a three-year leadership development program. To borrow from McCauley et al (1998), leadership development refers to, “strategies and activities that expand the collective capacity of an organization and its members to engage effectively in management roles and processes” (p. 2). The SLDI goal is to strengthen and increase the leadership skills of the women religious of Africa so they can offer quality services and expand their ministries.

The knowledge and skills attained by these women were deemed vital to unearthing their capabilities for meeting the obligations of their leadership positions. Leadership programs expand knowledge of policy, finance, and project planning and thereby assure quality services and greater productivity in ministries. Such programs may also drive social and economic growth and establish good plans for institutional supervision. Furthermore,

the program as planned can be superimposed in a variety of institutions, providing site appropriate-skills for the workforce, which will drive the desired change. Changes effected might help to eradicate poverty, enhance high-quality leadership in others and broaden projects. Although building leadership abilities by training does not mean that good leadership will necessarily result on the environment, employing best policy and practice in leadership development is essential to its formation, and this study strive to describe the essential components.

### **Purpose of the Study**

The purpose of this qualitative case study was to evaluate the Sisters Leadership Development Initiative (SLDI), to determine the program's impact and effectiveness, and to describe the changes that resulted in the participants and their ministries from engaging in the leadership development program. The study assesses the pedagogical practices used by both international (USA) and local (African) instructors to deliver instructions and to ensure participants' skills transfer to their workplaces. In addition, this study outlines sustainability strategies in place to support participants' projects and future leadership development programs.

### **Research Questions**

The assumption of this study was that gaining leadership skills could result in change of human behaviors and practices in ways that could lead to higher success and better professional performance among the women religious in the SLDI. Using impact assessment (IA) strategies to evaluate the activities and effectiveness of the SLDI program, a case study was conducted. Impact assessment refers to a means of determining the effectiveness of a program by judging the significant changes brought about by the program activities (Hulme,

2000). This research explored whether a program of organized leadership training can increase skills to develop both talented leaders and workers.

The impact assessment approach to evaluation is closely linked to appraisal of the goals and mission of a program that allow the skills to ripple through the organization. Studies have attempted to assess the impact of programs at individual levels of an enterprise (Lucas, 2005; Bolden & Kirk, 2005; Kevane, 2004) and at multiple points such as microenterprise, institution and community (Hulme, & Mosley, 1996). The findings in these studies indicate that using multiple levels is beneficial because it provides considerations of the mechanisms that interact to create change. Using the goals and objectives stipulated in the SLDI program proposal as guides, this study will assess the changes effected by the program. The goals are:

- ability to transfer the skills and knowledge needed for effective project and financial management
- encouragement of creative and effective leadership
- increase in abilities to identify and mobilize resources
- expanded knowledge of development issues that impact the socio-economic and political life of individuals and communities
- enhancement of skills in human relations
- development of a strategic plan and plans to ensure sustainability of the projects (SLDI Program, Handbook, 2007).

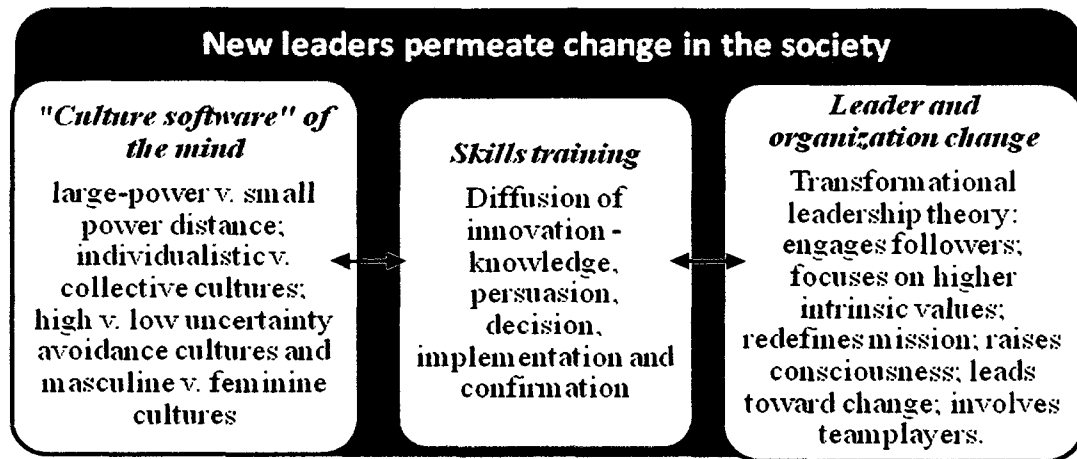
The research questions are:

1. Have the goals and objectives of the Sisters Leadership Development Initiative program been attained?
  - (a) Did the program delivery in the five African nations match the initial strategy outlined in the funding proposal?
  - (b) What pedagogical strategies are considered most effective?
2. What is the impact of the SLDI program on the ministries of the participants?
  - (a) What projects evolved from the three-year program?
  - (b) What benefits have evolved for the community and the stakeholders?
3. Are strategies in place to sustain the program for the future?
  - (a) What do the participants perceive as lasting effects of the training?
  - (b) What plans are in place to assure the continuity of the program?

### **Theoretical Perspectives**

This study is framed by three theories: “*culture software of the mind*” (Hofstede & Hofstede, 2005), or the “operating system” that culture engenders in people and the mental programming within the social environment native to the individual; *diffusion of innovation* theory (Rogers, 1995; Rogers, 2003), or how, why, and at what rate new ideas and technology spread through culture via communication, rate of adoption, and transfer of skills in a social system; and *transformational leadership* (Bass, 1985) a process by which leaders involve team players to create relational connections that raise their consciousness, self-interest and fullest potential to contribute to the organization. The process activates leaders and team players to a high level of ethics, motivation and performance (Keller, 1992). A practical interaction of applications of these theories can facilitate institutional change and

adaptation in practicing new skills. They can enhance radical change in human resources, goals, strategies and structures, as illustrated in the model in figure 1.

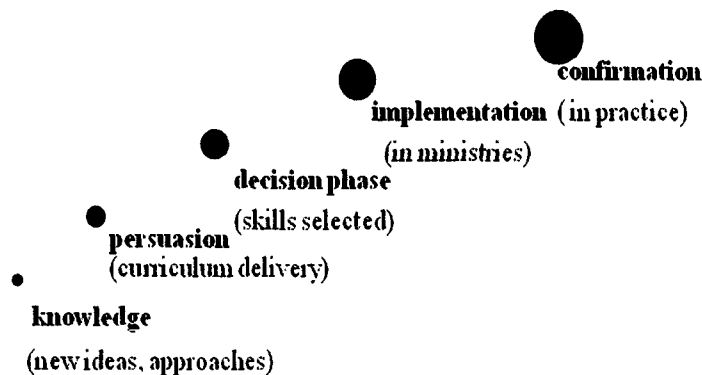


*Figure 1: Model of permeating change in society through new leaders*

In an organization, awareness of the leader and team players' *culture software* (Hofstede et al, 2005) configuration is important to understanding the best leadership practices that can promote change and increase performance among team players. Hofstede (2005) argues that much like the operating system of computers, culture determines how people operate, in a sense, their "*mental software*." Leaders need to be aware of their own cultural influence in the organizational culture and that of the people they lead. Hofstede et al (1980, 1984) conducted extensive research on the employees of International Business Machines (IBM) in 53 cultures around the world using a 32-item cultural scale. He scored the results and showed four cultural dimensions of large-power versus small-power distance, individualistic versus collective, high versus low uncertainty avoidance and masculinity-femininity cultures. The dimensions illustrate the impact of culture upon the way people operate, an essential component for leaders to understand and integrate in their organizations to initiate valuable collaboration and motivation of the participants.

Rogers (1995) defines diffusion as “a process by which an innovation is communicated through certain channels over time among the members of a social system” (p. 23). In his book, *Diffusion of Innovation*, he describes how, why and at what rate new ideas and technology spread through cultures. The model is helpful to ascertain leadership behaviors by a consideration of the innovation, style of communication, steps in decision making and practice. According to Rogers’ proposal, the SLDI program is an innovation to enable its participants to transfer leadership skills to improve service delivery and expand their ministries.

Diffusion of innovation model provides five essential phases: knowledge, persuasion, decision, implementation and confirmation: (a) knowledge is reflected in new ideas, perspectives and approaches acquired by the participants in the training; (b) persuasion represents how the curriculum was delivered to enable the participants to develop new attitudes towards the new skill, knowledge and perspectives and how they adopted or rejected the ideas; (c) the decision phase is deduced from the participants’ choice of the skills they adopted or practiced; (d) implementation is manifested in the individual practice to advance their ministries; (e) confirmation is palpable in the ministries. The diffusion model provides valuable insights into what leadership development, instructional, skills transfer and practice strategies that worked better for the participants. Figure 2, demonstrates the diffusion concept reflected in the SLDI program.



*Figure 2: A model of Rogers' Diffusion of Innovation as applied to the SLDI Program.*

Transformational leadership is a process in which a leader engages with the team players to create relationships that help to raise their level of moral and ethical values by practice and mentoring. The underlying focus is “raising the team players’ level of consciousness and enabling them to transcend their own self-interest for the good of the organization [and also] making them to aspire to attain higher-level needs” (Bass, 1985, p. 20). The team players develop their fullest potential to increase the organizations’ performance. The SLDI program adopts the transformational model to raise the consciousness of the women religious to make informed decisions and increase productivity in their ministries.

Many studies (Avolio, Bass & Jung, 1999; Bass, 1985; 1998; Caccioppe, 1997; Kuhner, 1994; Northouse, 2004; Vera & Crossan, 2003; Xenikou & Simosi, 2006) concur that the transformational leadership approach is well suited to tailoring essential attributes of quality leadership to the organizations. They include encouraging a leader to be attentive to the needs and motives of those being led; raising awareness of the followers to develop their own potential; promoting the team players’ values and attitudes for effective organizational

transformation; augmenting a leader's desire to influence the team players to achieve the goals and objectives; and encouraging a leader's commitment to promote organizational values. The SLDI program is an example of utilizing the transformational approach in delivering relevant leadership skills among women religious. The impact model will help to ascertain the changes realized initially and then over time.

### **Description of the Prototype Program**

The focus of the Sisters Leadership Development Initiative (SLDI) program was to increase germane leadership capacities in the women religious so that they could facilitate quality service delivery and promote progress of their ministries. According to McCauley and Van Velsor (2004) leadership development refers to "the expansion of the organization's capacity to enact the basic leadership tasks needed for collective work, self-direction, creating alignment and maintaining commitment" (p.18) and "leader development" is described as "directed towards individuals to expand their capacity to be effective in leadership processes" (p. 3). The SLDI program incorporates both perspectives because the goal was to enhance leader development by increasing individual knowledge and skills to enhance executive capacities for effective leadership in their ministries. These competencies were delivered through the SLDI program. This study assesses the impact and effectiveness of the SLDI program, the process, the activities and the extent to which the goals and objectives were realized.

The Sisters Leadership Development Initiative (SLDI) commenced in 2007 under the auspices of a two-million dollar financial support of the Conrad Hilton Foundation in partnership with Marywood University in Scranton, Pennsylvania. The fundamental goal of the program was to develop a multi-track leadership training program geared towards



nurturing germane competencies in African Women religious. The competencies would allow these women to administer the projects they supervise effectively, attain relevant knowledge to alleviate the problems of their people, expand their ministries, and design ways to increase human, social and capital resources.

The grant proposal delineated seven program objectives: (a) promoting ability to transfer the skills and knowledge needed for effective project and financial management (b) encouraging creative and effective leadership (c) increasing abilities to identify and mobilize resources (d) expanding knowledge of development issues that impact the socio-economic and political life of individuals and communities (e) enhancement of human relation skills (f) development of a strategic plan; and (g) development of plans to ensure sustainability of the projects (SLDI Program, Handbook, 2007).

At the onset, curriculum was designed and developed with the help of consultants and faculty at Marywood University and Chestnut Hill, Neumann, and Rosemont Colleges all in Pennsylvania, United States, and in consultation with CORAT Africa (Christian Organizations Research and Advisory Trust of Africa). Three core curriculum options (tracks) were established for the program of study, namely, finance, leadership and project management. The core curriculum provided skills in human and financial resource management in pertinent areas that support participants' ministries as bursars, treasurers, and community and project leaders responsible for their institutes and the ministries they administer. In addition, vital concepts such as leadership, grant writing, human resource and financial management, strategic planning, and ethical leadership were taught. The curriculum provided the opportunity for building the capacities and leadership skills to boost trainees' abilities in micro-enterprise projects, agriculture, women's development programs, vocational

training and human resource skills. The core competencies included communication, teamwork, creative problem solving, interpersonal skills, financial and project management, technical skills and conflict resolution.

In 2007 the program began in the five African countries, namely, Ghana, Nigeria (West Africa) and Kenya, Uganda and Tanzania (East Africa) [Appendix, J]. These countries were preferred because the common language of communication is English, which made instructional delivery easier for both participants and instructors. The program provided five two-week sessions of training over a three-year period. The executive program director at the time, in collaboration with national women religious leaders in these countries, listed the skills needed, identified the training site and proposed the number of participants. Also, the program director sought a variety of African organizations that could liaise with faculty from the United States to facilitate the training program. Providing instructions from both local (Africa) and international (United States) faculty was deemed imperative for including a variety of models and a wide spectrum of global perspectives in the training to expand trainees knowledge and skills-building.

To ensure good supervision, two coordinators were employed to oversee the administration of the program in East and West Africa and perform as liaisons with the executive director. They reported on the progress of and hindrances to the project implementation and training. Moreover, the onsite coordinators could identify trainees' and instructors' needs and correspond in a timely manner with the executive director who resides in the United States. The use of e-mail and telephone provided a smooth transition of the program for action and advice.

Twenty women religious were enrolled in each track for a total of 60 women from each country. By and large, slightly over 340 individual women religious were enrolled in the five two-week training sessions staggered over a three-year period. The participants were selected from 108 women's religious institutes and were enrolled in any of the three tracks: administration, finance, and project management. Most of these women held a variety of responsibilities in their ministries as program directors, principals, head teachers, teachers, nurses, bursars, social workers, and pastoral ministers among others. Selecting participants who were active in various ministries was important because they had the opportunity to practice and implement the leadership, managerial or financial skills they acquired in the training program upon return to their ministries. Interaction with women religious from different institutes provided opportunity to share the challenges they meet in their ministries and the best practices used to address them.

Two fundamental elements were unique to the leadership development training: trainees designed an action plan to implement on return to their ministry, as well as followed through on the intention to mentor at least three staff colleagues or community members. The action plan was based on the knowledge and skills they learned during the training sessions, a realistic set of activities that each would practice on return to her ministry. It provided an occasion to apply the skills in practical situations. Descriptive reports on the performance, skills implementation, mentoring, challenges and successes they realized were presented when they returned to the next session. Participants and instructors discussed the progress, and suggestions were provided to perfect their areas of operation.

The participants were mandated to mentor at least three community or staff members on the skills they attained in the training. The mentoring concept was a strategy to disseminate the skills and ensure sustainability by enabling colleagues and workforce. Reporting on progress and feedback were required. Overall, the program applied theory-practice-theory model to achieve the goals and objectives in their ministries because the participants developed plans on how to implement the skills they had learned in the sessions. Furthermore, formative evaluation was carried out by use of pre and post surveys, the content of the survey were based on materials of the session being delivered. Formative reports helped to design interventions and program improvement.

### **Significance of the Study**

In a dynamic society propelled by global transformation and information technology, leaders with a capacity to adapt to change are critically needed. In sub-Saharan Africa the need to adapt and bring about innovation and beneficial changes is even greater in order to match global dynamics (Obiakor, 2004). The basic rationale of this situation is that expanding the ministries and leadership skills of women is essential to addressing the plight of the poor, the majority in SSA, and enable innovation to occur. Understanding the way leadership programs can contribute to transfer of knowledge and skills development among women religious may result in a prototype template to expand the offering of such programs, thereby quickening skills development. This study has the potential to inform policy development and practical strategies for future leadership training in Africa, specifically in the countries under study.

The need of educating women and imbuing them with leadership skills to actively participate in social, economic and cultural development in SSA has been debated in the international arena. The discussions have dealt with how to increase the number of engaged women in leadership and decision-making positions. Even though reports based on both qualitative and quantitative data about SSA women have been delivered (Gouws, 2008) little has been studied about the role of the sub-group of women religious in encouraging grassroots growth in education, healthcare, social and pastoral services. In addition, no significant evaluation studies on women's leadership development were found. So, this evaluative study on the SLDI program may provide input into various leadership program assessments and improvements.

The group of women religious being studied provides a unique perspective on the benefits, challenges, impact and effectiveness of leadership development training given to women of Africa because this program applies a theory-practice-theory approach. This approach is somehow different from programs that teach theoretical materials and at the end of such programs, leave the participants to implement and/or practice the skills they were taught. The study is significant because it will provide input into both policy and practical approaches to leadership training. As such, governments, institutions and organizations can adopt the model to empower people in community-based leadership developments to participate in human resource investment and expand job creation initiatives in order to develop and support women in developing nations for leadership positions.

**Limitations**

The evaluation was limited to exploring the objectives listed previously and the extent to which they were achieved. The trainee participants differed in their level of education, some having graduate degree while others had only high school diplomas. Given this difference there could be a difference in knowledge and skills acquired, transferred to ministries and practiced. Perhaps the more educated participants utilized the skills to bring change in their ministries and would recall and talk about the effects more fluently than those with high school education. In addition, accessibility to the site of the ministries for participants was a barrier. Most of the sub-Saharan region relies on dirt roads, particularly in rural regions where the women's religious ministries are located. As a result, accessibility to these regions due to the nature of roads and reliance on public transport was a hindrance.

The diversity of the trainee participants and fluency in English language influenced the process of data collection for this qualitative study. For example, some of the countries where participants were drawn primarily use native language rather than English for communication and education. It was somewhat difficult to clearly communicate during the interviewing process. However, the interviewer made effort to speak the language of the interviewee and translated the conversation into English. This may have an influence in the interview outcomes. Also, interviewing the participants and observation of the skills implementation at the same time was somewhat difficult for the interviewer.

The cultural diversity and variety of perceptions within these countries and among participants may affect the interview process and the description of the participants' experiences and their perceptions. However, the researcher made effort to rephrase the statements to get the clear meanings the participants attach to their experiences. Moreover,

the researcher shared the interview scripts with the participants to verify and validate the interview transcripts for appropriate representation.

### **Delimitations of the Study**

A qualitative research methodology has been chosen for this study and is based on the case study model (Creswell, 2007; Merriam, 2002). The three-year leadership program completed its final phase of implementation in 2009. Although the program was implemented in five African countries, namely Kenya, Uganda, Tanzania (East Africa), Ghana and Nigeria (West Africa) this research limited itself to site-visits in three countries all located in East Africa and phone interviews in West Africa. Perhaps taking time for site-visits in West African countries might have provided better representation of the participants and their accomplishments in project implementations. Again, probably in West Africa trainees may have utilized the skills in different ways to expand their ministries more than in East Africa.

Only 32 trainees were selected to participate in the study, ten instructors and three administrators who directly managed the program. Perhaps if more representative trainee populations in each country were selected including trainee co-workers, the community members where the trainees serve and if more instructors were interviewed from the three regions, perhaps, varied perspective about the program delivery, impact, and effectiveness may have emerged. This study limited itself to only individuals who had direct interaction in the program - the trainees, instructors and administrator.

This research utilizes qualitative research and a self-designed instrument. Perhaps using an existing leadership tool may have provided varied findings. Future studies may want to survey the participants and utilize existing leadership instrument or develop an

instrument based on the interview items in this research. Preferably use of more representative population from each of the countries may be relevant. Such research may provide quantitative data that would be instrumental in assessing the benefit and success of the leadership program

### **Definition of Terms**

The terms important to description and analysis include these:

- To develop germane skills in women religious, a name was coined to illustrate the purpose of the leadership program, the Sisters Leadership Development Initiative. An acronym SLDI is used as the abbreviated form to denote the initiative used in the study.
- Leadership Development is defined as “expanding the collective capacity of the organizational members to engage effectively in leadership roles and process” (McCauley et al, 1998). In this study leadership development encompass all activities that enhance the quality of leadership within an individual (the woman religious) and the organization. Herein, improving quality of leadership in women religious is primary.
- Uses of the term “impact” in this study refer to the effect of the leadership training on the individual participants and practical examples in their ministries. Impact will be described from the participants’ perspectives to indicate the pertinent changes and/or transformations that resulted from their being in the program and how it awakened their talents, skills, and consciousness to contribute and bring about desired changes in their ministries. Effectiveness will be used in the context of this



research to explicate the usefulness, value and utility of the training program as perceived by the stakeholders and observed in the participants' ministries.

- “Sustainability” refers to the continued capacity over time of being able to help people develop attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others today and in the future and to act upon these decisions. The women religious endeavor to meet their community needs now and in the future by rendering services effectively and designing ways to perpetuate the program initiatives to expand productivity in their ministries. Sustainability suggests continued wellbeing and survival of the project objectives present in the participant ministries. The *Brundtland Report Our Common Future* defined sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (U.N. World Commission on Environment and Development, 1987). The program is deemed important because not only did it broaden trainees' perspectives but it also increased capacity to conduct resource mobilization, startup innovative projects and expand education, healthcare, social and economic opportunities for their communities.
- “Sub-Saharan Africa” is a geographical term that describes the African countries located south of the Sahara desert. The five countries being studied (Kenya, Ugandan, Tanzania, Nigeria and Ghana) are situated in this region among the forty-seven countries of Sub-Saharan Africa. The region is considered to be vulnerable to climatic and environmental change because of the expansion of the Sahara desert coupled with climatic changes prevalent in the world.

- “Developing nations” is an elusive phrase referring to nations whose gross domestic income is lower than that of industrialized nations. The economy of these nations relies more on agricultural produce for export (Sullivan & Stevens, 2003) and the majority of the rural community’s lives below the global poverty line and need support to improve their livelihood.
- “Culture” is a complex and elusive term that has been used to connote varied ideologies and practices (Triandis, 1996). In this study culture will be used to refer to an acquired and transmitted pattern of shared meaning, feeling and behavior that constitutes a distinctive human group. The plurality and ethnic diversity in the sub-Saharan Africa cultural values, beliefs and categories postulated in Hofstede, (2001) classifies sub-Saharan Africa as collective culture. However, this does not imply democracy.
- “Women religious” is used to refer to the members of institutes (congregations) established under the Catholic Church Law (Canon Law, 607-709) commonly referred to as “Catholic sisters.” These women engage in apostolic works to address the humanitarian needs of the society in education, in health care, in social and pastoral services and in other emerging ministries. Often they live together in religious houses known as convents, although this may not always be the case.
- The term *Ministry* is used synonymously to refer to “organizations” the women religious subjects of this study undertake. They may include but are not limited to schools, healthcare services (hospitals, clinics, outreach programs) and social welfare programs such as those for (unwed mothers, street families, orphans, and the poor feeding) and pastoral care ministries for (elderly, home visits, counseling).

## **CHAPTER TWO**

### **Literature Review**

This chapter begins with a review of literature on the current leadership situation in sub-Saharan Africa, the studies that examine the leadership concerns and the need for reform in the region. Then, a narrative of the historical models that include African traditional kinship and colonial authoritative leadership are provided. After that a discussion on the literature on the need for leadership development among women is explored, followed by an examination of the best practices on the transfer of leadership skills. Lastly, a weaving together of the three theories that inform this study, including culture software of the mind (Hofstede et al, 2005), diffusion of innovation (Rogers, 2003; 1995), and transformational leadership (Bass, 1985), are examined, and a summary of the chapter is provided.

#### **Need for Leadership development in sub-Saharan Africa**

The development agenda in the Sub-Saharan Africa has been a key subject of discussion in several world conventions (World Economic Forum, Davos, 2005; G8 Summit at Gleneagles, 2005; G8 summit in Germany, 2007; G8 summit in Japan, 2008) in hope of igniting change. Studies question on the dismal growth in SSA and describe the situation as a “tragedy” (UNCTAD, 2004) because of institutional and structural flaws (Killick, 2001; Kuanda, 2010; Edoho, 2007), inadequate attention and performance in private and public sectors (Richards, 2001), and incompetence in leadership and management (Komache, 1997; Kuanda, 1994; Bolden & Kirk, 2009). In addition, studies indicate negligible staff motivation in organizations (Okrpara, 2006), weak social economic sustenance (Ochola, 2007), ecological concerns (Collier, 2007; Hyde, 1998), and cultural and historical issues

(Hill & King, 1998; Moss, 2007). These problems suggest necessary leadership development at all levels may be the beginning of the SSA transformation because effective leaders can ensure security that is imperative to open up investment and job creation prospects to enhance human and social capital investment.

Several studies indicate that the endemic problems in the SSA organizations are ascribed to inefficient leadership in both public and private sectors (Kiggundu, 1991; Obiakor, 2004; Waiguchu, Tiagha & Mwaura, 1999; Richards, 2001). For example, Carlsson (1998) states that “indicators of growth in Africa are pointing downwards and the organizations have become the center piece of the discussion [and] the problems of inefficiency have become much worse, particularly within the public sector” (p.14). In addition, Kiggundu (1991) and Safavi (1981) assert that the paucity of leadership studies and incapacities of some leaders characterize the SSA leadership challenge. In a review of 57 countries in Africa, Savafi (1981) disclosed that “the inability of African nations to train capable managers for major institutions has been the main inhibitive factor to real economic and social development” (p. 319). In the same vein, Kiggundu (1991) asserts that deficiency in top-management competencies is the reason for SSA slow development in social, economic and political growth. These studies suggest that the sub-Saharan region and its businesses are deficient in comprehensive strategies for leadership development, competitive advantage in the global market, technological innovation and adaptation, and strong focus in sustainable leadership, education and healthcare qualities that are significant for a healthy nation.

### **Barrier and traps in leadership in the sub-Saharan Africa**

A review of international reports shows that international aid has been used to support poverty reduction initiatives and to ensure change in education, healthcare and social and economic transitions in the sub-Saharan region (Easterly, 2001; Kevane, 2004; Leonard & Straus, 2003; Sach et al, 2004, World Bank, 2000). For example, in a report to end Africa's poverty, Sach et al (2005) contended that "the crucial ingredient to breaking Africa's poverty trap is for the rest of the world to help African economies to reach threshold levels of capital, infrastructure, human, and natural resources to enable these economies to establish a process of self-sustaining growth" (p.3). While providing aid is a good development strategy, enabling quality leaders with germane managerial skills may be more essential for leaders in SSA to manage the resources and aid packages more appropriately. In addition such leaders may promote resource mobilization and encourage domestic leadership talents for the future of the organizations in the regions. Clearly, leadership skills are essential ingredients to improve social and economic life for the sub-Saharan peoples and to ensure progress in a rapidly changing society.

To understand the Sub-Saharan challenges and best practices to address the SSA leadership and development concerns, a variety of studies provides significant insights. One such study is published in *The bottom billion: Why the poorest countries are failing and what can be done about it?* In the study, Collier (2007) highlights four concerns that trap the region's development: conflict, poor management of natural resources, landlocked countries with hostile neighbors and ineffective governance that permeates organizations. Studies have cited the basis of conflict as ethnicity as well as civil, structural and historical factors (Leonard & Straus, 2003; Edwards & Moriba, 2009). There is dire need for efficiency in

leadership to encourage dialogue and regional cooperation for interdependence in economic and social adjustments. Besides, the traps suggested by Collier seem to indicate the need for quality leadership in all sectors and good investment decisions to address SSA concerns. Leadership development for both present and up-and-coming leaders might be an essential strategy to transform the SSA institutions and to transfer the best practices to turn the situation around. In addition, goodwill in leaders, their willingness to design and implement effective policies and to ensure vital outcomes and performance, is essential for organizational and community transformation.

### **Re-visioning sub-Saharan leadership**

Many studies reinforce the need for leadership transformation in the sub-Saharan public and private sectors (Akata & Renner, 2009; Easterly, 2009; Edoho, 2001; Maathai, 2006; 2007; Moss, 2007; Leonard & Straus, 2003; Kuanda, 2010; Kevane, 2004; Moriba & Edwards, 2009; Ochola, 2007; Sach, 2005). Conceivably, quality leadership programs can cultivate ethical, democratic, and insightful leaders to make germane investment decisions, end conflict, promote fairness in resource allotment and stimulate growth. In addition, it can be the most viable practice to help in shifting citizens' perspectives by raising people's consciousness that good leadership is the backbone of progress.

Present-day organizations invest in leadership development as a resource for maximizing productivity and improving performance (McCall, 1998) in a vibrant society. In support of leadership development, Charan, Drotter and Noel (2001) assert that quality leaders shift their focus from individual performance to leading others. Also, successful leaders encourage sustained skills training, mentoring and coaching to build meaningful leadership potential in the organizations thereby increasing productivity (Hill, 2003;

Ladyshewsky, 2007; Patterson, 2003; Zoogah, 2009). These kinds of leaders enable the workforce to become functional contributors and motivate them to mentor and coach others to increase the organizational outputs and enhance quality relationships that encourage altruism, humility, vision, trust and service.

In this study, leadership is viewed as more than role process. It is concerned with the ability to encourage skills that facilitate personnel to work together in significant ways and to build the capacity of the members to improve their practice. A leader is the one who creates effective change in group performance with a vision to have the courage to influence ideas, people, organizations and society toward attaining the goals of the organization or community. In this view, adaptation of a transformational leadership approach might be helpful in transitioning leaders to cultivate a sense of motivation, trust, loyalty and respect as well as behavior congruent with organizational beliefs, principles, and values (Avolio & Bass, 1999; Russell & Stone, 2002; Yukl, 2002). As a result, a sense of belonging develops, thereby building the desired teamwork. The workforce becomes motivated to do even better because their leader pays attention to their needs and cultivates their sense of purpose. In the SSA region this kind of leadership needs to be promulgated to enhance institutional change and productivity.

Evidence from research suggests that there are positive outcomes of good leadership in education, productivity, income level, the fertility rate, technological capability and technical change in business (Kevane, 2004; Ranis & Stewart, 2000; Stromquist, 2002). For example, in a study on a Sri Lanka's manufacturing industry, Deraniyagala (1995) found that skills development and education level of the employees were positively correlated to the rate of technical change in organizations. Also, an increase in the education level of the

workforce leads to an increase in the level of productivity because an educated workforce tends to be innovative (Ranis & Stewart, 2000). Education alone might not bring about the desired change, however. Rather, it is a combination of approaches that will bring about an increase in the quality of education, knowledge of good leadership, the good-will practices of the decision-makers, momentous economic and business investment and amicable policy environment for change.

Adaptation of a transformational leadership approach in SSA may offer a new perspective for change. Studies indicate the importance of such an approach. In a comparative study on transformational leadership, organizational commitment and job satisfaction between Kenya and United States, Walumbwa (2005) found that the key element of sustainable and effective performance is quality leadership. Similarly, using a section of staff nurses in large public hospitals in Singapore, the research study of Avolio, Zhu, Koh and Puja (2004) found that there is a positive relationship between transformational leadership and organizational commitment.

### **Culture and leadership challenge in sub-Sahara Africa**

Sub-Saharan Africa is a continental region with a diverse ethnic composition and heritage. It is characterized by a multitude of languages, cultures, kingship ties and structures, and an array of ethnically allied lifestyles (Lucas, 2001; Gyekye, 2002; Ikiara, 1999; Odhiambo, 1995). Despite the diversity, Africa is similar in many areas that define the “African-ness” of the people. Awedoba (2005) describes the similarities within the sub-Saharan Africa peoples as having a “special configuration of various features and cultural patterns that may be encountered in the study of African models of livelihood, beliefs, attitude, behaviors even in languages and artistic expression” (p.21). In addition, Entounga-



Maguelle (2000) elaborates that there is “a foundation of shared values, attitudes and institutions that bind together the nations south of the Sahara” (p. 67). For example, most of the SSA countries claim related historical and colonial struggles that demand coalition to augment development. This cultural configuration can be used as a source of unity to forge change and development in the region.

Over half of the sub-Saharan African populations practice the agrarian and nomadic lifestyles as a means for their livelihood (Gyekye, 2002). Low productivity in farmlands leads to rural-urban migration in search of a better livelihood. As a result of migration, the rising population overwhelms the urban infrastructure characterized by poor city planning. In urban areas the cost of living is high, coupled with an inadequate service industry, trade and negligible job creation. The migrants do not acquire jobs as had been hoped, so the result is living in “shanties” or slums because the inhabitants cannot afford good housing, health care, and other social amenities. The sub-group of women in this study serves these marginal groups, so such an increase in their leadership capacity might be essential to expand their service provisions and their ministries.

Researchers describe Africa as composed of collective societies (Hofstede, 1980b; Tutu, 2000; Gyekye, 2002; Ahiazu, 1986) because of the strong community ties that exist within a clan, community and family. The spirit of interdependence is innate within the African communities propagated by the concept of *ubuntu*, which refers to “the essence of being human” illustrated as “a person is a person through other persons” (Tutu, 2000, p.31). Culturally, Africans perceive humans as belonging to a bundle of life. Accordingly, a person with *ubuntu* is open and available to others (Tutu, 2000; Mbiti, 1999). For example, the women religious commit their lives to become more available to the community. Moreover,

the concept of *harambee* referring to “pulling together” is preferred in numerous community leadership scenarios. In support of these collective and interdependent perspectives, Linqvist and Adolph (1996) posit that African societies tend to be classless within age groups but ranked between age groups. Therefore it can be argued that African leadership has specific cultural details, such as consensus and teamwork that are vital in leadership techniques and more preferable in Africa.

The qualities of interdependence, similarity and consensus common in traditional leadership should not imply that leadership in organizations is democratic. Mangaliso (2001) cautions against the indiscriminate acceptance of all African customs and practices because it may conceal many variations. Rather, awareness of the cultural view might provide significant understanding for leadership development providers to integrate African and global leadership models for a cohesive “best fit” in the SSA situation. A variety of variables have contributed to the disintegration of cultural leadership values in clans and ethnic communities. For example, colonial invasion, western religions and migration dismantled the cultural fabric (Bude, 1983; Obiakor, 2004; Nyambarega, et al, 2000) and the result has had both positive and negative implications. It is essential to discuss historical models of leadership that influence SSA African leadership to situate this study and provide a pattern of mental models that leadership programs attempt to disentangle.

## **Historical models of leadership**

### ***Traditional African kinship leadership model***

Kinship ties were central in the life of Africans and continue to be functional in some quarters of social life (Lalngaihawni, 2001). The kinship leadership model provided a resource for the entire community. Kinship leaders worked hand in hand with the people to offer advice, to criticize, and to help the clan to address general community matters. In the African tradition, a leader was viewed as “someone who is a servant to a clan, tribe, community or group” (Masango, 2003, p. 313). Though unwritten, kinship leaders propagated norms, rules and regulations that they adhered to in adjudication of cases. Communalistic life is central to African individuality (Endoho, 2001), and strong cultural and ethnic identity was evident in many African sub-sets, because they provided the foundation of cohesive ethnic communities in arbitration.

Today, kinship type of leadership could be viewed as a team-based and participative leadership style. However, ethnic aligned leadership is no longer well-organized because of both migration and mingling of the people and interference from the colonialists. Tribalism has also cropped up in institutions and organizations. In fact, tribalism has been defined as a cancer and a demoralizing challenge that is corrupting African moral fiber and society because it renders some leaders ineffective (Ayithey, 1992; Miguel, 2005; Isabirye, 1995).

Many leaders are unable to implement effective policies because of nepotism and tribalistic affiliations. For example, in research on the consequences of tribalism in higher education institutions in Nigeria, Moriba and Edwards (2009) found that tribalism has diminished quality leadership in government and institutions hampering ethical decision-making processes. The infamous Rwandan genocide in 1994 between the Hutus and Tutsis

was a result of tribalism. Likewise, the publicized refusal of Robert Mugabe of Zimbabwe to step down from leadership and the 2007 electoral conflicts in Kenya indicate leadership struggle in Africa.

Nevertheless, in rural settlements, the norms of tribal leaders are still evident where clan arbitration in disputes is highly respected (Gordon, 2002; Salvaterra et al, 2009). Ultimately, changes in the traditional leadership landscape demand training of new approaches on leadership and propagating a united front, by integrating both cultural and modern values in leadership development programs. Much literature shows that leadership is a culture-specific phenomenon (Bass, 1997; Hofstede, 2005; Walumbwa et al, 2005; Peterson & Hunt, 1997) and leadership behaviors vary within various cultures (House, 2004). In research conducted in 53 cultures of the world, Hofstede (1980; 2001) found that individual cultures play a significant role in the model and leadership style adopted by the individuals in the organizations. As well, Yukl (2002) maintains that leaders ought to understand how people of different cultures view and interpret their leadership styles.

While leadership is a widely studied concept in the developed nations (Avolio, 1999; Bass, 1985; 1988; Baker & O'Malley, 2008; Bennis, 2003; Hofstede, 2001a; Kotter, 2006; Kouzes & Posner, 2007; Northouse, 2004; Senge, 1992; Yukl, 2002; Moxley & O'Conner, 1998), there is limited research on leadership development relating to the SSA styles (Zoogah, 2009; Ndongo, 1999). However, a few studies examine leadership behaviors in organizations (Awedoba, 2005; Jackson, 2002; Ugwuegbu, 1999) although most consider the top-management supervisory staff. Jackson (2004) argues that most of the leadership studies conducted in Africa assumes western leadership models. However, paucity in African leadership theoretical frames undermines constructive perspective to understanding

African leadership, calling for germane African leadership studies. In view of the emerging global village propelled by increased technological networks, an understanding of global leadership is vital to broaden the Africans' perspective to design their own theories and establish their own place in the global leadership.

The few available studies ignore cultural specificity, which is essential for leaders to understand in order to avoid pitfalls and promote an integrated approach to organizational leadership. Thus, leadership studies that are relevant to the sub-Saharan situation are needed. In addition, training the sub-Saharan African leaders on ways to apply the knowledge and skills in their cultural, economic, social and political context is vital. It is important to note that African leaders rarely abandon their traditional perspectives on being a leader, and the majority adhere to practices that incorporate the belief system, normative values and acceptable behavior within a specific cultural setting (Edoho, 2001; Maathai, 2006). So modern leadership styles might offer vital lessons to tone down disconnect between informal, indigenous and formal institutions.

#### ***Implications of the colonial model of leadership***

The second model of the historical development of African leadership is colonial. Understanding this context is essential in order to situate leadership models exhibited in sub-Saharan countries and organizations and in order to design programs that integrate desired leadership models. In the 1850s, Great Britain, France and Belgium claimed vast portions of East and West Africa and established colonial rule (Diallo, 2003; Fafunwa, 1982; Uzoigwe, 2002). They established colonial rule by the assimilation method, making the colonized country a part of the colonialist nation by extension (Betts, 2005). They introduced forms of education and governance systems similar to those in their mother countries, so that, often,

Africans had no representation in policy formulation. More often than not, natives supplied labor in agriculture production and mineral exploitation (Alexander, 2001; McElroy, 2005).

Overall, the colonial model was authoritarian in character.

Colonial governments confined Africans in villages and assumed an autocratic style of leadership by use of a “divide and rule” strategy, thereby disintegrating Africa ties (Onodiwe & Ibelema, 2003). Africa was demarcated into countries under the colonial sphere of influence by superimposing boundaries that often have been the source of division and conflict in the region (Gordon, 2002; Spears, 2007). The colonial suppression diminished Africans’ sense of self-esteem by breaking family ties and the unity of kinship and clan leadership models characterized by shared responsibility and guidance in resource management. Instead, the new autocratic rule revolved around ruling by threats, punishment, and exacting control over the indigenous peoples. In East Africa, for example, colonial powers ruled for seventy-five years.

The sub-Saharan woes cannot solely be blamed on colonialists. Even after independence, African leaders emulated the colonial model by perpetuating autocratic leadership styles in the institutions (Akata & Renner, 2009; Obiakor, 2004). Perhaps, it was the only kind of leadership they could resonate with, and so they modeled the style accordingly. Yet, forty years after most of these countries attained independence, endemic leadership, organizational and management wrangles still persist in the region (Nyamegera, 2000). For example, Ochola (2007) in his book, *Leadership and Economic Crises in Africa*, points out some African leaders are ineffective and adapt poorly to the demands of an increasingly complex globalized economic systems. Additionally, in describing leadership in sub-Saharan Africa, Gordon (2002) asserts that subsequent political leaders initiated control,

pillaging of the treasury, and radicalism to build their political castles. For example, in a study on the crisis of leadership in Africa, Odhiambo (1995) established that “leaders and managers are authoritarian, autocratic, inflexible and insensitive, concluding that leadership tends to be ethnically linked and not skill or merit based, resulting in a ‘state of ineptitude and mediocrity’ (p. 15).

This kind of leadership manifests itself in despotism, leaders resisting change, the incarceration of human rights activists, eccentric characters, and improper resource management, among others. Although democratic elections are held in most of the SSA countries, continued tyranny allows some leaders to perpetuate the hierarchical order that generates top-down models of leadership and practices (Ardchivili, Cardozo & Gas Parishvili, 1998). The top-down model of leadership has been criticized because it assumes leadership as power and a capacity to influence (Northouse, 2004). In sub-Saharan Africa, the authoritarian leadership model has had far-reaching negative effects on the peoples because corruption, totalitarianism, tribalism, social and economic struggle and managerial incompetence endure, resulting in civil strife. As such, providing leadership skills that enhance community participation is imperative for development. Instead of pointing fingers at the colonialist model of leadership and the contemporary model of failing political leadership regimes, providing a model that can be replicated in organizations and community development programs is essential. This case study hopes to provide a model that can be used by organizations to augment their personnel leadership skills, professional acumen and community participation.

*Missionary leadership model*

One focus of this study is the development of leadership skills in the women religious of Africa. A review of the historiography of missionary activity and its influence on culture and practices of women religious in the sub-Saharan region is vital. Such a review might provide insights on their practices and their leadership techniques. Missionaries arrived in sub-Saharan Africa around the 1850s, the same period as colonial rule. Primarily, missionaries concentrated their work on evangelization and to an extent civilization. Isicheu (1995) reported that Dr. Livingstone, a renowned European explorer and missionary, recorded in his travel diary, "I go back to Africa to make path for commerce and Christianity" (p.138).

At the onset, missionaries initiated formal education, a powerful attraction to Africans and a strategy for them to convert Africans. However, Christianity dismantled their cultural values (Liking, 2000; Obiakor, 2004) by teaching values that were foreign to Africans. Initially, Africans did not make a distinction between missionaries and colonialists because both used similar language and leadership styles. Likewise, Christianity reflected most of western culture and its practices. For example, missionaries followed the path made by the colonialists, taking advantage of improved communications. They too considered Africans as backward and their religion as primitive, resulting in besmirched African worship and lower self-esteem. Also, they gave African people little consideration in program planning and development (Bude, 1983). Despite the early disputes, today, missionaries are credited for the improved education, agriculture and healthcare found in Africa.



A large body of literature on missionary penetration in Africa documents more the experience of male missionaries, with little mention of women missionaries. Women, however, played a large role in setting up formal schooling, healthcare facilities and social ministries. In West Africa, for example, missionary Catholic women religious, the Sisters of Saint Joseph of Cluny, settled in Senegal in 1819, and the Sisters of Our Lady of Apostles occupied the Ivory Coast, Nigeria and Dahomey in the early 1870s (Isicheu, 1995). All the initial women religious represented western civilization and worked as teachers, nurses, and catechists. Later, African girls were accepted into religious life but only after receiving an education. From the African perspectives, the African girls who entered religious life were considered as renegade because they forfeited their commitment to the traditional norms of marriage. However, these women later became the conduit to propagate development in healthcare, education and social and pastoral services. To date they play significant roles not only in the church but also in the broader society. However, very little has been studied about their contribution, so this study opens up a discussion.

In retrospect, missionary calling can be understood as a deeply ingrained desire propelled by the need to serve humanity. Greenleaf (1998) refers to the people who respond to such desire/feeling as a “servant leader.” According to Greenleaf (1998) the desire to be a servant leader begins with a natural feeling in an individual to want to serve, then, a conscious choice to aspire to lead. Since the 1970s Greenleaf has studied a variety of congregations, seminaries and church leadership systems. From these studies he coined the term “servant leadership.” The model entails devoting time to serve, focus on the needs of those being led, coach others to encourage self-expression, facilitate personal growth, listen, and build a sense of community.

Women religious strive to provide such a type of leadership through initiating and running projects that focus on improving, caring for, nourishing and supporting life.

Greenleaf (1996) is encouraging servant leadership as critical for individual, community and societal change: "Caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built ... a better society is to be built, one that is more just and more loving, one that provides greater creative opportunity for its people, the most open course is to raise [peoples] capacity to serve and performance ... by regenerating forces operating within them" (Greenleaf, 1996, p. 9).

### **Women, education and development**

Like women elsewhere, African women have encountered significant barriers in their search for economic, social, and cultural freedom. Exclusively, women's roles have been confined within the customary function as home makers and mothers and their contribution to social and economic progress has been underscored (Lucas, 2001; Okojie, 1996). In sub-Saharan Africa, often women's role includes farming and subsistence production for the family. Gouws (2008) asserts that women encounter major stumbling blocks in leadership that include lack of support and political will to support aspiring women to leadership positions. Severe social, legal and economic disadvantages confront women more than men. In her book *Unbowed*, Wangari Maathai (2006) argues that women experience coercion that is not only reflected in the mainstream human rights conversations but also in the political institutions that undermine women leaders' attempts to reconcile culture, human rights, and education.

Research studies show that excluding women's input into development by inhibiting their involvement in education, leadership, financial and social improvement has a negative impact on development (Michel, 1993; Lucas, 2001; Okojie, 1996). The result of the exclusion is that women became dependent on males instead of active co-producers, a loss to the economy. Similarly, due to widespread economic difficulties in the sub-Saharan region, given a choice, many families opt to educate the male rather than female child because of the cultural notion that males need to provide for the family. Moreover, studies show that poverty strongly correlates with weakened opportunity for education and community development (Beoku-Betts, 1998; Michel, 1993), so majority of the poor and uneducated are women in SSA. More women and girls in the SSA are considered underprivileged, because they encounter various obstacles, historical, cultural, and socio-political in nature, in their search to establish themselves as leaders (King & Hill, 1998; Maathai, 2006; Bloch & Tabachnic, 1998). The path to leadership positions has been slower and often blocked for women in this region. The result is fewer women represented in leadership positions as well as fewer women mentors to encourage, give confidence, and exercise the willpower and even boldness to take leadership positions.

Women religious are a small part of the larger community of women in the sub-Saharan region. However, this group of women is fortunate because quite a few have had the opportunity for an education and are therefore entrusted with leadership positions in school, health care, and social services in their institutes, where, these projects are geared to community service. Like other women, they too, struggle to overcome and address barriers that hinder development by running ministries that respond to humanitarian services in this

region by expanding provision of education to reduce illiteracy, healthcare to curb diseases, and social services to care for the elderly, orphans and the youth and street families.

### **Women religious as a conduit for change: A lesson from the West**

A central agenda for the Catholic women religious is service to the people and contribution to eradicate global poverty, disease, and malnutrition through provision of education, health care and social and pastoral services. In a historical study on the culture of Catholic women religious in Toronto, Canada, Smyth (2004) describes young women aspiring to religious life “they were young women ... who made a conscious decision to further their education and gain credentials for careers in both religious and secular society within a context that would protect their faith” (p.118).

Analysis of a variety of studies on women religious indicates achievements and challenges these groups of women faced in search of an education to effectively carry out their ministries. For example, Smyth’s (2004) historical study provides a record of the communities of women religious and their response to the changing needs of the time and also their involvement in leadership and education. Smyth emphasizes that the institutes of the Catholic women religious reflect the influential history of higher education in the United States and Canada. In addition, the work of Tracy Schier and Cynthia Russett (2002) pulls together ten essays that discuss pertinent aspects and challenges of Catholic women’s colleges that were primarily established and managed by these women in the United States. Similarly, the work of Draigler (2002) provides the challenges and achievement of women religious. Further, taking into consideration these women’s commitment to leadership in education at a time when educating women was a taboo, Conway (2004) descriptively analyzes how “the women religious orders founded women’s colleges that became

intellectual centers within which the question of knowledge and faith had to be reconciled” (p. 13). Indeed, they broke the barriers for women’s development in the church and society, and their story became an inspiration to women of other continents.

With the establishment of schools and colleges, women religious were greatly appreciated because their teaching embodied Catholic moral values; their work cost little in terms of salaries and sought no personal gain (Coburn and Smith, 1999; Ross, 2005). This literature also indicates that the road to bring about change for women religious in the United States and Canada was not a bed of roses. Similarly, this literature provides encouragement for women religious of the sub-Saharan Africa. While culture, economics and historical barriers may be different, there is hope for expanding their ministries to effectively lead and serve their people.

There is little literature to document the challenges or achievements of women religious of the sub-Sahara Africa. Considering the overwhelming problems that fatigue this region, it is not difficult to imagine the issues these women encounter in their service to street families, orphans, the homeless, battered women and others. Nonetheless, meaningful testimonials from members of their congregations and their work in Africa shows that they, too, have the potential like their counterparts in the West to contribute in Africa. They face significant challenges, however. For example, in a document discussing the plight of women in Africa where insecurity and primitive traditions still persists, Okon (2009) states:

women suffer most when violence and conflict erupts ... a lot of women have died, a lot of women have been raped, and a lot of girl children have had to stop going to school because of the violence, they are exposed to strong

violence by the culture and traditions that subject them to inhuman and degrading treatment (p.1).

This viewpoint shows how women struggle and the need to increase their leadership capacities to be the voice for the underprivileged in addressing legal, educational and humanitarian needs. Often, women religious define and describe their core values as to serve the poor and needy, orphans, and the elderly; to provide health care and education, and to seek to create a positive influence for change in society. Leadership development for these women is needed now to expand their services, to help them to share participation in decision-making and to build meaningful and egalitarian networks.

#### **Transfer of leadership skills**

In order to develop quality leadership competencies for individuals, a curriculum that presents objectives, content, and skills, such as strategic planning, visioning, professional acumen, conflict resolutions, financial and project management, is necessary. These skills would enable participants to build bridges in organizations beyond tribal sentiments, encourage quality performance and productivity and expand their ministries. A quality leadership program must endeavor to transfer skills that enhance and create competent leaders who are willing to turn the SSA into an enabling environment for development. While there are leadership programs in Africa, little research is available examining their effectiveness and outcomes (Black & Earnest, 2009). Carmen (2007) relates the need to revitalize the assessment of leadership programs where the outcomes could inform formative processes and possibly design interventions. Bolden and Kirk (2005) evaluation of the *InterAction* program offers insights on the appraisal of the program goals and practice.

A key goal of any leadership program is to effectively transfer knowledge and skills to the trainees. Caffarella (2002) defined transfer of learning as “effective application by the program participants of what they learned as a result of attending an education or training program” (p.204). Several factors contribute in the participants’ transfer and practice of the skills they acquired in skills development programs, including the program design (Caffarella, 2002), the content of the program (Dorfman et al, 1997; Hezlett, 2005), the organizational set up, and the community or social and environmental factors (Allen, 2003; Russon & Reinelt, 2004).

A variety of research studies in organizational change demonstrates that sometimes successful skills implementation proves impalpable or difficult to measure (Kotter, 1996; Senge, 1992; Ulrich, 1998). For example, according to an IBM (2006) research on CEOs perception on change implementation, a description of success varied. Critical variables for leaders to fruitfully bring about desired change in organizations include a level of mentorship, communication, motivation, involvement of colleagues and team building (Gill, 2003; Lim & Johnson, 2002; Longnecker, 2004; Schnake, 2007). Also, cognitive processing during learning requires attention in order to capture and internalize behavior so as to model it in the future. Moreover, Moxley and O’Conner-Wilson (1998) suggest that an organization’s leadership development program needs to focus on the effective operational skills that can be transferred in their organizational setting. So, Leadership programs that fail to align the program with the real organizational environment can create difficulties for skills transfer and practice.

In order to mitigate this challenge, the impact strategies will be applied to measure the extent to which the SLDI objectives were achieved. The impact strategies might include curriculum planning and process implementation, identifying relevant leadership competencies, matching the goals to achieve the competencies, integrating and customizing the skills to the organizational and community needs, and encouraging stakeholders to practice the skills. These strategies were utilized to assess the effect of the SLDI program on the women religious and their ministries. Such an assessment might promote best practices for leaders to consider towards improving performance benchmarking and productivity in their organizations.

#### **Mentorship path for skills development and transfer**

Mentorship is essential for leadership development and speedy transfer of skills. Mentorship refers to a relationship in which a more experienced or knowledgeable individual guides an aspiring individual. In practice, mentoring programs pair a junior with a senior executive (Douglas, 1997; McCauley & Douglas, 1998) and sometimes with a peer (Douglas, 1996) to facilitate needed skills for the growth of a mentee. So, mandating the trainees to mentor as an in-built component into the program can create implementation of an added practice. As a result, coaching and modeling can be more practical in internalizing the leadership skills needed by the trainee so that they are able to share the same with mentees.

In a research on the best practices in leadership development, Giber, Carter and Goldsmith (1999) conducted a survey of 50 companies engaged in leadership development. Findings showed that mentoring programs and action learning were reported to be the most successful efforts. Research on the differences between formal and informal mentoring



indicated a significant difference between the two (Ragins & Cotton, 1999) with informal having more beneficial outcomes (Dansky, 1996). Informal mentoring would be a more viable strategy because of the intergroup relations among the women religious and the desire to bring change and promote competency in their ministries. In the process, a competent mentor or leader's focus is on planning, assigning work, motivating and coaching others.

Moreover, Social Learning Theory indicates that human behavior is learned through observation and modeling others (Bandura, 1986). As a result of observations, learning becomes a reciprocal relationship between an individual and the environment. Bandura (1977) postulated that humans learn behavior through socialization (e.g. leadership, moral behavior) and model from their parents or leaders. Modeling here can be viewed as a transfer of skills, where mentoring in the participant's ministries can alter an individual's thought processes and behavior patterns. In research on the application of Social Learning Theory to leadership, Charbonneau, Barling and Kelloway (2000) found that people tend to mirror behavior exhibited by their parents/seniors and exhibit these behaviors with their peers. These findings suggest that exposure to leadership development could be a social experience modeled by the instructors, the leaders and now the women religious in the SLDI program. Significant variables proposed in Social Learning Theory, that is, person, behavior and environment are necessary to skills transfer. So incorporating a variety of approaches in a program can provide tangible experiences for successful mentorships.

Quality modeling results if the participant pays attention to the skill, is capable of remembering, has the ability to reproduce or motivate, and has the desire to demonstrate the behavior learned (Bandura, 1986). In addition, Wezlet and Welsh (2003) reinforce that individuals have a capacity to model and practice skills learned when the knowledge and

skills resonate with their context; only then they make a decision to implement and practice the skills. Bandura's theory indicates that leadership training can expose individuals to new knowledge and skills that elevate their consciousness for change. As a result, behavior change and self-efficacy may result and engender performance change. Bandura (1997) defined self-efficacy as the level of confidence individuals develop in their ability to execute a certain direction in their actions or achieve specific outcomes. Studies show a positive relationship exists between self-efficacy and performance (Manstead & Van-Eckelen, 1998; Pajares, 1996; Zimmerman, et al, 1992). Self-efficacy is important for leaders to perform effectively in delegating duties and responsibilities, encouraging participation, mentoring, and coaching their colleagues. Also, self-efficacy can be based on an individual's ability to learn and practice the competencies acquired.

### **Integrated Theoretical Framework**

An integrated leadership development program might include a structure that endeavors to incorporate considerations of cultural elements, transformational agenda and methods to diffuse innovation through modeling. The foundation of such a program needs to consider the content, motivations, work environment and conditions of transfer of skills to provide transferable and practicable skills informed by the culture of the people and to reinforce values and beliefs necessary for behavior change. These constructs interact within the individual to bring about best practices in the organizations. The theoretical perspectives to be integrated are cultural software (Hofstede, 2005), transformational leadership (Bass, 1985) and diffusion of innovation (Rogers, 2003).

From decades of organizational and cultural management studies, Hofstede et al (2005) argues that “human mental programs lie within the social environment in which one grows up” (p.3). The social environment permeates values, beliefs, behaviors, and rules. So adjustment of a leader’s mental systems to develop consciousness, positive behavior and attitude change might facilitate adaptation of a new leadership perspective. In his seminal study published in *Culture and Consequences* (1980), Hofstede emphasizes cross-cultural management as a strategy to educate about the influence of cultures on leadership. Hofstede’s work has been used to examine cross-cultural differences in attitude and behavior (Schwab, 1980) and in employee turnover (Roth, 1995). The analysis of culture from the perspective of mental attitudes or a set of mental programs is universal, that is, biological and genetic and collectively acquired from socialization. These cultural studies encourage leaders to become more aware of cultures within organizations and how to engender community leadership, teambuilding and involving stakeholders by reflecting on their established knowledge, beliefs, and values relevant for organizational change.

While an understanding of the influence of culture is critical for leaders to promote harmonious business relationships, studies caution that there is danger of reinforcing western management and leadership models in Africa (Jackson, 2004; Kuanda, 2010; Edoho, 2001). It is important to recall that the influence of western leadership models during the colonial period shifted the African concept of leadership. Moreover, current global complexity, increased communication and the closing of boundaries by the use of technology require leaders to develop a global perspective to leadership and management. In addition, the dynamic changes prevalent in the existing global connectivity and business landscape require adaptation of innovative leadership styles. Accordingly, models that

consider cultural values, best change practices and transferable skills might offer essential skills for leadership change in SSA.

Critiques of Hofstede's theoretical perspective argue that it's simplistic to condense a continent into a handful of cultural dimensions because it assumes homogeneity of the peoples and organizations (Tayeb, 2001). That said, the theory cannot be ignored because it might inform leadership development designs to consider germane leadership skills, instructional process, transfer and implementation relevant in a particular culture. As a result, competencies can be developed in leaders that include intellectual, physical and intrapersonal qualities that can promote relationships in both leaders and associates that improve organizational culture.

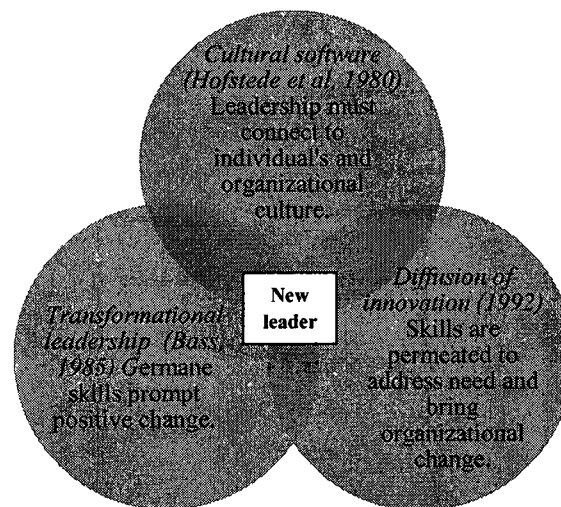


Figure 3: Integrated model of triad theoretical perspectives.

Leadership training must enable its participants to effectively acquire, transfer and practice the skills without which essential ingredients would be lacking in the program. Rogers (2003) recommends diffusion of innovation as an essential process to practice and transfer of leadership skills. The diffusion model consists of five critical elements that can

help to determine whether adoption of diffusion of new leadership skills and practice will occur: relative advantage, compatibility, complexity, trialability, and observeability

(Wejnert, 2002, Rogers; 1993).

- Relative advantage is defined as the degree to which an innovation is perceived as better than the idea it replaces; this would determine adaptability;
- compatibility designates a measure of the extent to which an innovation is perceived as being compatible with existing values, past experiences and needs of potential adopters;
- complexity denotes a measure of the degree to which an innovation is perceived as difficult to understand and use;
- trialability connotes to the level in which the innovation may be tried and modified, the ability to test the leadership skills
- observeability refers to the measure to which the results of the innovation are visible to others (Wejnert, 2002; Rogers, 2003; Rogers, 1992). The observable outcomes of a leadership program in the ministries of the participants ignite enthusiasm for consistent change.

Scholars have studied diffusion of innovation in rural sociology by examining the transfer of agricultural innovations to farmers (Khanna, Madhu & Zilberman, 1997; Padel, 2001). Educators have investigated the spread of ideas among students and change in institutions (Curry, 1992). Health care have researchers examined the spread of clinical behavior among clinicians (Kaplan, 2001; Sanson-Fisher, 2004) and coaching and leadership spread in health care (Green & Plsek, 2002). Political scientists have examined policy innovations by identifying policy problems, networking policy circles, shaping debate

and building coalitions (Heartley, 2005; Mintrom, 1997). Leadership studies have examined innovation in organizations (Gilley, Dixon, Gilley, 2008). While these studies focus on diffusion in different scholarly fields, there seems to be a consensus in the findings that innovation is possible in any field of study, people create and re-create ideas, and innovation explains human behavior and ultimate transformation. Leadership change may not be automatic, however.

Despite similar leadership skills provided to SLDI trainee participants the rate of innovation and adaptation may differ due to the level of individual enthusiasm, position in the workforce, work climate, ability to transfer skills, finances to support the change and the readiness of the workforce to practice the new strategies. Effective skills transfer and practice is the foundation of change, the pedestal of quality assessment on the impact, effectiveness and possible sustainability of a program. Conversely, it may be difficult to measure the level of change in a participant, and the degree to which the change has spread in her ministry. Anecdotes gathered from the interviewees and observations would provide significant information on the level of the participants' personal change and change in their ministries as observed by the instructors and program administrators.

Bass (1995) and Bass and Stogdill (1989) assert that a transformational leadership approach is the premise to encourage leaders to develop ability to inspire, instigate and influence the attitudes and behaviors of their associates. Such a leader encourages associates to shift their values, needs, and aspirations by motivating them to perform beyond their expectations (Bass & Avolio, 1994). Studies on transformational leadership (Avolio et al, 2004; Avolio et al, 1999; Bass & Avolio, 1992; Bass 1997) affirm that a transformational leader must endeavor to promote shared vision with the stakeholders, communicate the

vision, build relationship, establish supportive culture, lead by example, and promote goals implementation; as a result, transformation may become evident. The approach has been credited with bringing about change and producing the desired outcomes in organizations (Avolio, Bass, Walumbwa & Zhu, 2004) because such leaders engage the followers to develop to become leaders.

In a study examining balanced CEOs, Dixon (1998) exposed vital elements of a transformational leader that include self-confidence, inner integrity, honesty and personal values. These qualities produce effective leadership behaviors and performance in an organization. The transformational energy in a leader enhances greater effectiveness (Tucker & Russell, 2004). A leader's observable behavior has impact on the organization. So, external behavior motivates followers by creating an impression of competence and a vision to achieve success. Considering the elements postulated by the transformational leadership approach, this case study evaluated to what extent the SLDI program can be described as a transformational model in infusing best practices to enhance trainees' performance and ministerial transformation.

### **Summary**

This chapter highlights significant literature that explains the sub-Saharan leadership concerns and possible ways to overcome the pitfalls through leadership development initiatives. Furthermore, studies that examine the concerns of the sub-Saharan leadership situation and the traps that hinder progress such as conflict, poor management of natural resources, landlocked countries with hostile neighbors and ineffective governance (Collier, 2007; Kuanda, 1994; Ochola, 2007; Killick, 2001) were examined. Also, the methods that could be used to disentangle the mesh of leaderships struggle were highlighted.

The chapter discusses the African traditional and historical models of leadership that include colonial, African kinship and missionary contributions to shaping the sub-Saharan leadership. These models have had far reaching effects in the leadership practices in SSA. Understanding of these models is imperative to inform leadership development design, curriculum, implementation and transfer of best practices in organizations. In addition, bearing in mind that the focus of the study is an evaluation of a leadership development initiative for women religious in the SSA, literature that specifically focus on women, education and change is elaborated, followed by a focus on women religious as conduit for change. Lastly, literature that informs this study on the best strategies and practices to deliver and disseminate leadership skills was explored as well as, studies that demonstrate the effect of leadership development on skills transfer, performance, productivity and change.

Using impact assessment strategies, this study evaluates the extent to which the SLDI program goals and objectives were attained and the ripple effect of the leadership skills in the women religious and their ministries. In addition, the evaluation model consists of theoretical frames: culture software of the mind (Hofstede et al, 2005), diffusion of innovation (Rogers, 2003) and transformational leadership (Bass, 1985) to inform the evaluation process. These perspectives provide a framework for describing the SLDI program activities, best practices in instructional delivery, skills transfer, practices for creating innovative capacity-building for successful organizational growth, and sustainability of future leadership initiatives. Mentoring strategies that were considered significant were probed. Those that were practiced to ensure competency in participants' capacity to plan, assign work, motivate and coach others were also examined. The



evaluation process and findings provided the basis to determine to what extent the objectives of the leadership initiative were met. The study illuminated whether these are the long- term effects of the leadership program, and drew conclusions and made recommendations based on outcomes.

## **CHAPTER THREE**

### **Methodology**

The purpose of this qualitative case study was to assess the SLDI program to determine the impact, effectiveness and changes that resulted in the participants and their ministries as a result of engaging in the leadership development program. This chapter presents the research design, description of the research site, selection of the participants, data collection and analysis procedure, protection of the participants and trustworthiness of research study.

#### **Research design**

A qualitative inquiry approach was selected to evaluate the impact, effectiveness and outcomes of the Sisters Leadership Development Initiative program implemented in East and West Africa. Much research shows that a case study as a research method is ubiquitous in sociology, psychology, political science, social work, education and business (Cavaye & Cragg, 1996; Creswell, 2009; Doolin, 1996; Yin, 2009). A case study is an “intensive, holistic analysis of a single entity, phenomenon, or social unit” (Merriam, 2001, p.34). The unit of study (case) was the SLDI program. Studying the SLDI program as an entity provided broad insights on the program implementation process, participants’ experiences, and program efficacy, transfer of skills, behavioral and ministerial changes, performance effectiveness and viability of program sustainability. Yin (2009) suggests that case studies have been done on decisions, programs, implementation process, and organizational change.

A case study approach provides an in-depth examination, description, and scrutiny of the context, perspectives, and details of the activities (Creswell, 2003; 2007; Merriam, 2001; Yin, 2003). It was deemed vital because it yielded more insightful glimpses into the

discernible facts about the transfer of skills, best practices, impact and transformation of the participants and their ministries. Also it was the best fit to provide a perspective on the logical sequence of the instructors and participants' activities that connects the empirical data to research questions and conclusions. Besides, case study design guided the investigator in the process of data collection, analysis and interpretation. Yin (2009) and Stake (2006) suggest that a case study design is a useful step towards applying the findings to a larger context. So findings may be generalized to assess similar skills development programs.

Yin (2009) posits that case studies can be exploratory, descriptive and explanatory. Exploratory case studies depict careful and thorough examination of activities of a phenomenon. The exploratory aspect of this study examined the participants' perceptions, usefulness of the knowledge, and change in actions and behavior, and the interaction of the relevant variables that were deemed essential for the success of the leadership program. The descriptive approach recounts the process of a study searching to provide a complete picture of the situation (Merriam, 2002). This study was considered descriptive due to the in-depth narrative nature it applied to describe the program processes, the participants' experiences, the curriculum, and skills transfer strategies and practices in order to provide an understanding on the impact, effectiveness and sustainability of the program.

The explanatory approach seeks to provide clear reasons and illustrations that support the interpretation of an occurrence (Creswell, 2007). The explanatory facet of this research was evident in the interviewer's delving into the in-depth experience of the SLDI stakeholders and collating the meanings they attached to the program, the best practices, and its efficacy. In agreement with Yin's (2009) process description of a qualitative case study,

the findings of this study illuminated the best practices for skills development among women religious that may be applied to future leadership development programs.

### **Research Site**

The setting of the current case study was primarily in the sub-Saharan Africa. The focus was in the five sub-Saharan nations including Kenya, Uganda, Tanzania, Ghana and Nigeria where the SLDI program was implemented and participants are working. To provide an international and global perspective on the input into the leadership development program, a component of international faculty teaching in the program had been built into the program. Therefore, samples of research participants were recruited from the instructors in the United States as well as in Africa. In addition, because the overall program planning was based at Marywood University, Scranton, Pennsylvania, it was imperative to sample program administrators in United States, West and East Africa. Their administrative decisions may have had impact and influence on the participants and instructors.

### **Population and Sample Recruitment**

In qualitative research, purposeful samples are often used (Creswell, 2009; Merriam, 1998; Miles & Huberman, 1994). Criterion or purposeful sampling is used when a researcher wants “to discover, understand, and gain insight [of a phenomenon] and therefore must select a sample from which the most can be learned” (Merriam, 1998, p.60). Kvale and Brinkmann, (2009) adds that a “purposive” or “convenience” sampling is essential as a strategy to obtain the best information relevant to the study. Following purposive sampling procedure, a total of 45 individuals were selected: 32 trainee participants, 10 instructors and three administrators.

### Trainee participants

For the trainee participants, selection included completion of the three-year program and attendance at all of the five two-week sessions in their area of concentration. The trainee participants who did not complete or missed some sessions were not eligible to be interviewed because they did not have the inclusive experience of the course material and learning.

### Administrators

In this case study the two coordinators from the East and West Africa, together with the executive director, were selected. Their knowledge and experience in planning and management of the overall program at the training sites were considered imperative. In this research, the coordinators are considered as administrators together with the SLDI executive director. However, like other participants, they were to consent to take part in the study. Interviewing administrators was considered essential because they offered valuable information and insights into the successes, concerns, personal assessment and possible sustainability of the program.

### Instructors

Instructors play a large role in skills transfer, first by implementing the curriculum and second, by teaching critical skills to facilitate skills transfer and the performance of the trainee. As a report, interviewing instructors was considered an essential component to this research about the best instructional practices to encourage transfer and skills implementation in the participants. The instructors were sampled from both the United States and East and West Africa, to provide insights into the teaching methodologies and

strategies they used to encourage the participants to practice the skills and the challenges they encountered in the process of teaching.

Sampling interviewees from East and West Africa, instructors and administrators from all these regions provided relevant information and an understanding of the role of culture in instruction. Also, the sample provided a basis for data triangulation. Data triangulation is used in a qualitative inquiry to ascertain validity, credibility, transferability and trustworthiness of the data collection methodologies, analysis and interpretation.

### **Participants Protection**

Following research protocols and consideration of ethical dilemmas that may result from qualitative research investigations, permission to access the participants (Appendix C) was sought from the program director. Then, to ascertain participants rights were protected informed consent was sought from the participants (Appendix A). Approval by the Marywood University Institutional Review Board (Appendix I) was obtained before the participants were recruited. Relevant documents submitted to the IRB included an informed consent letter for the participants indicating the risks and benefits of the research and how the foreseen risks were to be minimized, an invitation letter describing the procedure of the interview and their willingness to participate; a demographic data form; interview items; and a letter of approval to access the participants by the program director.

### **Document request**

Upon the research approval by the Marywood Institutional Review Board (Appendix I), the researcher requested relevant documents pertaining to program including lists of names, contacts and emails of the trainee participants, instructors and administrators. Also requested was the grant proposal and curriculum map of the three tracks – administration,

finance and project management. The documents were used to delimit the participants and inform the researcher on the success of the program.

### **Data Collection Process:**

#### **Researcher bias**

The protocol of qualitative study stipulates the researcher as the primary instrument of data collection, recording and analysis. Therefore, it was necessary for the researcher to be aware of personal biases as they may limit or direct the process of data interpretation. First, the researcher acknowledged that she is a member of a Catholic congregation of women religious, as were trainee participants of this study, and has special interest in the phenomenon under study. Second, the researcher reflected, examined and identified personal interests, values and biases before and during the process of data collection, analyses and interpretations about the SLDI program impact, effectiveness and participants' experiences. During the interview the researcher refrained from discussing her opinions or passing judgment about the content of the participants' interviews.

#### **Instrumentation**

Ideally, case studies combine numerous data collection methods such as interviews, participant-observation, direct-observation, documents analysis, archival materials, audiovisual materials and questionnaires (Yin, 2003; 2009; Stake, 2006). Data for this case study was gathered through face-to-face and telephone interviews, site-visit observations, field notes, informal conversations with participants, and document analysis. The interviews were audio recorded. Also, direct-observation, and document analysis and demographic inventory were significant instruments in the data collection process.

### **Pilot study**

To ascertain the credibility and trustworthiness of the interview items, a pilot study was conducted in February-March 2010 to examine and assess the level of language used in the items, that is meaning, practicability and possible responses that were expected from the participants. The pilot study consisted of 15 participants in East and West Africa.

The interview questions contained open-ended questions. The interview questionnaire was e-mailed to the participants with an email explaining the pilot process and request to respond to the questions. Because of the scarcity of internet availability in the sub-Saharan region, the researcher interviewed four participants over the phone to assess clarity and common meaning elucidated in the interview questions.

The pilot study was helpful considering that participants had varied levels of education. Therefore, to ascertain that all participants understood the questions in the same way, the pilot study provided helpful information. The data gathered from the pilot study was analyzed to provide the researcher with basic knowledge in crafting the interview questions, and then interview questions were adjusted accordingly. In addition, three expert researchers reviewed the interview items to ascertain credibility, dependability, and consistency and to confirm the correctness of the language and consistency in the items. Then the instrument was adapted as the tool for this study. Reference is made to the appendices: Appendix F- Trainee interview guide, Appendix G - Administrator interview guide and Appendix H- Instructor interview guide.



### **Demographic data form**

In addition to the researcher as the primary instrument of data collection, a demographic inventory form (Appendix D and E) was used. This form was designed to capture and organize essential information about the trainee participants: age, track enrolled in the program, level of education, years of experience in the job, job title, distance travelled to attend training, and the number of staff the trainee supervises in her position in the ministry. The instructors and administrators demographic inventory included track taught, years of experience and the region of origin. Finally, the administrators' form included their positions and job descriptions. Information collected in these forms was essential to describe the demographics of the participants as an aggregate and their experiences in the jobs. This form was completed by the participants before the interview commenced.

### **Interviews**

According to Kvale and Brinkmann (2009) the interviewer becomes the main instrument because that individual directs the interview process; therefore, craftsmanship and competency in interviewing are critical traits for the interviewer to possess. Wright and Mills (2000) maintain that the interviewer's "intellectual craftsmanship" (p.121) must involve the use of intuition, sociological imagination and personal judgment. In this role, the interviewer was enthusiastic, listened carefully, and encouraged the interviewees to explain their perceptions, and the impacts of the program extensively. The interviewer interrupted to seek clarity in the statements and assertions.

**Data recording procedure:**

Both face-to-face and telephone interviews with the participants were audio recorded using digital recording technology. Because interviews were the primary method of data collection, all safeguards had to be taken to preserve clarity and good judgment. The researcher recorded the participant-researcher interview and took notes during the interview. She kept notes on observations, impressions, or other data that could not be captured on the audiotape. Memos about the researcher's analysis were written as data were collected, and she maintained a journal to document dates of events, contact information, and participant interactions. The custom-designed interview questions unique to this study were the central tool of data collection. The questions were developed based on the initial SLDI grant proposal goals and objectives that were submitted to the Conrad Hilton Foundation, the funding organization.

**Observations**

Yin (2009) suggests that participant-observation can significantly contribute to evidence and verification of the case under study. However, it may not be a requirement. In this case study, direct observation was essential for the investigator to understand the participants' skills implementation, impact, effectiveness and sustainability in the trainees' ministries. Thus, the investigator conducted site-visits in twelve trainee ministries and projects in Kenya, Uganda and Tanzania. The purpose was to observe the progress and skills utilization in reference to the overarching goal of the program. Site visits in East Africa provided a glimpse of and firsthand information on the practical impacts, skills transfer and changes evident in the ministries. The researcher was able to compare the interviews with

the observations and field notes taken during the site visits. In West Africa (Ghana and Nigeria), interviews were conducted via telephone.

### **Document Analysis**

Documents reviewed included the grant proposal and participants' data to provide descriptive information on the program goals and objectives, in order to compare them with the activities that were taking place in the trainee participants' ministries.

### **Interview procedure**

Upon approval, the actual interview protocol was initiated via email. An invitation letter was sent to all the participants via email (Appendix B). The letter contained a brief description of the study and information pertaining to the interview. Confidentiality regarding data generation, treatment and publication were assured so that every measure was taken to protect the participants' anonymity. Also, contact information about the researcher was included in the letter if participants chose to contact the researcher or to withdraw from the study at a future date.

The participants were asked to reply to the invitation email (Appendix B) by indicating a 'yes' or 'no' of their willingness to take part in the research. A "yes" meant that the respondent was willing to be interviewed and the researcher would communicate about the interview procedure. A "no" meant no further communication about the study with the respondent. Upon the consent of the participants invited to take part in the research, communication between the researcher and these participants continued via email and telephone for a period of six months. Those who indicated a "no" were not contacted again. During the interview process, the participants were reminded that they could skip over answering any questions or withdraw from the interview at any time.

After the participants indicated via e-mail or telephone their interest in taking part in the study, the researcher sent another email or made a telephone call to the individual participants to schedule time and location of the interview. Each interview session was about 30-45 minutes in length. A custom-designed interview question guided the interview process, and the participant was provided a copy so that each could tell her story about the program maintaining the same line of inquiry for each participant interviewed.

On the interview day, the researcher explained the nature of the research as a strategy to build rapport with the interviewee. Then interviewer provided the interviewee with the informed consent form that stated the risks and benefits of the study. They read it and signed the consent form (Appendix A), kept a copy and gave the researcher a second copy. Upon consent, each interviewee was provided with a demographic data form on which she entered her personal information. Filling in these forms provided an opportunity for the interviewer and interviewee to break the ice through a brief conversation before the interview commenced.

Participants were then provided with the custom-designed interview questions. A formal interview commenced, and the interviewer refrained from asking questions unless there was need for clarity of the assertions made. During the interview the researcher attempted to solicit opinions about the progress realized in the participants' ministries as a result of SLDI skills transfer and implementation. The interviewer probed the interviewee only when necessary to seek clarity about what the interviewee was explaining. The back-up audio recording device provided ease during the interview so that the interviewer was attentive and interested in what they interviewee were saying.

### **Data Processing**

The goal of data processing in this study was to enable the researcher to obtain precision, clarity, coherence, and consistency in the data gathered about the SLDI program. The researcher transcribed the audio recorded interviews verbatim and typed them using the Microsoft word processor program. The production of interview transcripts enabled the researcher to achieve comprehensibility. Strauss and Corbin (1990) explain research comprehensibility as a “rich, tightly woven account that closely approximates the reality it represents” (p. 57) for ease and readability by others. Prior to data analysis, the researcher read through the data transcripts carefully and thoroughly, line by line, making relevant notes. In the process of reading and re-reading the transcripts as if talking to self, the researcher engaged in reflection and conversed with the data. Reading the data in its entirety provided a basis for comprehending the data and the emerging trends and concepts that relate to the research questions and entire program.

Throughout this process, data were chunked into meaningful analytical units that were labeled into categories and subcategories. Also, the phrases appearing from the participants were tallied and counted to form a unit of subcategory. The labeling corresponded to the research questions that related to whether the goals and objectives of the SLDI program were met, the impacts of the program in the participants and their ministries, and the strategies in place to sustain the program into the future. The data processing and analysis provided thoughtful insights and decisions regarding the findings based on the knowledge, methodological options, ethical implications and consequences of the choices of the entire interview process, data collection and analysis (Kvale & Brinkmann, 2009;

Creswell, 2009). In the process stage, emerging concepts and categories were related to the seven SLDI program objectives and competencies.

Open-coding and axial-coding followed. Open-coding is defined as “the analytical process through which concepts are identified and their properties and dimensions are discovered in the data” (Bogdan & Biklen, 1992, p.101). Axial-coding refers to “the process of relating categories to their sub-categories [by] linking categories to the level of properties or characteristics (Strauss & Corbin, 1990, p. 123). The two processes were thoroughly applied to the data to develop the themes and sub-themes as they emerged from the data analysis and interpretations.

Finally, emerging concepts were identified and codes were developed. At this point, the basic social-psychological process was identified as were the relationships between and among the categories. Strauss and Corbin (1990) assert that “the process is linking the sequence of action as they pertain to the management of, control over or response to, a phenomenon” (p. 143). The researcher sought to respond to what was happening in the data. Following open-coding and axial-coding, the emerging concepts were tallied in relation to the program objectives, competencies and research questions. Then a diagrammatic comprehensible data model was developed following the emerging core concepts.

### **Data Analysis**

Data from the interview transcripts were transported to Microsoft Excel, then analyzed and matched according to a coordinated pattern of the research questions corresponding to the goals and objectives of the initial grant proposal. In some areas, similar questions were tabulated into tables based on the trainee participant and faculty responses. Then the emerging concepts were developed to assess how they relate and correspond to the

theoretical frames under consideration. After matching all the questions with the participants' responses, trends were identified and personal reflection and feedback was engaged into more fully, attending to the social implications of the study. Reflection, feedback and social implications were explored to check data sources and determine whether the research made sense and/or was consistent. These steps provided a sense of how data resonates with theoretical frames and possibly present criteria for developing a new model that informs leadership development programs.

For the site-visit observations and informal conversations with the trainees, two tables were developed using these data. Data tabulated in these tables were helpful to elucidate how the trainees were using the skills learned and how they were eliciting the skills needed in the places of work. In addition, a second table was devised describing the instructional strategies and how the trainees connected the skills to their ministries and were able to transfer these skills.

### **Data management**

Descriptive data were used to describe the participants' demographics sample. Participants' contacts and information were entered into Microsoft Excel for organizing and storage. Interview data from the audio recorded interviews were transcribed verbatim by the researcher. Transcripts were read by the researcher simultaneously listening to the audio recording of the interviews to cross check and verify accuracy of transcriptions.

**Methods verification and trustworthiness**

A qualitative research study requires verification in order to establish the quality, trustworthiness and integrity of the research. Creswell (1998) viewed verification in qualitative research as “a process that occurs throughout the data collection, analysis, and reporting of a study, and standards as a criteria imposed by the researcher and others after a study is completed” (p.164). Because qualitative research is based upon naturalistic inquiry rather than an empirical approach as in quantitative research, Lincoln and Guba (1985) suggest using substitute terms for the constructs of internal validity, external validity, reliability and objectivity (p.300) commonly used in quantitative research.

The alternate term commonly used in qualitative research is trustworthiness. Trustworthiness refers to a criterion that is used to judge the quality or goodness of qualitative study and whether it is meaningful to the audience (Schwandt, 2001). The process of trustworthiness ascertains the quality, thoroughness and soundness of qualitative research and confirms the dependability of the findings therein (Lincoln & Guba, 1985; Stake, 1995). In undertaking a qualitative study, consideration of trustworthiness in a study’s methodology authenticates the findings. Guba and Lincoln (1989) assert that trustworthiness espouses four critical elements that include credibility, transferability, dependability and confirmability. Also, the researcher used referential adequacy, triangulation of data and member checking strategies.

Credibility connotes the accuracy and interpretation of the research findings based on a logical, observable and documentable inquiry process (Denzin, 2000; Schwandt, 2001). The process to ascertain credibility requires employing multiple data collection procedures such as extensive verification achieved by interviewee checking of the data transcripts. In



this case study, interview transcripts were e-mailed to the interviewees so that they could verify whether the transcripts reflected their experiences, views and assertions about the leadership development program. In addition, a follow-up by telephone calls helped to clarify and verify the interview transcripts.

Transferability of a research finding is indispensable. Lincoln and Guba (1985) define transferability as the extent to which the findings of research can be applied or transferred beyond the entity under study. This research evaluates the extent to which the participants learned, transferred and practiced the skills in their ministries. The study applied three theories, culture software of the mind (Hofstede, 2005), diffusion of innovation (Rogers, 2003) and transformational leadership (Bass, 1985), to inform the evaluation and perhaps design a model that can provide best practices. The strategies herein can be replicated in future evaluation studies and leadership development models.

Dependability denotes the extent to which a research can be relied on in terms of the quality in data collection processes, analysis and findings (Denzin, 2000). To enhance dependability in this study, face-to-face interviews, observations, field notes and document analysis were used in the process of data collection. Three different groups of people trainees, instructors and administrators who interacted in leadership program implementation, were interviewed. Their input into the instructional process, transfer of skills, practice and program management, was imperative to illuminate the findings.

Confirmability is a process of measuring how the findings are supported by data and how the researcher controls the biases in the research (Denzin, 2000; Schwandt, 2001). Confirmability is concerned with linking assertions, findings and interpretations of the data in discernible ways. Because of the researcher's familiarity with the women religious, the

environment and the program being studied, biases could easily occur in the process of data analysis and interpretation. In view of this familiarity, confirmability and credibility were achieved through the process of data collection, analysis and reporting data. First, the researcher kept a journal in the process of data collection and where possible rephrased the questions and sought clarity from the participants. Second, she shared the transcripts with the participants to check and confirm them for accuracy, and third, a process of reflexivity was applied. Reflexivity is the method of critical reflection on the researcher's biases, theoretical dispositions and preferences (Denzin & Loncoln, 1998; Schwandt, 2001).

Data transcription and verification was to be utilized to minimize any biases. Stake (1995) suggests that data triangulation is vital to ascertain validity, dependability, credibility and confirmability in research. Triangulation is a process used in qualitative studies to reduce the likelihood of misinterpretation (Yin, 2009). This method was used to verify and confirm trainee participants', instructors' and administrators' responses for consistency in the interview transcripts. Stake (1998) explains data triangulation as a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation; it is intended to clarify meaning by identifying different ways the phenomenon is being seen.

Patton (1990) identifies four types of triangulation: methodological triangulation, data triangulation, triangulation through multiple analysts and theory triangulation. This case study applied the four types of triangulation to assess clarity and prose, and to establish validity and reliability of the transcripts. Researchers emphasize the importance of validity and reliability of case study research (Denzin, 1989; Yin, 1994; 2003). Descriptive and interpretive validity was ascertained through the data triangulation process from the

transcripts of program participants, instructors and administrators. Also, comparing interview transcripts of the participants from different countries assisted the researcher to develop comprehensive themes on the findings and ascertain credibility and reliability. Descriptive validity connotes the accuracy in reporting the facts, and interpretive validity refers to precision in portraying the meaning presented by the participants in relation to what is being studied (Creswell, 2009; Johnson, 1997).

In retrospect, trustworthiness in this research was ascertained by the process of credibility, dependability and confirmability of data triangulation as represented in the participants' thoughts, feelings, intention, perceptions, and experiences in the leadership program as they clearly describe their experiences. The pattern of matching assertions, statements and meanings as a strategy to find themes and concepts (Johnson, 1997; Yin, 2003) involved comparing the interview transcripts among the trainee interviewees and among instructors and administrators respectively. Triangulation from multiple data points, that is the interviewees participants, instructors and administrators and from site-visits observations, document analysis and field notes provided the basis for descriptive and interpretive validity and dependability. These strategies checked the accuracy of the findings, and in doing so, supported the rigor of the study.

### **Summary**

This chapter presented the research design, research site, recruitment of the participants, data collection procedures and processing and analysis. It also provided the process of data verification to ascertain validity, credibility, dependability and trustworthiness of research. The process acts as a springboard to shape and organize the findings of this study.

## CHAPTER FOUR

### Findings

The central purpose of this study was to determine the impact and changes effected in the trainee participants and their ministries after being in a three-year Sisters Leadership Development Initiative (SLDI) program. A second purpose of the study was to assess the best pedagogical strategies that encouraged transfer of skills to the trainees' workplace, and the third purpose was to determine the sustainable strategies in place that encourage future leadership development. This chapter starts with a description of the participants, followed by a diagrammatic representation of the seven emergent core concepts and their description by the research questions they address.

### Participants

The sample consisted of 45 interviewees, including 32 trainees, ten instructors - four from East Africa, three each from West Africa and the United States - and three regional administrators. Trainee participants were recruited from the five sub-Saharan nations where the SLDI program was implemented: Kenya, Uganda, Tanzania, Ghana and Nigeria. Figure 4 illustrates the trainees' sample, tabulated by their country of origin.

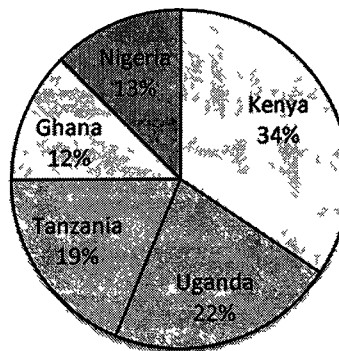
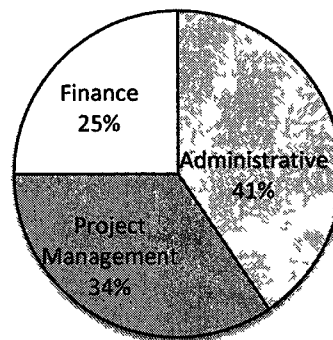


Figure 4: Trainee interviewees by country of origin

The average age range of the trainees was 35-45 years. Most of the trainees, 24 out of 32 (75%), travelled for an average distance of 188 miles to attend the training, and eight (24%) a distance of about 300 miles or more. The distance of travel to attend the training accentuates the value they attributed to the program and the knowledge and skills they hoped to attain.

The sample population suggests a fair representation of the trainees from each of the tracks offered in the three-year leadership development program. Figure 5 illustrates the percentage of the trainees interviewed in each track.



*Figure 5: Percent population sample of trainee by track*

Trainees reported their level of education as high school, two-year, three-year and four year colleges and master's degree respectively. The majority (38%) had graduated from a three-year college, followed by those reporting a two-year college (28%) degree and a master's degree (9%) in their specific professional training as nurses, teachers, accountants and business administrators, as shown in figure 6.

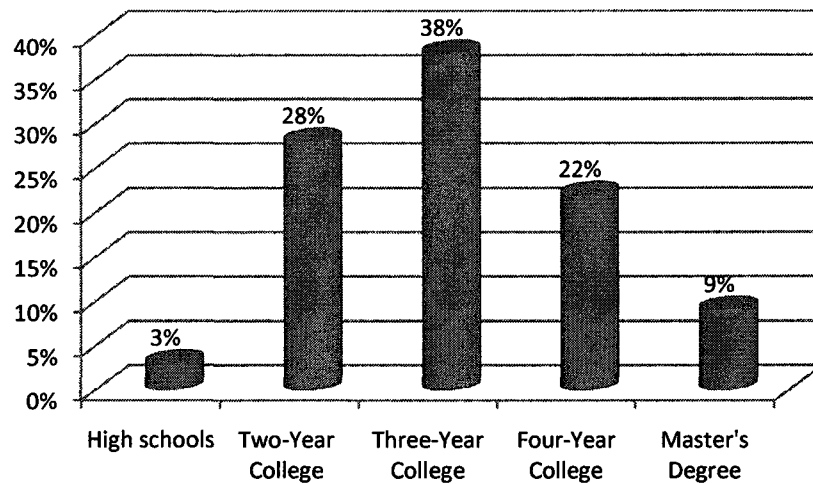


Figure 6: Percent trainee level of education

Trainee participants held varied leadership positions in their professions, as illustrated in figure 7. In total, the 32 trainee participants in this study supervise about 4,457 people in the 32 institutions they manage. Half of the trainees interviewed, 16 out of 32 (50%), had worked in their current positions for more than five years, and seven (22%) for less than five years. They praised the training because it broadened their views.

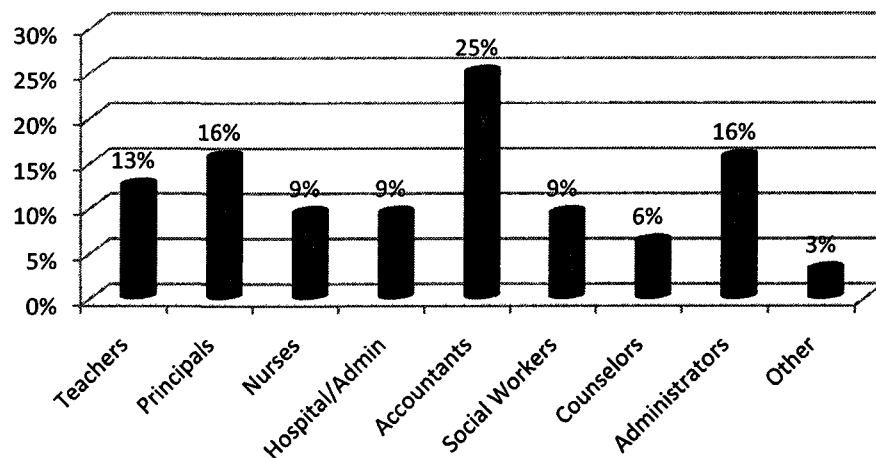
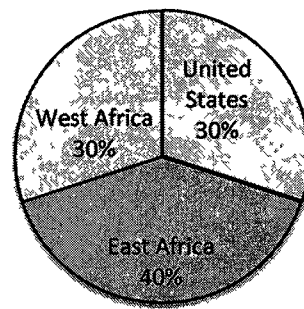


Figure 7: Percent trainee sample professions

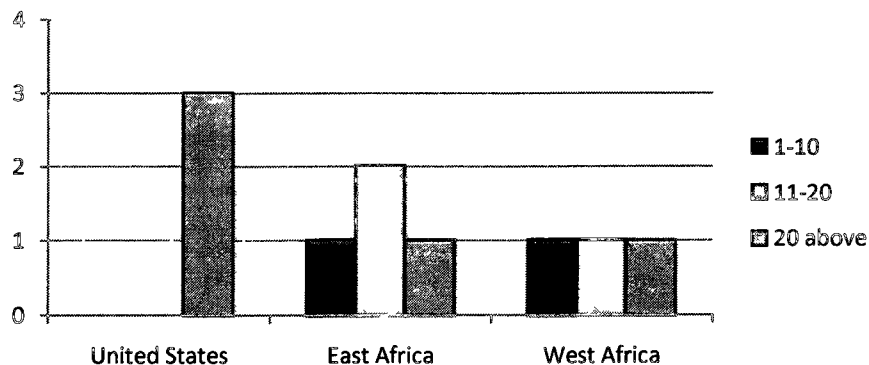
### Instructors

Instructors were recruited from the three regions: the United States, East and West Africa respectively. Figure 8 illustrates the percent of instructors by region. Both international (United States) and local (African) instructors provided a unique cross-fertilization of cultural and interdisciplinary perspectives into the leadership program.



*Figure 8: Percent sample population of instructors by region*

Instructors brought into the program high expertise and experience. Fifty percent of instructors had taught in a college or university setting for more than 20 years, while 20% had less than ten years of teaching experience, as shown in figure 9.



*Figure 9: Instructor years of experience by region*

### Administrators

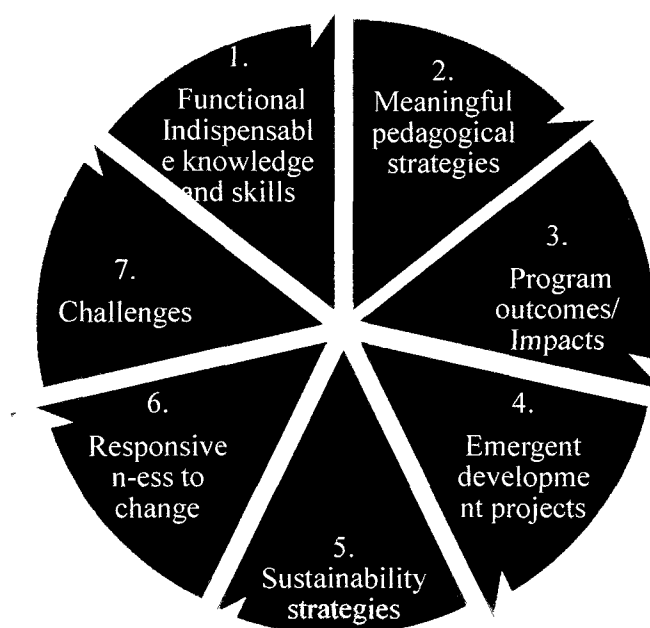
Three program administrators were interviewed, including the program director from the United States and two coordinators, one from East and West Africa respectively. These administrators had a high level of administrative skills and experience, that is, over 20 years, and had earned a Master's or terminal degree. Also, they had served in leadership positions in their own congregations.

The expertise of the program administrators provided an added advantage in SLDI program implementation and management, as well as effective interaction with the trainees and instructors in addressing the program needs. Their responsibilities included administration and supervision of the program implementation in their area of jurisdiction by timely communication about program sessions, providing course materials, mailing relevant formative evaluation materials and organizing training sites for both trainees and instructors.



### Emergent Core Concepts

Assessment and subsequent organization of data from primary sources that included in-depth interviews, site-visit observations, field notes, informal conversations and document analysis produced seven emergent core concepts. These seven emergent concepts relate to the research questions that drive this study and serve to organize the presentation of the findings in this chapter. Each emergent concept is presented in relation to the questions it addresses.



*Figure 10: Emergent Core Concepts*

The seven emergent core concept yielded from data analysis are: (a) functional indispensable leadership skills (b) meaningful pedagogical strategies (c) program impacts (d) emergent development projects (e) sustainability strategies (f) responsiveness to change

and (g) challenges of the program. These concepts are discussed simultaneously with the research question they address.

### **Emergent Core Concept 1: Functional indispensable knowledge and skills**

The primary purpose of this study was to determine the impacts and changes that resulted in the trainees and their ministries as a result of engaging in the SLDI program. To answer the research question; *Are the goals and objectives of the Sisters Leadership Development Initiative (SLDI) program attained?* Data gathered from the face-to-face interviews, field notes, site-visit observations, document analysis and informal conversations with the participants provided insights into the benefits the SLDI program to the trainees, their communities and the extent to which SLDI objectives were attained. Four sub-categories relating to the emergent core concept *functional indispensable skills* illustrate skills and competencies alleged by the trainees and how they employed these skills in their projects, programs and communities. A discussion of the sub-categories (a) leadership capacity (b) resource mobilization capacities (c) transfer of skills and (d) community transformation will follow which illustrate significant statements that demonstrate trainee skills acquisition and implementation.

Table 1

*Sample Leadership Competencies and Practices*

<b>Leadership competencies acquired</b>	<b>Evidence of skills practice by trainees</b>
Ability to interact and engage socially	Communication, negotiation, team building, listening, conflict management, involving the employees.
Creativity/Innovation	Ability to motivate others, delegation of duties and responsibilities, engaging in participatory decision making, execute change.
Empowerment	Ability to motivate others, delegate duties and responsibilities, engaging in participatory decision making and practice skills.
Change in values	Self-awareness, self- discovery, self-confidence, application of skills at work and change in how trainees think about work, teamwork, change in capacity for strategic planning and decisions, human resource and financial management.
Leadership	Ability to set goals and attain them, good time management, ability to make strategic decisions, team building, involving stakeholders, change in leadership approach, motivating staff and delegation.
Relationships	Networking with trainees, instructors, and mentees; collaboration in projects and activities.
Communication	Ability to express ideas in public, organizes agenda, encourage staff participation in meetings, write memos, use email.
Sustainability	Alumni organization networking capacity-construction, grant writing; leadership seminars, mentoring, further education, scholarships and changing their project priorities.

Analysis of the trainee transcripts revealed that the SLDI program enabled trainees to face up to and “unlearn” personal penchants, patterns and behaviors inconsistent with good leadership and take on significant skills germane to their workplaces. Table 2 illustrates 29 commonly cited leadership competencies and practices.

Table 2

*Percent Competencies and Skills Gained Reported by Trainees*

<b>Knowledge and Skills</b>	<b>N</b>	<b>%</b>
<b><i>Leadership capacity</i></b>		
Communication skills	29	91
Facilitation skills	31	97
Delegation	24	75
Conducting meetings	26	81
Leadership/ stewardship	37	100
Listening skills	26	81
Motivational skills	22	69
Preparation of agenda	24	74
Strategic planning	21	66
Public speaking	25	78
Teambuilding	36	100
Networking	15	47
Stress management	18	56
<b><i>Resource mobilization capacity</i></b>		
Financial planning/budgeting/internal control	26	81
Grant writing	32	100
Human resource management	23	72
Needs assessment	22	69
Planning skills	32	100
Time management	26	81
Auditing	18	56
<b><i>Transfer of skills</i></b>		
Computer skills/word/excel/email	27	84
Mentoring	32	100
Record keeping	26	81
Report writing	24	75
SWOT analysis	14	44
<b><i>Community transformation</i></b>		
Mentoring	32	100
Action Plan	29	91
Conflict resolution	26	81
Strategic Planning	21	66

Presented are the four consequential sub-categories illustrated in Tables 1 and 2. The sub-categories are (a) leadership capacity (b) resource mobilization (c) transfer of skills and (d) community transformation. Findings in this study indicate that the SLDI program created a path for individual, project, community and societal transformation. Rohs (1993) suggests that leadership skills broaden the individual leadership perspective and amplifies their problem-solving skills. In this study, findings show that within the individual domain is where most of the direct benefits occurred. Benefits identified included improved personal communication skills, networking within community and organization, increased self-awareness and self-confidence and improved motivation and risk-taking among other skills.

*(a) Leadership capacity*

Most trainees stated that they developed a capacity to move beyond the command-and-control mode that maintains the status quo to begin engaging stakeholders in their ministries. They reported good potential in involving stakeholders, improving communication channels in their ministry, mediating between staff and clients, improved teamwork and problem solving abilities, increased networking within their projects and communities, and learning to adapt and tailor their leadership styles to fit different contexts in their ministries. All the trainees reported obtaining value and an increase in their leadership abilities, with the following commonly cited competencies: leadership (100%), ability to plan and execute the plan (100%), teambuilding (100%), facilitating (97%), ability to communicate effectively (91%), listening skills (81%), time management (81%), public speaking (78%), and motivating staff (69%).

Significant statements illustrate that trainees recognized their individual growth and progress. One trainee stated: "It was a great opportunity to challenge and change myself, and I am confident to apply leadership skills on my job." Another reinforced: "For me, it was a great honor to participate in and finish the program, and I really appreciate that I was given the opportunity for my individual development." Most trainees expressed how grateful they were to be in the program, and how the new skills led to individual self-discovery, ability to build sustaining relationships and locating their individual leadership development. In Kenya, a trainee administrator in a catering training center described of her transformation:

I came to understand what type of a leader I am and why other people are not like me, and do not think the way I do ... I learnt that there are different types of leaders, when they design there has to be developers of what they designed ... there are those who are team players who coordinate, and the motivators who motivate the whole team to achieve goals and objectives. I was able to classify myself and my staff ... this knowledge enabled me to involve the staff ... recognize their talents and place them in the areas their talents are needed most in the social center ... this has strengthened collaboration.

Another trainee who is an administrator in a health center stated:

The skills I gained in the leadership training helped me to reconsider my leadership style. I reflected and recognized the need for change ... I was able to evaluate the direction the ministry I manage was moving ... together with the staff we have started strategic planning process to redirect the health center, expand outreach programs and fundraise to renovate the building.

All the instructors reinforced the observation that trainees had increased their leadership capacity as one stated: "The most beneficial area for them was the ability to be better leaders in their places of assignment. They now possess leadership skills that help them to practice and implement their ministerial objectives in a better way ... they appreciate their roles as leaders and the expectations that come with being a leader."

Administrators acknowledged that there were both observable and measurable economic and social changes in the trainee capacity to lead, delegate and share responsibilities. An administrator reported a dialogue with a trainee who stated: "I am a different leader; I am able to delegate and to involve co-workers in the project activities. Before I could travel and it was like the project traveled with me because I did not delegate." Another administrator reiterated: "Some trainees expressed how nervous they had been in their leadership positions but after being in the program, they learned the skills and developed a level of confidence" [quoting a trainee]... 'Before I could not stand before a huge crowd to deliver information; I was nervous but now I am able to do it well.' Such statements suggest of individual growth and building up confidence in public speaking.

A majority of the trainees (91%) described themselves as having developed effective communication skills, 81% listening skills, 97% facilitation skills, 66% strategic planning, and 100% teambuilding skills. These skills were described in relation to changes realized in the flow of information, mediation and building group consensus, as described by a school principal: "I value communication; the skills I learned have helped me to communicate well with staff ... there is more clarity of issues, and we seem to be moving together to attain the objectives. I see ... good communication helps in reducing conflicts in the workplace ... I am able to come to a consensus without hurting ... listen without making judgments ... now

there is more participation, volunteering, and support of each other ... I never knew it would work the way it has.”

Organizing, directing and conducting meetings are part of a leader’s responsibility; trainees acknowledged that there was an improvement in preparation of the agendas, setting priorities, organizing projects, seeing the details, and handling details, while being responsive to the staff and ministerial needs. One trainee passionately explained her change and promoting teamwork:

I am in charge of a pastoral center, before I came for this course I used to prepare the meeting without involving the staff to contribute to the agenda and it was kind of my own meeting ... after the first sessions in the leadership training, I learned that for effective planning in an organization, involving the stakeholders to contribute to the agenda is essential to foster teamwork ... I decided to try as part of my action plan ... I asked the staff to put down the agenda on what we needed to discuss in the meeting ... I realize participation has improved; it is no longer my meeting ... the caterer, treasurer, and secretary all bring their agenda and together we discuss how to provide better services to our clients ... the staff brought something that I did not have. There is cooperation and ownership to our meetings.

An administrator in reinforcing the trainees’ evaluation of leadership skills recalled a program trainee participant sharing: “We were taught about time management ... well you know we do not manage time for the sake of managing it but we do it so that we can balance time in parts of our lives. That too can relieve misery that we have or that others have so that we can manage time and reach out in different ways.” Another added: “They report being



able to organize meetings in a different way, ensure teamwork is practiced and that all stakeholders realize they have an important part to play.” This indicates improved organizational management.

Teambuilding was cited by all trainees (100%) as an essential competency for a leader to encompass in the agenda and practice to involve the team players to build a sense of community through use of cooperative group dynamics to enhance a healthy work climate. Trainees reported that teambuilding skills provided an opportunity for stakeholders to get to know each other, to improve communication, to have an open mind, to listen to the audience involved, to appreciate and value each other, to sense what people appreciate, and to enhance and improve team connectivity. One trainee explained the importance of teambuilding: “I found teambuilding skills very valuable because most of us are in leadership position and we need the team to make the ministries successful ... encourage the staff so that when I am [leader] not in the workplace, they would still know what to do to handle the situations if they arise.” Using teambuilding skills enabled trainees to build bridges, to collaborate and achieve synergy in their work environment as one stated: “I found teambuilding skills to be vital ... I learned how to associate with different kinds of people who have different personalities and character from me.” Overall individual practice of leadership competencies has had enormous effects in guiding the ministries, as one instructor noted: “They can now work in teams and build teams ... this is beneficial and I am happy to see the accomplishments.”

*(b) Resource mobilization capacities*

Basically, productivity in an organization requires a leader’s capacity for resource mobilization, a capacity to identify the needs in the programs and projects, and the ability to provide leadership, direction, support and guidance that is needed to sustain resourceful

functions. Resources include human, financial and capital assets in the organization.

Resource management skills are vital to execute plans, strategize and ensure productivity.

All the trainees reported an increase in their ability to mobilize and manage resources, as well as to create innovative projects. Trainee statements illustrate this fact, "I have been able to obtain two grants to construct classrooms and build water reservoirs." Another explained, "I am able to find and obtain the resources necessary for a task ... and negotiate with stakeholders and clients to get the desired results and I am able to take the initiative when opportunity appears."

Practice of resource mobilization skills was evident, as illustrated by a school principal in Nigeria: "I am getting people at all levels to support and implement decisions which have come from the planning committee ... I have developed a budget, estimating costs ... recognizing beneficial projects and ways to fund them to increase income opportunities for the programs." Furthermore, more than three quarter (84%) of the trainees recognized a need for change in their leadership styles and cited that they were now leaders, planners and managers with ability to source for funding to implement new initiatives. A trainee who is a financial and farm manager in Kenya described the transformation realized in skills performance:

I have become a more refined and responsible planner, a team leader and a facilitator because I am more aware of how to plan and initiate projects that are helpful to the people ... I have a variety of projects - poultry, cows, gardening or farming and a coffee farm. I manage these projects for the community ... I had two fundraising activities and was able to raise \$4000 to

invest in farming ... last season I harvested over 370 bags of corn ... I help to feed the students in the schools we are managing.

Involving stakeholders in planning committees and making strategic decisions enhanced execution of the programs and improved project output. Ninety one percent of the trainees asserted that they had initiated an innovative project, become involved in a committee, negotiated financial deals, sourced for funding, and written grants to address needs in their ministry. A trainee expressed: "I now ensure I discuss with the staff before I arrive at a managerial decision ... involving the counseling staff in the plans facilitates achieving the mission which is to provide education, counseling and self-reliance skills to the women and youth we serve."

Trainees recognized that healthy projects are measured by their level of financial sustainability. Several reported that financial accountability, monitoring, and reporting had become an essential component in their ministries. In Tanzania a trainee parish accountant explained of her accomplishment: "I am able to plan and develop a financial report for the parish ... I steered a parish committee to develop a three-year financial plan for the parish and I provided a quarterly report of the target and financial expenditures ... I was so impressed of what I could accomplish, I never knew I could carry out such an enormous task." Also, in Ghana a trainee who supervises community projects was full of enthusiasm as she described:

I am glad to understand about budgeting. Before this training we didn't budget in my project ... we got the money and spend it ... on learning about financial planning ... we have introduced better financial plan. When I receive money I have to bank it first and will only withdraw from the bank

account what is stipulated in the budget ... other needs can wait ...

questioning has been helpful in the implementation of the budget, now we have primary books of accounts like, cash book, receipt books, petty cash voucher, ledger and trial balance that are important in this process.

The three administrators concurred that the ability for the trainees to mobilize resources had immensely increased and that the trainees were assertive in fundraising, “Many have written grants for funding to buy a car, improving farming and productivity in their ministries, organizing local community to undertake needs assessment and design how they can address their problems.” All the instructors (100%) interviewed noted that there were huge changes in the trainees comparing the beginning and the end of the training program. The changes were not only in the individual perceptions but also in their ability to put into practice the skills they learned. In addition, instructors described the trainees’ shift in relationships, collaboration and networking initiatives. For example, an instructor explained profoundly about trainees’ transformation:

Within time participants were transformed in their way of thinking, perceptions and applied leadership skills ... one thing which I am very sure is that of removing them from the cocoon to even sit with others from different congregation ... being together helped them to stop blushing to interact with other people. At the beginning they were very timid, aloof and only interacted with the familiar people but there was a huge change at the end of the course. The whole process was a transformational one to become more confident and readiness to learn from each other. Now they are

professionals and relate in professional ways and bring change into the community and society.

*(c) Transfer of skills*

Effective transfer of skills to the trainee workplaces was a major objective of the program. Basically, the ability of trainees to transfer the skills to workplaces was evident in large transformations which they created, including trainees' ability to mentor co-workers in innovative projects they initiated, and to identify and select most effective problem solving strategies in their organizations. Mentoring was cited as fundamental in skills transfer. Studies explain that mentoring is vital for human resource development (Horvath, Wasko, & Bradley, 2008) because it increases personnel knowledge and skills practice (Eby, Rhodes & Allen, 2007), also it builds staff confidence and teambuilding.

All the trainees reported to have mentored more than the three people required of them by the program. The majority of the 24 interviewee (75%) reported having conducted seminars to train staff and co-workers. About 16 interviewees (50%) said that they had incorporated the training material into their professional development plan or in religious formation programs. One trainee explained: "Mentoring skills have enabled me to impart some of the knowledge I gained from the training to the staff and colleagues, especially in the area of team building, communication, leadership styles, facilitation, and report writing ... we have prepared a strategic plan for the schools - nursery, primary and high school." About addressing the needs of their ministries, a Kenya trainee nurse and a hospital administrator described enthusiastically about her practice of grant writing skills:

After the training, I was so eager to practice grant writing skills, because when the instructor was teaching in my mind I could see the need for computers in my ministry to keep track of patients' records, financial and

report development. I wrote a grant to request funds to purchase computers; although it was my action plan, I hoped it would come true to affirm that I truly had understood the proposal writing process ... I was funded, and bought two computers and a printer.

The trainees' ability to negotiate differences was acknowledged. In sub-Saharan Africa conflict is ubiquitous, so the ability to negotiate and resolve conflicts in the workplace amicably is essential. A bulk of 26 trainees (81%) reported having gained the ability and confidence to mediate conflicts, involve others and discuss the root cause of conflicts and the manner in which they can be minimized in their work environment. For example, in Uganda, a trainee social worker and administrator of a pastoral center descriptively reported the usefulness of conflict management skills:

Learning about conflict management has helped me greatly to understand how to handle conflicts. Conflicts will always be there, but we strive to develop the ability to perceive differently and bridge the gap. How do I respond to disagreements, remain neutral, without hurting any of the staff feelings? ... I have developed the ability to encourage dialogue and mediation skills to handle issues or to resolve them as soon as they arise.

Instructors and administrators concurred that trainees improved gradually in their work output and practice of leadership skills. An instructor reported: "They improved gradually ... group discussion and presentations helped them to develop public speaking skills and handle technical issues that was truly enriching." Another instructor added, "They were able to write grants to improve and expand their ministries ... they used the leadership skills to improve their management, for example conducting staff meeting, networking,

developing memos, team building in their organization by involving the stakeholders.”

Using the skills they gained in their ministries suggests a capacity to transfer the knowledge and skills to their work settings.

*(d)Community transformation*

The overarching goal of the SLDI program was to increase the trainees’ leadership skills in order to provide effective services and broaden their ministries to assuage the sufferings of their people. Senge (1994) suggests “building organizations where people are continually expanding their capabilities to shape their future” (p.6) is essential for organizational development. Trainees have set the pace to prepare the future for their ministries by disseminating the skills to change their communities. Almost three quarters (70%) reported having gained the ability to operate in complex situations, in strategic problem solving, in networking, and in managing high-level relationships locally and internationally. As leaders in their ministries, trainees expressed the need to create a work environment that elicits employee motivation. All thirty-two trainees reported some change. One reported: “I am more focused than I used to be, I have improved in boosting team spirit through self and staff motivation, time management, and designed new ways of encouraging staff to build relationships even with difficult personalities.”

Some trainees reported high levels of motivation to disseminate the skills and to practice in their ministries. Also, they appreciated motivational techniques learned as a way to encourage the personnel in their ministries to increase their potential and productivity. Motivation is the ability in the leader to influence or drive others to work in a common direction (Schnake, 2007). Also, a motivated staff responds favorably to celebrating milestones. Gilley, Dixon and Gilley (2008) point out that the design of reward programs

should help to achieve specific change outcomes such as teamwork, leadership, cooperation and commitment. Likewise, motivation requires that skillful leaders and managers organize and foster a motivating environment, communicate effectively and generate creative ideas that commit staff to action.

The complexity in the work environments reflects the continuous change in the workforce, necessitating a change in leadership styles. One trainee recognized of the change and explained: “There is need to change my approach to match the needs of my ministry and staff ... I realize a huge change in my leadership and management style. I am practicing qualities of servant leadership and applying them in myself and in management.” Moreover, leadership transformation begins within the person and then is effected in the community and ministry. Trainees recognized the need of quality reporting, monitoring and evaluation as a criterion of a healthy project. One trainee asserted, “I have improved greatly in timely reporting and timeliness in terms of reporting to duty and providing quality reports. It takes me lesser time to accomplish a task to achieve a goal in my work.” On financial monitoring a Kenyan trainee accountant positively explained the value embedded in financial management, and the change she has implemented:

I am able to bring an auditor at the end-year to do our books. This has increased trust, confidence and accountability in my ministry. Before I did not realize the importance of auditing to our ministries, but now we have established a system and trained all the financial managers at different ministries so that there is easy transition and financial accountability.

Transformations reported in the ministries indicate the goal of SLDI program is steadily being realized. Moreover, trainees are doing much more to ensure that the



leadership skills are alive and propagated in their ministries and among the staff. One trainee in Nigeria recounted the benefits of needs assessment and grant writing as she asserted: “I conducted needs assessment and thought a bakery could be more appropriate; I wrote a grant proposal and was funded \$7,000; I purchased a baking machine ... now the bakery is running and providing bread for schools and community.” Such investments create job opportunity for the community and bring about the much desired transformation.

Instructors agreed that the training had facilitated large alterations in schools, hospitals, farms and social welfare programs. More than three quarters of the instructors (91%) supported this idea that the use of action plans broadened the trainees’ awareness of how to practically implement the skills. An instructor testified to the practice of the skills by saying: “Trainees had rigorous commitment; they indeed implemented the skills, conducted needs assessment and wrote grants ... often they wrote email to ask questions whenever they encountered difficulties ... their action plans were really actualized from the feedback and successful grants they wrote ... they gained confidence that they too can implement what they are learning in their own ministries.”

One administrator also asserted that: “Sisters [trainees] feel better about themselves with the new skills that give them more sophisticated tools so that they can minister in a more and newer level than they ministered before that has ramifications in their area.” There are recognizable transformations realized by the trainees. Administrators reported that changes were evident in trainee ministries, including construction of the much needed facilities, and obtaining grants to purchase equipments and tools for work such as desks, chairs, van, ultrasound machine, beds, computers, printers, and projectors. One administrator explained intensely about the areas trainees are transforming as elaborated:

The projects run by the sisters [trainees] are usually for the very poor in the community searching for a way to encourage and promote their wellbeing. The projects are situated in the marginalized zones of their countries, including dispensaries; homes for people with disabilities, unwed mothers, school drop-out programs, children feeding programs ... in these areas the government employees do not want to work there because they are remote with little if any social amenities, these are the areas that women religious are opening clinics and opportunities for development.

**Emergent Core Concept 2: Meaningful Pedagogical Strategies**

Findings relating to the emergent core concept *meaningful pedagogical strategies* respond to the research question, *What pedagogical strategies are considered most effective?* Skills-transfer was a major objective in the SLDI program, without which participants could not implement or bring about change in their ministries. Skills-transfer is the core to designing pedagogical strategies that encompass instructional methods and activities, learning objectives, topics and content, planned action and transfer.

Studies show that the goal of making training transferable is identifying the trainee transfer needs, providing interventions through action plans, mentoring, and matching the content to the trainee setting (Lim & Morris, 2006; Lim, 2000). Also, leadership studies (Reinett, Foster & Sullivan, 2002; McCauley et al, 1998) assert that knowledge acquisition is the first step in obtaining the necessary leadership skills. Rogers' (2003) diffusion of innovation theory proposes transfer of skills follows a process of diffusion. In this view, relevant instructional techniques that connect to the trainee transfer needs must be used. Conversely, knowledge by itself may not be sufficient to change an individual's leadership behavior and practices. Practice of skills helps the trainee to claim competence. Therefore instructional expertise must be sought to provide the best leadership growth experience.

Trainees acquired new ideas by learning the set courses; they selected and practiced the skills relevant to their ministry. Trainees described instructional strategies and materials that helped them to learn and transfer the skills to their workplaces. Table 3 illustrates strategies that elicited desirable skills in the trainees.

Table 3

*Sample Instructional Strategy and Skill Elicited in the Trainees*

<b>Training method/strategy</b>	<b>Examples of skills elicited</b>
Group discussion	Thinking analytically, cooperative sharing, problem solving, teambuilding, techniques of collaboration, listening, communication, reflective thinking, interpersonal skills.
Case study	Critical thinking, problem-solving, thinking analytically, creativity, alternative views, questioning assumptions.
Role Play	Involving others, interpersonal skills, communication, team building, negotiation skills, and application of information, collaboration, group dynamics skills.
Lecture	Theoretical concepts, principles and techniques to apply the knowledge and skills, active listening skills, ability to transfer concepts to real world, connecting new ideas to reality.
Practical activities	Practice the use of computer software for practice, Word, Excel, PowerPoint and creating e-mail account, creating financial manuals and reports, developing grant proposals, ability to work independently, problem solving.
Simulation	Problem solving, interpersonal skills, reflective thinking, negotiation, critical and creative thinking, problem solving, various perceptions.
Questioning	Seeking clarity, active listening, communication, problem solving, giving feedback, aligning ideas, creative thinking, and ability to reflect.

Recognizing classrooms as a complex social environment where trainees converge from a variety of social and educational backgrounds, instructors used diverse strategies to provide the needed accommodations and learning styles. Data reveals that instructors engaged trainees through a constructivist approach (Richlin, 2006). The approach suggests that people create knowledge and meaning through interactive experiences. As a result,

ideas develop. Instructors provided trainees the opportunity to formulate their own meaning from lessons and practice of skill in their workplaces. Analysis of the relevant strategies is shown in Table 4.

Table 4

*Percent of Meaningful Instructional Strategies Reported by Trainees*

<b>Instructional strategies</b>	<b>N</b>	<b>Percent</b>
<b><i>Participatory/interactive strategies</i></b>		
Group discussion	32	100
Lectures	32	100
Questioning	29	91
Case studies	26	81
Reading and discussion	13	41
Role Play/skits	19	59
Brainstorming	19	59
Open sharing of experiences	16	50
<b><i>Project based strategies</i></b>		
Action plans	29	91
Practical examples	29	91
Hands on activities (projects)	27	84
Computers skills - email, excel	21	66
Peer mentoring	16	50
Research and presentation	8	25
<b><i>Materials</i></b>		
Writing notes	17	53
Visual materials/video	16	50
Reading	13	41
Mp3 player	6	19

The ten instructors reported that they used significant, creative and innovative teaching strategies to enable the trainees to connect the training to their workplace needs. Also the strategies were meant to help the trainees to acquire relevant leadership capacities and to adopt best practices in solving emerging problems. Analysis of instructors' data produced three sub-categories with 17 commonly cited strategies.

Table 5

*Significant Instructional Strategies Reported by Instructors*

<b>Instructional strategy</b>	<b>N</b>	<b>Percent</b>
<b><i>Participatory/interactive strategies</i></b>		
Case studies	10	100
Group discussion	10	100
Questioning	10	100
Lecture	10	100
Personal sharing/ examples	9	90
Role play	8	80
Facilitation	7	70
<b><i>Project-based strategies</i></b>	10	100
Practical meaningful examples	10	100
Individual hands on projects (computers)	10	100
Action plan	9	90
Individual activities/research	8	80
Computer use (PowerPoint, e-mail, excel, word)	7	70
Reflection	7	70
Peer mentoring in technology and concepts	4	40
Examples of completed projects	5	50
<b><i>Materials</i></b>		
Hand outs/books/articles	5	50
Audio/ visual materials/flip charts/	6	60
MP3 players	2	20

Both trainees and instructors indicated similarities in the strategies cited. The relationship demonstrates a collaborative learning environment where relevant strategies were adapted. As a result, trainees explained having used similar strategies during their mentoring and facilitation of seminars to co-workers. Findings illustrated in Table 4 and 5 produced three sub-categories: (a) participatory strategies (b) project-based strategies and (c) useful materials. In this section a few examples that relate to these sub-categories are discussed.

(a) Participatory/interactive strategies

(i) *Case studies*

Case studies provided trainees with unfolding information or situations in the organization and showed how it was handled. Analysis of cases allowed trainees to engage in discussions, thereby eliciting critical thinking and analytical and problem solving skills that broadened trainee awareness on multiple perspectives to solve problems. Eighty one percent of the trainees expressed the belief that case studies were valuable because they presented the reality of their workplaces: “I still remember a case that dealt with financial mismanagement due to poor recording of transactions ... the individual in the case lost the job and had to pay the money ... it was a big lesson for me ... cases were good, we were able to think and analyze consequences of practical situation.”

Instructors concurred that they used case studies to elicit critical thinking, problem-solving and analytical skills in the trainees. One instructor from the United States said: “I used case studies and that was good, it worked, there was very good discussion and relevant examples provided by the trainees ... they were so engaged.” Another added: “Case studies helped to retain some of the learning...an individual familiar with African environment helped us [instructors] to develop cases that were very meaningful and relevant to the trainees’ workplaces ... we used these cases ... trainees were excited and very engaged in discussion ... they were able to reflect and make conclusions on the best methods to handle their own situations.” Case studies are essential tools for engaging trainees in reflective discussion. They are effective devices for directing trainees towards active construction of knowledge and practically apply the skills to solve complex problems.

*(ii) Group discussion*

Group discussions provided interactive engagement about inherent issues and problems practical to trainee ministries. As a result, trainees developed the ability to find alternative practical solutions to the dilemma about leadership and managerial issues in their projects. More than half of the trainees concurred that group discussions helped to build their confidence, and aroused their ability to communicate effectively, and enhanced their public speaking and teambuilding skills. One trainee explained: “In group discussion I learned listening, teambuilding skills and appreciation that other people are equally knowledgeable, and have something to contribute to the group ... my confidence was built up to realize that I do not have to be correct ... the most important thing is that I share my own perspective about an issue.” Another trainee explained about engagement in class discussion and learning:

We discussed and reported in the plenary about the topic in question, we gained confidence and ability to support our views in the class ... also working in groups enhanced teamwork and ability to involve colleagues ... my view to respect people for who they are was transformed ... I do not need to force my ideas as the only correct ones but involve others.

Instructors cited that group discussions were very helpful to engage the trainees. In addition, small group enabled instructors to assist trainees to focus, stay on task and guide them in a meaningful way. Particularly, instructors from the United States acclaimed group discussion as a way to get to know the trainees, to understand the common culture and understand whether they grasped the concepts taught. One instructor recollected the effectiveness of group discussion techniques and the benefits to the trainees:



Small groups provided participants with opportunity to speak up their views on the issue being discussed ... we were able to understand more about their ministries and the challenges they face ...we were able to take the discussion further, to discuss viable projects and programs ... individual trainees were able to develop a project using the concepts we were teaching ... so we married a number of teaching strategies to bring out the best of the training. We had one on one discussion with trainees ... for those who were slow, one-on-one tutoring helped to put them on speed and on task to where the others were ... I would say group discussion helped everyone to learn.

Trainee anecdotes suggest that instructors used multiple instructional strategies to engage them, to keep them alert and to accommodate varied learning styles. A trainee affirmed: "Instructors used a variety of instructional strategies that included lectures, group work; questioning methods to make everyone alert and participate in activities ... discussions helped us to digest the knowledge and skills and understand ideas from different perspectives." An instructor confirmed of the variety techniques they used to engage trainees:

We used various strategies to engage the trainees so that they can fully understand the concepts that they were to mentor on others ... for instance we would involve them in group work or listening to a 10 minute lecture followed by discussion, then, a question answer period, followed by use of an audio visual ... use of power point presentation. We reviewed what had been covered each day, through some sort of animated strategy where they either danced or would do the lesson in a dramatic form.

*(iii) Questioning*

Ninety one percent of the trainees pointed out that questioning strategies helped to clarify concepts, “The questioning method made everyone to stay alert and participate in classroom activities.” All the instructors (100%) emphasized the use of questioning as a meaningful strategy to check whether the trainees understood the main idea being taught.

One said:

Questioning method was helpful for us as instructors to understand the culture of the participants and to ascertain whether they understood what we taught ... it was meaningful to the participants because they asked questions for clarity and asked to be given real examples to comprehend the ideas and concepts. We provided some examples based on the United States culture, to our surprise they could connect to these experiences which made learning experiential and meaningful.

Since most of the trainees work in leadership positions, connecting teaching to the reality of their workplaces was vital. The connections motivated trainees to learn the material and comprehend the best practices to implement them. These connections indicate a capacity for the instructors to bring out trainees’ learning interests in a practical way and to elevate their self-efficacy: “All these strategies helped me to broaden my understanding and skills about how I would do the same in mentoring ... when I held a seminar with the staff I exactly used the same strategies instructors had used in the training and it was successful.”

(b) Project based strategies

(i) *Action Plan*

Burke and Hutchins (2008) assert that the action plan is a useful strategy to enable trainees to transfer learning to their workplaces. The use of the action plan was a reflective activity that provided proximal development to the trainee's practice of skills. Developing an action plan sharpened trainee ability to assess the needs of their projects and the way to solve them. For example, action plans helped trainees to reflect on the needs of their workplaces, on ways to stimulate change and to plan steps to take to achieve the conceived change. A trainee explained keenly the usefulness of the action plan and how it enabled her develop a financial manual:

Action plan enabled me to develop a financial manual, using the same skills the instructor had taught us in the training. I encouraged my community leaders to adopt it ... we discussed and they are now very happy that we have the manual providing guidance on financial accountability, internal controls, stipulating budget plans, property management and accountability processes. I have trained 32 bursars on how to use the manual.

A trainee hospital administrator in Kenya described her challenge and frustration in her ministry to serve the slum women because of scarcity of maternity equipments. She appraised the effects of action plans as she explained:

Action plan was a way for us to practice the skills we learned ... my action plan was to write a grant to obtain hospital equipments ... I had not thought about writing a grant proposal because I did not know how ... the action plan helped me to write a grant proposal, the instructor recommended I send to a

funding agency... I was funded \$10,000 to procure caesarean set, maternity equipments and renovations ... were it not for the action plan, maybe I would not have put the skills into practice by writing a grant to obtain these so needed equipments.

In addition, instructors emphasized on the usefulness of the action plan as a technique they used to encourage trainees to implement the knowledge and skills they acquired. One instructor affirmatively explained about the benefits of action plans for the trainees:

Action plan was a very helpful strategy for trainees to thoroughly study the materials taught and prepare an action plan to address a need in their workplaces ... they needed to understand what they were to mentor on their colleagues. The action plans enabled trainees to internalize the learning. On return for the next session, each trainee would do a presentation on how they implemented the new skills ...we [instructors] had a copy that each had submitted so that we could check as they presented whether they indeed accomplished what they had stipulated in their prior action plan. There were large change in practice of skills and outcomes of their action plans.

Administrators too recognized the use of action planning as an essential instructional strategy that quickly facilitated implementation and produced changes sooner. One administrator stated: "They have expanded the micro-finance program by providing loans to women programs ... and initiatives that focus on improving life for the poor like production of palm oil kernel and improved crop farming for higher yield." All the instructors acclaimed the use of both local and international faculty to provide multiple perspectives to

the trainees: “I think the mix of African and American teachers is essential; trainees ought to get both viewpoints and not just one ... this broadened their understanding of the material ...

I feel it is a very valuable program that should be continued.”

(ii) *Practical and sharing experiences*

To enable the trainees understand difficult concepts, instructors and more experienced trainees shared their personal experiences. As a result, they broadened trainees’ perspectives and enhanced instructor trainee relationships. Instructors used relevant analogies to ensure trainees retained learning and understood the practical application. The use of practical examples in the visioning process was acclaimed by the trainees as reported:

The instructors provided relevant examples that connected with what we do as leaders. For example ... instructors took us for a walk without telling us where we were going or the destination, we complained but they did not say a thing ... when we came back to class upset about the situation, they asked us what we learned ... the moral of the walk was that as a leader communication of the organizational mission to the stakeholders [is essential], ... I will never forget the story. It taught me a lesson.

Instructors asserted that through practical meaningful examples they were able to assess whether participants understood the concepts; an instructor affirmed: “Participants provided examples from their own ministries and engaged the class in discussing application of a particular concept. Trainee participants indicated that they would like to be involved; they could not sit in those hard chairs for five and half hours and listen to the instructors give lectures.”

*(iii) Computer use*

Computer skills were the highlight. Some of the trainees had not used a computer before. A trainee in charge of a health center described how the practice of computer skills in the classroom environment enabled the trainee to develop the skill to use the Microsoft Excel program and continued to learn even as she returned to her workplace. As a result, the skills were perfected: “I can now use Microsoft Excel, I am able to send and receive emails, and I did not have an email account until I came for this training ... it is amazing how much one can accomplish with a computer.” Another reiterated, “I am able to develop good reports because of the practice we were given by the instructors. I use Microsoft Excel always to keep inventory, develop financial reports, and balance sheet ... I am taking more Microsoft Excel classes to perfect my skills.”

Trainees described the instructors as patient and willing to help them, an indication of the instructors’ willingness to encourage and assist the trainees to acquire learning. As a result of such support, trainees developed confidence in performance and the ability to transfer the skills to their workplaces. A trainee enrolled in financial track and had no basic finance training, described her challenge, and acclaimed the instructors for the support they provided to her and other trainees:

Facilitators were very patient with us because some of us in the group had modest financial skills others had not had any course on finance at all. So the facilitators had to teach the basics. If someone had not understood the concepts, they provided time for each particular person to learn something ... they would tutor us during break time. They also paired us with more

knowledgeable trainees to help us understand the concepts. This was very helpful.”

(c) Materials

(i) *Mp3 players*

Change initiatives that ostensibly lead to innovation were applied in the training program. For example, Mp3 players were provided to a few trainees as a pilot-strategy to assess effectiveness in the use of audio material to engage trainees. Furthermore, the use of technology was encouraged to connect trainees to the emerging technological innovations. The use of MP3 players was acclaimed as very realistic and convenient strategy because trainees listened to the course materials and shared the mp3 players with their mentees. Instructors reported that mp3 players were very effective as illustrated: “Some trainees opted to listen to an mp3 player rather than reading a book. The mp3 players were positively received.” Three interviewees in this study who were recipients of mp3 players reported their usefulness. One trainee explained: “We were provided with an mp3 player in the last session and it was amazingly helpful because after I gave my mentees the mp3 player, when we met for mentoring it was very easy for both of us to discuss ethical leadership.”

Instructors too explained, “They [trainees] claimed that they used the mp3 player to listen to their lesson. They claimed they understood the lesson and when we assessed their understanding through group discussion and questions they were able to respond very well. I would say the mp3 players were an effective tool for the sisters in Kenya.”

(ii) *Reading materials and note taking*

Reading materials expanded trainee capacity to learn from the writes views. Trainees reported that they were each provided with a book titled *On Becoming a Leader* by Warren Bennis. They explained that the book was helpful because some instructors read excerpts

of the book and discussed it in class and some trainees read the entire book. Trainees passed the book on to their mentees for all to have the firsthand information contained in the book. Note writing was also important because the trainees were able to share the notes with the mentees for ease in the mentoring process. The majority reported that they took notes and were provided with handouts made by the instructors. Altogether, the materials provided were a reference during the mentoring process, and they too provided copies of the same to the mentees. One trainee reported, "Writing notes helped me to remember important points during mentoring and I could refer to the notebook several times." Another explained, "I gave my mentees the notes I had taken during class to read before we met for mentoring. They were so helpful because they reminded me of most of the examples and stories the instructors had used in class."



### Emergent Core Concept 3: Program Impacts

The third emergent core concept, *program impacts*, reflects the SLDI program outcomes and impacts. The concept relates to research question 2, *What is the impact of the SLDI program on the ministries of the participants?* A core SLDI program objective was to increase trainees' abilities to identify and mobilize resources and to expand knowledge of development issues that impact the socio-economic and political life of individuals. Overall, all the interviewees reported observable and measurable social, economic, community, and societal change. In the core program impact, five-sub categories emerged as illustrated in the figure 11.

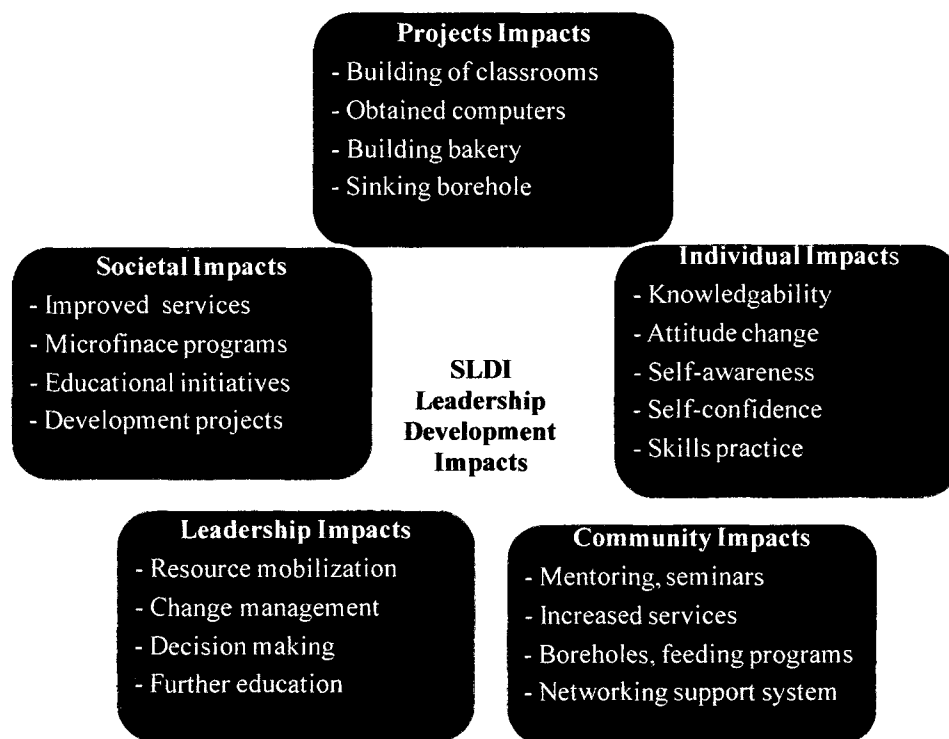


Figure 11: Diagrammatic representation of SLDI program impacts

For ease in anecdotal presentation, this section combines the sub-categories that emerged about the program impacts: (a) Individual and leadership impacts, (b) projects and organization impacts (c) community and societal impacts.

(a) Individual and leadership Impacts

Findings relating to individual and leadership impacts provide (i) Individual leadership competencies (ii) Personal change and self-esteem (iii) Self-confidence (iv) Capacity to manage and use computer skills.

*(i) Personal leadership competencies*

Leadership capacities produce cascading benefits to the organization and stimulated individual trainee growth. All the trainees reported change of attitude, perspectives and behaviors, and clarification of values and beliefs. However, individual development may not occur at the same rate for all trainees (McCauley et al, 1998; Lim, 2000). The majority of the trainees described having developed their leadership capacities that include a capacity to collaborate, to motivate, to communicate, to delegate, to trust the staff, to speak in public, to fundraise and teambuilding, to monitor projects, and to network. One trainee asserted, “I have developed confidence in the staff; I trust them to an extent of delegating duties and responsibilities ... I have found that the staff equally do it well ... the training built in me confidence to trust.” Another reinforced the point: “I value the leadership skills because I came to realize that as a steward I am entrusted to take care of that which is not mine ... I have to give accountability of what has been entrusted to me.” And another explained, “I have become more conversant and fluent in budgeting such that as a high school principal I am clearly aware of what the school bursar is doing and I can monitor finances better than I used to previously.” These statements indicate an understanding of what it is to be a leader.

Administrators too recognized huge change in the trainees as one stated: “They were able to organize meetings in a different way and ensure teamwork and collaboration are practiced in their ministries.” Another stated: “They now know how to lead with more effectiveness, instead of spending four hours in a meeting, which had the content of an hour.” More than three quarters of the instructors (80%) reported that trainees had adopted new leadership styles. An instructor explained, “From the reports they provided to us, their leadership styles had changed and they were able to involve their staff and delegate various activities; the result was building trust and teamwork ... they delegated much to their co-workers before returning for the training.”

(ii) *Personal change and self-esteem*

Trainees reported a level of personal change in terms of gaining insights about others and the environment which permeated both internal and external change in their perspectives and way of doing things. This change enabled the trainees to recognize that leadership skills were vital to run their projects without their becoming technical experts. Some reported they had developed a capacity to build constructive professional networks and partnerships: “I am able to develop reports and financial balances at the end of the month.” Also, “I am able to write proposals for funding ... I am able to see the needs of the people and think of ways these needs can be addressed.” Another said, “I have inner strength because I am more aware of what is expected of me as a leader, and my leadership skills are important to guide the staff and students.”

Related to personal change is self-awareness. Self-awareness refers to an understanding of individual strengths and weaknesses and the impact that behavior and attitudes may have on other people (McCauley, et. al, 1998). Self-awareness is vital for

individuals to effect change in self and in organization. Most of the trainees, 24 out of 32 (75%), indicated that the training led to an increase in their self-awareness. Also, they were able to reflect and challenge their preferred leadership styles in relation to the skills they gained and to contemplate adaptation and practice of the new styles they learned in the program. A trainee asserted: "I gained self-awareness that I am an implementer and therefore I need to allow my staff who are good designers to help me ... and together we work as a team; there is more invigorating energy in the ministry." Another trainee explained: "I have become more aware of my personal moods and how they affect my work climate because of the demands of my work ... I learned in this course about stress management, I started using the techniques we were taught, like journaling, reflection ... I think this was the beginning of change. I have improved and changed in many things ... I feel totally a new person." Many trainees attested to adopting new leadership habits.

*(iii) Self-confidence*

Self-confidence is the ability individuals have to believe in themselves and discover that they can accomplish a task that they could not accomplish previously nor had difficulty in accomplishing. It is self-assuredness in personal ability, judgment and power to accomplish a task. The entire 32 trainee (100%) reported that their level of self-confidence had drastically increased because they were now not only aware but had knowledge of what being an effective leader entails: "The skills I gained helped me to gain inner confidence and self-knowledge about my leadership skills and abilities... this training has given me more confidence to discharge my duties as a high school administrator because I can communicate in a better way, delegate duties, organize and write good reports." And another reinforced this view:

I am an administrator of a home for the chronically homeless girls ... I can say I gained confidence in leadership ... when I was appointed, I was not confident as a leader because I did not have leadership skills ... at first I refused to take the job ... later on I talked with the superior who assured me to try the position ... I thought I would be there for a month or so, at that time this training was started, I was asked to enroll ... that was the beginning of my personal change, I have developed self-confidence and I can carry on my work with my managerial work ... I must say that this training prepared me to become a better leader and manager.

Administrators echoed how confident trainees had become. One stated: "The sisters expressed how nervous they had been in undertaking tasks in their ministries but on learning they developed high levels of confidence in the ability to use the skills and mentor others." Similarly all (100%) of the instructors supported the idea that trainees had become more confident. One explained: "Some of them [trainees] had expressed that they did not know how to deal with personnel but with the skills we taught, it improved their personal confidence ... they reported improved personnel management, improved relationships at work and use of human resource management skills to resolve work conflicts amicably." Overall personal change was recorded.

*(iv) Capacity to manage and use computer skills*

Learning computer skills enabled the trainees to be more effective in their jobs. As a result, there was behavior change in management and practice. Most of the trainees explained the benefits of computer skills, particularly in accounting and developing reports. "I am using computer skills, Microsoft Excel, Word and email ... my computer skills have

improved steadily.” Computer skills led to behavior change in that they realized the importance of good reporting, data storage, and ease in retrieval. Instructors concurred that trainees were excited about computer skills, that is Microsoft Word, Microsoft Excel, PowerPoint and email use. One instructor reported: “There is a level of change in use of computers; they type the grant proposals and develop reports ... some trainees developed financial manuals this was a great success to see trainees apply the skills in such significant ways.” Overall, as leaders in their projects, trainees stated that the training increased their ability to establish important priorities and take on decision making with clarity and precision. They concurred that they are now involving the team players more in ministerial operations, a vital factor for successful project execution. Moreover, adaptation of good leadership skills enhanced both individual and project transformations. Most trainees reported that they had learned to practice team motivation strategy, recognize occasions for growth and need for change, improve program planning and sustainability and developed useful networks that ensure social and economic progress.

(b) Project and organizational impacts

This section presents the sub-category on the project and organizational impacts. Project and organizational impacts were evident in the changes that resulted after the trainees practiced the skills. Using the acquired skills, trainee developed strategic plans, conducted fundraising events and wrote grants that enabled creation of innovative programs. They used the leadership competencies to practically improve the social and economic infrastructures in their workplaces. Some of the trainee interviewees reported that they had initiated the process of strategic planning or created teams to ensure collaboration in the

execution of a plan. Also, the majority of the trainees reported meaningful changes in project decision, mentorship and inclusivity in the decision-making process. One reported:

I used the skills to develop a five-year strategic plan for the dispensary ... the skills made me aware that to be effective in the school, I have to work closely with the staff, especially in developing a strategic plan. I am glad to say the staff have requested I facilitate another seminar for them ... they need to team more ... the facilitators from this training helped me to make things clearer. If I was not in the training I would not have known about the things I know today and who to call if I need a facilitator for staff development or a consultant.

Another declared: "I have used the skills to plan for the institution and to develop a vision of where we need to be in the future ... considering the changing needs of our people, we have meetings with the sisters to assess the hospital goals ... we have plans to developed strategies to improve the hospital ... all this I learnt from this training." Significant statements illustrate impacts within the organization in terms of planned management, lessening conflicts and guidance on particular issues that affect trainee projects. One trainee, a supervisor of HIV/AIDS center reported:

The skills I gained in the training were helpful. I can tell there are changes in staff relationship ... it is over four months and I have not handled any conflict cases ... good planning is saving a lot of time and providing good direction of the center. I just wish I learned these skills sometimes in the beginning of my career as a healthy services administrator.

Most of the trainee interviewees reported having conducted fundraising events or written grants to improve their ministries that created significant impacts: “The grant money helped to sink a borehole, it is the only source for clean water around, women used to walk long distances to fetch water, sometimes the water in the river is dirty because animals drink water in the same place ... the borehole is helping the women to save time and it is clean free from surface dirt, I am glad I could do this for the community.” More than half of the trainees recognize that sourcing for funding to expand their projects has created huge impacts and strong development, and they see alternative options to bring about change. One trainee reported: “Grant writing skills have been very helpful ... I wrote a grant to request an ambulance following the instruction provided to us in the training ... I am glad to tell you, my dream has come true I got an ambulance; now we are serving the rural communities.”

Property management skills were cited as very significant because they enabled trainees to understand the need to inventory that which belongs to their ministries. However, some trainees reported that they had not been attentive in ensuring the custody of relevant property documents and ownership titles. As result, most trainees praised these skills as one trainee in Tanzania described skills in property management as a wakeup call:

This training opened my inner eyes to realize that keeping in custody all relevant property documents is important ... our congregation had no property title deed of the houses that we own and no one was concerned... no one pursued the title deeds to ensure we were the legal owners of the property ... we lived in trust of the previous owner who sold the property to us ... in the training my eyes were opened when instructors discussed about property management and accountability ... we had to begin to pursue the



documents ... it has been a long journey ... I have been able to acquire two of the houses.

Instructors reinforced the concept that the trainees had created meaningful change in their projects. One instructor described: "Most of the sisters are dealing with projects that reach out to the community hospitals, schools and social welfare initiatives. Now that they have gone through the whole cycle of project management, they are reporting changes in terms of grants for vehicles, farms, computers and equipments for their ministries ... all we are doing is to assist them to meet the needs of their beneficiaries and not just their own needs." More success stories indicate the success of fundraising and grant writing skills. Indeed, altogether the interviewees have been able to raise about half a million dollars to implement new projects or expand the existing ones.

(c) Community and societal impacts

In an evaluative study, *A Scan of 55 Leadership Development Programs* commissioned by the W. K Kellogg Foundation, Reinelt, Foster, and Sullivan (2002) found that community leadership outcomes are often difficult to evaluate. The study asserts that community or societal impacts are difficult to measure because these impacts take time to be realized, and evaluation requires considerable time. In this study, community and societal impacts are evident in the projects executed because in some of these projects impacts were realized sooner; however, time is vital to appraise impacts.

Community impacts incorporate a variety of outcomes, such as broadening leadership participation, improving collaboration and realizing projects that change individual or community lifestyle. For example, sinking a borehole for the community was not only essential to provide clean water but also to save time for women who trek long

distances to fetch water. A borehole then creates a change in the lifestyle of women and girls by creating more time to engage in other activities. One trainee described: "I used the grant to sink the borehole and equipping it with defluoridation equipment ... now the community gets water from the school compound." An instructor also stated: "One sister wrote a grant proposal to sink a borehole; where the community around fetch clean waters, this is already an enormous need for this community that has been solved by providing water." The skills gained facilitated community change, reinforcing the African concept of collectiveness that an individual has no identity separate from the community.

Most of the innovative projects started by the trainees had enormous community and societal impacts. The result of resource mobilization skills was trainee engagement in initiatives that brought change in their communities by providing infrastructural development, employability, increasing service delivery and opportunity to learn and encourage community participation. Multiple projects emerged, such as obtaining a gridding mill; construction of classrooms, a science laboratory, and student dormitories; purchasing vehicles for community outreach programs and medical equipment such as a Caesarian Set and ultra sound machine; farm improvements such as piggery, poultry, orchards, and cattle rearing. All these projects are gradually creating community and societal change. One trainee in Kenya reported about the importance and effects of defluoridation:

Dental concerns have been a huge problem. Several regions in the country have problems of tooth decay because running water in rivers has plenty of fluoride, people use the untreated water for domestic purposes because there is no alternative sources ... also most women and girls spend hours trekking long distances to fetch so much needed water ... I conducted needs

assessment ... we were taught to explain the problem to the funder as we see it. I wrote a grant proposal to sink a borehole and install defluoridation equipments to reduce fluoride in water, and another grant proposal to some doctors in Europe ... they responded positively ... they help to pay for all dental care for the children.

Trainees recognized and practiced needs assessment to establish viable solutions to their problems. The result is improved dental hygiene in the community through educating children, and possible trickle-down effect to the community. All community initiatives and projects were initiated to ensure poverty reduction because considerable impacts in these initiatives are directed towards serving the poor, for example: "Grinding mill is important because it will serve both the school and the local community ... the school is a resource to the people here because we employ some people." Other programs are life changing, including micro-finance programs for unwed mothers, feeding programs for children, orphanage care, HIV AIDS home based care, and street family programs. All these are directed towards the underprivileged populations. One trainee described:

I was able to obtain funding for the up keep and feeding children in the orphanage ... the scourge of HIV AIDS has left many children orphaned and without basic necessities or relatives to take care of the children ... the current economic problems has made things more difficult to provide essential needs for the children ... often young children about a day old are left at our gate; the government does not have orphanages so people run to the sisters for help. We have eighty children now ... the skills I learned in the training program helped me to understand better management of the babies

home and ways to source for funding. We have conducted fundraising locally and written grants abroad ... we have sufficient supplies for the year.

By and large the benefits realized from the SLDI program have had huge effects. For example, the administrator of the orphanage described above shows how grateful trainees were to obtain funding to support their programs. With the assurance of continued flow of supplies for the babies' home, the administrator is unperturbed because the children have the necessities.

**Emergent Core Concept 4: Development Projects**

The fourth emergent core concept presented here are the *development projects*. The concept responds to two related research questions. First is the sub-research question, *What projects evolved from the three-year program?* Table 6 illustrates development projects and funds raised to support the programs. Second, *What are the benefits of the development programs?* This question relates positive effects the projects had on the trainees and their communities as illustrated in sub-categories, (a) projects initiated (b) benefits.

Proponents of skills-based training suggest that properly designed and implemented leadership programs play not only a valuable role in leadership competency development but also in the outcomes and impact that are realized within time. For the SLDI program, trainees not only changed their leadership behavior, values and beliefs but also initiated innovative projects that emphasized the level of the skills transfer and practice. Of the 32 trainees interviewed, about 30 (94) reported having started a new project and/or adding a program to address a need or expand services to new areas. All 32 (100%) trainees had conducted a fundraising event or had written a grant to source funds to improve their programs. Most of the projects initiated related to the ministries trainees manage such as a school, a health center, and social and pastoral services, among others. Within a span of three years, trainees stated that they had initiated huge innovations. Table 6 illustrates funds raised and projects initiated. (Funds have been translated from local currency to dollars.)

Table 6:

*Development Projects by Country and Dollar Value*

<b>Project/program</b>	<b>Country</b>	<b>Cost in dollars</b>
2 computers , tables, desk, and internet	Kenya	4,216
A laptop, printer, and projector	Kenya	3,000
Renovation of cottages	Kenya	14,000
Land reclamation, orchard and food farming	Kenya	21,000
Feeding program, micro-finance, cows and staff	Kenya	10,000
Construction science laboratory and equipment	Kenya	56,000
Construction of 3 classrooms, chairs, and lockers	Kenya	25,000
Sinking borehole, equipping and defluoridation	Kenya	2,000
Sinking a borehole and equipping	Kenya	3,000
Providing dental services to rural children	Kenya	****
Gridding mill and construction of its housing	Kenya	5,000
Education scholarships and funding	Kenya	40,000
Ultrasound machine	Kenya	34,000
Hospital renovation	Kenya	15,000
Cesarean kit	Kenya	3,000
Renovation of center for unwed mothers	Kenya	5,000
Improving coffee and tree farming (33 acres)	Kenya	****
Renovation of a convent	Uganda	7,028
Construction of 2 classrooms	Uganda	5, 248
Sinking a borehole	Uganda	2,000
Renovating babies' home	Uganda	10,000
Construction of spiritual center (savings)	Uganda	20,000
Poultry farming	Uganda	3,000
Construction of 2 water reservoirs & piping	Uganda	7,200
Construction of student dormitory	Uganda	10,000
Education scholarships local colleges (3)	Uganda	11,000
Piggery farming (cost of poultry-house & chicks)	Nigeria	est. 3, 000
Purchase of a school bus/ safety transportation	Nigeria	10,000
Purchase of an ambulance – outreach prgm.	Nigeria	10,000
Purchase of 2 computers and a printer	Nigeria	4,000
Computers and printer	Nigeria	4, 000
Fencing the farm and poultry farming	Ghana	10,000
Education scholarship (2)	Ghana	15,000
Construction of a bakery	Ghana	7,000
Purchase of baking machine and equipments	Ghana	10,000
Sinking a borehole and equipping	Ghana	4,000
Construction of reservoir tower	Tanzania	2, 000
Construction of a school and farming	Tanzania	15,000
Acquiring land and construction of a convent	Tanzania	Est. 20,000
<b>Total Fund Raising Initiatives</b>		<b>425, 692</b>

*Note (some benefits and activities could not quantified')*

Most of the trainees reported that the underlying purpose for funding was to expand their projects and programs so as to provide efficient services to the poor and rural underserved and underprivileged persons in their countries. Meaningful statements by the trainees attest to this fact. One said, “I had always thought of how to provide services to the rural people through a health services outreach program ... a grant for a four wheel drive vehicle to serve in all weather roads and to reach out to the people in villages for medical services was a great success ... now we have four outreach service centers; each day nurses go to a different center to provide medical services.”

Another decided about construction of classrooms: “The school is new and we do not have enough classrooms; students are congested, that makes it difficult for learning ... I wrote three successful grant proposals and I was awarded \$15,248 ... funds have been used to construct two classrooms and equipments and a dormitory for the students.” All the trainees conducted some sort of fundraising depending on the magnitude of the needs of their projects, programs and community. To illustrate the magnitude of the project and assertiveness needed in raising funds, below is an excerpt from a trainee elaborating the projects she has accomplished:

I am a principal in a school that enrolls 600 boarding students and most of them are from poor families in the slum area ... using the skills I gained in the training I wrote several grant proposals locally and abroad to construct classrooms, a science laboratory, a dormitory, a borehole, and a grinding mill ... a grant of \$57,692 to construct a science laboratory and two classrooms and equipped with chairs and desks ... another grant \$25,640 helped in sinking a borehole, building a reservoir and piping water into the buildings.

Another grant for building a boys dormitory and completion of the laboratory at a cost of about \$47,435 and another for gridding mill and housing it at a total cost of \$38,460.

Such investments indicate the level of performance and transformation trainees are effecting in their communities. Instructors concurred that there were measureable economic gains realized by the trainees: "Many have developed grants that were successfully awarded." Another instructor explained of the change evident in the sisters and their ministries: "Trainees successes stories are there in print to speak for the program; they have shared of practical successes in fundraising, a change in individual performance output and productivity ... and writing grants that are very beneficial to the people they serve. They have improved their service delivery and expanded service delivery programs ... I can gladly say that most of these sisters are now Gurus in grant writing and implementation."

Program administrators had much more to say about the program and the benefits that were realized. One said: "Participants have been able to expand buildings, provide generators in schools where there is no electricity, equip classrooms and improve farming for better productivity." Another reported: "An example is a sister who has refurbished the office with computers and inviting trainers to teach sisters and co-workers about computer use. There is improved efficiency, and use of technology by the women religious has increased."

More projects were initiated, as described by a trainee in Uganda: "People here depend on farming for a living ... in adverse weather, crop failure is inevitable and most people are left without basic necessities ... I started a piggery rearing self-reliance program; initially I provided four farmers with one boar and three sows, and the farmers have to



consent to provide another farmer with the same number of piglets ... there are several farmers in the waiting list ... there is a meat company that buys the pigs to produce pork and bacon.” Overall, there are huge changes reported by all the participants in this study, and impacts are gradually being realized through projects such as boreholes, health programs, social services like grinding mill and educational institutions providing meaningful services and needed equipment for ease in learning.

### **Benefits of the leadership development program**

The findings presented respond to the sub-research question, *What benefits have evolved for the community and stakeholder?* illustrate pertinent benefits resulting from the SLDI program. Both observable and measureable benefits which were reported include (a) individual, (b) project, (c) community and (d) societal benefits; all these interact to produce desired transformations. These benefits are in the form of social, economic and project development. All the projects initiated were geared towards providing improved and beneficial services to the community. For example, in Kenya a trainee described intensely the usefulness of an ultrasound machine she obtained:

The ultra sound machine is very useful; we were referring expectant mothers to other well equipped hospitals, and most of them did not go to these hospitals because of the high costs ... now with an Ultrasound machine, we serve these women here. I used to be so worried when we referred a woman for specialized help because we did not have the tools ... now I am happy that we can save life and increase the quality of our services to marginalized persons.

Most trainees reported essential community benefits: “Now the children’s dental needs are attended to ... they are treated in the dental clinic ... the program has been very helpful to children who otherwise would not have had dental care.” The majority of the trainees expressed a realization of community and societal benefits that include sinking a borehole for the community, improved farming initiatives, supportive community healthcare programs, and infrastructure that includes construction of schools, a science laboratory, an unwed mothers’ center and an orphanage.

Administrators reported about the training benefits: “Participants’ ability to assess the financial health of their organizations and projects and develop good reports ... also computer skills abilities encouraged trainees to become more competitive in their projects and sought ways to increase use of technology in their ministries.” Another administrator elaborated: “Their ability to assess community needs and address them is truly remarkable ... for example a participant expanded an unwed mothers’ program by construction of a new house and sourcing for funds. Increasing their basic training skills to become self-reliant is a huge benefit to these women and the community.” Furthermore, an administrator cited a trainee saying: “I was able to complete fencing the farm and to sink a borehole that provides clean domestic water for the community.”

Another major benefit of the development aspect of the training program is that trainees developed the ability to provide better services by involving co-workers and ensuring team spirit permeates their ministries, as well as confidence to deliver efficient services. Most of the trainees expressed positive incremental leadership abilities. One trainee reported: “The training has enabled me to have courage to consult co-workers because they too know something to contribute to the project or program.” Another said, “I learnt that for

effective planning and teamwork in an organization, involving the stakeholders to contribute to the agenda is essential ... I am now pursuing this technique.” These statements indicate a level of growth and change to enhance teamwork in the organizations and in solving emerging problems.

The phenomenon of stigmatization and disassociation with people who suffer from HIV/AIDS, street families who are vulnerable to ailments and orphans is common due to escalating poverty. Women religious support the community through education programs on ways to live and work with such patients and to reduce social stigma. Some trainees reported benefits in their ability to offer better services and improving or expanding the programs they run. One trainee director of a social welfare home that supports orphans and HIV/AIDS patients explained: “We bring orphaned children together and create a home for them ... provide for their needs [as well as] sourcing for funds to support these children in education ... also we provide services and social support to HIV/AIDS patients, some we visit their homes to ensure that they are taking their medications and that they have nutritious meal for the day.”

The instructional strategies applied offered beneficial opportunity to boost trainees’ skills practice. Most trainees reported the usefulness of the pedagogical strategies utilized the instructors and in a way the strategies helped the trainees to practice the skills in their ministries. For example, action plan strategy was acclaimed by many. One acclamation was from a trainee in Nigeria: “I find action plan very useful and I am using it now in my ministry because it helps to measure what I have been able to achieve.” In addition, a trainee from Ghana elaborated: “My financial books are now in good order; I can provide a report any time it is needed. This is a result of financial management skills I received in the

training program. I have found these skills to be very useful, like budgeting and report writing, because I use them often in my work. I have implemented these skills and I can see the result of my work.” These statements indicate the benefits at individual, project and community levels and guarantee that the goals of the skills-based leadership development have been realized and have had far reaching effects.

**Emergent Core Concept 5: Sustainability Strategies**

The fifth emergent core concept was *sustainability strategies*, and the findings here respond to a major research question, *Are sustainability strategies in place to sustain the program?* Also reported are findings related to two sub-research questions: *What do the participants perceive to be the lasting effects of the training program?* *What plans are in place to assure the continuity of the program?* Three sub-categories relating to sustainability strategies were identified they include (a) sustainable strategies (b) mentoring strategies (c) lasting effects (d) plans for program continuity.

Sustainability is a vision of development that connotes the ability of people, leaders, communities or nations to meet the present needs while considering those of future generations. The concept and practice of sustainability were entrenched in the *Brundtland Commission Report of 1987* marking the initiative of the United Nations Education for Sustainable Development 2005-2015. Since then, sustainability has been studied and applied in education, environment, ecosystems, natural resources (Hargreaves & Fink, 2006: United Nations, 1987) and in the agenda to fight poverty and disease for healthy nations. In this study, the programs run by trainees endeavor to sustain and improve life for the SSA peoples. In addition, the SLDI program studied here is a venture to increase leadership competencies in the trainees to augment their ministries and to create desired societal transformations to ensure sustainable initiatives.

The sustainable concept is used to describe the SLDI training program because the knowledge and skills provided to the trainees are efforts to enrich productivity, to assure continuity and efficiency in trainee programs. Trainees pursued sustainable program strategies through (a) mentoring, (b) conducting seminars, (c) innovative projects (d)

practicing leadership and grant writing skills to ensure change (e) initiating alumni organizations and (f) improving existing programs. Moreover, the program engendered in the trainees competencies to build up attitudes, skills and knowledge to make informed decisions and act upon these decisions to alter their projects and programs for greater efficiency. In essence, sustainable leadership was evidenced in the trainees' projects by integrating principles, values and practices that alleviate social, economic, cultural and ecological issues. For example, sourcing for funds to sink a borehole and the action to actualize the projects by providing the community with clean water is sustainable in itself because it is not self-centered and is an act of social justice that takes care of the society.

In this study, sustainability is reflected in trainees' acquisition of knowledge and skills for personal growth as leaders and adoption of responsible leadership insights in order to facilitate transmission of skills in projects and their communities. In Kenya a trainee who is a financial administrator vividly elaborated the effect of the training:

I attribute my ability to bring change to my workplace to the training. The financial manual I developed as a guideline in financial management has been very helpful to all the bursars in our projects; now there is a procedure on budgeting, expenditure, internal controls ... before the training I could not tell how much money we have or the value of our property ... now I am banking all the money before I use it and I am able to track expenditures ... this has brought a huge change in planning future projects.

Trainees' application of the knowledge and skills to transform their projects and to encourage a future for their people include construction of schools and improved medical services to improve human capital and support life in SSA. One trainee said: "Grant writing

skills enabled me to source for funding to train more sisters ... I wrote to a few colleges requesting sponsorship to educate the sisters in various courses as nurses, teachers, social workers, accountancy, and business management ... now there are three sisters in different colleges sponsored by different people and organizations.” Providing education opportunity is the primary strategy to ensure human and social capital sustainability. For example, nations with more educated people have high social and economic productivity and advancement.

Sustainability is perceived in the ability of the trainees to network and consult each other and to solve problems in their organizations and community. Most trainees expressed their excitement in having alumni organizations as a way to keep on networking and sharing challenges and progress in their ministries. Some trainees said they have initiated alumni organizations while others said that the plans were underway. One trainee explained:

For us in the administrative group we have organized a meeting and we already have established a bank account for the group ... with the money we can meet and plan on how to go about training other sisters ... there are still a few things we need to discuss ... we are in good communication through email, texting and telephone calls ... we need to raise enough money for the alumni launching.

Some trainees have incorporated the relevant training concepts into professional development plans and mentoring programs for improved efficiency in their organizations. However, sustainable effects cannot be realized overnight. Hargreaves (2007) affirms that, “sustainability asks for patience and endurance in implementation of change, it calls for prudence and resourcefulness rather than energetic and profligate investment, it promotes

virtue to conserve the past in a world awash with innovation and change” (p. 225).

Following Hargreaves’ (2007) description, time is an important variable to creating and implementing change; so is the gradual success of the SLDI program.

Through the training the trainees were able to comprehend sustainable leadership, which motivated them to improve education and health facilities and endowed more people with knowledge and skills with a hope to improve their ministries gradually. The result was continuity of quality improved services for the future generation. One trainee stated:

I want to continue involving more mentees in the knowledge and skills I acquired in the training ... I have incorporated the materials into the religious formation syllabus ... concepts about ethical leadership, stewardship, communication, teambuilding, facilitation and conflict resolution strategies ... I am still mentoring and conducting seminars to staff and community.

Trainees’ practice of skills in their ministerial management is pivotal to increasing productivity and ensuring sustainable projects, as a trainee explained: “I cannot underestimate leadership and teambuilding skills ... I have recognized the importance of teamwork; my level of communication and public speaking has greatly improved.”

Leadership skills are trickling down to the staff and ensuring improved management for the success of the project while knowledge and skills gained have increased trainees’ confidence, self-awareness and leadership capacity. One trainee elaborated: “The skills helped me in my work to serve better and recognize talents in my colleagues [also] they provided self-knowledge and competencies that I often use ... I am there to guide in the project implementation.”



### **Mentoring a sustainable strategy**

A major sustainability strategy infused in the trainees via instruction is the mentoring component. Trainees sowed seeds of encouragement and self-confidence in their mentees and co-workers. Mentoring refers to “a relationship between an older or more experienced mentor and a younger, less experienced protégé for the purpose of helping and developing the protégé’s career” (Ragins & Kram, 2007, p. 5). In the SLDI program, the focus of mentoring stimulated trainees’ ability to pass on the skills acquired to their colleagues and co-workers. The relationship centered on increasing the mentee capacity in two ways: first, career development and second, psychosocial support. Several studies elucidate the mentoring concept as it pertains to career and psychosocial elements (Ragins & Kram, 2007; Baron & Morin, 2009).

Career functions involve increasing mentees’ exposure and capacity to carry out their duties efficiently while psychosocial functions involve work performance, increasing self-efficacy, and providing friendships, personal and professional growth. Both mentors’ and mentees’ relationships were beneficial to disseminate the desired leadership skills in their workplaces. Moreover, trainees conducted seminars for their staff and communities and mentored on a one to one basis or in smaller groups, depending on the needs they had identified in their ministries. The mentoring concept had an enormous lifelong and sustainable effect on the trainees and mentees and in their ministries. Trainees reported having mentored far greater numbers than they had initially contemplated. All the 32 (100%) trainee interviewees in this study mentored a total of 117 people and conducted seminars for 173 co-workers and colleagues. Overall, mentoring had incalculable success.

Additionally, trainees incorporated the knowledge and skills into their professional development or religious formation curriculum. Recognizing that each individual contributes to the ministry, a Nigerian trainee reported: “Everyone has a part in the five leadership styles ... it was important for members of staff to learn about proposal writing, teambuilding, leadership styles ... I did not know about needs assessment before I came for this course; I felt that my mentees too needed to know too, and they were indeed happy we are still working together.” Instructors concurred about the benefits of mentoring to the trainees, as reported by a Kenyan instructor: “Mentoring was a new concept for most of the trainees, though they did mentor in their own world but they did not call it that, we required a formal mentoring process; we did not use the word loosely you know like it was not meant to be friends and friends, but we required a structured mentoring situation, so it was new to them.” On the whole, mentoring has been quite beneficial to the trainees’ skills practice.

Trainees cited knowledge and skills they mentored to their mentees and co-workers. The competencies mentored were similar to those embedded in the initial grant proposal and related to competencies cited by trainees as essential, suggesting the success of mentoring in their communities. Table 7 illustrates some of the skills trainees mentored.

Table 7

*Percent of Sample Skills and Competencies Mentored as Reported by Trainee*

<b>Mentored skills</b>	<b>N</b>	<b>%</b>
communication	29	91
Mentoring	29	91
teambuilding	28	88
delegation	27	84
leadership styles	26	81
Grant writing	26	81
financial management	25	78
time management	25	78
report writing	24	75
developing agenda	24	75
report writing	23	72
Job description	23	72
Needs assessment	21	66
motivation	21	66
conducting meetings	21	66
stress management	18	56
conflict resolution	18	56
bank reconciliation	14	44
SWOT analysis	13	41
budgetary control	13	41
property management	12	38
internal control	12	38
public speaking skills	11	34

All 32 trainees (100%) concurred that mentees were able to mentor others in their communities creating a cyclic trickle-down effect in the ministries. Trainees commended the mentoring component. To some it was totally a new idea. Though they were training each other on their jobs, they never understood it as a form of mentoring in comparison to what they were encouraged to pursue in the SLDI program. Understanding the concept accelerated the training, as illustrated by a Ghanaian trainee's description on the effect of mentoring:

I mentored five people on communication, facilitation, teambuilding strategies, conducting meetings, delegation and facilitation skills, grant writing, and project planning ... my mentees chose what they wanted to be mentored from the notes and handouts I provided from the training ... it was so encouraging, we reflected on how we had been doing things ... the skills were important to the mentees as teachers, particularly to communicate to co-workers and establishing routines, teamwork, conducting meetings, drawing memos, and developing agenda.

A Kenyan trainee who is a school principal assertively described the effects of mentoring:

I mentored eight staff members and I conducted three training sessions to the entire teaching and non-teaching staff at my school ... the topics I facilitated included job description, time management, motivation skills, conflict resolution, qualities of a leader, leadership styles, financial management and accountability and grant writing ... the skills were important because we had issues ... as a team in the school we needed to have a new direction in the school management.

Both administrators and instructors affirmed that the mentoring constituent had far reaching effects on the trainees and their mentees. An administrator described: "Some trainees organized seminars to teach their staff and community about better management of their ministries." Another agreed: "The mentees too learned something new and implemented the skills through the help of their mentors ... they too began spreading the knowledge and skills ... indeed I would say the goals and objectives on mentoring were completely achieved." Also, administrators observed that trainees gained more confidence

through mentoring. “The mentors became more self-confident and pushed harder to understand the concept so that they could turn around and share the knowledge with others. The sisters that were mentored felt part of the program even though they were not attending the program and they felt enriched; you know they had an opportunity to learn something and so that was a plus.”

Instructors too described mentoring as practiced by trainees to have long-term effects, as an instructor pointed out: “Many sisters meant to mentor only the sisters but mentored more than they had initially thought, even conducting seminars creating a very positive scenario about the knowledge and skills they acquired ... some mentored priests that they work with in parishes so that they were on the same page to accomplish their administrative duties ... some cited mentoring them about delegation, teamwork, inventory, ethical leadership, financial management, report writing, grant writing, budgeting and balancing bank accounts.”

Overall, sustainable leadership seeks to respect, to protect, to preserve, to safeguard, to replenish, and to recreate and to ensure that growth and change continue for the present and into the future. It is a commitment to relationships and improvement of those relationships in the organizations to ensure a meaningful work climate that sustains individual growth and development and supports resource mobilizations. As such, the SLDI trainees pursue sustainability in different ways to ensure improved service delivery and increasing productivity in the organization.

**Perceived lasting effects**

Findings on the sub-research question, *What did the participants perceive to be the lasting effects of the training program?* indicate that trainees have become “change agents” in their projects, communities, and society and have developed a capacity to engage staff and community to bring about desired change. The majority of the trainees cited measurable changes that have created indelible marks in the mentees, programs, and communities. Enabling trainees to become more confident in their leadership positions brings about enormous personal transformation in their goal to become better leaders. A trainee in Uganda described:

There is positive progress in what we are doing around the farm because the training gave me a lot more confidence in the day-to-day decisions, and thinking about the future of the farm and how better planning would increase yield and investment returns ... we have been able to refocus and I think now we are heading the right direction. There are more projects in the farm, coffee, cattle rearing, poultry, and piggery. Instructors gave us challenging thoughts and an action plan that has made me become a better planner and implementer ... it gave me a little more encouragement.

Individual change is the beginning of an inner journey to self discovery. Internal change would likely propel external change in workplaces. Most of the trainees reported self-discovery about their preferred leadership styles, articulating the ability to unlearn bad tendencies and taking on the meaningful leadership and managerial styles gathered from the training. The perspective on change and new understanding of leadership concepts and styles created new understandings in the trainees that were relevant for self-understanding:

“The course gave me new ideas, it gave me confidence, I have the ability to do more and in a better way because of the leadership knowledge ... I am a very strong introvert so I always thought leaders had to be extroverts ... now I know I do not have to become talkative to be a leader but just plan and do what I know to do as a leader.” This understanding would possibly lead to lasting effects in leadership practices.

The application of the leadership skills has created lasting effects in the individual trainees and their communities. One trainee elaborated: “I would say definitely it did. I am a new leader with new perspectives ... I do believe that we left the training with a lot more confidence. I see leadership in a lot of different formats, not just the high-profile, so in that respect I think it has changed me and certainly I am changing my workplace.” Another reported about collaboration: “The lasting effect that I gained in this course and something that will always remain with me is the capacity to collaborate and work together with the sisters and co-workers.” Recognition of the practices that engender change is a step towards achieving the desired lasting effect.

Several trainees cited that the most lasting effect realized in their ministries or programs was their ability to empower other people to become self-reliant and manage their lives independently. On self-reliance a trainee said, “Self-reliance is the desire of every human being ... I am glad we have helped orphaned children and girls who become pregnant when they are not prepared to develop independent lifestyle.” Another appraised how grant writing skills created a lasting effect in her ministry: “I was able to source for funds to create projects that can help community ... construction of science laboratory and classrooms to provide education for poor children endowing them with education is the beginning of transformation.”

Other lasting effects include improved managerial practices, procurement processes and reporting and accountability in trainee projects. Learning about a financial manual was a turning point for the trainees in the financial track. They considered the manual to be a lasting benefit in their financial planning, monitoring and reporting. Six out of eight (75%) trainees in this study who participated in the financial track reported having developed a financial manual for their project or congregation. The manual contains terms of reference on financial management, as one elaborated: “The manual is the guideline of what I do about banking, financial expenditure plans ... also for all other project accountants that I supervise ... this is a new change that is here to stay ... I have conducted seminars in the province training the projects and community bursars how to use it.” The leadership competencies were described as a lasting effect because they enable trainees to increase efficiency in organizational management.

Measurable and observable lasting effects were cited. For example, sinking a borehole not only provided the greatly needed clean water for the community but also now saves time and energy for women and girls who otherwise would be trekking for miles and for hours to fetch water. The social and economic benefits evident in the trainee ministries and communities are in themselves lasting effects of the program, such as changing the lifestyle for many through employment in grinding mills, schools, hospitals and bakery among other projects. In addition, these ministries and programs are essential investments for the community, including an ambulance for health outreach programs, improved farming methods to increase productivity, and increasing skills development for youths in a garment and catering center. All these indicate lasting effects that bring change, improve life and encourage self-reliance in their communities.



Mentoring had huge lasting and transformational benefit. First it was a strategy for trainees to revise and internalize the skills learned and second, to educate mentees on skills to effect change in their ministries. One trainee in Ghana elaborates on lasting effects of mentoring:

I liked mentoring; it is the lasting effect in my life and work ... I was able to revise topics thoroughly every time I was to mentor ... you must be well versed in that topic. To me this was important because I could review the materials and the more I read the more I became acquainted with the skills. I still follow up and ask the mentees how they are fairing on and we discuss the knowledge and skills and materials together.

The instruction on how to mediate conflicts was praised because it was helpful in enabling the trainee to negotiate with the staff and co-workers. Improved relationship at the workplace creates a good working climate and is important in building enduring relationships and productivity. On conflict resolution a trainee reported: "Conflict resolution and management was very essential and meaningful to me because as you live among people who have different opinions, conflicts are inevitable."

Most trainees reported adopting new styles of leadership and functioning in the projects. Significant statements about their ability to conduct meetings, mobilize resources and attend to the needs of their communities indicate a lasting effect, which is to continually serve their people effectively and become transforming agents in their societies. A trainee elaborated:

We encourage rotating savings programs to unwed slum mothers so as to sustain themselves ... the microfinance program provided to unwed mothers

\$45 each as initial capital to create a small enterprise; 30 slum mothers are in the program and have initiated their small businesses that include selling vegetables and fish, and 17 of them have repaid the loan which we have provided to another set of 17 needy women.

Instructors and administrators affirmed that trainees developed a high level of self-confidence, which they perceived as a lasting effect of the program because trainees can undertake leadership with courage and zeal to deliver change in community and business ventures in a professional and engaging manner. An instructor elaborated: "Sisters were so timid at the beginning of the course, but over time they became fully involved; it was exciting to see the change ... now with the program participation they became changed individuals ... because of the self-confidence, and self-development some sisters have enrolled in program management in colleges." The SLDI program has enabled trainees to develop a vision for their lives, community and society, thereby seeing the necessity to persevere and increase their capacity.

Finally trainees recognized the program as an eye opener because many found the knowledge and skills they gained to be helpful and applicable to their work environment. One said: "I am more aware that the skills I gained have to be employed in my work on a daily basis to bring about transformation and become a routine in my practices." Another said: "The skills have assisted me as a person so that I may be able to lead people in a better way." The use of computers has increased a capacity to network and consult with each other - a significant investment in contemporary society. A Nigerian trainee explained on the effects of computer knowledge in networking: "Networking among us was another important area. Many of us did not even have an email address until we joined this

workshop that helped us to develop networking skills and come to know each other and the challenges facing our ministries and how we can attend to them.”

### **Plans for program continuity**

Findings that relate to the sub-research questions, *What plans are in place to assure the continuity of the program?* illustrate several sustainable plans which have been designed and pursued. Some of the commonly cited elements that illustrate continuity of the program include these: (a) advanced skills-development of a few trainee trainers (b) pursuit of a formal leadership or management program in college (c) alumni organizations (d) innovative programs and professional development (e) perspective change, skills practice and domino effect of the program (f) mentoring initiatives and seminars.

Some trainees reported conversations at the national level among the leadership teams of the women religious in their countries. The conversations are geared towards enabling a few women religious with leadership training and computer skills so that they could facilitate a continuation of skills-development for other women in a variety of ministries in their countries. This proposition has been pursued in some countries, and a trainee elaborates: “There is need to train more sisters to continue training others ... we planned that some sisters, at least two from each track would go deeper in leadership and computer skills so that they can give workshops to train others sisters ... we had some sisters who were very good in skills acquisition ... women religious association leadership are discussing about selection and funding of the venture.” But this study could not establish the extent to which such goals had been pursued.

Of the 32 trainees interviewed, six had plans in place for further studies on leadership and on financial and organizational management, three were already enrolled in college. They attend classes in colleges during their school vacation and/or weekend programs. This is an indication that the program has provided insights into the value and necessity of leadership development for individuals and as a way to increase ministerial productivity.

Another way to ensure the program continuity was through alumni organizations. Some trainees reported already initiating alumni organizations, and a few reported having an organization in place as well as producing a newsletter to report their progress and support networks among the participants. At the time of this research, it was too early to establish the goals, possible plans and effect of the already initiated alumni organizations. Most trainees reported that networking strategies were in place and very meaningful arrangements, and consultation pertaining to their ministerial development was being pursued. One trainee reported: "So far in Nigeria alumni organization has started and we have representatives from the three tracks. They have produced a newsletter which has been provided to all participants and communities to understand about the SLDI program ... the newsletter will be produced yearly ... trainees have grouped into three zones because of the vastness of the country; one zone has already met and discussed about their future but I do not have the details."

Administrators too reinforced the need of alumni organizations to encourage the trainee participants in networking and rekindling the leadership concepts. An administrator reported, "One thing we have done is to set up alumni association so that we can stay in contact with these women and kind of reinforce the concepts they were taught in the

program through networking and staying in contact; that is one way we are trying to sustain the program.”

Continuity of the program takes different shapes. For example, trainees reported having initiated innovative programs and projects that are changing peoples' lives and society as a whole. Such innovations are actions which disseminate the skills as well as continue the SLDI program's overarching goal which is to address people's needs amicably. In Kenya a trainee and a director of social facility that serves the underprivileged youths in one of the largest slum in Nairobi reported about a life-changing program:

This place was a small garment making center for girls who dropped out of school in the slum area ... I have used the skills to transform the center to offer more courses and provide opportunity to more students ... I obtained a grant and through it we have been able to support more community youths instead of idling around in the slums ... we are making garments for factory workers, school and nurses uniforms ... we have now employed some of our students ... we have also expanded to offer catering services program ... our plan is to continue improving and providing better services and training to the youths.

Such statements indicate that the program goal is stimulating the trainee participants to shape the lives of other people and their society, an indication of response to leadership initiatives in their cultural context.

The trainees' greater awareness that there is a bigger world than the one where they are indicates a broader vision engendered in them through participating in the SLDI program. Most of the trainees acknowledged that they were doing things without knowing

that there could be something better. Such recognition implies that there is a change of perspective and a willingness to adapt to new approaches to leadership and management in their projects. As a result, lifelong learning has become part of their experience with application of the new strategies they learned. A Ugandan trainee who is a director of a social and business training center described the effect of the leadership skills she acquired in the SLDI program:

I worked without knowing the skills I needed as a leader. I thought I had to be successful, but with the SLDI training I came to learn that it is not always success; faithfulness is most important ... now I have to keep developing myself and training others; this is an ongoing process ... I realize that leadership is not one way or my way of perceiving. We have all come to understand that we have to work hard with the people to participate, and together we make a team.

Another trainee in Tanzania explained, "The program brought a lot of awareness to us on how a leader should plan, work, and collaborate with stakeholders ... I thought a leader is the only person to be in the front line, but now I understand a leader is to guide, move together with team to accomplish what we have to do." Such recognition is an indicator of the trainees' growth and development as leaders with a readiness to obtain and disseminate new knowledge and skills for transformation. As such, the leadership program takes a new shape in trainee ministries by engaging in continued training and professional development of their co-workers. Developing new ways to ensure accountability and formalize

planning and processes is an essential strategy not only to practice leadership skills but also to disseminate the same to their ministries.

**Emergent Core Concept 6 and 7: Responsiveness to Change and Challenges**

The underlying goal of a leadership development program is the transfer and practice of the skills learned to increase personal and community leadership capacities so that trainees are better equipped to address issues and concerns within their communities. Leadership studies (Langone & Rohs, 1992; McCauley, 1998) indicate that these programs are meant to increase individual and community benefits. It is the hope of the program designers and implementers that trainees will practice the skills so that the program can yield a favorable return on the investment. As discussed earlier, a variety of factors interact to influence training transfer, such as appraisal of workplace environment, support by the staff and co-workers, opportunity for skills performance to facilitate adaptation and practice of the skills learned. This was evident in trainees and co-workers response in application of the knowledge and skills.

Studies show that personnel responsive to change are encouraged by adequate resources available in the workplace, trainee interest, and opportunity to apply the skills, removal of barriers and constraints of transfer and consequences of using training skills in the job (Chen & Klimoski, 2007; Lim, 2002). In this study, trainees' statements indicate a high level of enthusiasm and awareness that enhanced their desires to practice the skills. Most of the trainees cited the necessity and practicality of the skills application to their workplace. One trainee stated: "The skills were very practical and instructors helped us to think of ways we could apply these skills in our projects." Another trainee agreed, "Drawing an action plan on how to perform the skills in the ministries helped me ... I was able to think of how I could use the skills immediately." However, some trainees reported that there were hindrances, particularly if the trainee was not in a top-management position.



To convince the project leaders of the need for change took some effort. One trainee explained: "There were a few problems before people could accept change or the use of new perspectives and skills because they did not understand why and for what purpose ... it took some time for individuals to accept the change; mentoring and seminars enabled some to see the need for change ... I realized to change how people are used to doing things takes a leap of faith." Another added: "Mentoring helped to ease the difficulties relating to application of the skills ... people in workplace were adamant because they did not know what we knew from the training; we needed to teach them so that we could be on the same page." In mentoring their colleagues and co-workers, they quickly responded to skills practice and implementation.

Trainee enthusiasm to apply the skills was described in powerful statements such as this: "The training was an eye opener to many of us; we found the information very helpful and applicable to our work environment, there are lots of changes in plans and management." Another said, "I value the awareness this training program created in us ... awareness that there is a bigger world than where we are ... most of us were doing things without knowing that there could be something better ... this training has offered to use new insights." These statements illustrate that the knowledge and skills learned connected to the needs of the trainees and heightened their aspirations to apply the skills.

### **Challenges**

Leadership development studies suggest that challenges are inevitable in any training program implementation (McCauley, 1998; Reinelt, 2002). Challenges need to be taken as opportunities for learning and growth. Therefore, the challenges experienced by the SLDI trainees enabled them to adjust to their environment and respond to the needs. The

challenges were not received as hindrances but opportunities for learning, growth and adjustment. Table 8 illustrates some of the challenges trainees experienced.

Table 8

*Percent of Program Challenges Reported by Trainee*

<b>Challenge</b>	<b>N</b>	<b>Percent</b>
Re-assignment for both (mentor/mentee)	26	81
Scheduling for mentoring	24	75
Distance for travel to the program	16	50
Language difficulty	14	44
Paucity in computer use in ministries	14	44

Some of the trainees asserted that re-assignment (transfer) of the trainees and mentees to new workplaces was a challenge because they could not accomplish the goals they had set for mentoring in good time. According to the trainees, many of the women religious are reassigned to new ministries sooner because of the high demand for their services in variety of their ministries. In addition, trainee participants of the SLDI program were deemed to have developed essential skills needed in so many of their ministries. Some trainees were reassigned sooner because they had the skills needed to fill in the emerging needs of their ministries. A trainee in Kenya reported the effect of scheduling for mentoring after a mentee was re-assigned: "Mentoring was so good, we had progressed very well with my mentees, suddenly one of my mentee was transferred (re-assigned) to Malawi ... this created difficulty for both of us to continue in mentoring ... also another of my mentees was transferred to another village such that one of us had to travel to for mentoring meetings." Another trainee in Uganda explained: "The distance of travel to my mentee after the transfer was long, so it became impossible to mentor her ... we agreed that I would give to her all the notes and materials." Yet, another added:

I too was transferred three times during the period of this training ... I came here because there was need of a hospital administrator ... although it was good for me to serve where I am most needed, I found it difficult to leave my mentees ... the transfer destabilized my mentoring plan ... though now I have mentored four people and conducted two staff seminars on leadership and teambuilding.

Stability in a job is vital to implementation of the action plans that were required of the trainees. Despite the hustle of re-assignment, the trainees' vision to mentor their co-workers and colleagues was not deterred. For some mentees or trainees who were re-assigned, the mentoring process continued, though a new challenge emerged, the need to budget for travel to the mentee site or vice versa . A trainee in Nigeria stated: "Two of my mentees were transferred; for me to travel to their new reassigned location I had to budget for the meeting and sometimes when it was raining the roads to these places were impassible. Sometimes I could schedule to spend a weekend with the mentee."

Scheduling common time for mentoring was cited as difficult. However, this was not a major hindrance because the majority said that they conducted mentoring meetings at night and on the weekend: "Scheduling time for meeting was not so much a problem though finding common free time was somehow difficult, depending on the mentee position and the work load, sometimes there was power failure during mentoring when we are using a computer and we had to stop." Another trainee had similar experience:

Finding appropriate time to mentor my mentees was challenging because coming from training I had already missed two weeks of work and I had to cover this work and then plan when to mentor and train my mentees ... but

this did not stop me from mentoring ... I gave my mentees the notes to read and choose some of the areas they would like to learn more and then we could plan for the meeting.

Both mentors and mentees adjusted accordingly to the needs of their ministries and were accommodating. However, a few trainees also reported language difficulties. In some of the countries native languages are frequently spoken than English, and some trainees were more fluent in these languages. Some trainees reported of instructors' patience and effort to match them with a more experienced peer to support and explain some of the more complex concepts. It is important to note the fact trainees were not fluent in English, this did not mean that they did not understand the concepts when they were explained in familiar languages or supported with examples. In addition, during mentoring, some of the trainees had to translate to their mentees who did not fully grasp the concepts when discussed in the English language.

In this regard a trainee said: "The language of communication was difficult because we were taught in English and I could not effectively teach in English because my mentees were not very fluent in English, so I had to translate to my mentee." Another agreed: "Language was a problem for me because most people like to use native language, and I am not very fluent in these languages because I come from a different region from where I am working ... I did get mentees who we could communicate well in English ... we have written a grant and conducted two seminars to teach the community ... it was good because some mentees can translate to those who do not understand English." The trainees persevered and did not give up despite the language difficulty; in the end they have been able to implement the skills in their own context.

Finally, all trainees affirmed the need for computer skills and their importance: “It was good to have computer lessons as part of the program ... I had not touched a computer before this training.” However, they expressed the need for more computers so that they could carry on practice to perfect the computer skills: “Computer skills are very good for report writing, financial planning and email but we do not have computers to practice the skills.” Another challenge was electricity rationing in some regions. This made it difficult during the mentoring process, particularly where trainees needed to use computers in financial management such as Microsoft Excel. Some of the challenges are inevitable, and it is then incumbent upon the trainees to search for funding to advance their office needs. Some have already acquired computers through grants.

### **Summary of Findings**

The chapter presented the voices of 45 interviewees who participated in this study. These interviewees interacted in the SLDI program as trainees, instructors and administrators. Also, included in the findings are the site-visit observations, field notes and document analysis data that revealed the process, impact and effectiveness of the SLDI program. The findings illustrate a comprehensive process and feedback on the program delivery, knowledge and skills performance by trainees and the changes affected in their ministries. A synthesis of these voices produced seven emergent core concepts that explicate the entire program’s impact, effectiveness and sustainability: (a) functional indispensable knowledge and skills (b) meaningful pedagogical strategies (c) program outcomes or impacts (d) emergent development projects (e) sustainability strategies (f) responsiveness to change and (g) program challenges.

Findings relating to functional indispensable knowledge and skills demonstrate that trainees acquired relevant leadership competencies such as self-confidence, personal accountability and effective work habits. In addition the program provided an opportunity for self-discovery to change their leadership styles, to enhance their capacity in resource mobilization, to adopt individual accountability, to transfer skills to their work settings, and to propel community transformation. In the same vein, findings relating to pedagogical strategies indicated that relevant instructional design and practice had an impact on trainees' skills performance such that they were able to transfer learning to their workplaces. Moreover, they used similar techniques as those used by instructors to mentor and conduct seminars to their co-workers.

More findings reveal that trainee mentoring and seminar facilitation to their co-workers strengthened skills practice. Furthermore, findings disclose that effectiveness of a leadership training program needs to be planned and tailored to the specific goal and needs of participants work setting. For example, trainees employed the skills that they deemed relevant to their workplaces. As a result, large benefits of the SLDI program were reported in the workplaces, project development, innovative programs and sustainable plans for progress their ministries and society. A consideration of participants who would benefit from the program and spread the knowledge and skills implementation is vital. By and large, trainees who were in supervisory position practiced the skills more than those who were not in such positions.

The experiences and sentiments from the interviewees demonstrate the SLDI program as a worthwhile investment because it yielded favorable returns that are evident in the trainees' capacities to plan and execute these plans and create innovative programs in

their ministries. Furthermore, the changes as evident in the ministries speak more of the transformations brought about by the SLDI program in the trainees and their communities. Most of the trainees described a shift in their individual attitudes, beliefs and values changing in profound success stories about mentoring large numbers of co-workers, starting professional development initiatives, facilitation of group seminars to their communities and in initiating programs which otherwise they would not have started. The findings show that appropriate leadership and managerial constructs were embedded in the SLDI program and were transferred to the trainees through meaningful instructional strategies. In return, trainees reported meaningful changes in performance, in their workplaces and in their communities.

More findings on sustainability indicated trainees' creativity and innovativeness in initiating alumni programs, designing relevant programs that address the needs in their society, promoting self-reliance and mapping out the future of their ministries by establishing and pursuing meaningful development agendas that include education, healthcare and social economic initiatives. Additionally, effects of the SLDI program did not end with the end of the first phase of the program; rather sustainability effects are gradually realized through alumni organizations, designing new ways to ensure that the program continues to affect their ministries, pursuing further education, establishing a way to continue training leadership skills to more women. Findings indicate that given the opportunity for individual development, appropriate knowledge and skills in leadership training, women religious of sub-Saharan Africa have potential to become change agents and to bring desired change not only in their ministries but also to the society.

Overall, findings illustrate that the SLDI goals and objectives were tailored into the program input and outcomes are evident in the trainee ministries and society. In addition, trainees' enthusiasm to apply the skills cannot be underestimated because it was the path through which the SLDI objectives were realized. Trainees recognized the relevance of the training at the onset and worked hand in hand with the instructors to sharpen their skills to meet these goals. The findings reveal that leadership development program has the potential to facilitate prevail over the complexities, paradoxes and contradictions posed by the leadership challenge in public and private sectors in sub-Saharan Africa. In addition, leadership development is a catalyst of societal, community and development programs transformation.



## **CHAPTER 5**

### **Discussion and Conclusions**

This qualitative case study was conducted with a threefold purpose: first, to determine the impact, effectiveness and changes effected in the trainee participants and their ministries after being in the three-year Sisters Leadership Development Initiative (SLDI) program; second, to assess the best pedagogical strategies that were used to encourage skills transfer and practices in the participants' workplaces, and third, to determine the sustainable strategies that were in place to encourage future leadership development. A qualitative inquiry approach was deemed the best fit to conduct impact assessment because of its inductive nature and the ability it affords to engage participants through in-depth interviews that provide plausible interpretations of the SLDI implementation processes. Data were gathered through in-depth interviews, on site-visit observations, field notes, program document analysis and informal conversations with the participants. A total of 45 interviewees, including 32 trainee participants, ten instructors - four from East Africa and three from the United States and West Africa respectively- and three program administrators, (one from each region), were interviewed.

Data gathered were transcribed verbatim and typed using the Microsoft Word computer program. Then, data were exported to a Microsoft Excel spreadsheet and analyzed to observe emerging concepts, which were tallied and then compared against the research questions. In the process, the researcher conversed thoroughly with the data, reading through it in its entirety and developing codes in order to form categories and sub-categories relevant to the study. Trustworthiness was judged by assessing on the logical consistency of the arguments and strength of the quality of evidence provided from the data. Triangulation was

used to crosscheck evidence against three groups of interviewees – trainees, instructors and administrators. In the process, seven emergent core concepts germane to this study were construed from the tabulated data: (a) functional indispensable knowledge and skills, (b) meaningful pedagogical strategies, (c) program impacts, (d) emergent development projects (e) sustainability strategies (f) responsiveness to change and, (g) program challenges. In this section a discussion of the findings in relation to the purpose of this study and emergent core concepts are weaved together with relevant literature to situate this study.

### **Impact, effectiveness and changes in participants and ministries**

Impact assessment (IA) strategies were used to assess the changes that resulted in the trainees, their projects and their ministries as a result of engaging in the SLDI program.

Hulme (2000) defines Impact Assessment (IA) as a means through which evaluators determine the effectiveness of a program by judging the significant changes brought about by the program activities. The intention is to determine the extent to which a program produced the anticipated or desired effects on the individuals, institutions, projects, community and society. Impact assessment also examines unintended consequences to the beneficiaries, positive or negative (Baker, 2001). Negative impacts can suggest the need for change while positive impacts may indicate success of the intervention in realizing the goals. In this study, the intervention was the SLDI program, and the entities were the individual women religious participants in the program, their projects and communities. Assessment of the impacts in the aforementioned entities and effects attributable to the leadership development were goals of this study.

*Were the goals and objectives of the Sisters Leadership Development Initiative (SLDI) program attained?* Evidence is contained in the first emergent core concept, *functional indispensable leadership skills*, which produced four sub-categories that illustrate convergence of the SLDI program objectives and competencies in the trainees' practices. The sub-categories include (a) individual leadership capacity (b) resource mobilization capability (c) effective transfer of skills and (d) community and project transformation. In addition, findings illustrated in Table 1 and Table 2 in Chapter 4 show that by being in the SLDI program, trainees attained individual growth in knowledge, leadership competence and practice in their projects.

The study revealed that trainees increased the capacity to apply the skills in their ministries. Evidence from the anecdotal data shows increased individual leadership capacity and trainees' growth as leaders and mentors. These effects are apparent in observations of participants such as: "It was a great opportunity to challenge and change myself ... I really appreciate that I was given the opportunity for individual development." Additionally, trainees expressed an increase in their self-awareness, self-confidence, and analytical problem solving skills among other skills as illustrated by a trainee who observed: "I had not had any leadership preparation; the knowledge and skills I learned in this training are vital ... I am confident in management and I use these leadership strategies to delegate and involve co-workers in decision-making." Instructors, too, mirrored the trainee sentiments: "Some sisters could not stand in the presence of a big crowd or group to do a presentation ... now they are so confident because they were taught how to prepare and practice a speech beforehand."

Frequently cited leadership skills included a change in individual capacity to involve stakeholders and to employ effective skills in communication, mediation, listening, public speaking, networking and teambuilding. They also reported a level of change in their personal values and beliefs, including a capacity to plan and execute the plan, to motivate staff, and to utilize financial management capabilities and resource mobilization skills. Trainee anecdotes illustrates this change: “Staff motivation is really working in very positive ways ... it is very useful to complement what the staff accomplishes and I have seen great change in teamwork.” Also, “I have confidence in financial management ... I have trained all bursars so that we can all understand and communicate about financial planning ... I have obtained a computer, printer and a projector for the ministry.”

In retrospect, these skills clearly reflect the competencies described as desirable in the initial grant proposal to the funding organization. Furthermore, these findings are consistent with effects shown in leadership development literature on increased levels of individual growth (McCauley et al, 1998; Day, 2001; Guthrie & King, 2004); financial, project and community transformation (Burke & Hutchins, 2008; Van Velsor & McCauley, 2004; Reinett, Foster & Sullivan, 2002), clarity about leadership, and adaptation of essential leadership qualities (Bolden, 2007; Campbell, et al, 2003; Caffarella, 2002); improved interaction and participation (Wituk *et al*, 2003); and individual transformation to create social and economic impacts (Reinett et al, 2002; Avolio, 1999; Bass, 1998). Moreover, the skills strengthened the individuals’ capacities to promote vitality in their communities (Lott & Cazdon, 2009). It is concluded that the SLDI program achieved its goal of endowing the trainees with essential skills to become better leaders who mentored others to collectively

effect innovation and social and economic transformation in their ministries as well as provide new direction to their projects.

Several IA studies explicate that changes realized after an intervention (program) emphasize “proving” the benefits or “improving” the intervention (Hulme, 2000; Mosley, 1996; Khandler, 1998). Transformations realized in the trainees and their ministries suggest that the SLDI intervention was a worthwhile investment. However, the degree of change may vary by individual trainees and/or skills implementation because of their position in the workplace. Furthermore, the leadership training enhanced capacity building. Hudson (2005) defines capacity building as the actions that promote the collective power of a group to improve economically, socially, culturally and politically. Trainees developed a capacity and the potential to ease the socioeconomic challenges of their people because they introduced social and economic reforms through microfinance programs and social programs for their people as illustrated in this observation: “Women and girls walk long distance to fetch water ... the grant helped to sink a borehole for the community.” In addition: “The grinding mill is useful for the local people in this area ... we employ some students and people in the neighborhood.” Such community initiatives are milestones for success showing that skills performance is an investment in the communities.

*What were the impacts of the SLDI program on the ministries of the participants?*

Measurable and observable innovations were evident in the projects, communities and areas where the trainees serve. These indicate that trainees used the knowledge and skills given to them to attain the desired changes. Quantifiable impacts were evident in the spillover to the projects, communities and societies where they operate, as illustrated in Chapter 4, figure 15, which describes the major impacts of the program. The impacts ranged from individual

examples that include changes in leadership styles to strategic decision-making. As one trainee explained, “I did not know what a strategic plan was before I came to this training ... now I can figure out the goals and vision of the hospital and plans to achieve the goals ... it is wonderful to see and explain what we can achieve together.” Project impacts included use of new leadership skills to obtain tools for their workplaces such as computers, printers, internet accessibility and projectors. For example, said one, “I value the awareness this program has created in us, awareness that there is a bigger world than where we are ... most of us were doing things without knowing that there could be something better ... this training has offered us new insights ... we now have emails and can communicate effectively.”

Community impacts were created by dissemination of skills through mentoring and seminars to co-workers and the applying of these skills to create change. One trainee said about a seminar she offered to co-workers: “Skills on conflict management were well received by the staff during the seminar ... there is more dialogue and mediation in handling issues, and resolving problems also communication has also improved.” In addition, societal impacts included a wide range of services that had large effects in communities such as obtaining medical equipment to improve health services and improving social service programs, including orphanages and street family programs as well as micro-finance for unwed mothers and the elderly.

Overall, large impacts were realized through the practice of fundraising and grant writing skills, as a trainee attested by stating, “I developed fund raising skills that I am using locally to mobilize people to become conscious about local community needs and how we can come together to address the issues.” In addition, of the 32 trainees interviewed in this

study, 94% raised about half a million dollars combined locally and internationally to improve their projects, to develop the needed human resources, and to encourage self-reliance through micro-financing programs. Several studies support the SLDI findings on social and economic impacts arguing that microfinance has beneficial economic and societal impacts (Cheston & Reed 1999; Khandker, 1998; Mosley & Hulme, 1998). In a study conducted in Bukina Faso, Kevane (2004) found that evaluations captured evidence of increased behavioral, social and economic gains, as well as significant investments in increasing or improving productivity. Therefore, the SLDI program created not only individual but community and societal transformations.

The next question addressed is, *What projects evolved from the three-year program?* Findings illustrated in Chapter 4, Table 6 describe trainees' capability to use the skills acquired from the program to assess the needs of their projects, communities and ministries and selected techniques to decipher these needs. For example, one participant said: "This was my first time to write a grant proposal ... we now have a ultra sound machine and are able to care for the mothers better," another stated: "The children's dental problems have been taken care of ... I am pleased to know that this problem is being taken care of because some lost teeth at a tender age." These findings illustrate the achievement of the SLDI program's overarching goal, "to address the needs of their people." Impact assessment studies suggest that the first step towards empowerment is to ensure that the target population takes the lead in problem identification and analysis, and creation of a tailored solution (Mayoux, 1997; Hulme, 2000). Other studies have found positive impacts in assessment of social and economic indicators showing an increase in empowerment (Barnes, 1996; Goetz & Sen Gupta, 1996). They show the trainees were empowered, and in turn they

took the steps towards realization of their project goals by identifying the needs and writing grants to address these challenges.

These findings also respond to the question, *What benefits have evolved for the community and stakeholders?* Innovative projects were created and existing ones were transformed as illustrated in Chapter 4, Table 6. Trainees cited several projects that they created or renewed using the skills they learned in the SLDI program. The benefits included: (i) individual growth in increased leadership capacities, (ii) rendering quality services through skills performance, (iii) institutional and community benefits through mentorship programs (iv) social economic benefits to underprivileged persons and communities, and (v) community benefits through employment and services such as a bakery, a borehole and medical care. More benefits resulted from improving programs including construction of classrooms, and a science laboratory and the purchase of school equipment to improve and support education. A trainee reinforced evidence of these by saying: “I developed fund raising skills that I am using to mobilize people to become more conscious about local community needs and how we can come together to solve the issues.” Another asserted: “Grant writing skills have been very helpful ... I wondered how I would obtain a higher vehicle so that I could reach to the people in the rural areas; many of them do not have access to medical services ... we were funded and bought an ambulance.”

Other benefits included the use of the skills acquired to train people to improve farming such as with piggery, cattle rearing, poultry, coffee and grain farming, as well as using these projects as income-generating for their communities: “We have become professionals in operating finance, undertaking needs assessment, providing loans to women and training them to start small businesses to encourage their self-reliance.” Indeed,



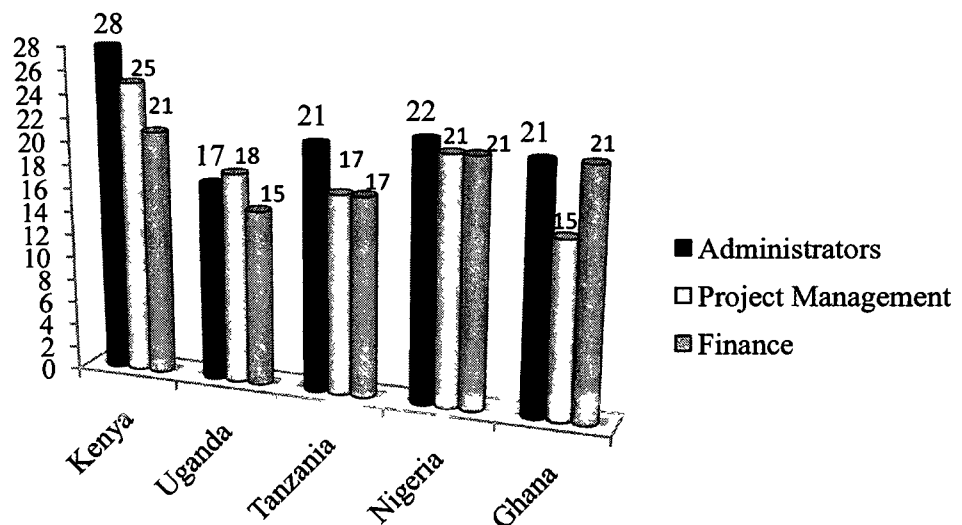
mentoring contributed to the impetus of change among the trainees and mentees as well. These practical changes reflect internal capacity in the individual trainees to believe in themselves as leaders and the self-confidence to enact these projects to improve life for their communities. These programs and projects were beneficial to individuals, families and community because they provided services and employment.

Overall, the result of these projects created meaningful effects in the community, and that included improved medical care, provision of clean defluoridated water, improved farming methods, self-employment through micro-finance programs, employment in the institutions, change of life style as a result of obtaining regular income, leadership capacities in the mentees and colleagues, improved care in orphanages and unwed mothers' programs among other benefits. The effects accounted for in the SLDI program are similar to findings in impact assessment studies (Hulme, 2000; Goetz & Sen Gupta, 1996; Peace & Hulme, 1994; Hulme & Mosley, 1996; Chen & Dunn, 1996) that propose that what is measurable is the change in the units of assessment, including the individual, a household, an enterprise, a community and an institutional environment within which the agents operate. The transformations created by the trainees ripple over to their projects, their communities and their society propelled by the mentoring element embedded in the SLDI program. Mentoring and seminars increasingly created multiplier effects in the communities.

### **Strategy of program delivery**

To assess the program delivery in the five sub-Saharan nations, the question, *Did the program delivery in the five nations match the initial strategy outlined in the funding proposal?* was examined. The initial grant proposal to the Conrad Hilton Foundation outlined a multi-track three-year SLDI program to be offered to 340 women religious in five

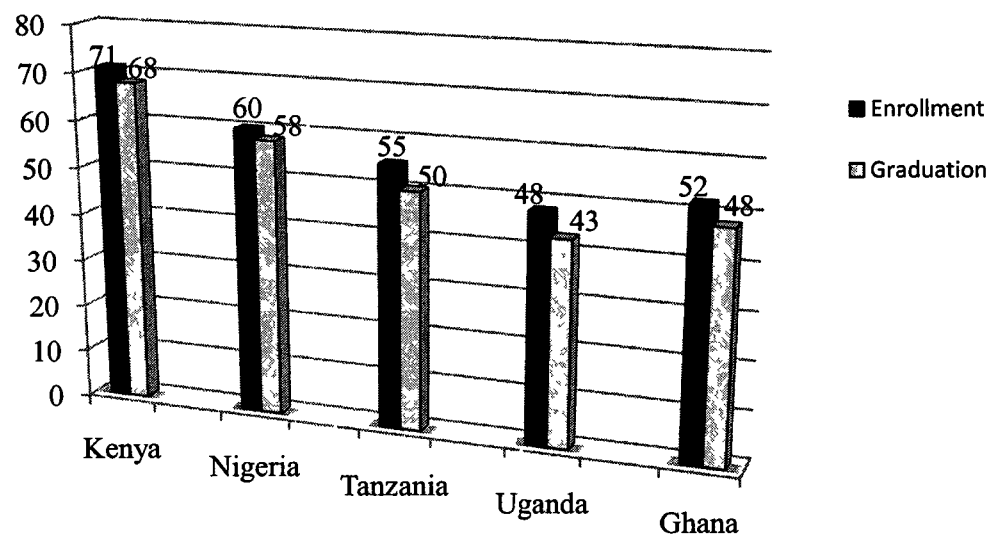
sub-Saharan nations: Kenya, Uganda, Tanzania, Ghana and Nigeria. The proposal described the tracks as including administrative, financial and project management and delineating 13 essential leadership competencies. The overarching goal was to cultivate competencies relevant to administering projects and programs that address human suffering in their countries more effectively. Analysis of the program documents, evaluation materials, interviews, and site-visit observations demonstrate that the SLDI program has endeavored to achieve its goals and the objectives stipulated in the initial program proposal. The program served women from 108 religious congregations. These women provide human services to the sub-Saharan peoples as teachers, nurses, social and pastoral workers. Figure 12 shows enrollment in each country by track.



*Figure 12: Trainee enrollment by country and by track.*

Findings from both formative and summative evaluations undertaken during the three-year program implementation revealed observable and measurable economic gains. The evaluative component embedded in the program proposal allowed for necessary adjustments, and a report was annually submitted to the funding organization. The

evaluation reports indicated that more than 1,000 co-workers and staff were mentored. The mentoring component of the proposal is ongoing, creating far reaching effects for the mentees and their ministries. At the end of the three-year program, a total of 267 who attended all the five sessions in the three-year program graduated with a certificate, a retention rate of 96% was recorded and 93% graduation rate. The summative evaluation report indicated success in graduation as shown in Figure 13.



*Figure 13: Total enrollment and graduation by country*

According to the respondents, using instructors from both the United States and Africa, as indicated in the grant proposal, was an added advantage in enhancing cross-cultural fertilization of expertise in teaching in the program. Hofstede et al (2005) notion of cultural software of the mind supports cross-cultural concepts to enlarge trainees' systemic thinking. Trainees reported meaningful experiences as a result of being taught by instructors from different cultures. This value was described as enhancement of their global perspective and understanding. Trainees compared notes from various instructors and indicated gaining different perspectives and examples encouraging a global leadership model.

### **Pedagogical practices that encourage skills transfer to work-places**

Results gathered to the research question *What pedagogical strategies are considered most effective?* are given in Tables 3, 4, and 5 in Chapter 4. Findings explicated in the emerging core concept *meaningful pedagogical strategies* produced three sub-categories on preferred instructional techniques: (a) participatory or interactive strategies, (b) project-based strategies, and (c) use of relevant materials that enabled trainees to connect learning to their workplace settings. These findings illustrate the centerpiece of a leadership program as being to enable its participants to transfer and practice the skills in their workplaces. Both trainees and instructors concurred that the instructional techniques used elicited learning, retention and transfer of skills.

Skills-based leadership development like the SLDI program endeavors to encourage individuals to gain knowledge and skills necessary to sharpen their current skills or develop new ones. Transfer of skills is defined as “the effective and continuing application of the knowledge and skills gained training in both on and off the job” (Broad & Newstrom, 1996, p.6). For effective transfer, the training process assumes that through step-by-step instruction and demonstration, the trainees can learn new skills and techniques and practice them. Trainees stated that instructors used essential techniques to encourage knowledge and skills acquisition. One trainee said: “Instructors gave us case studies to read and discuss in groups ... this was very helpful because the cases focused on the daily issues that we face in our workplaces ... discussion enabled us to develop different perspectives.”

The pedagogical practices allowed for ownership and practice of the skills, as acknowledge by a trainee: “We could write an action plan on how we would implement the skills and what we were to mentor ... then we read the handouts and notes so that we could

fully understand because you could not mentor or apply what you did not know.” The statement suggests that trainees gained ownership of the knowledge and skills needed in order to teach or mentor their co-workers. Instructors affirmed that: “We provided handouts and reading materials because trainees were to mentor some other people; we were training trainers; if a trainee was slack and did not understand the material, it would be difficult to train their mentees.”

Factors cited as enabling rapid transfer of skills to the workplaces included (a) use of relevant instructional techniques, (b) instructional techniques which resonated with culture and trainee ministerial desires, (c) uses of relevant content, materials which addressed trainee workplace needs, (d) individual motivations to practice the skills, (e) mentoring co-workers and colleagues’ enhanced practice and transfer of skills, (f) receptiveness of the new knowledge and skills in workplaces. Also, recognizing the outcomes such as funded grants that resulted from the trainee use of grant writing skills and leadership abilities, awakened their desire for innovation

Studies on best practices in training transfer illustrate findings similar to those revealed in this study. For example, timing of the intervention (Burke & Hutchins, 2008; Gaudine & Saks, 2004), needs of the work environment, design of the training program and delivery techniques, (Baldwin & Ford, 1999; Burke & Hutchins, 2008), and characteristics of trainers in their expertise in teaching principles (Lim & Morris, 2006; Gaudine & Saks, 2004) combine to propel training transfer. In this study, all the instructors had more than ten years of teaching on a college or university level. In addition, the use of practical techniques relevant to actual job duties was acclaimed because they increased trainees’ skills performance. Moreover, group discussions and case studies raised trainees’ skills in critical

and analytical thinking. Trainees affirmed that the use of interactive activities encouraged participation and allowed them to come out of their cocoon – the effect was self-confidence, self-awareness, public speaking skills, action planning, ability to work in group dynamics, facilitations skills, and overall change in leadership styles and behavior: “I have gained more support in my work than ever before. There is a sense of oneness and I see effect of good communication and teamwork ... now we have begun the visioning process and I look forward to see the outcome.” Moreover, trainees used similar instructional techniques to conduct seminars and to mentor their colleagues.

Many research studies propose that the dynamic global society requires skills in human resources for the institutions to learn, adapt, and change (Senge, 1994) to respond to the needs of the society. Cromwell and Kold (2004) assert that only a small portion, about 15%, of learning transfers to the job, while Ford and Kozlowski (1997) contend that the mean transfer is with the 10% to 40% range. Russ-Eft (2002) asserts that identifying trainee’s skills transfer needs in workplaces, and Lim and Morris (2008) propose the need to boost of training through action plans and mentoring enhance transfer of skills to workplaces – these elements were cited as relevant in this study. Apparently, the model of the training and teaching strategies facilitates transfer of skills. For example, the use of theory- practice-theory and folding in action plans demanded that the trainees implement skills that resonate with their workplaces. So action plans increased trainees skills transfer and performance.

Other studies support these findings, indicating that the model of training design, trainee characteristics and workplace are essential factors to the transfer of skills (Ford & Weissbeing, 1997; Yamnill & McLean, 2001). Additionally, Martin (2010) established that workplace climate, peer support, and availability of resources are essential ingredients to

skills transfer. Similarly, this study found that behavioral changes following a training occur; however, resources are necessary to ensure support, and practice to cement the skills into the job routine. Also, Hawley and Bernard (2005) suggest that networking with peers helps to clarify job-related ideas and seeking peer advice and support eases skills transfer. In this study, networking among instructors and trainees was cited as helpful because trainees continue to consult instructors via emails to borrow ideas. Similarly, use of technology in training, such as computers and email, provided networking tools that support the collective spirit among the sub-Saharan African peoples.

Another unique element provided by the SLDI program was recognition of the larger model of the complex global business landscape and the need for trainees to develop an understanding of global leadership paradigms. The use of international and local instructors provided multiple learning experiences for the trainees to develop a larger worldview to operate as leaders. International and local instructors complemented each other in offering new ideas to the trainees. This was expressed as a building block to increase cross-cultural fertilization through discussions of key leadership figures and concepts that trainees could aspire to emulate – a unique perspective of the SLDI program. Studies show that certain factors can hinder transfer of skills, such as lack of opportunity to practice the skills in the job depending on the position the individual holds in the organization (Reinett, Foster & Sullivan, 2002; Lim & Morris, 2006; Branham, 2005; Lim, 2000), paucity in understanding the concepts, and lack of equipment to drive the desired change (Branham, 2005; Ford & Weissbein, 1997).

### **Sustainability strategies**

In an effort to investigate sustainable concepts embedded in the SLDI program, the research question, *Are sustainability strategies in place to sustain the program?* was examined. The findings illustrated in the emergent core concept that *sustainable strategies* described in Chapter 4 indicate that trainees made efforts to implement sustainable initiatives such as (i) mentoring, (ii) alumni organizations to increase networking with each other, (iii) adaptation of new leadership styles, (iv) successful grants to improve programs and projects, (v) developing strategic plans to map the future of their programs and projects, (vi) obtaining computers and installation of internet to improve communication, reporting, service delivery and networking and (vii) improving educational, medical and social service facilities for their people. These programs elucidate engrained sustainable strategies.

In this study sustainability implies “meeting the needs of the present generation without compromising the ability of future generation to meet their own needs” (UN, 1987). Ehrenfeld (2005) views sustainability as creating living systems in patterns that allow life to flourish at all times. Overall programs and initiatives established by the trainees are indicators of progress and investments into the future for their people, projects, institutions and society.

The current movement on sustainability envisions the creation of relevant strategies leading to developments to reduce social and economic strife among the people (Macmillan, 2000; Fullan, 2001) and to improve the future of humanity. Moreover programs and innovative projects by women religious are geared towards addressing the social and economic challenges of the SSA peoples. Similarly, the SLDI program in its design contains sustainable characteristics described as encouraging trainees to pursue and practice



leadership capacities that improve, maintain, increase production, and persist to deliver effective services in education, healthcare, and social and pastoral areas. Through the SLDI program, trainees were engaged in leadership conversations that led to fresh thinking on ways to engage their co-workers and communities. As a result, collective ownership was realized in stakeholders' engagement in organizational development, strategic cooperation in planning, implementation of self-reliance programs and better farming initiatives to encourage innovativeness as a sign of thoughtful sustainable practices.

### **Mentoring as a sustainable strategy**

Mentoring as described and practiced by the trainees had huge impacts in the trainees, their mentees, and the communities and is a sustainable strategy to perpetuate knowledge, skills, career development and social support to the co-workers. The goal of mentoring was to disseminate knowledge and skills to colleagues and co-workers, so that all could facilitate change and efficient service delivery. Trainees as mentors assumed the role of enablers, peer supporters, motivators and encouragers to stimulate mentees' and co-workers' resourcefulness. As a result, numerous benefits were cited as emanating from individual mentoring, group seminars and the embedding of training concepts into their professional training plans. Momentous and reliable networks and supportive relationships among mentors, mentees and instructors were also formed. For instance, the 32 trainees in this study mentored 117 people, 21 more than the required three per trainee, and conducted seminars to 173 people. The ripple effects cannot be underestimated. At the time of this study, mentoring and seminars and consultative communication among trainees and instructors was ongoing.

These findings correlate with mentoring studies that illustrate mentoring as an essential tool in human resource development (Horvath, Wasko, & Bradley, 2008; McCauley, 2005) because it increases staff knowledge and skills (Eby, Rhodes & Allen, 2007; Rock & Garavan, 2006). In addition, mentoring improves human resource development outcomes in training and career development respectively (Hezlett, 2005; Wanberg, Welsh & Hezlett, 2003) and is linked to positive attitude in the staff, job satisfaction and lower staff turnover (Cotton & Miller, 2000; Horvath et al, 2008). Studies link mentor choice to positive outcomes, such as enhanced career-related and role modeling behaviors (Allen, 2006; Stead, 2005).

Considering trainees' approach to mentoring, this study revealed that mentoring centered on career and psychosocial development behaviors. The trainees endeavored to mentor their co-workers and colleagues to become more proficient as leaders in order to undertake their responsibilities efficiently, as well as to increase their self-confidence, self-awareness and assertiveness in leadership roles: "I learned about effective planning, reporting and time management and I am using these skills"; "My financial books are in good order, I provide a report any time that it is needed ... the financial manual is a useful tool in providing checks and balances." Comparable findings articulated in mentoring studies propose that career-oriented behaviors focus on career enrichment functions for mentees to assume challenging functions (Wanberg, et al, 2003) so that psychosocial behaviors are directed towards an increase in self-confidence and self-efficacy (Stead, 2005). Stead (2005) perceives "psychosocial mentoring to include role modeling, personal support, increasing confidence and self-awareness in the mentee's ability and professional identity" (p. 172). Likewise, in this study, trainees concurred that the training improved their

career-orientation and behavioral development that included change in leadership values and beliefs, increase in self-motivation, leadership capacity, self-confidence, self-awareness, and self-efficacy, among other skills. Development of these skills in the trainees heightened their desire to pass on similar skills and experiences to their mentees, co-workers and communities.

The mentoring approach described is consistent with the Social Learning theory (Bandura, 1977; 1986). Bandura (1977) proposes that human behavior is learned through modeling where people learn by observing behaviors and imitate these behaviors. In this view, interaction between mentors and mentees influenced individual capacity and role performance. Bandura (1986) argues that through modeling, people can be empowered to attain creative mechanisms and can exercise influence on other people. As a result of this influence, individuals can change to become more resourceful. Applying Bandura's (1986) constructs in this study, trainees were able to influence mentees through modeling, skills transfer, and attitude and value change by enabling them to become more practical and resourceful in their ministries. For example, trainees' introduction to the use of computers and emails to network, to financial manuals and internal controls, and to property management influenced the mentees, co-workers, projects, and communities to adapt a new and economical management style that ensures responsibility, sustainability and effectiveness in their ministries. Moreover, behavior modeling is related to transformational leadership because it enhances influence and changes for the better – the framework used in the SLDI program design.

### **Program lasting effects**

Responses to the question, *What did participants perceive as lasting effects of the training program?* illustrate that obtaining leadership skills increased individual growth and change of perspectives. Many significant lasting effects are described in Chapter 4. For example, leadership skills created change in individuals and their ministries as illustrated in trainees' ability to write grants, create projects, and address the needs of their people through construction of classrooms, healthcare initiatives, providing science laboratories, building a bakery and gridding mill. All these projects have lasting effects. First, the trainees have a capacity to assess the needs and design ways to address them; second, the program improves the target population's life; and third, societal effects of these programs result in development. Other examples that indicate lasting effects included renovation of hospitals, obtaining medical equipment for improved medical care, improved orphanage and unwed mothers programs, and change of people's lives through micro-finance programs, creation of employability opportunities, and providing clean defluoridated water, among other effects.

It can be concluded that the skills-development program facilitated a shift in trainee mental models, as suggested by the statements: "My way of thinking has changed," "I see things differently," "I became aware that I am an implementer and I need to allow designers to do the designing work" and, "I am able to conduct needs assessment and mobilize funds." The said shift enhanced the trainees' capacity to use alternative perspectives and to apply best leadership practices to improve projects and programs that address social, economic, and healthcare concerns. Lasting effects described in this study articulate sustainable indicators as a reflection of the skills acquired and implemented and how they influence trainee workplaces and communities with a change for the better.

The new knowledge and skills gained were practiced to create transformation. As a result, the leadership program was perceived to have created lasting effects in the trainees because they adopted new ways of perceiving self or engaged in a process of self-authorship that indicate the emergence of transformed leaders. Kegan (1994) describes how people create a personal reality or self-authorship by “internally coordinating beliefs, values, and interpersonal loyalties” (p.76). He explains that an internal foundation, “yields the capacity to actively listen to multiple perspectives, critically interpret those perspectives in light of relevant evidence and the internal foundation, and make judgment accordingly” (p.220). Borrowing from Kegan (1994) the SLDI program engaged trainees in leadership skills that provided a new approach to engage in leadership and resource mobilization to affect projects, communities and society. Practice in the newly gained leadership skills influenced their projects and communities in a new way, affirming insightful self-authorship in the trainees driven by the SLDI program.

#### **Insights on program continuity agenda**

Examined also was the question, *What plans are in place to assure the continuity of the program?* Findings reveal a variety of ways that trainees have designed to perpetuate the leadership development program. Recall, the goal of the program was to increase germane leadership skills in women religious to run their programs and serve their people effectively. Evidence from site-visit observations and participants’ anecdotes show that trainees designed ways to bring about continuity and change in the projects and communities.

First, a proposal has been pursued to provide further training to a few sister participants of the SLDI program to carry on as facilitators of leadership training to more women religious in their communities: “We planned that some sisters, at least two from each

track, would go deeper in leadership and computer skills so that they can give workshops to train others sisters.” Second, three of the trainee interviewees in this study are already taking advanced leadership and project management classes in various colleges, a revelation that SLDI program awakened their desire for learning that is imperative for change. In view that three of the 32 trainees interviewed were enrolled in some kind of a skills-development program and another three had plans to start such a program by the end of the year, perhaps there are more that are enrolled in similar programs creating multiplier effects.

Third, alumni organization initiatives have been pursued as an indicator of the continuity of the program in a new form of networking and collaboration: “Alumni organization will help us to be in touch with each other.” Additionally, “We have produced a newsletter which has been provided to all participants and communities to understand about the SLDI program ... the newsletter will be produced yearly to report SLDI alumni progress and initiatives.” In addition, the organization provides supportive networks among the trainees. However, there is need for further study about the effects of alumni initiatives and the long-term effects of these networks. In a scan of 55 leadership programs, Reinelt et al (2002) established that significant relations in the form of alumni organizations develop after engaging in a leadership program.

Fourth, innovative projects initiated by the trainees and remolding of the existing ones suggest sustainable effects to preserve and ensure continuity of the programs to serve more people. Investment projects improved trainee service delivery as seen in the example: “A four wheel drive vehicle is useful to serve rural communities ... now we can provide the so much needed medical services.” Fifth, trainees are still implementing change. For example, some trainees were able to raise funds for more than one project and a trainee

mobilized funds to construct two classrooms and a science laboratory, sank a borehole and obtained a gridding mill. Trainees continue to pursue more opportunities for projects and programs, and the domino effect is felt in their communities. Sixth, providing employability and self-reliance skills to their people is a form of empowerment through micro-finance programs for unwed mothers, employability skills in garment making and cookery to increase self-reliance, and improving the life of their fragile people. As a result of learning garment making, students too have started their own life sustaining businesses and are creating opportunities for others.

### **Theoretical perspectives**

This study was framed by a model of three theories that weave together transformational leadership (Bass, 1985), diffusion of innovation (Rogers, 2003), and cultural software of the mind (Hofstede & Hofstede, 2005). A transformational model was applied in the design of the SLDI program, the goal being that trainees would acquire relevant leadership skills to create change in their ministries and render effective services. Findings in the study indicate enormous individual growth and transformation in their understanding and practice of leadership skills relevant to their work environment. In addition, project, community and societal changes were reported in initiatives that include among many examples, sinking a borehole, construction of classrooms and hospital renovations, dental care for the children, and purchase of essential health service facilities, to mention just a few. These findings correlate with Bass, (1985) the proposition that leaders involve team players to create relational connections that raise their consciousness, self-interest and fullest potential to contribute to the organization. Evidence in this study revealed trainees' change in values, leadership capacity and influence to bring change in

their projects and society. Moreover, studies link transformational leadership with innovation (Hinkin, 1999), identity, motivation and change (Margues, 2007) and generation of new ideas (Sosik, 2007).

Leadership skills turned trainees into change agents by adaptation of transformation leadership models. A leader is the person who creates effective change in group performance and espouses vision to encourage new ideas and influence people in the organizations. Schein (1990) asserts that transformational leaders help to shape and maintain the desired culture in an organization and (1994) argues that transformational leaders influence changes in organizations by building commitment for the organizational mission, objectives and strategies. This is true of the trainees in this study. They implemented the skills in response to their mission statements geared towards rendering improved services to the underprivileged individuals that include unwed mothers, slum and street families, orphans, and pastoral or nomadic people who do not access healthcare or education, among other groups.

Culture software of the mind (Hofstede & Hofstede, 2005) was applied to inform this study. Hofstede's (2005) metaphor of "*culture software*" suggests that much like the operating system of computers, culture determines how people operate – *mental software*. Hofstede conducted studies in 53 cultures around the world using a 32-item cultural scale (1980; 1984; 2001). The conclusion was that "human mental programs lie within the social environment in which one grows up" (Hofstede, 2005, p.3). Results of these studies illustrate the impact of culture and its influence in the way people operate. Using Hofstede's theory to situate this study, the program design, content, and instructional techniques must be relevant to individual cultures in order for trainees to figure out transfer and practice of



the knowledge and skills to workplaces. This evaluative study confirms that trainees were able to transfer the skills, mentor colleagues and co-workers, facilitate seminars and ensconce relevant concepts into their workplace development plans because of the relevant design, content, and instructional techniques embedded in the training program.

The sub-Saharan African culture under study here is by and large restrictive and impedes women's development (Maathai, 2006; Sikazwe, 2006). Hofstede's cultural studies elucidate the need for leadership development like the SLDI program to help all women to unweave patterns of thought, behavior and actions that inhibit their own development and enable them taking on of leadership roles in corporate areas and non-profit programs. Studies reveal that culture influences attitude (Zhang, Zheng, 2009) and that satisfaction and commitments vary across cultural groups (Clugston, Howell, & Drufman, 2000). Zhang and Zheng (2009) propose that cultural values shape how a person react to their jobs and provides motivation to transfer learning. Acquiring competencies like those generated by the SLDI program, including positive attitudes, values and behavior, openness to change, financial and resource mobilization skills, can permeate best leadership models and practices in SSA.

This study established that because of the training program, trainees became change agents to propel transformation in their society; for example, 94% of the trainees raised about half a million dollars to address ministerial needs, suggesting that given the opportunity women can play huge roles to transform sub-Saharan Africa. Studies about African leadership attest to the cultural concept that Africans rarely abandon their own culture, suggesting that leadership development must resonate with cultural norms and values (Awedoba, 1995; Tutu, 2000). Moreover, Africa's potency is prevalent in social

networks which are invisible to people unfamiliar with the culture as such alumni organization promotes this facet. Findings illustrate that trainees implemented the skills to address the needs of the cultural fabric such as sinking a borehole, provision of education to nursery school children, obtaining a generator, cattle rearing, poultry and piggery farming, among other initiatives. These programs are perceived as the immediate needs of the people in these cultures that needed to be taken care of.

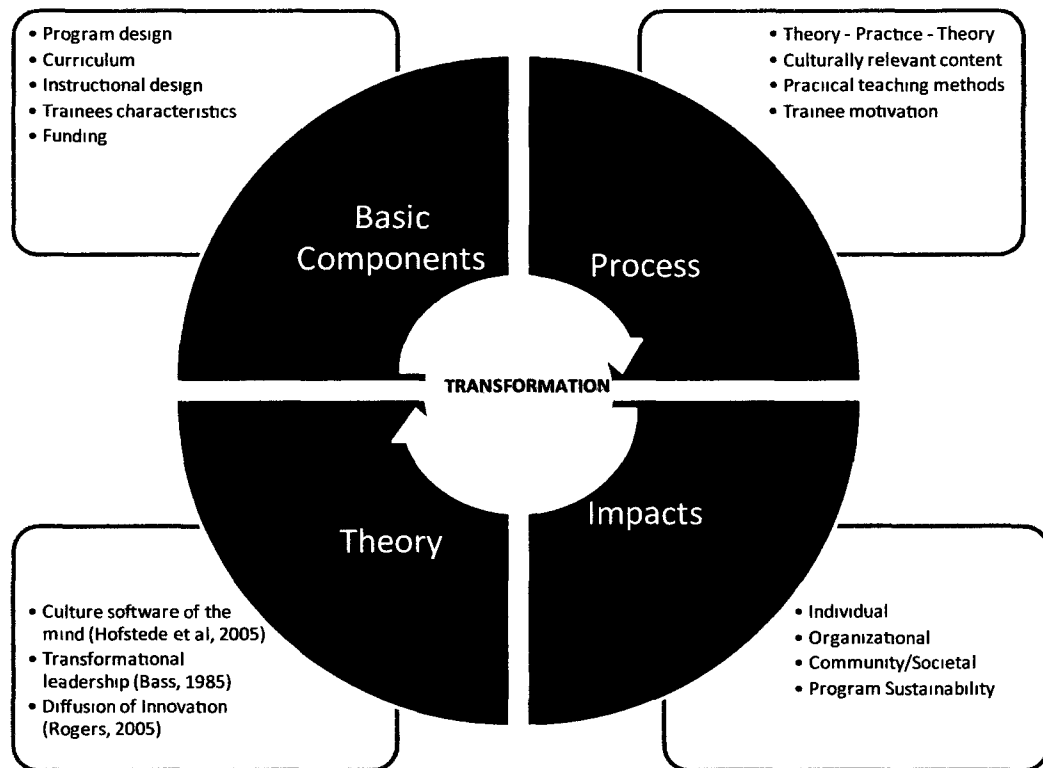
Diffusion of innovation theory (Rogers, 2003) was applied as a process through which transfer of skills was centered. In this study diffusion refers to spread of information, knowledge and skills to the ministries of the trainees. Rogers (2003) postulates four elements of diffusion (a) innovation (b) communication channels (c) time and (d) social system. In this study, innovation was considered to be the opportunity provided to trainees leading to a shift in mental process by acquisition of knowledge and skills and to adaptation of new ideas in practice. Communication refers to the process by which the trainees created and shared the information without which practice and program goals could not have been realized. The program design, pedagogical strategies and skills transfer by the trainees to their ministries were perceived as channels of communication. However, not all individual trainees implemented the skills at the same rate, confirming Rogers' (2003) proposal that in adaptation of an innovation, there are "innovators 2.5%, early adopters 13.5 %, early majority 34%, late majority 34% and laggards 16%" (p.20). Diffusion concerns human behaviors that reveal trainees' practiced skills at varying rates because of compound factors that encourage diffusion, including work environment, availability of resources, the needs of workplaces and openness of the staff to change.

In this study, time is perceived as the duration of the three-year program, the period within which trainees acquired knowledge, formed significant perspectives for change, made decisions to practice the skills, employed the skills and confirmed that the skills were essential to bring change. In any program implementation, the time factor is imperative to realize change. The last aspect of innovation is a social system. Rogers (2003) defines the social system as the set of interrelated units that are engaged in joint problem-solving to accomplish a common goal. The social system here is viewed as the trainee projects, communities and society. These units interacted and were affected by the trainees' skills acquisition and practice.

The SLDI program was a journey to self-discovery about individual leadership capacities among the women religious participants in the program. The leadership skills learned were the building blocks that laid the foundation to build individual capacities to make informed strategic decisions, engage stakeholders, influence their communities and spread skills to the community and society. Some of these impacts are quite transformative and profound in participants' workplaces because they generated feelings, insights, values and a vision of self-awareness as well as captured dramatic stories. These changes may be specific to this study, though leadership development improves activities that, "sustain achievement of positive outcomes for organizations, communities, and countries by individuals" (Grove & PLP Team, 2002, p.2). A leadership program creates "incremental influence" (Campbell et al, 2003), an element evident in the SLDI program and attested by trainees who had not written a grants proposal previously whereas after the training they were able to do so.

It can be concluded from the study that leadership challenges in SSA can be overcome by endowing more people with managerial capacities to ensure best practice as leaders in public and private sectors. Further, the best change can be realized through empowerment and good will in the trainee to implement the skills. In general, studies on leadership and culture accentuate that culture provides a frame of reference or logic by which behavior can be understood (Dorfman et al, 1997). Also, culture represents shared values and norms that bind members of a society or organization that can be learned through a program like SLDI. Encouraging leadership development in SSA might help to harmonize the two camps of leadership approaches indicated in the literature in Chapter 2. The first camp justifies the uniqueness of African leadership styles and their endeavor to adapt a global perspective. They portend that Africans need to design their cultural relevant leadership frameworks (Jackson, 2004; Bolden & Kirk, 2009). The second camp argues that culture has played inhibitive role for effective leadership in SSA to occur. This camp proposes that Africans should deviate from culture and integrate international frameworks, because the post independence leadership has remained primary autocratic, dictatorial, incompetent and ethnically aligned (Kuanda, 1994; Nwankwo & Richards, 2001; Jones, 1986). Therefore, providing leadership development may be the opportunity to unweave the leadership concepts that inhibit development and encourage those that promote change and adaptation of best leadership practices in both public and private sectors, as well as encourage good practices in the emerging leaders.

The SLDI program provides a relevant for skills transfer and practice that can be adopted to enable emerging leaders to learn relevant leadership skills and practices to bring change in the organizations, local communities and society. The model is illustrated in 13.



*Figure 14: Model of SLDI program Process and Impacts*

### **Limitations of the study**

According to Stake (1995, p. 42) “assertions” (Stake, 1995, p.42) are intended to be a conceptual way to provide insight into a problem. In this study, the problem is providing leadership development for women in sub-Saharan region and discussion of how leadership programs can increase germane leadership capacities and encourage self-awareness and self-confidence for women to stand for their beliefs and values while simultaneously becoming a voice for the underprivileged in SSA. This study relied more on participant trainees in the Eastern African nations, namely Kenya, Uganda and Tanzania. Although generalization of the study findings may take place, it is probable that drawing a more representative sample population from the region and site-visit observations in West Africa - Ghana and Nigeria could have provided varied findings.

Reliance on long term participants' recall of skills and events associated with qualitative research (Creswell, 1998; Lincoln & Guba, 1985) about the SLDI program might have been too far in the distant thus a limitation. Events from the past may have been forgotten, including some relevant experiences. The perceptions used were only from the interviewees, those that they could recall within the 30-45 of interview time. Therefore, spending quality time in the trainee ministries and following the trends of skills practice might provide more insights into the evaluative studies.

Another limitation was the nature of roads and rugged terrain coupled with adverse climatic changes with heavy rains that made it difficult for the researcher to access most of the ministries located in very rural areas. This created unforeseen difficulty because when roads could be accessible, the cost of travel was high due to the transportation demands, and sometimes the interviewees were not available at that time. Also, unpredictability of cell phone transmission thwarted by telecommunication network availability, particularly for rural trainees, and access to West Africa (Nigeria & Ghana) where all interviews were conducted via telephone was quite challenging. To overcome this challenge in East Africa, the researcher arranged meeting with interviewees at a proximal point. For Nigeria and Ghana, the interviewer made efforts to schedule interviews during the weekend when there was low telephone traffic, and this somewhat eased the challenge. But this created another challenge in terms of keeping appointments and some participants not showing up. Clearly, undertaking a qualitative study with focus on in-depth interviews may necessitate a researcher's spending quality time in the sites so as to access trainees and the sampled participants in the rural regions.

**Recommendations for further study**

A replication of this study is recommended because site-visit observations were conducted in only a limited number of trainee projects, primarily in East Africa. Preferably, site-visits to more projects in both East and West Africa may provide a bigger picture of their variety and of the vastness of the impact of the SLDI program in the trainees, projects and society.

A second recommendation relates to the fact that this study centered on a sample of participants who had direct interaction with the program implementation- the trainees, instructors and administrators. So, further studies might examine how the mentees, community, staff and co-workers served by the trainee participants of the SLDI program internalized the changes brought about in their organizations, communities and society. Such studies might provide a larger portrait of the benefits, outcomes, changes and impacts created by the program. Furthermore, a larger sample covering all the representative countries may be essential. Hill (2003) and Debebe (2009) concur that leadership training instills fresh perceptions and a greater sense of urgency that can lead to insights for change in leadership styles and practices. Studying these insights might offer new understanding of leaders' development and practices.

A third, recommendation has to do with findings that were generated as a result of employing a qualitative design and in-depth interviews with individuals who interacted closely in the program implementation, that is, trainees, instructors and administrators. Use of a quantitative or mixed methods approach might be useful to establishing correlations among the findings in this study. In addition, using the data generated from this study might help in crafting or modifying an existing tool. Therefore, additional investigations about the

SLDI leadership development program can be pursued by using an existing leadership tool to establish the leadership competencies retained in the trainees. In addition, examining the impacts after a few years of skills practice might indicate whether the transformations created by trainees have been consistent over time.

Finally, the focus of the current study has been a single leadership development program –the SLDI program. Results of this study suggest the need for more studies on the effect of leadership development programs of any kind particularly in the SSA. Such studies might help to uncover the frameworks that can be essential to increase leadership competencies there, particularly with a focus on women acting in the future as role models in corporate, political and non-profit organizations. Also, that kind of study might be essential to illuminate ways to encourage leadership transformation to overcome cultural, social and economic barriers. Sub-Saharan peoples are the only individuals who can effectively disentangle their cultural enmeshment by choosing to adapt beliefs and values and meaningful leadership frameworks. Moreover, considering the rarity in leadership literature with a focus on women in developing nations, there is need for an African-centered theoretical framework of leadership development that might add to the body of literature on women leadership. So drawing together best leadership development strategies and organizational performance will add to literature in this field.



**Implications of the study**

The voices of the trainees, instructors and administrators reveal that the SLDI program was a worthwhile investment that has yielded favorable returns for the trainees, mentees, communities, projects, and society in which the women religious trainees serve. The SLDI program served approximately 420 women. Considering the vastness of the sub-Saharan region with an estimated population of 1.1 billion people, there is need for more leadership training for impacts like those resulting from the SLDI program to be felt. The benefits yielded by the 32 trainees interviewed in this study had huge impacts on projects, improved service delivery and the society overall, a signal that with relevant knowledge and skills, sub-Saharan women can drive desired transformations. These both, government and organizations can borrow from the SLDI design to engage institutions with sustainable leadership to create transformation in SSA.

This study engages the SSA women and society as a whole in a conversation on considering leadership development initiatives to encourage progress in SSA. The study shows that building women's capacity can lead them to become more resourceful. Moreover, this study revealed that women have an innate capacity to succeed in entrepreneurial skills, and there is need to develop these capacities in order to increase self-sufficiency in the region. Engaging all people in human development capacities is vital because human development is essential for social and economic progress (Stromquist, 2002; UNDP, 2003). Clearly, engaging grassroots women in leadership programs like the SLDI program might be even more meaningful because the benefits trickle down to the community faster than national programs.

Other implications include these:

- Trainees willingly changed their leadership styles by challenging the status quo to adapt new managerial styles that were more meaningful and relevant to their ministries. In addition, trainees' ability to adapt to changing contexts within their communities and beyond has produced recognizable individual development as reliable professional leaders.
- The leadership skills broadened trainees' ability to improve performance. As a result, innovative projects were implemented, and increased professional networks and collaborative projects were pursued.
- Trainees developed superior appreciation for involving stakeholders, engaging in teamwork and collaborating in project implementation, resulting in new management paradigms relevant to SSA private and public sectors.
- The skills acquire in the program enabled trainees to initiate sustainable plans by attracting resources through fundraising locally and internationally to leverage existing resources.
- Mentoring was appreciated as a strategy that helped to strengthen skills performance in the trainees in order to pass on the same to co-workers. Overall, through offering leadership workshops, seminars and professional development activities, trainees made the leadership program a lifelong learning opportunity for others.
- Founding of an alumnus organization is a sustainable strategy to encourage leadership transformation in trainee ministries and networking by providing advice leading to progress.

- The benefit of using international and local faculty to promote cross-cultural fertilization in leadership development was found to be helpful in engaging the trainees and providing multiple perspectives imperative for contemporary organizational leader development.
- The use of relevant instructional techniques and the design of the program created large benefits and transfer of skills to the workplaces sooner. In addition, trainees utilized similar strategies to promote mentoring, professional development plans and facilitation of leadership seminars.
- A curriculum for a leadership training program must be tailored with a specific goal of work environment in order to provide the opportunity for the trainees to practice the skills as soon as they learn.
- Selecting individual participants who can benefit more and transfer the skills appropriately from a training program is vital. For example, individuals who were in supervisory positions practiced and implemented programs more than those who were in junior positions.

### **Recommendation for leadership development**

This study revealed the need for leadership development in sub-Saharan Africa, not only for the women religious but for people in both the private and public sectors, if the goal of effective and lasting development is to be realized in SSA. Studies point out this need, especially considering the descriptions ascribed to SSA, that African leaders are ineffective (Kuanda, 2010; Boldern & Kirk, 2009), there is dismal performance in institutions (Nwankwo et al, 2001), that management ineptitude and poor staff motivation (Okrara, 2006), and that there is ineffective social and economic performance (2007). These

problems can be overcome by investing in leadership development to enhance progress in both the public and private sectors. The SLDI model and the transformations realized by women religious participants as illustrated in the perceptions, outcomes and impacts of 32 trainees within a three-year period indicate a possible transformation of leaders' attitudes, beliefs and values and behavior to facilitate turnaround in the organizations and in the entire region.

There is a need for leadership development agents to be aware of the cultural barriers pertinent in sub-Saharan Africa and how leadership development programs can assist to coordinate both internal and external transformations for the SSA to match the demands of a globalized world, complex organizational environments and rapidly changing technological innovation. In the same vein, leadership of the religious institutes, private and public corporation and sub-Saharan leaders must recognize and facilitate opportunities for transition of their organizations through leadership development to disentangle the cultural, political, social and economic constraints that hinder development in the SSA region. Also, leadership development agents need to be more attentive to the existing cultures, values, beliefs and constraints in organizations. This will enable them to more fully embed relevant concepts, courses, and programs that would advance best practices for the trainees. Holistically modeled programs, such as illustrated in figure 15 can be vital to permeating relevant leadership models and practices and performance in SSA.

## Conclusions

In conclusion, this study provides meaningful insights into the significant contribution a leadership development program can have on the individual growth, transformation and adaptation of relevant leadership capacities. Specifically, this study reveals that leadership development is a worthwhile investment in sub-Saharan Africa. Similar observations concur, that African countries must develop the managerial capacities of their leaders for development to occur in the region (Edoho, 2007). In addition, the study concludes that the issues faced by women religious in the sub-Saharan region are not unique to them but are also encountered by the majority of women in the region. Therefore, building women's confidence by enabling them through leadership programs like the SLDI program may be a path for their individual and societal transformation and eventual development.

This study also provides guidelines for the best strategies to develop leaders. These techniques can be adopted in the religious institutes, private and public corporations in the region to increase leadership efficiency in public and private sectors. In addition, cultural context must be considered and become engrained in leadership development components in order to address undesirable patterns cited in this study by encouraging adaptation of essential practices and techniques.

The study reveals as well, that meaningful instructional strategies that include interaction, and project based and practical engagement are very useful products in leadership development. Similarly, research and learning theories reveal the importance of considering individual learning style with an emphasis on the importance of learners' active engagement in order to increase learning outcomes. Kuh (2001) and Carini, Kuh & Klein

(2006) point out that engaged trainees acquire and retain more learning and are more successful in their performance. Trainees echoed similar statements that group discussion and in-class interaction helped them to learn through the expression and description of thoughts and the thinking processes. As a result, individual adjustments and growth occurred through their response to others (Vygotsky, 1978) and analysis of ideas. Moreover, folding in action plans and mentoring elements in the leadership program facilitated performance of skills in the workplaces.

Bolden (2007) asserts that efficient leadership development programs are those that provide a “moral compass” by endowing their participants with skills to define a problem, design ways to solve the problem, and engage in task performance as well as motivation of the staff. Borrowing Bolden’s idea of a moral compass, findings from this evaluative study indicate that the SLDI program enabled trainees to create significant changes by designing ways to decipher their contextual and societal problems and engage in discernible solutions. Indeed, the SLDI program was a worthy investment for the women religious and their communities. Perhaps, more programs may accelerate this greatly desired progress.

The need to adopt best leadership practices in SSA organizations is elucidated in this study. In addition, the challenge of adopting the leader development strategies in SSA to improve leadership performance might depend on organizations and governments adopting various models for development. Perhaps policy makers, government institutions, educators and organizations can borrow from the model of the SLDI program to implement leadership development programs that can bring about change not only for participants but also their organizations, their communities and the entire region. This study reinforces the need for leadership development in SSA, not only for women religious but also in organizations,

government agencies and both private and public sectors. Such programs can help to shape the direction of the organizations and in return increase investment opportunities and growth in the region. Furthermore, leaders must be attentive to culture and how to overcome the inhibitive factors that prevent adapting a global perspective in leadership practice in organizations.

Overall, the data gathered from the interviewees revealed that the SLDI program had consequential impacts on the trainees, their ministries and their communities. Effects of the skills gained were evident in sustainable mentoring, the innovative projects created and in the endeavor to pass on knowledge and skills to co-workers. Moreover, embedding multiple instructional components by using both local (African) and international (United States) instructors provided a cross-cultural leadership awareness that broadened trainees' perceptions about leadership practice. In addition, the challenges encountered were considered opportunities for learning and growth. The program objectives are progressively being realized and moreover, this study establishes that the program goals are being exceeded.

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## Appendix A: Consent Form

### CONSENT FORM

APPROVED MAY 05 2010  
APPROVED By  
Marywood University's  
Institutional Review Board  
EXPIRES MAY 05, 2011

Evaluation of the Impact and Effectiveness of an Initiative to Develop leadership Skills among

Women Religious of Africa: A Case Study

You are invited to be in a research study: *Evaluation of the Impact and Effectiveness of an Initiative to Develop Leadership Skills among Women Religious of Africa: A Case Study*. You were selected to participate in this study because you played one of the following roles in the program:

- (a) A participant in the three-year Sisters Leadership Development Initiative program
- (b) An instructor in the SLDI program
- (c) An administrator and/or coordinator of the SLDI program.

Your perspectives, contribution to the initiative and awareness of how the program was delivered, its benefits, future plans and possible practical implementation of the knowledge and skills taught and or gained will be instrumental to informing this study.

I ask that you read this form and ask any questions you may have before agreeing to be in the research study.

This study is being conducted by Jane Wakahiu, LSOSF. I am a doctoral student completing dissertation at Marywood University, Scranton Pennsylvania (USA).

#### Background Information

The purpose of this qualitative case study is to evaluate the impact, effectiveness, and changes in participants and their ministries that resulted from engaging in the leadership program. The study assesses the best practices in instructional delivery by both international (USA) and local (African) instructors and the strategies of skills transfer employed. The study will clarify strategies for the design of future leadership development programs. The following questions will be addressed:

- (a) Are the goals and objectives of the SLDI program attained?
- (b) What is the impact of the SLDI program on the ministries of the participants?
- (c) Are strategies in place to sustain the program for the future?

#### Procedures

If you agree to be in this study, you will be asked to participate in face to face interview that will take about 30 to 45 minutes at a location agreed upon by the participant and the interviewer. The interviews will be audio taped. The interview questions will focus on leadership training program, experience, practice and transfer of the skills, instructional approaches and overall the benefits and continuity strategies of the leadership program. For the trainee participants, on agreement where possible, I will request to visit the site of your ministry to observe the practical project in progress. Data collection will take place between June-August, 2010.

### **Risks and Benefits of Being in the Study**

A possible risk to participants of this study might occur when answering certain interview questions that would appear to be personal in nature. Therefore, the researcher is aware that sometimes answering certain questions may make a person uncomfortable. Also some of the answers may be perceived as criticism against the leadership training program, instructors and community and ministries where the skills have been implemented. In view of such a risk, this study will protect participants' anonymity by coding the interview scripts by use of numbers and also not using their real names in reporting the data. Nevertheless the risks of this study are minimal and are outweighed by the benefits of increased understanding of best practices to conduct leadership programs and the benefits they bear to the community.

The benefits to participation in the research will be as follows: Your input in this research may provide valuable information on best practices to conduct a leadership development program and possibly the best approach to disseminate or transfer knowledge and skills learned to the institutions, organizations and mentoring of other people. The research can help define proactive leadership methods that may help transform Africa and spur development and growth at the grassroots community participation. Also, it might provide relevant sustainability strategies to endorse leadership development programs. In addition, this study has potential to inform policy and practical approaches to leadership development programs for women in Africa, specifically in countries under study.

### **Confidentiality**

The records of this study will be kept private. Research reports published will not include any information that will make it possible to identify a participant. Further, research records and audio materials will be kept in a locked file and only the researcher and university supervisor will have access to the records. Records will be retained for a minimum of 3 years, after which they will be destroyed. A summary of the aggregate results will be shared with the program administration for further program improvement. No identifying information will be shared.

### **Voluntary Nature of the Study**

Your decision whether or not to participate will not affect your current or future relations with the researcher, Marywood University, or the Sisters Leadership Development Initiative (SLDI) program implementers.

Your participation is voluntary, and you may withdraw at any time without affecting those relationships previously identified. If you wish to withdraw from this research later, you can email or call me or my advisor at the e-mail and telephone provided below. In this event, the information you provided during the interview will not be included in the findings of this research.

**APPROVED MAY 05 2010**

**APPROVED By**  
**Marywood University's**  
**Institutional Review Board**  
*EXPIRES MAY 05, 2011*

**Contacts and Questions**

The researcher conducting this study is Jane Wakahiu. LSOSF.

You may ask any questions you have now. If you have questions later about the research, you may contact me at: 1627 North Main Avenue, Scranton, PA 18508 (USA). My E-Mail: [jwakahiu@m.marywood.edu](mailto:jwakahiu@m.marywood.edu) or Telephone: 607-239-2031. You can also e-mail Mary Salvaterra, Ph. D. (chair of my dissertation committee, Marywood University in Scranton, Pennsylvania) at [salvaterra@marywood.edu](mailto:salvaterra@marywood.edu) or Telephone: 570-348-6211 Ext: 2338

If you have any questions now, or later, related to the integrity of the research (the rights of research subjects or research-related injuries, where applicable), you may contact Dr. Diane Keller at Marywood University, Assistant Vice President for Research, at (570) 348-6211, extension 4778 or electronically at [keller@marywood.edu](mailto:keller@marywood.edu).

*You will be given a copy of this form to keep for your records.*

Thank you for participating and I look forward to learning more about your experience in the leadership program.

Statement of Consent: I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Investigator \_\_\_\_\_ Date: \_\_\_\_\_

APPROVED MAY 05 2010  
APPROVED By  
Marywood University's  
institutional Review Board  
EXPIRES MAY 05, 2011



## Appendix B: Participants Invitation Letter

### Participant Recruitment Email

Dear,

My name is Sister Jane Wakahiu. I am a doctoral student at Marywood University, Scranton, PA, USA.

I write to invite you to take part in the study: *Evaluation of the Effectiveness of an Initiative to Develop Leadership Skills among Women Religious of Africa: A Case Study*. The study has been approved by the director of the African Sisters Education Collaborative (ASEC), who manages the Sisters Leadership Development Initiative (SLDI) the program being studied. This study serves as my doctoral dissertation.

You are receiving this email because you participated in the program in either of the following capacities (a) a trainee participant (b) an instructor or (c) an administrator or a coordinator.

The purpose of this study is to assess and determine the effectiveness and sustainability of the SLDI program among women religious of Kenya, Uganda, Tanzania, Ghana and Nigeria.

If you accept to be in this study, I will request you to take part in face to face interviews that I will administer. The interviews will take 30 to 45 minutes and will be audio recorded. You and I will agree upon the convenient time and location for interview. If you agree to be in the study and at a later time you change your mind, you will be free to withdraw from the study anytime by contacting me via email or telephone. In the event you withdraw, I will not use any of the information you will have provided for this research. All information gathered by me for this research will be treated with great confidentiality. You will have the opportunity to review the interview transcripts that I will send to you via email.

Please, reply to this email indicating with a statement YES (if you agree to be in the study) or NO (meaning you decline, in this case you will not be contacted again about this research).

If you sign YES, I will follow-up by contacting you via email or telephone and send to you a packet containing relevant information pertaining to this study. Then, you and I will schedule interview date, time and location.

I kindly encourage you to ask any questions, or if you want more information about the study you can contact me by e-mail at [jwakahiu@m.marywood.edu](mailto:jwakahiu@m.marywood.edu) or by calling 1607-239-2031.

Thank you.

Jane Wakahiu, Isosf

Doctoral Student

Marywood University

APPROVED MAY 6 5 2010  
APPROVED By  
Marywood University's  
Institutional Review Board  
EXPIRES MAY 05, 2011

**Appendix C: Permission Letter**



March 23, 2010

Sisters of St. Joseph  
Philadelphia, PA

*Chestnut Hill College*  
Philadelphia, PA

Sisters, Servants of the  
Immaculate Heart of Mary  
Scranton, PA

*Marywood University*  
Scranton, PA

Sisters of St. Francis  
Philadelphia, PA

*Neumann College*  
Aston, PA

Society of the Holy Child Jesus  
Rosemont, PA

*Rosemont College*  
Rosemont, PA

Institutional Review Board  
Marywood University  
O'Neill Center for Healthy Families  
Room 208  
2300 Adams Avenue  
Scranton, PA 18509

Dear Marywood IRB:

I have read a synopsis of Sister Jane Wakahiu's research project on the *Evaluation of the Impact and Effectiveness of an Initiative to Develop Leadership Skills among Women Religious of Africa: A Case Study*.

I am aware of all risks and benefits of the participants in this research. As the person authorized to allow access to the archived materials and interview of the participants of the Sisters Leadership Development Initiative (SLDI) program, I hereby grant access to the participants, archived documents that include the participants' names, email, telephone, curriculum documents, syllabi and the initial grant proposal. I completely endorse this research.

Sincerely,

Sister Jacquelyn Ernster  
Executive Director  
African Sisters Education Collaborative  
Marywood University  
2300 Adams Avenue  
Scranton, PA 18509

**Appendix D: Trainee Participants Demographic Inventory**

Study: Evaluation of the Effectiveness of an Initiative to Develop Leadership Skills among

Women Religious of Africa: A Case Study

Please respond to the following questions:

Name .....

Track .....

Age range: 20-24..... 25-29 ..... 30-34 ..... 35-39..... 40-44..... 45-49.....

50-54..... 55-69..... 70 and above.....

What is the estimate distance in kilometers/ or days that you travel to attend the training?

What year did you graduate from college or university? .....

What is the level of education?

High School.....

Two Year College.....(Certificate Level)

Three Year ..... (Diploma Level)

Four Year College .....(University Level)

Master's Degree .....

Major in your area of study

Teacher .....

Nurse.....

Social Worker.....

Accountant, Bursar.....

Pastoral worker.....

Other .....

What is your job title (e.g. principal, director of, bursar?) .....

How many years have you been in your current position? .....

What is your major job description? .....

How many people do you supervise? .....

How do you keep current in your career? .....

**Appendix E: Instructors and Administrators Demographic Inventory**

Study: Evaluation of the Effectiveness of an Initiative to Develop Leadership Skills among

Women Religious of Africa: A Case Study

Please respond to the following questions:

Name .....

Country of Residence .....

Track (s) you taught .....

What is the level of education?

Three Year ..... (Diploma Level)

Four Year College ..... (University Level)

Master's Degree .....

Doctorate (Ph. D. or Ed. D).....

What is your job title? .....

How many years have you been in your current position? .....

What is your major job description? .....

### **Appendix F: Trainee Participants Interview Guide**

Study: Evaluation of the Effectiveness of an Initiative to Develop Leadership Skills among Women Religious of Africa: A Case Study.

The purpose of this study is to assess the impact and effectiveness of the Sisters Leadership Development Initiative program on the ministries of the women religious of Africa. The study will clarify strategies for the design of future leadership development programs.

Name .....

Country .....

Main role in SLDI .....

#### **Interview Questions**

1. What was your position or involvement in the Sisters Leadership Development Initiative (SLDI) program?
2. How clear and relevant were the leadership classes and topics? How did the classes/topics help you develop skills that related well to your ministry?
3. What were some of the ways instructors helped you learn the skills? E.g. lecture, group work. What was the connection between the classroom instruction, materials and activities with your ministry? Please explain the connection.
4. In your opinion, what are some useful skills you gained from your being in the program? What were the benefits? Can you say how many times you have used some of the skills or seen benefits from the program? Please give examples.
5. How did the skills you gained in the leadership program enable you to address the needs of the people and the general community you serve?

6. Learning to mentor or help others you work with become leaders was part of the program. How did the lessons on mentoring help you to identify resources in your work? What skills did you mentor in others you work with? Why did you concentrate on those particular skills? What were difficulties or successes in mentoring?
7. A major goal of the program is to expand your leadership knowledge and skills in order to provide better services and alleviate the suffering of the people. In your opinion explain how this objective was met in your ministry? What would you consider to be the lasting effect of the leadership program in your ministries?
8. What plans or activities do you have to make sure the leadership skills you learned and mentored in others will continue into the future? What plans with goals did you develop?
9. How did your being in the leadership training program change your leadership style and management in your ministry? What difficulties or challenges did you encounter? If you were given another opportunity for this training, what would you suggest be done differently?

### **Appendix G: Administrators Interview Guide**

Study: Evaluation of the Effectiveness of an Initiative to Develop Leadership Skills among Women Religious of Africa: A Case Study.

The purpose of this study is to assess the impact and effectiveness of the Sisters Leadership Development Initiative program on the ministries of the women religious of Africa. The study will clarify strategies for the design of future leadership development programs.

Name .....

Country .....

Area of supervision .....

Main role in SLDI .....

Interview Questions:

- 1) What was your position or involvement in the Sisters Leadership Development Initiative (SLDI) program?
- 2) How was the SLDI curriculum designed and adopted in the five African countries? Why were the areas you mentioned considered important?
- 3) What strategies or approaches did the instructors use to deliver instructions? How did the instructions and classroom activities connect to the participants' culture and ministerial needs? Please give examples.
- 4) How did the participants describe the benefits of the leadership program? In your opinion, what skills did they describe as most beneficial? Give examples.
- 5) How did the participants use the skills they gained to address the needs of their people and community? What were the successes and barriers in performance and practice of the skills?



- 6) Learning to mentor was an essential component of the leadership program. How did the participants describe the mentoring process? What skills and strategies did they use to mentor other people?
- 7) A major goal of the program was to expand the participant' leadership knowledge and skills in order to provide better services and alleviate the suffering of their people. In your opinion explain how far this goal was met? What would you consider to be the lasting effect of the leadership program in the participants and their ministries?
- 8) How did the participants discuss their plans and activities to make sure that the leadership skills they learned and mentored were continued?
- 9) As the program administrator what difficulties or challenges did you observe in administering the program? How about the successes? If you were to start all over again what would you do differently? If you were to advice someone on managing a leadership program what would be your suggestion?

**Appendix H: Instructors Interview Guide**

Study: Evaluation of the Effectiveness of an Initiative to Develop Leadership Skills among Women Religious of Africa: A Case Study.

The purpose of this study is to assess the impact and effectiveness of the Sisters Leadership Development Initiative program on the ministries of the women religious of Africa. The study will clarify strategies for the design of future leadership development programs.

Name .....

Country .....

Track/ Sessions taught .....

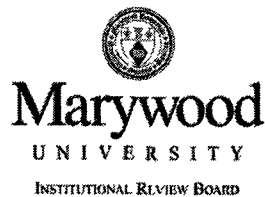
Country's that you taught .....

Interview Questions .....

- 1) What was your position or involvement in the Sisters Leadership Development Initiative (SLDI) program?
- 2) What track and content area did you teach? Why were the areas you mentioned considered important? How would you describe the participant's knowledge and motivation to acquire the leadership skills?
- 3) What strategies or approaches did you use to deliver instructions? How did you blend classroom activities to the culture and participants' ministerial needs? Did the participants' culture have any implication to your teaching? Please give examples.
- 4) How did the participants describe the benefits of the leadership program? In your opinion, what skills did they describe as most beneficial? Please give examples.

- 5) How did the participants use the skills they gained to address the needs of their people and community? What were the successes and barriers in performance and practice of the skills?
- 6) Learning to mentor was an essential component of the leadership program, in your opinion, how did you reinforce this aspect? How did they describe the mentoring process? What skills and strategies did they use to mentor other people?
- 7) A major goal of the program was to expand the participants' leadership knowledge and skills in order to provide better services and alleviate the suffering of their people. In your opinion explain how far is this objective was met? What would you consider to be the lasting effect of the leadership program in the participants and their ministries?
- 8) How did the participants describe the plans and activities they have to make sure that the leadership skills they learned and mentored were continued?
- 9) As an instructor what difficulties or challenges did you encounter in delivering instructions? How about successes? If you had another opportunity to teach, what would you like to do or suggest be done differently?

## Appendix I: Approval of Sponsoring University IRB



MARYWOOD UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
O'Neill Center for Healthy Families, 2300 Adams Avenue, Scranton, PA 18509

DATE: May 5, 2010  
TO: Jane Wakahiu, MA  
FROM: Marywood University Institutional Review Board  
STUDY TITLE: [164381-4] *Evaluation of the Effectiveness of an Initiative to Develop Leadership Skills among Women Religious of Africa: A Case Study*  
MUIRB #: 2010-026  
SUBMISSION TYPE: Amendment/Modification  
ACTION: APPROVED  
APPROVAL DATE: May 5, 2010  
EXPIRATION DATE: May 5, 2011  
REVIEW TYPE: Expedited Review  
EXPEDITED REVIEW TYPE: 45 CFR 46.110 (b)(1)(7)

Thank you for your submission of Amendment/Modification materials for this research study. Marywood University's Institutional Review Board has **APPROVED** your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulations.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form and/or assent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant to receive a copy of the signed consent document.

Only the stamped, approved consent form, invitation letter and participant recruitment email message may be used in this research.

Please be aware that all research records must be retained for a minimum of three years.

Please also note that.

- Any revision to previously approved materials must be submitted to, and approved by, the IRB prior to initiation.
- All SERIOUS and UNEXPECTED adverse events must be reported to this office. All FDA and sponsor reporting requirements should also be followed.
- All NON-COMPLIANCE issues or COMPLAINTS regarding this study must be reported to this office.
- **A status report is due every six (6) months. Your first status report is due on or before November 5, 2010.**
- This project requires Continuing Review by this office on an annual basis. Should your study continue beyond the one-year approval period, please reapply prior to the expiration date. No research may continue beyond the expiration date until approved by the IRB.

The appropriate forms for any of the reports mentioned above may be found at <http://www.marywood.edu/irb/> or in the Forms and Reference Library on IRBNet

If you have any questions, please contact the IRB Office at 570-961-4782 or [irb@maryu.marywood.edu](mailto:irb@maryu.marywood.edu).

Please include your study title and MUIRB number in all correspondence with this office.

Thank you and good luck with your research!

## Appendix J: Map of Africa – Regions Marked

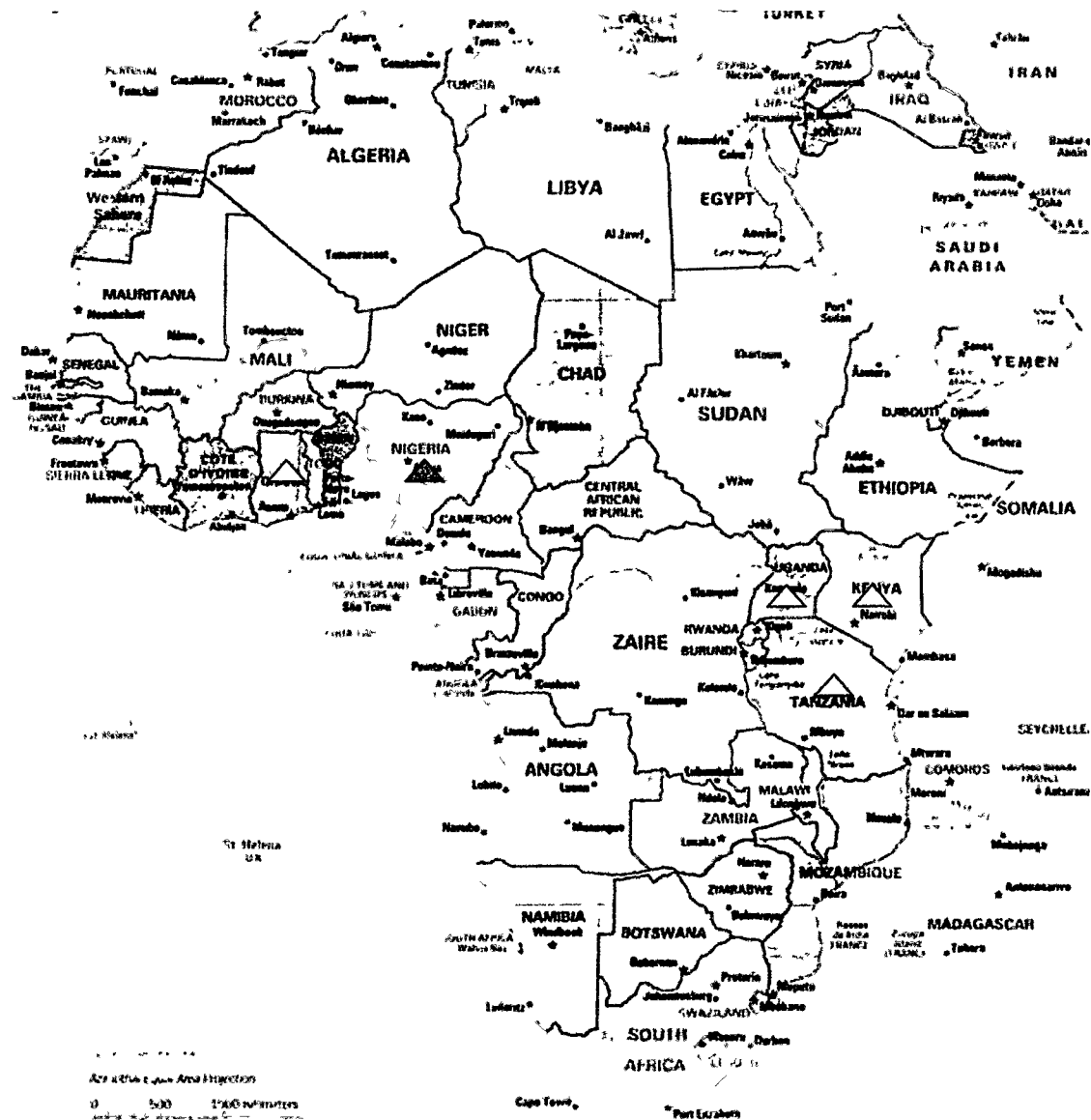


Figure 15: Map of Africa – Ghana, Nigeria, Kenya, Uganda and Tanzania marked

Retrieved from <http://www.1000islands.com/atlantis/atlantis.htm>