PERCEPTIONS OF AUTHENTIC LEADERSHIP DEVELOPMENT BY OCCUPATIONAL THERAPY STUDENTS PARTICIPATING IN A PILOT NATIONAL LEADERSHIP CAMP

F Hendricks BOT, MBA, MSc. AIM, OTD, OTR/L
Thomas Jefferson University
Doctoral Fellowship Project Faculty
Mentor: Prof Susan Toth-Cohen
OTASA
May 2018
1. Develop strategies to facilitate emerging Black student leadership development

2. Explore camping as a means of leadership development

Explore student perceptions of a national OTASA student leadership development program using camping as a means
PROJECT CONTEXT

Broaden **Scope & Understanding** of OT Students & Leadership

Assist leadership educators in **constructing learning opportunities** using camping

Insights into student **expectations** of leadership & how they may seek to engage

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**OTASA Congress Workshop**
*OT Students & the winds of change*
*July 2016*

**Pilot OTASA Student Leadership Camp**
*Sept 2016*

**Online Student Leadership Seminar** in Authentic Leadership
*May 2017*

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Iterative loop
To explore perceptions of leadership development by South African occupational therapy students participating in a leadership camp, with a focus on black emerging student leaders

- Descriptive study using an evaluation of camping using pre-post testing; and qualitative content analysis of student leadership narratives
WHY CAMPING?

- **Experiential learning of leadership** through high-energy, challenging activities in a safe environment.
  - Group activities develop teamwork, collaborative learning and problem-solving, and peer counselling
  - (Garton, Miltenberger & Pruett, 2007; Harrison, 2013)

- Provides rich territory to explore **Occupational Engagement and leadership development**
  - (Hitch, Pepin & Stagnitti, 2014; Wilcock, 1999)
Backdrop: Post 1994 (Apartheid)


2. **Student movements** (Badat, 2016).

3. **Transformation** SAAOT → OTASA (HPCSA, 2016 & OTASA Membership Office, 2016)

PROJECT PHASES: 2015 TO DATE

Phase 1
Project Pitch
Oct ’15→

Phase 2
Project definition & planning
Jan ’16→
Camp & research design

Phase 3
Project execution
Sept ’16→
Camp & research implementation

Phase 4
Project evaluation
April ’17→
Sustainability

SLC 2017
OTASAS 2017
RESEARCH DESIGN

Descriptive Pilot Research

**Pre-camp**
- In-depth Interviews
  - (16) → 12
- Pre-camp survey
  - (36) → 31

**In-camp**
- Session Evaluations
  - (36) → 20-34
- Practicing Leadership Survey
  - (36) → 31
- Activity Leadership Survey
  - (36) → 30
- Focus Group Discussion
  - (2) → 1
- End-camp survey
  - (36) → 31

**Post-camp**
- Post-camp online survey
  - (36) → 23
THEORETICAL FRAMEWORK: AUTHENTIC LEADERSHIP

Positive Psychological Capacities

1. Self-Awareness & Regulation
2. Internalized moral perspective
3. Balanced Processing
4. Relational Transparency

Critical Life Events

Moral Reasoning

Adapted from Luthans & Avolio (2003)
OCCUPATIONAL ENGAGEMENT

DEMOGRAPHICS

Universities

- UCT: 8
- UFS: 4
- UKZN: 2
- UP: 3
- SU: 6
- SMHSU: 11
- UWC: 1
- WITS: 1

Year of study

- 18-20: 17
- 21-23: 14
- 24-26: 3

Gender

- Male: 13
- Female: 16

Race

- Black: 24
- Coloured: 2
- Indian: 6
- White: 2

*Mixed race category in RSA
<table>
<thead>
<tr>
<th>Time</th>
<th>Friday 23.09.16</th>
<th>Time</th>
<th>Saturday 24.09.16</th>
<th>Time</th>
<th>Sunday 25.09.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:00</td>
<td>Arrival, Room Allocation &amp; Rules PRE-CAMP SURVEY</td>
<td>08:00</td>
<td>Breakfast &amp; Tuck Shop</td>
<td>08:00</td>
<td>Breakfast &amp; Tuck Shop</td>
</tr>
<tr>
<td>15:00</td>
<td>Ice Breakers (CD)</td>
<td>09:00</td>
<td>Letteria Course (CD)</td>
<td>09:00</td>
<td>SESSION IIia: PERSONAL LEADERSHIP DEVELOPMENT PLANS</td>
</tr>
<tr>
<td>16:00</td>
<td>Group Dynamics Course (CD)</td>
<td>10:00</td>
<td>Archery &amp; Air Rifles (CD)</td>
<td>10:00</td>
<td>SESSION IIia: INTRODUCTION TO AUTHENTIC LEADERSHIP</td>
</tr>
<tr>
<td></td>
<td>Supper/ACTIVITY QUESTIONNAIRES</td>
<td>11:00</td>
<td>SESSION IIia: INTRODUCTION TO AUTHENTIC LEADERSHIP</td>
<td>11:00</td>
<td>Minigames farewell (CD)</td>
</tr>
<tr>
<td>17:00</td>
<td>Bundu Race (CD)</td>
<td>12:00</td>
<td>Review Homework</td>
<td>12:00</td>
<td>SESSION IIib: NETWORKING – THE WAY FORWARD CAMP EVALUATION 3 &amp; END CAMP SURVEY</td>
</tr>
<tr>
<td>18:00</td>
<td>SESION I: LEADERSHIP FROM THE INSIDE OUT</td>
<td>13:00</td>
<td>Lunch &amp; Tuck Shop</td>
<td>13:00</td>
<td>Lunch &amp; Pack Up &amp; Clean Up</td>
</tr>
<tr>
<td>19:00</td>
<td>HOMEWORK/FGROUP 1</td>
<td>14:00</td>
<td>SESION IIb: OT STUDENTS AS COMMUNITY BUILDERS &amp; CARING CHANGE AGENTS: A panel discussion</td>
<td>14:00</td>
<td>Departure</td>
</tr>
<tr>
<td>20:00</td>
<td>HOMEWORK/Lights Out</td>
<td>16:00</td>
<td>Obstacle Course (CD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Competencies Checklist &amp;AL Self-Assessment CAMP EVALUATION 1</td>
<td>17:00</td>
<td>Shower Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21:00</td>
<td>HOMEWORK/Lights Out</td>
<td>18:00</td>
<td>Supper &amp; Tuck Shop/FGROUP 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22:00</td>
<td>HOMEWORK/Lights Out</td>
<td>19:00</td>
<td>Camp Production Prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENNEAGRAM</td>
<td>21:00</td>
<td>Camp Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CAMP EVALUATION 2</td>
<td>22:00</td>
<td></td>
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</tbody>
</table>
RESULTS OF DESCRIPTIVE PILOT STUDY

1. **Quantitative:** Pre-Post Test

2. **Qualitative:** Personal In-depth Interviews
<table>
<thead>
<tr>
<th>Pair</th>
<th>Description</th>
<th>Mean</th>
<th>Std. D</th>
<th>Std. E M</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>I know my purpose in life</td>
<td>0</td>
<td>0.86</td>
<td>0.15</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Pair 2</td>
<td><strong>I have leadership development goals</strong></td>
<td>-0.42</td>
<td>0.56</td>
<td>0.10</td>
<td>-4.14</td>
<td>30</td>
</tr>
<tr>
<td>Pair 3</td>
<td>***I know a lot about the type of leadership called “authentic leadership”</td>
<td>-1</td>
<td>0.68</td>
<td>0.12</td>
<td>-8.15</td>
<td>30</td>
</tr>
<tr>
<td>Pair 4</td>
<td>I know a lot about my personal weaknesses</td>
<td>-0.13</td>
<td>0.81</td>
<td>0.15</td>
<td>-0.89</td>
<td>30</td>
</tr>
<tr>
<td>Pair 5</td>
<td>I know a lot about my personal strengths</td>
<td>-0.09</td>
<td>0.66</td>
<td>0.12</td>
<td>-0.83</td>
<td>30</td>
</tr>
<tr>
<td>Pair 6</td>
<td>I am confident that I can lead with my top 5 strengths</td>
<td>-0.26</td>
<td>0.82</td>
<td>0.15</td>
<td>-1.76</td>
<td>30</td>
</tr>
<tr>
<td>Pair 7</td>
<td>I have confidence in my leadership ability</td>
<td>-0.19</td>
<td>0.75</td>
<td>0.14</td>
<td>-1.44</td>
<td>30</td>
</tr>
<tr>
<td>Pair 8</td>
<td>I have the tools I need to become a great student leader</td>
<td>-0.23</td>
<td>0.88</td>
<td>0.16</td>
<td>-1.42</td>
<td>30</td>
</tr>
<tr>
<td>Pair 9</td>
<td><strong>There are many OT student leaders in our community</strong></td>
<td>-0.38</td>
<td>0.92</td>
<td>0.17</td>
<td>-2.34</td>
<td>30</td>
</tr>
<tr>
<td>Pair 10</td>
<td>***I know a lot about camping as a means of student leadership development</td>
<td>-1</td>
<td>0.97</td>
<td>0.17</td>
<td>-5.76</td>
<td>30</td>
</tr>
</tbody>
</table>

** significant p = <.05  
*** significant p = <.001
FOCUS: QUALITATIVE PILOT STUDY

- Purpose: to explore perceptions of leadership development by South African occupational therapy students participating in a leadership camp

- Descriptive study using qualitative content analysis of student leadership narratives
INTERVIEW DEMOGRAPHICS

**Universities**
- UKZN: 2
- UCT: 0
- UFS: 2
- UP: 2
- SU: 0
- SMHSU: 2
- WITS: 2

**Age**
- 18-20: 7
- 21-23: 3
- 24-26: 2

**Race**
- Black: 7
- Coloured: 2
- Indian: 2
- White: 1

**Gender**
- Male: 5
- Female: 7

*Mixed race category in RSA*
DISCUSSION GUIDE DESIGN PROCESS

The following steps were used to design the in-depth interview rubric:

I. Literature review of key concepts
II. Key concept elicitation and condensation
III. Question generation per concept selected
IV. Question ordering
V. Content and style verification
VI. Rubric design for grading student responses (Mertler, 2001)
VII. Overall questionnaire review for comprehension and administrative ease
ANALYSIS

- Combination of N-vivo and Manual Coding: labelling and coding using words/phrases
- Coding was theory-driven using deductive coding (versus inductive) based on the rubric structure, stored within nodes
- Dual coding, discussion, agreement (researcher triangulation)
STUDENT PERCEPTIONS OF AUTHENTIC LEADERSHIP

Perceptions

Related to Self
- Narrative
- Self Awareness
- Self Control
- Psychological Capital

Related to Others (current leaders)
- Moral crisis
- Continued inequality
- Insincerity
- Greed
- Selfishness

Goals and aspirations

Effects on the system
GOALS AND ASPIRATIONS
## OUTCOMES

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Express opinions about camping for ALD</strong></td>
<td>80% demonstrate improved agreement on 70% of statements</td>
</tr>
<tr>
<td><strong>Activity leaders effectively leading camp activity</strong></td>
<td>80% of participants on 97% of statements</td>
</tr>
<tr>
<td><strong>Insight into personal strengths &amp; weaknesses</strong></td>
<td>100% of participants perceive activity leaders led effectively</td>
</tr>
</tbody>
</table>
## Outcomes

| Appreciation of why they want to become leaders | 80% demonstrate reflection: Exploration/Generativity |
| Confidence with assuming leadership roles | 90% of participants have an appreciation of why they want to become leaders at Exploration/Generativity levels |
| Value camping as a means to ALD | 80% demonstrate improved agreement on the 2 confidence related questions |
|  | **No statistical difference on the 2 confidence related questions** |
|  | 80% FG participants have active participation in discussing campus life & student leadership |
|  | **Only 1 versus 2 FG’s** |
# OUTCOMES

## Outcomes

- *Positive leadership impacts post-camp in their roles*

<table>
<thead>
<tr>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>80% report positive impacts in leadership post camp</strong></td>
</tr>
<tr>
<td><strong>70% of participants report positive leadership impacts post-camp</strong></td>
</tr>
<tr>
<td><strong>90% of scheduled activities executed as planned</strong></td>
</tr>
<tr>
<td><strong>93% of scheduled activities are executed as planned</strong></td>
</tr>
</tbody>
</table>

* Survey during violent student protests
PROFESSIONAL OUTCOMES

- Theories: ALD, Wilcock, Decolonial Theory, Chaos Theory, Change Management
- Thinking & Perceptions

- Mentorship
- Change agency

- Program Design
- Camp Design
- Research Design & Methodology
- Journal Article
- WFOT presentation
LIMITATIONS

Self-report

Accuracy of participant insight

Enthusiastic
RECOMMENDATIONS

1. Story-telling
2. Focused investment
3. Harnessing resources
4. Camping & OT
5. AL in Africa
A WORKING MODEL: AL FOR YOUTH DEVELOPMENT IN SOUTH AFRICA
ACKNOWLEDGEMENTS

A leadership development initiative partly funded with support from OTASA
REFERENCES


