

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



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OTASA
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PROJECT AIMS



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

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

July 2016

Assist leadership educators in constructing learning opportunities using camping

Pilot OTASA Student Leadership **Camp**

Sept 2016

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

Iterative loop

Online Student Leadership **Seminar in Authentic Leadership**

May 2017

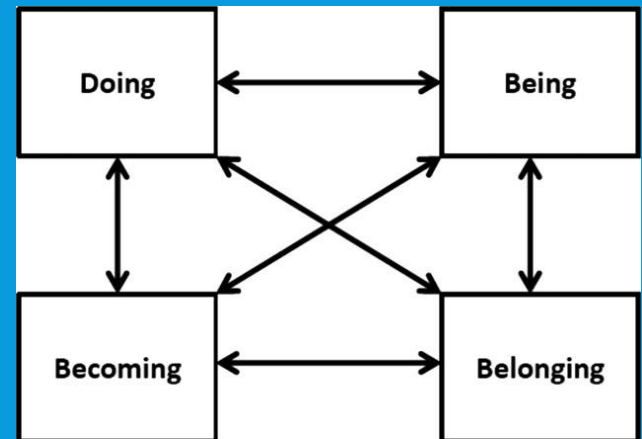
PURPOSE OF PROJECT

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)



STRATEGIC SIGNIFICANCE

Backdrop: Post 1994 (Apartheid)

- 1. Healthcare challenges & reform** (Benatar, 2013; Guthrie, Ndlovu, Muhib & Hecht, 2010; The NDP Vision for Health 2030, 2011; OTASA Position Statement on OT in PHC).
- 2. Student movements** (Badat, 2016).
- 3. Transformation SAAOT → OTASA** (HPCSA, 2016 & OTASA Membership Office, 2016)



PROJECT PHASES: 2015 TO DATE



RESEARCH DESIGN

Descriptive Pilot Research

Pre-camp

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

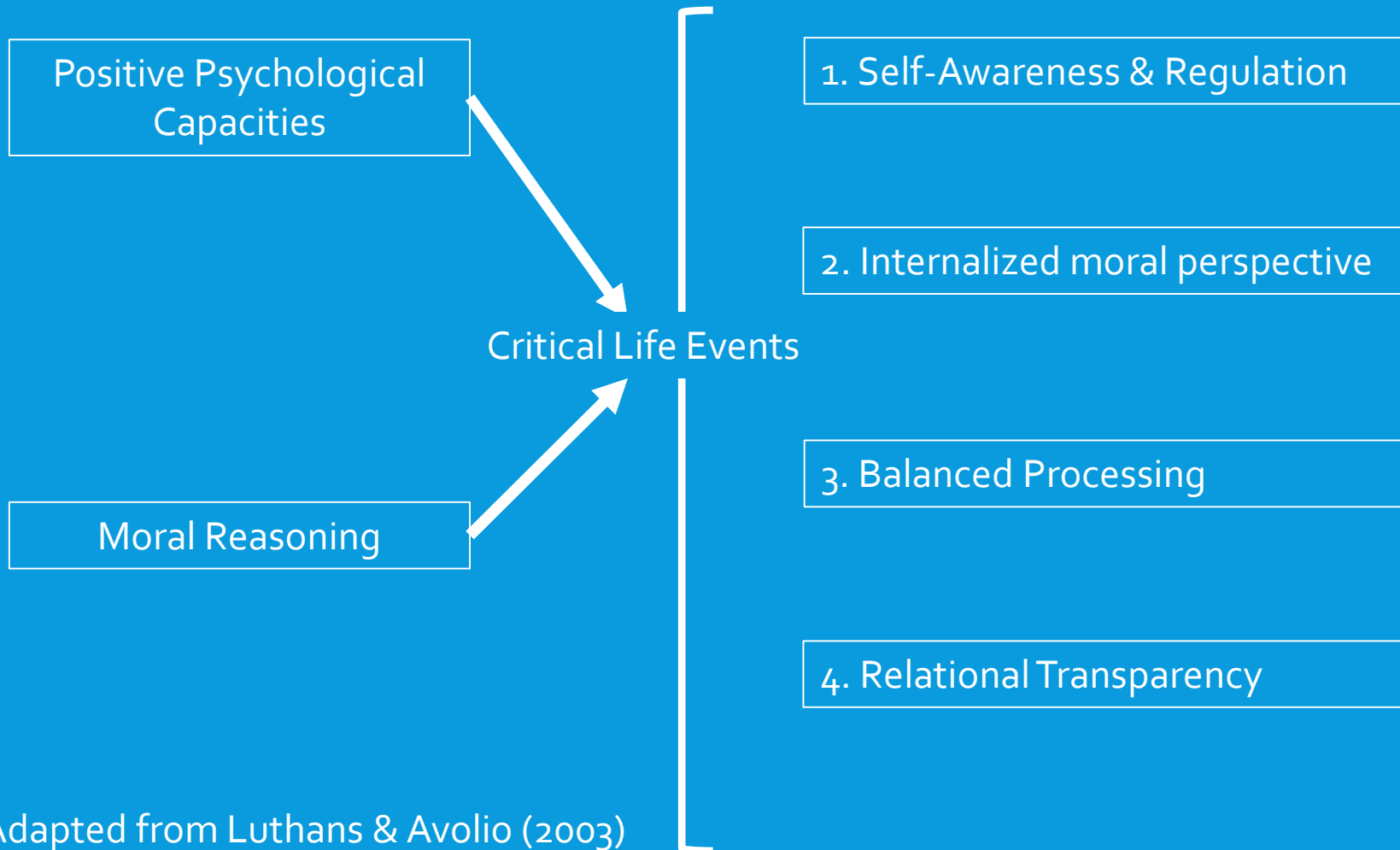
In-camp

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

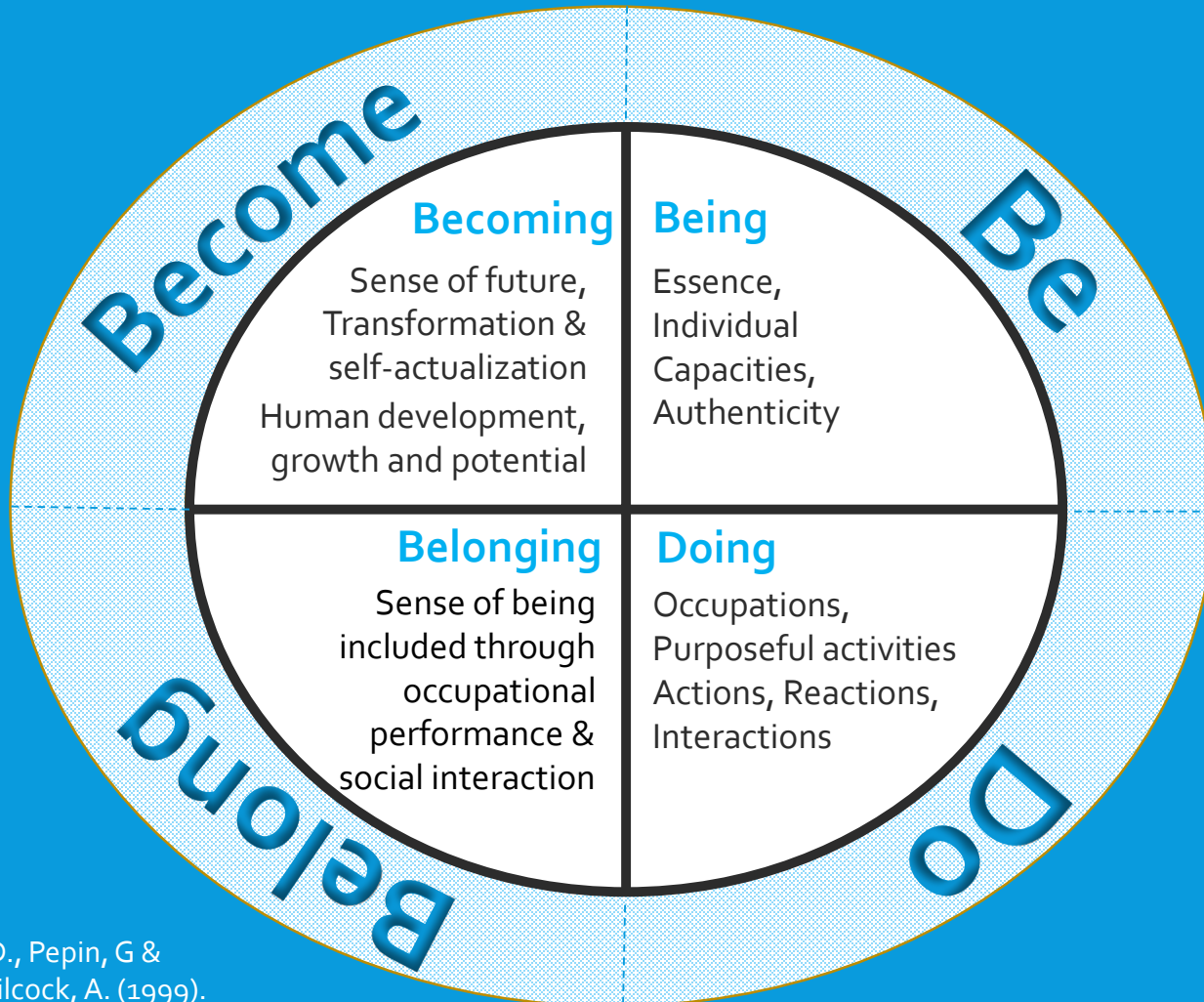
Post-camp
online survey
(36) → 23

THEORETICAL FRAMEWORK: AUTHENTIC LEADERSHIP



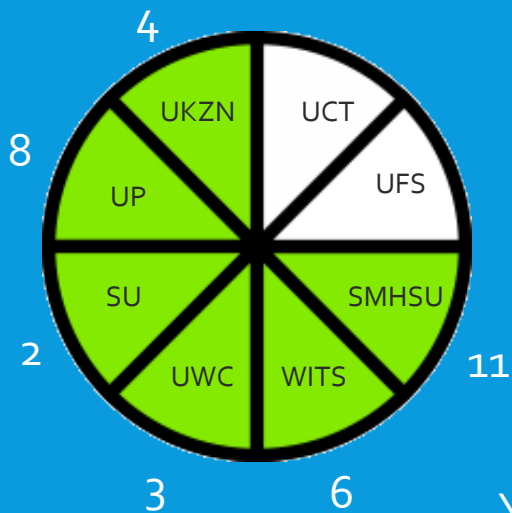
OCCUPATIONAL ENGAGEMENT

Students...



DEMOGRAPHICS

Universities



Age

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

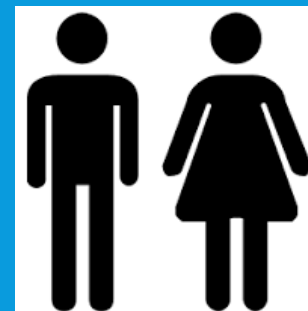
Race

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

Year of study

1-2-3-4
16 13 5 0

Gender



12

22

*Mixed race category in RSA

Time	Friday 23.09.16	Time	Saturday 24.09.16	Time	Sunday 25.09.16
14:00	Arrival, Room Allocation & Rules PRE-CAMP SURVEY	08:00	Breakfast & Tuck Shop	08:00	Breakfast & Tuck Shop
15:00	Ice Breakers (CD)	09:00	Letteria Course (CD)	09:00	SESSION IIIa: PERSONAL LEADERSHIP DEVELOPMENT PLANS
16:00	Group Dynamics Course (CD)	10:00	Archery & Air Rifles (CD) ACTIVITY QUESTIONNAIRES	10:00	
17:00	Bundu Race (CD)	11:00	SESSION IIa: INTRODUCTION TO AUTHENTIC LEADERSHIP Review Homework Worksheet: Authentic Leadership Conversation™ - The Inner Critic	11:00	
18:00	Supper/ ACTIVITY QUESTIONNAIRES	12:00		12:00	SESSION IIIb: NETWORKING – THE WAY FORWARD CAMP EVALUATION 3 & END CAMP SURVEY
19:00	SESSION I: LEADERSHIP FROM THE INSIDE OUT	13:00	Lunch & Tuck Shop	13:00	Lunch & Pack Up & Clean Up
20:00		14:00	SESSION IIb: OT STUDENTS AS COMMUNITY BUILDERS & CARING CHANGE AGENTS: A panel discussion	14:00	Departure
21:00	Shower Time/ FGROUP 1	16:00	Obstacle Course (CD)		
22:00	HOMEWORK/Lights Out Leadership Competencies Checklist & AL Self-Assessment CAMP EVALUATION 1	17:00	Shower Time		
		18:00	Supper & Tuck Shop/ FGROUP 2		
		19:00	Camp Production Prep		
		21:00	Camp Production		
		22:00	HOMEWORK/Lights Out ENNEAGRAM CAMP EVALUATION 2		29

RESULTS OF DESCRIPTIVE PILOT STUDY

1. **Quantitative:** Pre-Post Test
2. **Qualitative:** Personal In-depth Interviews

Pre & Post Test

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

** significant $p = <.05$

*** significant $p = <.001$

FOCUS: QUALITATIVE PILOT STUDY

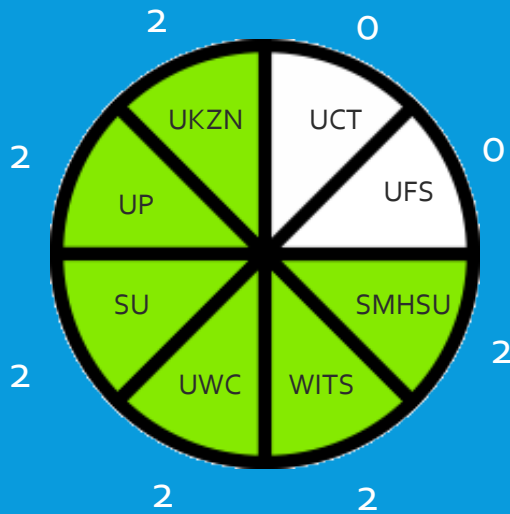
- Purpose: to explore perceptions of leadership development by South African occupational therapy students participating in a leadership camp



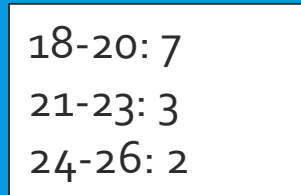
- Descriptive study using qualitative content analysis of student leadership narratives

INTERVIEW DEMOGRAPHICS

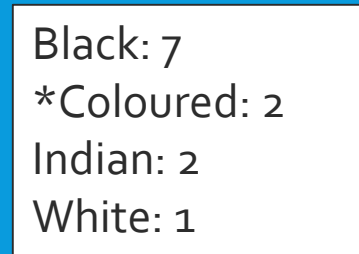
Universities



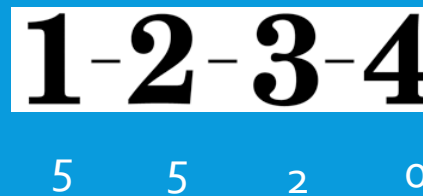
Age



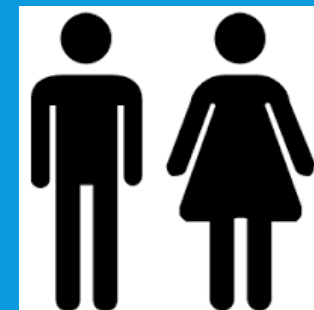
Race



Year of study



Gender



5

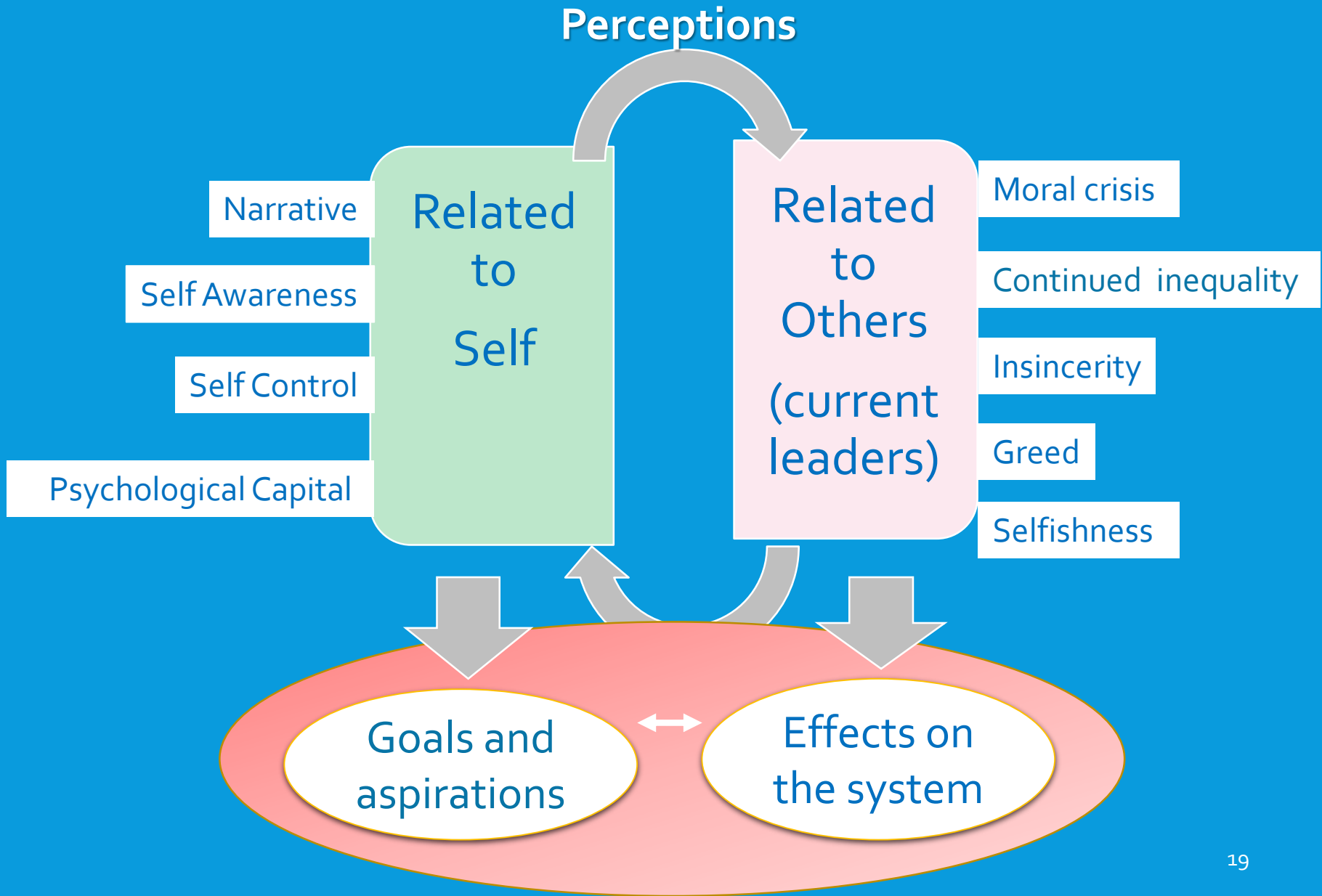
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DISCUSSION GUIDE DESIGN PROCESS

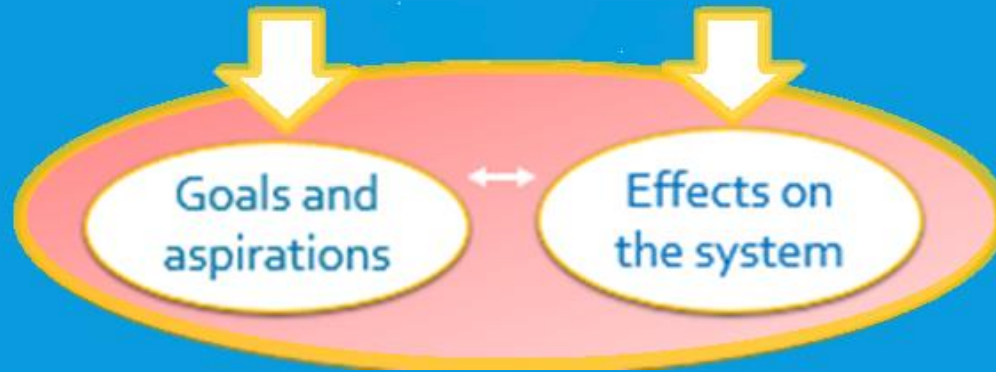
The following steps were used to design the in-depth interview rubric:

- 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

STUDENT PERCEPTIONS OF AUTHENTIC LEADERSHIP



GOALS AND ASPIRATIONS



OUTCOMES

Outcomes

Measurements

**Express
opinions about
camping for
ALD**

80% demonstrate improved agreement on 70% of statements

80% of participants on 97% of statements

**Activity leaders
effectively
leading camp
activity**

80% evaluate activity leaders as adequate

100% of participants perceive activity leaders led effectively

**Insight into
personal
strengths &
weaknesses**

80% report learning about strengths and weaknesses during activity participation

88% of participants reported learning about their strengths and weaknesses

OUTCOMES

Outcomes

Measurements

Appreciation of why they want to become leaders

80% demonstrate reflection: Exploration/Generativity

90% of participants have an appreciation of why they want to become leaders at Exploration/Generativity levels

Confidence with assuming leadership roles

80% demonstrate improved agreement on the 2 confidence related questions

No statistical difference on the 2 confidence related questions

Value camping as a means to ALD

80% FG participants have active participation in discussing campus life & student leadership

Only 1 versus 2 FG's

OUTCOMES

Outcomes

Measurements

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

80% report positive impacts in leadership post camp

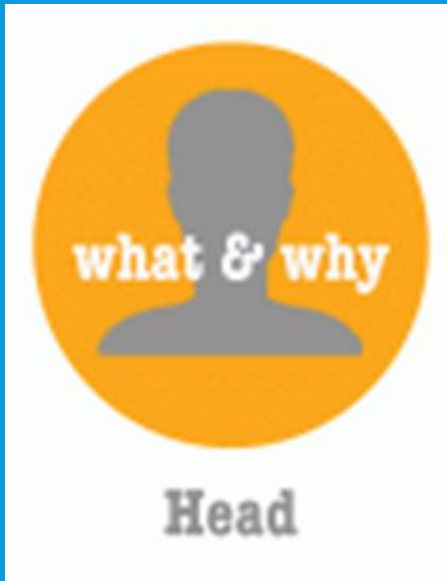
70% of participants report positive leadership impacts post-camp

Scheduled camp activities executed as planned

90% of scheduled activities executed as planned

93% of scheduled activities are executed as planned

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

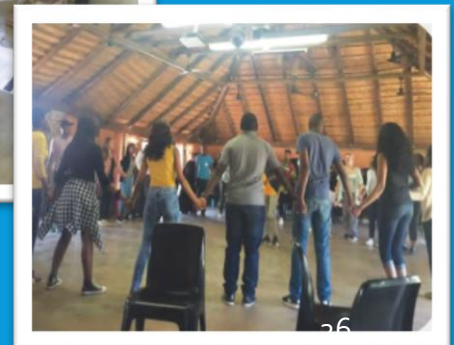
1. Story-telling

2. Focused investment

3. Harnessing resources

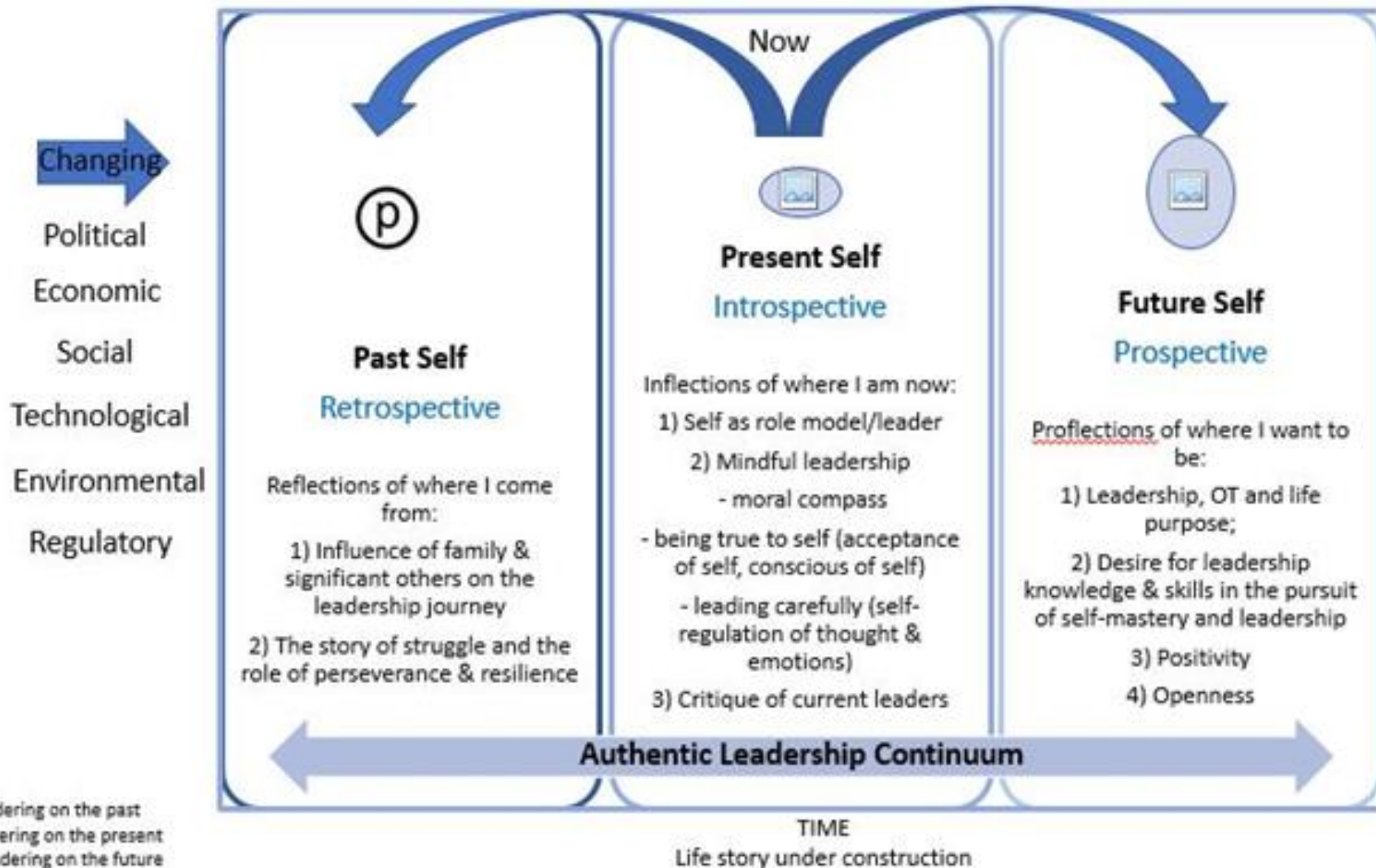
4. Camping & OT

5. AL in Africa



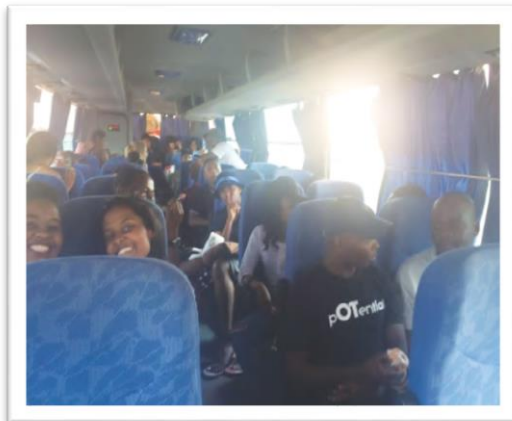
A WORKING MODEL: AL FOR YOUTH DEVELOPMENT IN SOUTH AFRICA

Perceptions of authentic leadership by emerging OT student leaders in South Africa



Reflection: Pondering on the past
Inflection: Pondering on the present
Projection: Pondering on the future

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