

APPENDIX 1

Examples of business related Service-Learning courses and syllabi

APPENDIX 2

Laying a Foundation for Service-Learning in MBA degree programmes in South Africa

<u>Problem 1:</u> Correlate the perceived importance of SAQA's CCFOs to the business sector with the extent of their development through Service-Learning			
<u>Sub-problems:</u>		<u>Hypothesis 1.1</u>	<u>Data collection & Methodology</u>
1.1	Establish the relative perceived importances of SAQA's CCFOs to players in the business sector	<p>H_0: There are no significant differences between the perceived relative importances of SAQA'S CCFOs to players in the business sector</p> <p>H_A: There are significant differences between the perceived relative importances of SAQA'S CCFOs to players in the business sector</p>	<ul style="list-style-type: none"> Re-analyse the CCFO importances dataset from Carmichael and Sutherland (2005), expanded to include another 89 respondents ($n = 142$) by applying the Kruskal-Wallis one-way ANOVA test and the Tukey-Kramer multiple comparisons test to establish the significance of any differences.
1.2	Establish the extent to which SAQA's CCFOs are perceived to be differentially developed through Service-Learning	<p><u>Hypothesis 1.2</u></p> <p>H_0: There is no positive correlation ($\alpha = 0.05$) between the perceived development of SAQA'S CCFOs through Service-Learning and the perceived requirements of players in the business sector for the CCFOs</p> <p>H_A: There is a positive correlation ($\alpha = 0.05$) between the perceived development of SAQA'S CCFOs through Service-Learning and the perceived requirements of players in the business sector for the CCFOs</p>	<ul style="list-style-type: none"> Apply Stacey's (2005) Normal Distribution Fitting Algorithm (NDFA) to re-analyse the Likert scale dataset from Carmichael and Sutherland (2005), expanded to include another 89 respondents ($n = 142$). Apply Stacey's (2005) NDFA to analyse the Likert scale data relating to the development of SAQA's CCFOs through Service-Learning (Population = experienced Service-Learning practitioners: expert opinion) Correlate the perceived importances with the perceived development of the CCFOs

Problem 2: Evaluate the extent of matching between the business needs of community organisations and the types of support that could be supplied by MBA students.				
<u>Sub-problems:</u>		<u>Propositions 2.1 to 2.3</u>	<u>Data collection & Methodology</u>	
2.1	Define the scope of “community organisations” relevant in the South African context	2.1 The scope of “community organisations” relevant in the South African context extends beyond the non-profit sector	<ul style="list-style-type: none"> • Descriptive statistical identification of the scope of “community organisations” relevant to the South African context by questionnaire to established Service-Learning experts (Population = experienced Service-Learning practitioners: expert opinion). • Summary statistics of students’ selection of community organisation types for their assignments (Population = student syndicate assignments) 	<ul style="list-style-type: none"> • Descriptive and Likert-scale analysis (applying Stacey’s (2005) NDFA) of the standard CHESP post-course questionnaire on student experiences of a Service-Learning course (Population = MBA S-L students at WBS)
2.2	Identify the business needs of community organisations in terms of skills development and expert support	2.2 The business needs of community organisations include skills development, expert support and basic management functions.		
2.3	Identify the business benefits of MBA Service-Learning to community organisations	2.3 Community organisations derive business benefits from MBA Service-Learning students		

Problem 3: Evaluate the extent and general academic quality of student assignments in terms of both functional and CCFO learning			
<u>Sub-problems:</u>		<u>Propositions 3.1 to 3.5</u>	<u>Data collection & Methodology</u>
3.1	Evaluate the extent of functional course content learning achieved by MBA students as reflected in their assignments	3.1 MBA students course content learning in Service-Learning courses meets educational standards	<ul style="list-style-type: none"> • Descriptive statistical analysis of course content learning from students' syndicate assignments (Population = student syndicate assignments) • Descriptive statistical analysis of comments from community organisations as part of feedback from syndicate assignments (Population = student syndicate assignments) • Descriptive and Likert-scale analysis (applying Stacey's (2005) NDFA) of the standard CHESP post-course questionnaire on student experiences of a Service-Learning course (Population = MBA S-L students at WBS)
3.2	Evaluate the extent of CCFO learning achieved by MBA students as reflected in their assignments	3.2 MBA students learn the CCFOs through participating in Service-Learning courses	<ul style="list-style-type: none"> • Evaluation of the level (Bloom's taxonomy) of cognitive development of the CCFOs through assessment of student individual assignments (Population = student individual assignments)

Problem 3: Evaluate the extent and general academic quality of student assignments in terms of both functional and CCFO learning

<u>Sub-problems:</u>		<u>Propositions 3.1 to 3.5</u>	<u>Data collection & Methodology</u>
3.3	Describe the preferred assessment methodologies used in an MBA Service-Learning course	3.3 Reflection with reflective journals are considered to be the most effective assessment methodology for Service-Learning courses	<ul style="list-style-type: none"> Descriptive statistical analysis of the perceptions of the most effective assessment methodologies for Service-Learning Learning (Population = experienced Service-Learning practitioners: expert opinion). Content analysis of student comments on assessment methodology from the standard CHESP post-course questionnaire on student experiences of a Service-Learning course (Population = MBA S-L students at WBS) Evaluation of the depth of reflection achieved by students for each CCFO from their individual assignments (Population = student individual assignments)
3.4	Evaluate the general academic quality of students' Service-Learning assignments	<p>3.4 The general academic quality of student assignments reflects the integrated and appropriate use of references and follow a logical report structure</p> <p>3.5 The depth of reflection by students is positively correlated with the extent of cognitive development as measured by Bloom's taxonomy for each CCFO</p>	<ul style="list-style-type: none"> Descriptive statistical analysis of the academic quality indicators and any associations with the achievement of Bloom level 4, from students' individual assignments (Population = student individual assignments) Chi square correlation of the depth of reflection with the extent of cognitive development as evaluated from the student individual assignments (Population = student individual assignments)

Problem 4: Relate MBA students' preferred Learning Styles to the context of Service-Learning and describe their understanding, experiences, personal growth and insights from attending a Service-Learning course on their MBA programme

<u>Sub-problems:</u>		<u>Propositions 4.1 to 4.2</u>	<u>Data collection & Methodology</u>
4.1	Relate MBA students' preferred Learning Styles to the context of Service-Learning	4.1 MBA students' Honey and Mumford learning styles profiles will not conflict with the reflection requirements of service learning	<ul style="list-style-type: none"> Descriptive statistical analysis of the Honey & Mumford Learning Styles Questionnaire applied to MBA students (population = MBA students in South Africa)
4.2	Describe MBA students' experiences, personal growth and insights from attending a Service-Learning course	4.2 MBA students experience personal growth and new perspectives from attending a Service-Learning course and are able to articulate insights to contribute to further MBA Service-Learning course development.	<ul style="list-style-type: none"> Content analysis of students' personal experience descriptions in individual assignments (Population = student individual assignments) Content analysis of student personal experience descriptions from the standard CHESP post-course questionnaire on student experiences of a Service-Learning course (Population = MBA S-L students at WBS) Content analysis of post-course lecturer evaluations and student comments

Data Collection:

Population / data source	Sampling methodology	Hypoth or Prop #	Data required
Existing and expanded CCFO dataset	Convenience	Hypothesis 1.1	<ul style="list-style-type: none"> Re-analyse the CCFO importances dataset from Carmichael and Sutherland (2005), expanded to include another 89 respondents (n = 142) by applying the Kruskal-Wallis one-way ANOVA test and the Tukey-Kramer multiple comparisons test to establish the significance of any differences.
		Hypothesis 1.2	<ul style="list-style-type: none"> Apply Stacey's (2005) Normal Distribution Fitting Algorithm (NDFA) to re-analyse the Likert scale dataset from Carmichael and Sutherland (2005), expanded to include another 89 respondents (n = 142).
Experienced Service-Learning practitioners: expert opinion	Purposive Service-Learning expert selection	Hypothesis 1.2	<ul style="list-style-type: none"> Apply Stacey's (2005) NDFA to analyse the Likert scale data relating to the development of SAQA's CCFOs through Service-Learning (Population = experienced Service-Learning practitioners: expert opinion)
		Proposition 2.1	<ul style="list-style-type: none"> Descriptive statistical identification of the scope of "community organisations" relevant to the South African context by questionnaire to established Service-Learning experts (Population = experienced Service-Learning practitioners: expert opinion).
		Proposition 3.3	<ul style="list-style-type: none"> Descriptive statistical analysis of the perceptions of the most effective assessment methodologies for Service-Learning Learning (Population = experienced Service-Learning practitioners: expert opinion).

Population / data source	Sampling methodology	Hypoth or Prop #	Data required
Community organisations	Convenience selection from NPO database (Gauteng only)	Proposition 2.2	<ul style="list-style-type: none"> Content analysis of community organisations identification of their business needs (Population = community organisations)
WBS MBA Student S-L assignments from actual implementation	The entire population of both PT and FT MBA students in the ODD courses during 2005 and 2006 participated	Proposition 2.1	<ul style="list-style-type: none"> Summary statistics of students' selection of community organisation types for their assignments (Population = student syndicate assignments)
		Proposition 2.2	<ul style="list-style-type: none"> Summary statistical analysis of student intervention types undertaken through their assignments (Population = student syndicate assignments)
		Proposition 2.3	<ul style="list-style-type: none"> Content and summary statistical analysis of reports from community organisations in response to student interventions from student assignments (Population = student syndicate assignments)
		Proposition 3.1	<ul style="list-style-type: none"> Descriptive statistical analysis of course content learning from students' syndicate assignments (Population = student syndicate assignments) Descriptive statistical analysis of comments from community organisations as part of feedback from syndicate assignments (Population = student syndicate assignments)
		Proposition 3.2	<ul style="list-style-type: none"> Evaluation of the level (Bloom's taxonomy) of cognitive development of the CCFOs through assessment of student individual assignments (Population = student individual assignments)

Population / data source	Sampling methodology	Hypoth or Prop #	Data required
		Proposition 3.3	<ul style="list-style-type: none"> Evaluation of the depth of reflection achieved by students for each CCFO from their individual assignments (Population = student individual assignments)
		Proposition 3.4	<ul style="list-style-type: none"> Descriptive statistical analysis of the academic quality indicators and any associations with the achievement of Bloom level 4, from students' individual assignments (Population = student individual assignments) Chi square correlation of the depth of reflection with the extent of cognitive development as evaluated from the student individual assignments (Population = student individual assignments)
		Proposition 4.2	<ul style="list-style-type: none"> Content analysis of students' personal experience descriptions in individual assignments (Population = student individual assignments)
FT & PT MBA students taking the S-L ODD course	Convenience (those present at the last lecture)	Proposition 2.3	<ul style="list-style-type: none"> Descriptive and Likert-scale analysis (applying Stacey's (2005) NDFA) of the standard CHESP post-course questionnaire on student experiences of a Service-Learning course (Population = MBA S-L students at WBS)
		Proposition 3.1	<ul style="list-style-type: none"> Descriptive and Likert-scale analysis (applying Stacey's (2005) NDFA) of the standard CHESP post-course questionnaire on student experiences of a Service-Learning course (Population = MBA S-L students at WBS)
		Proposition 3.3	<ul style="list-style-type: none"> Content analysis of student comments on assessment methodology from the standard CHESP post-course questionnaire on student experiences of a Service-Learning course (Population = MBA S-L students at WBS)

Population / data source	Sampling methodology	Hypoth or Prop #	Data required
		Proposition 4.2	<ul style="list-style-type: none"> Content analysis of student personal experience descriptions from the standard CHESP post-course questionnaire on student experiences of a Service-Learning course (Population = MBA S-L students at WBS)
MBA students in South Africa		Proposition 4.1	<ul style="list-style-type: none"> Descriptive statistical analysis of the Honey & Mumford Learning Styles Questionnaire applied to MBA students (population = MBA students in South Africa)
Lecturer evaluations		Proposition 4.2	<ul style="list-style-type: none"> Content analysis of post-course lecturer evaluations and student comments

Appendix 3

The Meta-Inquiry Questionnaire



Dear Executive,

Your senior position within your organisation indicates your career success to date, and it is just a small part of this experience and wisdom that I am asking you to share with me in the quest for my PhD.

The topic is an investigation into a new, practical, work and community-based teaching methodology and its impact on MBA competence and performance in the workplace. In order to establish the value of the competencies developed, I need to quantify their value in the organisational context. This is where you come in.

If you would be so kind as to complete the attached questionnaire (it will not take longer than about 7 minutes), and return it to me at carmichael.t@wbs.wits.ac.za or terrihrd@iafrica.com, you will be making an important contribution to improving management education, which should in turn benefit your own organisation.

If you are willing to participate, it will be appreciated if the completed questionnaire could be returned to me by September 20th, which will get it off your shoulders and out of your inbox as rapidly as possible!

Please feel free to contact me on 082 458-9583 if needed.

Many thanks in anticipation of your input.

Yours sincerely,

Terri Carmichael

Deputy Director: Special Projects,

Wits Business School

University of the Witwatersrand

PhD Questionnaire 3: Business Executives' expectations of MBA competence

Respondent number For office use only

Please only complete this questionnaire if you employ MBA graduates in your organisation

SECTION A: Demographics

Q1 In the space below, please write the industry sector in which your organisation operates:

Q2. Please indicate the number of employees in your organisation (SA only)

< 200 201-500 501-2,000 2,000-10,000 > 10,000

Q3. Please indicate the approximate turnover of your organisation (SA only):

Less than R2 million per annum R2 to R10 million per annum R10 to R50 million per annum More than R50 million per annum

Q4 In the space below, please describe yourself demographically in 5 words

SECTION B: Your expectations of MBA graduates

Q5 In the space below, please list or describe the types of competencies, skills, abilities and / or attitudes that you expect of MBA graduates

SECTION C: Generic Management Competencies

Q6 In your experience, please indicate the extent to which MBA graduates demonstrate each of the following generic competencies:

	1 Not at all	2 A little bit	3 Noticeable	4 Quite a lot	5 Very much	Don't know
Identifying and solving problems using critical and creative thinking skills						
Making decisions based on sound, fact-based reasoning						
Working effectively with others as a member of a team or group						
Organizing and managing oneself responsibly and effectively						
Collecting, analysing, organising and critically evaluating information						
Communicating effectively, verbally and in writing, including presentation skills						
Using computer and other business technology effectively						
Ability to see the world as a set of interrelated systems and identify "ripple effects"						
Learning effectively in the business environment						
Being a responsible local, national or global citizen						
Being a responsible, ethical corporate citizen						
Being culturally and aesthetically sensitive						
Taking advantage of educational and career opportunities						
Demonstrating entrepreneurial thinking and action						

Please answer Question 7 by indicating, in sequence (1 = Most Important; 7 = Least Important) which 7 of the following 14 generic competencies are most important to the success your business,

Q7.	Number
Identifying and solving problems using critical and creative thinking skills	
Making decisions based on sound, fact-based reasoning	
Working effectively with others as a member of a team or group	
Organizing and managing oneself responsibly and effectively	
Collecting, analysing, organising and critically evaluating information	
Communicating effectively, verbally and in writing, including presentation skills	
Using computer and other business technology effectively	
Ability to see the world as a set of interrelated systems and identify "ripple effects"	
Learning effectively in the business environment	
Being a responsible local, national or global citizen	
Being a responsible, ethical corporate citizen	
Being culturally and aesthetically sensitive	
Taking advantage of educational and career opportunities	
Demonstrating entrepreneurial thinking and action	

Many thanks for your time

Appendix 4

The Service-Learning Practitioners' Questionnaire



Dear Service-Learning Practitioner,

Your experience in the field of Service-Learning practices, as well as your knowledge of the South African context makes you one of, at this point in time, a rather limited number of individuals. It is just a small part of this experience and wisdom that I am asking you to share with me in the quest for my PhD.

The proposed title of my PhD is "Service-Learning in MBA degree programmes in South Africa", and I have selected generic competency development in students through participating in a Service – Learning based course. Although little work has been done in this context, your view on the development of generic competencies in Service-Learning courses in general is key to the research. I would greatly value your input, as you are one of the pioneers in the establishment of Service-Learning in South Africa.

Please feel free to contact me on 082 458-9583 if needed.

Many thanks in anticipation of your input.

Yours sincerely,

Terri Carmichael

Deputy Director: Special Projects,

Wits Business School

University of the Witwatersrand

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Questionnaire 1: Selected SA experienced S-L Practitioners

Respondent number For office use only Name: _____

SECTION A: Demographics

Q1 Name of University, Faculty and School at which you work/ed: _____

Q2 Name of the Service-Learning course/s that you run: _____

Q3 Please indicate the level of the Service-Learning courses that you run (tick all that apply)

☐ Under-graduate ☐ Graduate ☐ Post-graduate

Q4 In the space below, please describe yourself demographically in 5 words

SECTION B: The scope of Community Organisations in the South African context

Please indicate which of the following types of organisation (place a cross in all the boxes that apply) should be classified as "Community Organisations" for the purpose of Service-Learning interventions in South Africa. If there are other categories that you feel should apply, please write them in the empty boxes at the end of this section.

Section 21 Co.	NPO	NGO	Hospital / Hospital department	Entrepreneur
Police station	Religious organisation	Government body or department	Prison	Cause related pressure group
Municipality	City council	Trust / Foundation	School	Survival support group
SMME	BEE organisation	Charity	Volunteer organisation	Development oriented group
HIV / AIDS related organisation	Human rights group	Animal rights group	Environmental protection agency	
Orphanage	Retirement home	Arts / Culture organisation	Community based organisation	
Counselling organisation	Violence prevention group	Co-operative	Educator	

SECTION C: Generic competencies developed through Service-Learning

In your experience, please indicate the extent to which each of the following generic competencies is developed through

Q6. Service-Learning courses

	1	2	3	4	5	Don't know
	Not at all	A little bit	Noticeable	Quite a lot	Very much	
Identifying and solving problems using critical and creative thinking skills						
Making decisions based on sound, fact-based reasoning						
Working effectively with others as a member of a team or group						
Organizing and managing oneself responsibly and effectively						
Collecting, analysing, organising and critically evaluating information						
Communicating effectively, verbally and in writing, including presentation skills						
Using computer and other business technology effectively						
Ability to see the world as a set of interrelated systems and identify "ripple effects"						
Learning effectively in the business environment						
Being a responsible local, national or global citizen						
Being a responsible, ethical corporate citizen						
Being culturally and aesthetically sensitive						
Taking advantage of educational and career opportunities						
Demonstrating entrepreneurial thinking and action						

SECTION D: Assessment of Service-Learning courses

Q7 Please list the assessment methodologies that you apply in your service learning courses

Many thanks for your time

Appendix 5

The NPO Questionnaire

Questionnaire for Non-Profit Organisations

Dear Sir / Madam,

Your assistance in contributing to this PhD will be greatly appreciated; it is intended to establish the business needs of NPOs in the hope of being able to better direct university student volunteers' efforts. Your responses will be anonymous and used for this purpose only, and you are under no obligation to answer any question that you are not comfortable with. Only aggregated information will be reported, and no details will be divulged to others.

Contact person: Terri Carmichael, Email: Carmichael.t@wbs.wits.ac.za or terrihrd@iafrica.com,
Phone: 082 458-9583)

1. Demographic Information

1.1. Please state the main purpose of your organisation

1.2. Please state your type of Non Profit Organisation, eg Trust, CBO, Section 21, etc

1.3. Please tick the relevant box to indicate the number of employees in your organisation:

a	<10	
b	11-50	
c	51-100	
d	>100	

2. Funding of your organisation

Please indicate the major sources of your funds and the approximate percentage for each source

Source of Income	Approximate %
Member fees	
Income generation (sales and / or services	
Fund raising events	
Interest on investments	
Other – please specify	
TOTAL	100%

3. Organisational Structures and Processes

Please tick the relevant box	Yes	No	Don't Know
3.1. Are you aware of the NPO Act?			
3.2. Do you comply with the NPO Act			
3.3. Does your organisation have a business plan?			
3.4. Does your organisation have a constitution?			
3.5. Does your organisation have a strategic plan?			
3.6. Is your organisation's structure aligned with your strategy and allow the strategic plan to be implemented?			
3.7. Does your organisation have a formal organogram / people structure?			
3.8. Does your organisation have written policies and procedures for human resource functions like selection, training and performance management?			
3.9. Are the policies and procedures effective?			
3.10. Does your organisation have sufficient staff for its current operations?			

4. Organisational skills requirements

4.1. What skills are required to run your organisation effectively?

4.2. Which, if any, of the required skills need to be developed further?

5. External Consultants

- 5.1. If you had free access to a team of multi-skilled business consultants, how would you make use of them in your organisation?

If you have any other comments or suggestions, they would be greatly appreciated

Many thanks for your assistance

Appendix 6

The MBA Service-Learning assignment used in this study

MBA: ORGANISATIONAL DESIGN & DEVELOPMENT

Course Evaluation

Syndicate assignment	25%
Individual assignment	25%
Exam equivalent individual assignment	50%

The exam equivalent individual assignment has a non-negotiable hand-in date of _____. It may be handed in before then, but any assignments outstanding by 11.00am on the _____ will be marked as “failed absent”.

The integrated assignment structure and process

The structure of this course, along with your assignments, is intended to go beyond theories to practical implementation based on solid concepts, and give you the opportunity to do some real good in the real world, whilst developing yourself as an ODD practitioner as well as a more effective manager.

We need to leave our environment better than the way we found it, and this is an opportunity for you to make a small contribution to that end. It is hoped that the exercises will add greater meaning to your own experience as well as give you practical skills, at the same time as performing a valuable service.

Syndicate assignment (25% of the final mark)

Submit by:

The syndicate assignment is an action-learning project, and this is your opportunity to help create a better working world. It is intended that the project will add greater meaning to your own experience as well as give you practical skills, whilst providing a valuable service to the broader society.

Each syndicate will adopt the role of an organisation development consultancy for the duration of the course. Rather than working within a large corporate as is the common practice for assignments, you will plan, implement and report back on an OD intervention to be run in a community-based organisation or department of such an organisation. You may select this organisation yourselves, as long as it is one that is non-profit, or for community benefit and not normally be in a position to afford the luxury of a consulting firm. Examples of such organisation would include:

- Any NGO (non-governmental organisation) or NPO (not for profit organisation)
- Hospitals / hospital departments, police stations, schools, religious bodies
- Government bodies, department or institutes, including prisons
- Municipalities, city councils, parks boards
- Educational institutions or departments
- Start-up organisations, especially BEE organisations

- Charities, volunteer organisations
- HIV / AIDS support groups and organisations
- Human rights groups, animal rights groups, environmental protection agencies
- Groups such as Roundtable, Rotary, Life Line, etc
- Orphanages and old age homes, the salvation Army, arts galleries, museums and other culturally related organisations
- Small, or micro-enterprises that are creating entrepreneurial opportunities
- Any other appropriate organisation you can identify.

Your syndicate is required to:

Write a report about your organisation and the situation it is in. Analyse and describe their organisational development needs (The NPO Act requires them to become more self-sufficient and rely less on donations), and how you have assisted them through an appropriately selected (small) OD intervention.

Include no less than 5 references in your report.

The submission should not be longer than 5 pages.

You will also do a Syndicate presentation in the last session, which will contribute 20% of the syndicate marks.

The process should be implemented as follows:

Select and establish contact with an organisation or group that is willing / would like you to do the syndicate exercise with them. Bring their details to class with you in Session 2. You must have obtained their agreement before this class. Hand in an outline of the organisation in terms of their purpose, mission, vision, structure and values – this information may be downloaded from their website or obtained directly from the organisation, or a combination of methods.

Remember that **their** objective is to provide some sort of community service, and you are going to help them to do that better (**but only if they want you to** – if they don't, you will need to find an organisation that does).

When you call them, explain that you are MBA students at WBS, and that your assignment is to undertake an organisation development project in a non-profit organisation, with the intention of providing real value to them. It will not cost them anything, and will enable you to develop better skills by working in an authentic organisational context.

Once the project is written up, they will receive a copy with the intention that they can use it profitably, and we will receive a copy to mark.

Neither the report or its contents will be shared with anyone else, and confidentiality is assured and absolute. You may disguise the identity of the organisation if you or they wish.

Bear in mind that they are likely to say that what they need is more money. Redirect them to answering how they would build their own capacity if they DID have the money.

As you progress through the course, consult with the organisation of your choice regularly to establish:

- How their organisation functions and operates as a business, using McKinsey's 7-S model as a basis
- Who their stakeholders are and what those stakeholders expect from them
- How they decide on their objectives and measure their results
- What their organisational development needs, eg skills gaps, strategy formulation assistance, business process re-engineering, coaching, writing policies or reports, assistance with financial reporting systems, etc are
- Identify an appropriate type of intervention, eg small groups, pairs, cross-functional teams, senior team, etc
- Design a small intervention that will assist them to build their own capacity, and implement it.

Please ask your organisation to email a one-page assessment of your time with them to me on a confidential basis – my contact details are include with my biography.

Marks will be allocated as follows:

Criterion	Percent
Structure, layout, referencing	10
Identification of OD needs based on analysis of the organisation	20
Appropriateness and design of the organisational intervention	15
Honesty and candour in your description of the challenges faced and how they were addressed	20
Report from the organisation	15
Quality of the Syndicate presentation	20
	100%

INDIVIDUAL assignment (25% of the final mark)

Submit by:

Write a short story (up to 3 pages) about the life and circumstances of one of the beneficiaries (ie a community member or family – disguise **names to protect their privacy**) of the organisation you are implementing your ODD intervention in. The story should provide a descriptive circumstantial background surrounding the individual / family, the hardships or difficulties they have faced, using actual events to illustrate, how they came to be assisted by the organisation and how they have benefited from the assistance. Accounts of courage and resilience would add interest.

The purpose of this exercise is for you to gain insight and empathy into the lives of other members of our diverse community, and to view the role of organisational development as a tool that can benefit societies and communities in the entire nation. The organisations themselves may also be able to use the stories to illustrate the good they are doing.

Criterion	%
Depth of understanding of what the organisation is trying to achieve with the service it offers, as reflected in the story	40
Depth of understanding and empathy of real cultural and diversity issues as reflected in the story	40
Publishability of the story	20
TOTAL	100%

EXAM EQUIVALENT Individual assignment (50% of the final mark)

Submit to the lecturer by 11.00am on _____ – NOT NEGOTIABLE

The following generic competencies have been prescribed by South African legislation as essential to management development and are to be included in all National Qualifications. They have also been integrated into qualifications frameworks in the USA, the UK, Scotland, Australia and New Zealand and are the underlying basis of courses taught at Harvard Business School, including the MBA.

Your individual assignment is to submit a document of approximately 15 pages describing your self-development in the following areas during this course:

- Identifying and responsibly solving problems using critical and creative thinking
- Making decisions based on sound, fact-based reasoning
- Working effectively with others as a member of a team, group, organisation, community
- Responsibly and effectively organizing and managing yourself
- Collecting, analysing, organising and critically evaluating information
- Communicating effectively both verbally and in writing

- Using and developing computer or other technology skills
- Understanding the world as a set of inter-related systems
- Discovering new ways to learn more effectively
- Participating as a responsible citizen in the life of other communities
- Being culturally and aesthetically sensitive
- Exploring alternative education and career opportunities
- Developing entrepreneurial thinking

Your submission should include references to not less than 7 published articles, which refer to the development and benefits of the competencies described. These must be formatted as per the WBS adaptation of the Harvard Style Guide. Relate your own learning to what you discover from the literature. Each competency should be described under its own subheading. You will benefit by keeping a reflective diary and making notes **as you go**, to ensure that you recall important learning events and examples to include in your assignment.

Include what YOU learned from the organisation in which you worked.

Assume that everyone in the class, including the lecturer, will be both teacher and learner at all times. Peer learning, peer-driven syndicate management and peer discussion is a critical part of your learning experience. If your syndicate finds itself “carrying” someone who is not pulling his or her weight, find a constructive way of getting their full participation, as you might do at work, using whatever resources are available to you, including faculty members. Selfishness is not OK.

Write up your journal on an ongoing basis with each of the above competencies as sub-headings. Seek opportunities to develop skills in each area as you carry out your syndicate assignment, and write them up in your journal.

The most interesting parts (and therefore worth the most marks) will be the ones in which you have had the most difficulty, the times that you have had negative results, the times you have had disagreements in your syndicate but have had to resolve your issues nonetheless, the realisation that you, personally, can do something to make a difference. We want to hear about these times, your feelings about them – as well as the good ones – and what you have personally learnt as a result, how you have become wiser.

If you learnt nothing, describe why not and what you learnt about yourself from learning nothing.

Honesty about failures and how you addressed the failures will get higher marks than glowing reports about how everything went right (which it never does).

Your submission should be presented as a formal report, typed on a word processor and should enable you to represent it as an example of the competency of being “aesthetically sensitive”.

It is important that you record your insights in each of the above areas **as you proceed** with your intervention, in the form of notes or a type of diary, then it will be simply a matter

of consolidating, relating your experiences to the literature and tidying up at the end. It is almost impossible to gain or give real insight without doing this.

A useful reflection model to follow is the “what?”, “so what?”, “now what?” model. This means that you describe an event (what happened), then describe what resulted (consequences), then lastly, what you did / would do next (what you learned).

Allocation of marks

Criterion	%
Layout, structure, style, referencing	15
Inclusion of comment for all CCFOs – if you had no experiences in a particular area, describe why not	15
Self-reflective honest accounts of your experiences, feelings, problems experienced, actions taken	20
Integration of your own experiences and the published literature	20
Account of YOUR learning from the organization in which you worked	10
Self-reflective honest accounts of your personal growth in the areas described by the CCFOs and any other areas that you gained insight into.	20
TOTAL	100%

Appendix 7

The CHESP student Questionnaire (post-test)

CHESP STUDENT QUESTIONNAIRE (POSTTEST) ¹

Dear Student,

You are being asked to complete this questionnaire because you are enrolled in a module / course which has a service-learning component. We are very interested to find out about your experiences of this module / course.

UNIVERSITY OF THE WITWATERSRAND

Faculty of ...Commerce, Law & Management

School of ... Business Administration (graduate)

Department of ...Human Resources

TITLE OF ACADEMIC PROGRAMME YOU ARE REGISTERED:

.....MBA.....(Master of Business Administration)

**TITLE AND CODE OF MODULE: ...Organisational Design & Development
(BUSA 5049) STUDENT NUMBER:**

--	--	--	--	--	--	--	--

I DEMOGRAPHICS

First, we would like to know some information about you.

Please circle the correct response.

Gender

Female	1
Male	2

Race

Asian	1
Black	2
Coloured	3
White	4

What is your age?(years)

Which year of study are you currently in?

First-year	1
Second year	2
Third year	3
Fourth year/ Honours	4
Masters	5

¹ Sources: Gelmon et al (2001) *Assessing service-learning and civic engagement*. Campus Compact; Reeb, R.N. et al (1998) The Community service self-efficacy scale: Evidence of reliability, construct validity and pragmatic utility. *Michigan Journal of Community Service-learning*.

Name of service agency or service provider you worked with this during the module / course (where appropriate):

.....

II YOUR UNDERSTANDING OF SERVICE-LEARNING

Please provide your understanding of service-learning by completing the sentence below

I understand "service-learning" to be

.....

.....

.....

III YOUR EXPERIENCES OF THE MODULE / COURSE

We would like to hear about your experiences of the module / course you are enrolled in. *Please indicate your level of agreement with each of the statements below.*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
I learnt from the community in which I worked	1	2	3	4	5	6
The community benefited from the work I did	1	2	3	4	5	6
The service provider benefited from the work I did	1	2	3	4	5	6
This service-learning module / course took more of my time than other modules / courses	1	2	3	4	5	6
This service-learning module / course cost me more money than other modules / courses	1	2	3	4	5	6
This service-learning module / course required much more work than other modules / courses	1	2	3	4	5	6

Do you think the module / course was well-planned?

Yes	1	No	2
-----	---	----	---

Explain your answer

.....

.....

What new knowledge, skills, attitudes did you gain through participating in the module / course? Specify what these are.

.....

.....

.....

.....

Do you think the service provider (community organisation) involved in this module / course benefited from the module / course as was intended at the beginning of the module / course?

Yes	1
No	2
Don't know	3
No service provider	4

If **yes**, describe how they benefited. If **no**, why not?

.....

.....

.....

Do you think the community members involved in this module / course benefited from the module / course as was intended?

Yes	1
No	2
Don't know	3
No community	4

If **yes**, describe how they benefited. If **no**, why not?

.....

.....

.....

Have you been given clear rules and guidelines for working in the community?

Yes	1	No	2
-----	---	----	---

If yes, specify what these rules are (at least three most important)

.....

.....

.....

What kind of preparation did you receive for working with the community?
Specify

.....

.....

.....

Do you think the assessment of this service-learning module / course was different to that of other module / courses?

Yes	1	No	2
-----	---	----	---

If yes, specify how it was (or should be) different to other courses

.....

.....

.....

Finally, please add any other comments (feelings, concerns, opinions; difficulties) you have about the module / course you have just completed.

.....

.....

.....

.....

.....

.....

.....

Thank you for your insights regarding service-learning!

Appendix 8

The Honey and Mumford 40-item Learning Styles Questionnaire

This item is protected by copyright and may not be included in this document.

However it may be obtained from Peter Honey Publications, Ltd.

Appendix 9

The Kruskal-Wallis ANOVA Report

Analysis of Variance Report

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Database

Response Solve_Problems, Systems_thinking, Teams, communication, info_mgmt, self_mgmt, technology

Tests of Assumptions Section

Assumption	Test Value	Prob Level	Decision (0.05)
Skewness Normality of Residuals	13.6933	0.000000	Reject
Kurtosis Normality of Residuals	11.3275	0.000000	Reject
Omnibus Normality of Residuals	315.8207	0.000000	Reject
Modified-Levene Equal-Variance Test	3.8450	0.000848	Reject

Expected Mean Squares Section

Source	Term	DF	Term Fixed?	Denominator Term	Expected Mean Square
A (...)		6	Yes	S(A)	S+sA
S(A)		987	No		S(A)

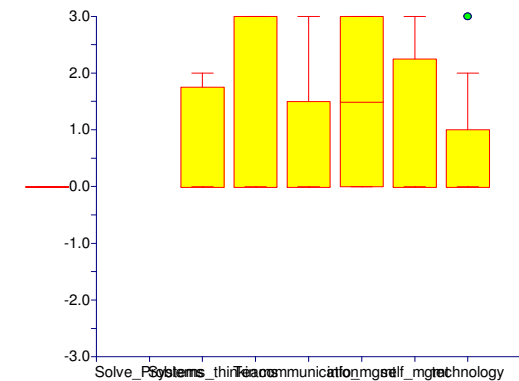
Note: Expected Mean Squares are for the balanced cell-frequency case.

Analysis of Variance Table

Source	Term	DF	Sum of Squares	Mean Square	F-Ratio	Prob Level	Power (Alpha=0.05)
A (...)		6	10219.46	1703.244	33.71	0.000000*	1.000000
S(A)		987	49865.39	50.52218			
Total (Adjusted)		993	60084.86				
Total		994					

* Term significant at alpha = 0.05

Box Plot Section



Analysis of Variance Report

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 Response Solve_Problems, Systems_thinking, Teams, communication, info_mgmt, self_mgmt, technology

Kruskal-Wallis One-Way ANOVA on Ranks

Hypotheses

Ho: All medians are equal.

Ha: At least two medians are different.

Test Results

Method	DF	Chi-Square (H)	Prob Level	Decision(0.05)
Not Corrected for Ties	6	203.2601	0.000000	Reject Ho
Corrected for Ties	6	212.2278	0.000000	Reject Ho
Number Sets of Ties	28			
Multiplicity Factor	4.149914E+07			

Group Detail

Group	Count	Sum of Ranks	Mean Rank	Z-Value	Median
Solve_Problems	142	97232.00	684.73	8.3943	20
Systems_thinking	142	71443.00	503.12	0.2520	14.5
Teams	142	82857.50	583.50	3.8558	15
communication	142	61884.00	435.80	-2.7661	10
info_mgmt	142	84756.00	596.87	4.4553	15
self_mgmt	142	59038.50	415.76	-3.6645	10
technology	142	37304.00	262.70	-10.5267	10

Means and Effects Section

Term	Count	Mean	Standard Error	Effect
All	994	14.28571		14.28571
Solve_Problems	142	19.2676	0.5964814	4.981891
Systems_thinking	142	14.77465	0.5964814	0.4889336
Teams	142	16.26056	0.5964814	1.974849
communication	142	12.64789	0.5964814	-1.637827
info_mgmt	142	16.33803	0.5964814	2.052314
self_mgmt	142	11.97183	0.5964814	-2.313883
technology	142	8.739436	0.5964814	-5.546278

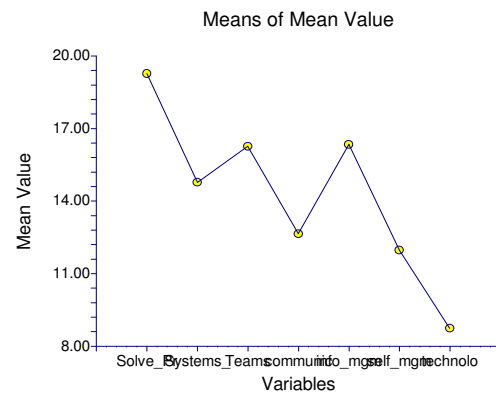
Analysis of Variance Report

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Database

Response Solve_Problems, Systems_thinking, Teams, communication, info_mgmt, self_mgmt, technology

Plots of Means Section



Bonferroni (All-Pairwise) Multiple Comparison Test

Response: Solve_Problems, Systems_thinking, Teams, communication, info_mgmt, self_mgmt, technology

Term A:

Alpha=0.050 Error Term=S(A) DF=987 MSE=50.52218 Critical Value=3.0381

Group	Count	Mean	Different From Groups
technology	142	8.739436	self_mgmt, communication, Systems_thinking, Teams, info_mgmt, Solve_Problems
self_mgmt	142	11.97183	technology, Systems_thinking, Teams, info_mgmt, Solve_Problems
communication	142	12.64789	technology, Teams, info_mgmt, Solve_Problems
Systems_thinking	142	14.77465	technology, self_mgmt, Solve_Problems
Teams	142	16.26056	technology, self_mgmt, communication, Solve_Problems
info_mgmt	142	16.33803	technology, self_mgmt, communication, Solve_Problems
Solve_Problems	142	19.2676	technology, self_mgmt, communication, Systems_thinking, Teams, info_mgmt

Notes:

This section presents the results of all paired comparisons among the means.

Since this procedure uses the Bonferroni inequality, it is not as accurate as the Tukey-Kramer's method.

Analysis of Variance Report

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Database

Response Solve_Problems, Systems_thinking, Teams, communication, info_mgmt, self_mgmt, technology

Scheffe's Multiple-Comparison Test

Response: Solve_Problems, Systems_thinking, Teams, communication, info_mgmt, self_mgmt, technology

Term A:

Alpha=0.050 Error Term=S(A) DF=987 MSE=50.52218 Critical Value=3.5562

Group	Count	Mean	Different From Groups
technology	142	8.739436	self_mgmt, communication, Systems_thinking, Teams, info_mgmt, Solve_Problems
self_mgmt	142	11.97183	technology, Teams, info_mgmt, Solve_Problems
communication	142	12.64789	technology, Teams, info_mgmt, Solve_Problems
Systems_thinking	142	14.77465	technology, Solve_Problems
Teams	142	16.26056	technology, self_mgmt, communication, Solve_Problems
info_mgmt	142	16.33803	technology, self_mgmt, communication
Solve_Problems	142	19.2676	technology, self_mgmt, communication, Systems_thinking, Teams

Notes:

This report provides multiple comparison tests for all possible contrasts among the the means. These contrasts may involve more groups than just each pair, so the method is much stricter than need be. The Tukey-Kramer method provides more accurate results when only pairwise comparisons are needed.

Tukey-Kramer Multiple-Comparison Test

Response: Solve_Problems, Systems_thinking, Teams, communication, info_mgmt, self_mgmt, technology
Term A:

Alpha=0.050 Error Term=S(A) DF=987 MSE=50.52218 Critical Value=4.1782

Group	Count	Mean	Different From Groups
technology	142	8.739436	self_mgmt, communication, Systems_thinking, Teams, info_mgmt, Solve_Problems
self_mgmt	142	11.97183	technology, Systems_thinking, Teams, info_mgmt, Solve_Problems
communication	142	12.64789	technology, Teams, info_mgmt, Solve_Problems
Systems_thinking	142	14.77465	technology, self_mgmt, Solve_Problems
Teams	142	16.26056	technology, self_mgmt, communication, Solve_Problems
info_mgmt	142	16.33803	technology, self_mgmt, communication, Solve_Problems
Solve_Problems	142	19.2676	technology, self_mgmt, communication, Systems_thinking, Teams, info_mgmt

Notes:

This report provides multiple comparison tests for all pairwise differences between the means.

Analysis of Variance Report

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Database
Response Solve_Problems, Systems_thinking, Teams, communication, info_mgmt, self_mgmt, technology

Kruskal-Wallis Multiple-Comparison Z-Value Test

Variable	Solve_Problems	Systems_thinking	Teams	communication	info_mgmt
Solve_Problems	0.0000	5.4467	3.0359	7.4656	2.6350
Systems_thinking	5.4467	0.0000	2.4108	2.0189	2.8118
Teams	3.0359	2.4108	0.0000	4.4297	0.4010
communication	7.4656	2.0189	4.4297	0.0000	4.8307
info_mgmt	2.6350	2.8118	0.4010	4.8307	0.0000
self_mgmt	8.0666	2.6199	5.0307	0.6010	5.4316
technology	12.6570	7.2103	9.6211	5.1914	10.0220
Regular Test: Medians significantly different if z-value > 1.9600					
Bonferroni Test: Medians significantly different if z-value > 3.0381					

Kruskal-Wallis Multiple-Comparison Z-Value Test

Variable	self_mgmt	technology
Solve_Problems	8.0666	12.6570
Systems_thinking	2.6199	7.2103
Teams	5.0307	9.6211
communication	0.6010	5.1914
info_mgmt	5.4316	10.0220
self_mgmt	0.0000	4.5904
technology	4.5904	0.0000
Regular Test: Medians significantly different if z-value > 1.9600		
Bonferroni Test: Medians significantly different if z-value > 3.0381		

Appendix 10

The Critical Cross-Field Outcomes

All of the Critical Cross-Field Outcomes must be embedded in nationally registered qualifications; they must emerge through the learning process rather than be taught overtly.

The following seven Critical Cross-Field Outcomes are assessable in learners:

- Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made
- Working effectively with others as a member of a team, group, organisation, community
- Organizing and managing oneself and one's activities responsibly and effectively
- Collecting, analysing, organising and critically evaluating information
- Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation

The following five Critical Cross-Field Outcomes are educational aims:

- Contributing to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of:
 - Reflecting on and exploring a variety of strategies to learn more effectively;
 - Participating as responsible citizens in the life of local, national and global communities;
 - Being culturally and aesthetically sensitive across a range of social contexts;
 - Exploring education and career opportunities;
 - Developing entrepreneurial opportunities

(Isaacs 2000; RSA 2000a)

Appendix 11

The Chi-Square test showing the correlation between the depth of reflection and Bloom level achieved

Chi square test showing association between depth of reflection and Bloom level achieved

Observed	Bloom 0	Bloom 1	Bloom 2	Bloom 3	Bloom 4	Bloom 5	Bloom 6	
N	9	7	1	0	0	0	0	17
W	4	14	24	32	3	0	0	77
SW	0	1	7	84	63	19	7	181
NW	0	0	2	5	18	25	88	138
	13	22	34	121	84	44	95	413

Predicted	Bloom 0	Bloom 1	Bloom 2	Bloom 3	Bloom 4	Bloom 5	Bloom 6	
N	0.5	0.9	1.4	5.0	3.5	1.8	3.9	17
W	2.4	4.1	6.3	22.6	15.7	8.2	17.7	77
SW	5.7	9.6	14.9	53.0	36.8	19.3	41.6	181
NW	4.3	7.4	11.4	40.4	28.1	14.7	31.7	138
	13	22	34	121	84	44	95	413

Observed	Bloom 0 & 1	Bloom 2	Bloom 3	Bloom 4	Bloom 5	Bloom 6	
N & W	34	25	32	3	0	0	94
SW	1	7	84	63	19	7	181
NW	0	2	5	18	25	88	138
	35	34	121	84	44	95	413

Predicted	Bloom 0 & 1	Bloom 2	Bloom 3	Bloom 4	Bloom 5	Bloom 6	
N & W	8.0	7.7	27.5	19.1	10.0	21.6	94
SW	15.3	14.9	53.0	36.8	19.3	41.6	181
NW	11.7	11.4	40.4	28.1	14.7	31.7	138
	35	34	121	84	44	95	413

Chi-sq Contribution	Bloom 0 & 1	Bloom 2	Bloom 3	Bloom 4	Bloom 5	Bloom 6	
N & W	85.1	38.5	0.7	13.6	10.0	21.6	
SW	13.4	4.2	18.1	18.6	0.0	28.8	
NW	11.7	7.7	31.0	3.6	7.2	99.7	
							$\chi^2 = 413.6$
							p-value 1.18E-82
							p-value 1.18E-82

Some of the predicted values (marked in yellow) were too small for analysis on their own, so categories Bloom levels 0 and 1 and Reflection levels "none" and "what" were combined for analysis