AN EXAMINATION OF THE "AFTER-EFFECTS" OF A LEADERSHIP TRAINING PROGRAM ON UNIVERSITY STUDENTS

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Abstract

The purpose of the study was to examine the "after-effects" of a leadership training program on university students. Data were collected using both cross-sectional and case study methods, and by interviewing students. The data were tabulated and analyzed using descriptive statistics and analyses. The participants included both male and female students; most of them were in their early twenties; juniors, and held department-wide, college-wide, or university-wide positions. Moreover, the majority of participants indicated that they participated in the workshops offered because they wanted to improve their leadership skills. They also indicated that they learned "one new" thing; for instance, leadership skills; teamwork; managing people,

and grant writing. Furthermore, they all indicated that they have used, at least some of the information that they received from the workshops, such as information on voluntary organizations; leadership skills; financial management; grant writing; how to network; and dealing with different types of persons in organizations. Also, all the respondents mentioned that they were doing one thing differently, such as flexibility in leading; how to prioritize activities and tasks; using conflict resolution information; paying more attention to team members; sharing information with networks; and encouraging colleagues to provide or contribute ideas in team meetings. The students made suggestions for future workshops, such as including students from other colleges; more role-playing in the delivery of the workshops, and starting workshops early. The study has provided additional knowledge as to what university students think about the "after-effects" of a leadership training program.

INTRODUCTION

Leadership training programs are usually good for participants no matter who they are. For instance, Chestnut & Tran-Johnson (2013) argued that students should be provided the opportunity to participate in leadership programs and apply the requisite skills taught to enhance their future endeavors. Uaikhanova et al. (2022) also argued that leadership skills development for students is essential; because there is no substitute for good quality leadership training, as this will help the students in their future work and/or adult life. Moreover, Anderson et al. (2006) indicated that youth leadership training programs offer challenging activities and allow the meaningful involvement of participants. Kim & Holyoke (2022) explained that participation in extracurricular activities such as student leadership development programs results in learning experiences for the students. Posner (2009) was of the view that, despite the many leadership programs in many universities, relatively few studies have been done to ascertain their benefits or effects. Furthermore, Hine (2013) stressed that student leadership programs are of major interest to those who hold responsibility for the implementation of such programs. He emphasized that it was important for researchers to understand such programs from the student's perspective. He also stressed that the inclusion of student leadership programs in student activities facilitates student development.

Generally, leadership programs usually leave an imprint or an "after-effect" on the participants in the training. The "after-effects" on the participants may be varied, such as new knowledge or skills. Also, participants may have some expectations for the training, which they would like to be met. As well, they may encounter some unknowns during the training, which

would be beneficial to them. Relatedly, leadership training programs for students are likely to leave an "after-effect" on participants of the program.

Despite the preceding, there have been limited studies to assess the "after-effects" of student leadership programs; in particular, university student leadership programs. Assessing such programs would allow the improvement or adjustment of such programs to make them malleable to condition-present of the students. The purpose of this study, therefore, is to examine the "after-effects" of a leadership training program on university students. The objectives are to describe socioeconomic characteristics; examine and assess general information on participants, and examine and assess specific information on participants.

LITERATURE REVIEW

The literature review describes studies that assess the outcomes associated with student leadership training programs. The studies are discussed chronologically. For example, Anderson et al. (2006) evaluated the outcomes of youth who participated in leadership programs and those who did not participate in such programs. There were three main findings. First, those who participated in the leadership programs indicated a swell of support from their resident communities. Second, male participants indicated improved social self-efficacy compared to female participants. Third, those who participated in the programs obtained higher scores than other youth who did not participate in such programs on a set of outcome measures.

Posner (2009) reported changes in the leadership behavior of students who participated in a leadership program, from their first year to their senior year. For instance, Posner found that there were significant changes in the rate of engaging in leadership behaviors from the freshman to the senior year among participants. Further, he found that there were no significant differences in leadership behaviors based on gender among participants. Also, he found that there were significant differences in leadership behaviors between seniors who participated in the program compared to seniors who did not participate. He concluded that the leadership program had an impact on student leadership development.

Peake & Ashe (2010) examined student leadership learning outcomes regarding how student leaders perceived their growth and their understanding of learning outcomes. The learning outcomes included leadership development, effective communication, interpersonal relationships, critical thinking and problem-solving, organizational planning, and social responsibility. The authors reported that a majority of the leaders believed they were most competent in social responsibility and least competent in leadership development. In fact, most of the students thought they had a "strong" calling to serve others, and that was the reason why

they chose social responsibility as the learning outcome they were most competent in. However, according to the authors, when asked further to explain social responsibility, many of them could not properly explain it.

Chestnut & Tran-Johnson (2013) after analyzing the impact of a student leadership development program, found that the student participants believed that they were more prepared for leadership engagement, and that their desire to participate in leadership endeavors had increased. Further, Chestnut & Tran-Johnson reported that the participants indicated that they enjoyed the program, especially the aspect where they interacted with community and other leaders. Engaging with the latter group (that is, community and other leaders) also enhanced participants' "appetites" to seek such positions in their careers.

Tingle et al. (2013) investigated the effectiveness of a student leadership program, based on three groups of students participating at different levels. They found that group membership had a statistically significant effect on the growth of student leadership capacity. Also, they found that using a sustained leadership training program is better than a single (that is, "one-off") leadership training program. The reason is the sustained leadership approach makes it easier for participants to "internalize" skills learned.

Hine (2013) reported positive, challenging, and negative experiences by student leaders. The positive experiences entailed (1) leadership training via events, such as leadership day, peer support, and leadership camp. In particular, the experiences were cooperation in groups, learning how to be organized, taking initiative, confidence building, and improved communication; (2) making a difference; that is, working together with other leaders, helping students, and setting and accomplishing goals; and (3) leadership as collaboration; that is, working collaboratively with peers or selected staff. The challenging experiences entailed (1) a balancing act; that is, balancing leadership responsibilities with schoolwork. The students indicated that organizing activities, attending meetings, participating in extra-curricular activities, and contributing to other aspects of the school community affected their time for academic work; and (2) handling difficult situations; that is, dealing with leadership responsibilities for the first time, encouraging peer participation in events, managing antisocial behavior among peers, and living to high expectations among others.

Additionally, according to Hine, the negative experiences entailed "minor complaints." Although, generally, student leaders indicated that there were no negative experiences, a few of them mentioned issues such as: (1) balancing leadership responsibility with schoolwork; (2) attending frequent leadership meetings, and (3) a lack of appreciation for their efforts. Overall, the author concluded that the "leadership experience" yielded several benefits for students who participated in the program, including enhancement of "leadership confidence."

Sethi et al. (2021) assessing the implementation of a leadership program for university students, mentioned four domains, namely, reflective writing, team management, self-management, and experiential writing. They found that the students considered assertive skills as the most effective attribute of self-management; students viewed understanding one's leadership style as the most effective attribute of team management. Also, they found that by the end of the program, all participants had improved from descriptive writing to reflective writing; that is, they could effectively understand and analyze a situation. Furthermore, experiential learning caused students to hone essential skills in experiential writing, and at the same time, enhanced their ability to work in teams.

Uaikhanova et al. (2021) examined how developing leadership skills affected two groups of university students, an experimental group (which had leadership training) and a controlled group (which did not have any training). The results showed that the experimental group had a statistically significant improvement in all leadership assessments compared to the controlled group. Also, there were statistically significant differences between pre- and post-tests for participants in the leadership program, meaning improved leadership skills for participants.

In summary, the literature cited above, Posner (2009), Peake & Ashe (2010), Chestnut & Tran-Johnson (2013), Tingle et al. (2013), Sethi et al. (2021), and Uaikhanova et al. (2021) dealt with university student leadership programs. However, Anderson et al. (2006) and Hine (2013) dealt with youth and/or below-university student leadership experiences. Overall, there is agreement that leadership experiences enhance (or affect) student development. Therefore, it is also expected that there would be favorable "outcomes" from the present study.

METHODOLOGY

The study is based on cross-sectional design as the data were collected at a point in time. Also, Hall (2008), among other things, explained that this design allows the researcher to draw inferences from obvious differences between subjects. Further, the study entailed the case study design. Vogt (1993) indicated that "a case study may be an individual, a city, an event, a society, or any other possible object of analysis." He explained that this "allows a more intensive analysis of the specific details of the subject" (p. 30). Also, Crow et al. (2011) emphasized that a case study is "used to generate an in-depth, multi-faceted understanding of a complex issue…its central tenet being the need to explore an event or phenomenon in-depth and in its natural context" (p. 1).

A questionnaire developed by Tackie (2022) was used to collect the data for the study. It had three sections; section one focused on socioeconomic characteristics; section two focused on general questions, and section three focused on specific questions. The

data were collected from a selected group of university students (cases) in two colleges at Tuskegee University, who participated in a leadership training program in the Fall of 2022, and the Spring of 2023. The program comprised ten workshops in the Fall (five in each college) and ten workshops in the Spring (five in each college). To gain more understanding of the students' views of leadership and the "after-effects" of the workshops, it was necessary to use the case study design. The data were collected at least 10 months after the Fall workshops and at least 6 months after the Spring workshops; that is, in October 2023. In all, eight students were purposively selected and interviewed in person. These students were selected because they were consistent, attended all the workshops, and were engaging. The data were tabulated and analyzed using descriptive statistics and analyses. The descriptive statistics and analyses entailed the summation of responses as well as a narrative description.

RESULTS AND DISCUSSION

Table 1 reflects the socioeconomic characteristics of the students. Student A is female; Black; over 25 years; junior; whose parents are college-educated; held a high school leadership position; held a current department-wide, college-wide, or university-wide leadership position; did not intend, in the future, to hold a department-wide, college-wide, or university-wide position. For the reason why, she stated: "I want to support younger students" (not shown in Table). Student B is male; Black; between 20-22 years; sophomore; whose parents have less than a college education; held a high school leadership position; held a current department-wide, college-wide, or university-wide leadership position (SGA senator); intends in the future to hold a department-wide, college-wide, or university-wide position. He gave the reason as, "Having leadership positions allows you to develop additional skills and build your resume." Student C is female; Black; 17-19 years; sophomore; whose parents are college-educated; held a high school leadership position; did not hold a department-wide, college-wide, or university-wide leadership position; did not intend to hold a department-wide, college-wide, or university-wide position. For the reason why, she indicated: "I like to commit fully to my studies. I do not think holding a position will allow me to do that." Student D is male; Black; over 25 years; junior; whose parents are college-educated; did not hold a high school leadership position; held a current department-wide, college-wide, or university-wide leadership position (Mr. United Negro College Fund [UNCF]); intends, in the future, to hold a department-wide, college-wide, or university-wide position. The reason he gave is, "People need a leader."

Table 1. Socioeconomic Characteristics of Participants

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| | Student/Participant | | | |
Variable	A	B	C	D
GEN	Female	Male	Female	Male
RAE	Black	Black	Black	Black
AGE	>25 years	20-22 years	17-19 years	>25 years
CCL	Junior	Sophomore	Sophomore	Junior
PEB	CEDU	LCEDU	CEDU	CEDU
HLP	Yes	Yes	Yes	No
CLP1	No	Yes	No	Yes
CLP2	No	Yes	No	Yes
	E	F	G	H
GEN	Male	Male	Female	Female
RAE	Asian	Black	Black	Black
AGE	20-22 years	20-22 years	20-22 years	23-25 years
CCL	Junior	Junior	Junior	Senior
PEB	CEDU	CEDU	CEDU	LCEDU
HLP	Yes	Yes	Yes	Yes
CLP1	Yes	No	Yes	Yes
CLP2	Yes	No	Yes	Yes

Note: GEN = gender; RAE = race/ethnicity; Age = age; CCL = class classification; PEB = parental educational background; HLP = high school leadership position; CLP1 = currently hold a department-wide, college-wide, or university-wide leadership position; CLP2 = intend to hold a department-wide, college-wide, or university-wide leadership position; CEDU = college-educated; LCEDU = less than college-educated

Student E is male; Asian; 20-22 years; junior; whose parents are college-educated; held a high school leadership position; held a current department-wide, college-wide, or university-wide leadership position (Reserve Officers' Training Corps [ROTC] Community Service Officer);

he intends, in the future, to hold a department-wide, college-wide, or university-wide position. The reason he provided is: "To further my experience in leadership for the future and my career." Student F is male; Black; between 20-22 years; junior; whose parents are college-educated; held a high school leadership position; did not hold a department-wide, college-wide, or university-wide leadership position. He gave the reason for this as, "Not interested"; and did not intend in the future to hold a department-wide, college-wide, or university-wide position. Student G is female; Black; 20-22 years; junior; whose parents are college-educated; held a high school leadership position; held a current department-wide, college-wide, or university-wide leadership position (Miss UNCF, University Ambassador, campus ministry president); intends, in the future, to hold a department-wide, college-wide, or university-wide position. For the reason why, she indicated: "I like to meet people." Student H is female; Black; 23-25 years; senior; whose parents are less than college-educated; held a high school leadership position; held a current department-wide, college-wide, or university-wide leadership position (Chief of Staff; Historian, Pre-Law Society); and intends, in the future, to hold a department-wide, college-wide, or university-wide position. The reason she gave is, "Already on course." The majority of the interviewees were Blacks, in their twenties, seniors, had college-educated parents; held high school leadership positions; held current department-wide, college-wide, or university-wide positions, and intend, in the future, to hold a department-wide, college-wide, or university-wide position.

Table 2 shows the general information on participants. Student A indicated that the reason for participating in the workshops was to improve her leadership skills. She rated the workshops as "excellent"; and indicated that the one new thing that she learned was, "Leadership is a complex concept that can strengthen organizations and families"; and she rated how well the workshops met her expectations as "excellent." Student B indicated that the reason for participating in the workshops was to learn something new; he rated the workshops as "very good"; he indicated that the one new thing that he learned was, "How to become an influential leader and the skill that it encompasses"; and he rated how well the workshops met his expectations as "excellent." Student C stated that the reason for participating in the workshops was to learn something new; she rated the workshops as "excellent"; and stated that the one new thing that she learned was, "I felt I was learning something new that will benefit my career in the future"; and she rated how well the workshops met her expectations as "excellent." Student D indicated that the reason for participating in the workshops was to improve his leadership skills; he rated the workshops as "excellent", and he indicated that the one new thing that he learned is, "The writing grants session was extremely beneficial", and he rated how well the workshops met his expectations as "excellent."

Table 2. General Information on Participants' Perceptions

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	Student/Participant			
Variable	A	B	C	D
Reason for participating in workshop	Improve leadership skills	Learn something new	Learn something new	Improve leadership skills
Rating of workshops	Excellent	Very Good	Excellent	Excellent
Learned one new the thing	Leadership is a complex concept that strengthens	How to become an influential leader	I learned something that would benefit my future	Writing grants
Meeting expectations	Excellent	Excellent	Excellent	Excellent
	E	F	G	H
Reason for participating in workshop	Improve leadership skills	Learn something new	Improve leadership skills	Improve leadership skills
Rating of workshops	Excellent	Very Good	Excellent	Excellent
Learned one new the thing	Skills on managing people	Chain of command	How to deal with different types of people	How to enhance leadership skills
Meeting expectations	Very Good	Excellent	Excellent	Very Good

Student E stated that the reason for participating in the workshops was to improve his leadership skills; he rated the workshops as "excellent"; he indicated that the one new thing that he has learned is, "Skills in managing people"; and he rated how well the workshops met his expectations as "very good." Student F indicated that the reason for participating in the workshops was "to learn something new"; he rated the workshops as "very good;" he also indicated that the one new thing that he learned is, "chain of command in the workforce"; and he rated how well the workshops met his expectations as "excellent." Student G indicated that the reason for participating in the workshops was to "Improve her leadership skills;" she rated the workshops as "excellent"; she stated that the one new thing that she learned was, "How to deal with different types of people while leading an organization"; and she rated how well the

workshops met her expectations as "excellent." Student H indicated that the reason for participating in the workshops was "to improve her leadership skills"; she rated the workshops as "excellent"; she stated that the one new thing that she learned was, "How to enhance leadership skills through teamwork"; and she rated how well the workshops met her expectations as "very good." A majority indicated that they wanted to improve their leadership skills; rated the workshops as "excellent", and also rated their expectations for the workshops as "excellent." Further, each respondent learned at least one new thing.

Table 3 presents the specific information on the participants. Student A indicated that she has used some of the information that she received from the workshops. When asked what specific information she had used and how? She indicated information on voluntary organizations and on senior citizens. She indicated that the aspect of the workshops that was most beneficial to her was "characterizing one's leadership style." Also, she indicated that none of the aspects of the workshops was the least beneficial to her. Further, she indicated that one thing that she is doing differently because of the workshops is that she has a more flexible view of leading groups. When asked about the "positives" of the workshops, she mentioned "discussion with peers"; also, "the overall facilitation of the program was excellent (not shown in Table)." When asked if she had suggestions for future workshops, she did not have any and did not have any other comments to make. Student B stated that he has used some of the information that he received from the workshops. When asked what specific information he had used and how? He stated the information on leadership skills vis-à-vis his roles in leadership organizations. He stated that the aspect of the workshops that was most beneficial to him was, "All aspects." Also, he indicated that none of the aspects of the workshops was the least beneficial to him. Moreover, he stated that one thing that he is doing differently because of the workshops is he has learned to be a better individual. When asked about the "positives" of the workshops, he mentioned, "gaining new skills." When asked to make suggestions for future workshops, he mentioned that "there should be more interactive activities for participants." Finally, when asked if he had any other comments, he indicated, "It was an exceptional experience overall." Student C indicated that she has used some of the information that she received from the workshops. When asked what specific information she had used and how? She disclosed the topic on finances, and that during the summer she used some of the information to do her budget. She specified that the aspect of the workshops that was most beneficial to her was, "It has allowed me to be more introspective about my courses." Also, she indicated that none of the aspects of the workshop was the least beneficial to her. Furthermore, she stated that one thing that she is doing differently as a result of the workshops is she has been paying more attention to leadership figures in her life. When she asked about the

"positives" of the workshops, she mentioned "I believe it is very beneficial for students. Even if they do not desire to be in leadership, there is always something of value to be taken from the workshops." When asked to make suggestions for future workshops, she mentioned that "students from other colleges should be included." Finally, when asked if she had any other comments, she indicated, "I hope the workshops continue." Student D stated that he has used some of the information that he received from the workshops. When asked what specific information he had used and how? He indicated grant writing, and he used it to assist his family to write a grant. He revealed that the aspect of the workshops that was most beneficial to him was the information on conflict resolution. Also, he stated that none of the aspects of the workshop was the least beneficial to him. Additionally, he explained that one thing that he is doing differently because of the workshops is that he used the conflict resolution skills that he learned during the summer of 2023. When asked about the "positives" of the workshops, he mentioned "bringing together fellow students interested in leadership." Regarding suggestions for future workshops, he did not have any." Finally, when asked if he had any other comments, he revealed, "The instructor/facilitator was insightful."

Table 3. Specific Information on Participants' Perceptions

| Variable | Student/Participant | | | |
	A	B	C	D
Use any of the Information	Yes	Yes	Yes	Yes
If yes, what and how?	Information on voluntary organizations; with senior citizens	Leadership skills; Used skills in student organizations	Finances; used in my budgeting	Grant writing; used info to assist family to write grant
If no, why have you not used it?	N/A	N/A	N/A	N/A
Aspect most beneficial to you	Characterizing of leadership styles	All aspects	It has allowed me to be more introspective	How to deal with conflict resolution
Aspect least beneficial to you	None	None	Timing of workshop was challenging	None
One thing doing differently	Has a more flexible view of leading groups	Learned how to be a better individual and prioritize what is important	Been paying more attention to leadership figures in my life	I used the conflict resolution skills during the summer

Table 3….

Variable	E	F	G	H
Use any of Information	Yes	Yes	Yes	Yes
If yes, what and how?	Information on leadership skills; used it in ROTC	How to network information while respecting authority	All; how to deal with different types of people	Budgeting; I have used the information to develop my budget
If no, why have you not used it?	N/A	N/A	N/A	N/A
Aspect most beneficial to you	Being with other students so I can exchange ideas	Role-playing helped to understand concepts	Learning how to manage different types of people	I enjoyed it when we do discussions
Aspect least beneficial to you	Late start in the day	None	None	The lecture approach made it appear that I was getting too much information
One thing doing differently	Looking more into my people (ROTC) and their lives. So be a better leader	I have started sharing information with organizations and networks	My outlook of leading has changed. The workshops have increased my knowledge and patience	I encourage people/ colleagues to provide perspectives when dealing with tasks

Student E specified that he has used some of the information that he received from the workshops. When asked what specific information he had used and how? He indicated information on leadership skills, and he used it on ROTC affairs. Furthermore, he stated that the aspect of the workshops that was most beneficial to him was, "being with other students so that I can exchange ideas." Also, he stated that the late start of the workshops was the least beneficial to him. Further, he indicated that one thing that he is doing differently because of the workshops is he is interacting more with his ROTC group so that he can be a better leader. When asked about the "positives" of the workshops, he mentioned the "positive learning environment." When asked to make suggestions for future workshops, he mentioned that "there should be less information on slides and reduce the number of slide presentations." Finally,

when asked if he had any other comments, he had none. Student F stated that he has used some of the information that he received from the workshops. When asked what specific information he had used and how? He indicated, "I learned how to network information while respecting authority." He stated that the aspect of the workshop that was most beneficial to him was the role-playing by participants that helped in understanding concepts. Also, he indicated that none of the aspects of the workshop was the least beneficial to him. Furthermore, he stated that one thing that he is doing differently because of the workshops is that he has started sharing the information with other organizations and networks. When asked about the "positives" of the workshops, he mentioned "the slide presentations and role-playing." When he was asked to make suggestions for future workshops, he mentioned that: "presentations should start early." Finally, when asked if he had any other comments, he had none.

Student G indicated that she has used some of the information that she received from the workshops. When asked what specific information she had used and how? She stated "All; in particular, how to deal with different types of people in organizations on campus." She further indicated that the aspect of the workshops most beneficial to her was learning how to deal with different types of people more efficiently in organizations. Also, she indicated that none of the aspects of the workshop was the least beneficial to her. Moreover, she stated that one thing that she is doing differently because of the workshops is, "My outlook on leading has changed, and the workshops have increased my knowledge and patience." When questioned about the "positives" of the workshops, she stated: "Positive leadership training and teachings." When requested to make suggestions for future workshops, she did not have any. Finally, when asked if she had any other comments, she did not have any. Student H stated that she has used some of the information that she received from the workshops. When asked what specific information she had used and how. She mentioned budgeting, and she explained further that she used the information to develop her budget. She further stated that the aspect of the workshop that was most beneficial to her was the discussions during the sessions. Also, she revealed that none of the aspects of the workshop was the least beneficial to her. Besides, she indicated that one thing that she is doing differently because of the workshops is, "I encourage colleagues to provide their perspectives when dealing with tasks." When asked about the "positives" of the workshops, she mentioned "encouragement of peers" and "very useful information." Regarding suggestions for future workshops, she mentioned that the facilitators should "Change the approach of the theory of the information to make it more student-led and engaging!" Finally, when asked if she had any other comments, she indicated, "Really grateful to be part of such a wonderful program."

To sum up, all interviewees have used some of the information from the workshops. Also, they have used the information on themselves, their families, or a person in organizations or groups that they belong to in order to "influence" them. Relatedly, because of the workshops, interviewees are doing at least one thing differently, such as flexibility in leading members of associations; being a better person and prioritizing actions; being more attentive to leadership figures; using selected leadership skills learned; sharing information with others; practicing patience and encouraging "colleagues and teammates" to take the initiative in delivery of tasks. Also, some had comments about the presentation aspects; that is, using more interactive activities, such as role-playing. Although that is not to be overlooked, the theory is very critical and a "big piece of the pie." This notwithstanding, overall, the "positives" were more than the "negatives."

CONCLUSION

The study examined the "after-effects" of a leadership training program on university students. Specifically, it described socioeconomic characteristics; assessed general information, and assessed specific information on participants. It used both cross-sectional and case study designs. Data were collected using a questionnaire and in-person interviews, as well as analyzed using descriptive statistics and analyses. Overall, the majority of participants were in their twenties, were juniors, had college-educated parents; had held high school leadership positions, and held department-wide, college-wide, or university-wide leadership positions. Also, a majority participated in the workshops with a goal to improve their leadership skills. They learned various "one new" thing, such as "leadership skills can strengthen families and organizations"; "how to become an influential leader"; writing grants"; "managing people"; and "teamwork." Regarding specific information, they highlighted several things: all indicated that they have used the information that they received, such as information on voluntary organizations; leadership skills; financial management; grant writing; how to network; and dealing with different types of persons in organizations.

What is more, most of them gained from the workshops than otherwise. All of them mentioned that they were doing one thing differently as a result of the workshops. For instance, flexibility in leading; used conflict resolution methods or skills; paying more attention to team members, and sharing more information on leadership with networks. Reflecting on the "positives" from the workshops, participants indicated things such as "discussions with peers"; "gaining new skills", "bringing together fellow students interested in leadership", "positive environment", "positive leadership training", "role-playing aspects", and "useful information." Suggestions for improvement included adding more interactive activities and including students

from other colleges. The contribution of this study is that it has provided additional knowledge as to what university students think about the "after-effects" of a leadership training program. By and large, it is favorable. Based on the foregoing, it is suggested that further studies, also based on case studies, be done to ascertain how the results will turn out vis-à-vis the current study. Further studies might indeed cement or otherwise counter the results of the study.

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