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**Lessons in Management Effectiveness: Ziphilele Youth Projects (ZYP)**

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**A minor dissertation submitted in partial fulfillment of the requirements for the award of the  
degree of Master of Philosophy in Development Studies**

**Faculty of the Humanities**

**University of Cape Town**

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**COMPULSORY DECLARATION**

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signature:  Date: 01 / 12 / 06 .

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## **ABSTRACT:**

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This dissertation focuses on understanding the development philosophy and standards of practice that contribute to the organisational effectiveness that mark Ziphilele Youth Projects (ZYP) as an effective and professional non-governmental organisation (NGO). The specific motivation for this case study research was inspired by my positive internship experience in ZYP. This internship was completed in accordance with the course requirements for the University of Cape Town Master's Research/Internship course. ZYP emerged as an example of a good practice organisation in comparison to the experiences of my fellow students in their respective organisations. The literature reviewed and the internship observations demonstrate a correlation between efficiency in organisational culture, professional people management and effective and professional NGOs.

ZYP is a local, Western-Cape based organisation, currently working out of Mannenberg, serving this community, and its surrounding communities. It was established in 1995. ZYP aims to work with community members (with a particular focus on the youth) to provide them with the necessary tools to empower and enable them to access and create employment opportunities. They primarily use life skills training as the vehicle to achieve their goals.

This research employs a dual method of desk research/literature review and qualitative field research to fully understand and achieve the research objectives. The field research includes multiple data collection techniques. These include: semi-structured in-depth interviews; insider-perspective observations; diagnostic questionnaires; and organisational analyses. The interviews were conducted with three key informants from the organisation, including, the director and two community development practitioners. The insider-perspective observations are drawn from my reflection on my experience in the internship documented in my fieldwork journal. The diagnostic questionnaires assess organisational effectiveness. It is a tool sourced from Human and Zaaiman (1995: 94-95). This questionnaire was conducted with the six members of the ZYP staff team. The organisational analyses (Strengths, Weaknesses, Opportunities, Threats (SWOT); and Political, Environmental, Economic, Social, Technology, and Gender (PEEST G) Analyses) were conducted with the whole staff team during my internship in May, 2005. These analyses constitute a self-diagnosis assessment tool, reflecting the staff team's perception of the organisation. They are used to compliment the above-mentioned data collection techniques.

This research concludes that ZYP can be used as a model for new and established organisations. This model illustrates the principles of good development practice and how to effectively implement these in a balanced

approach to management and practice. This organisation features the characteristic principles of good development practice identified in the literature reviewed. These key principles broadly include: participatory, collaborative approaches to management and practice; empowering communities to help themselves; and conscious, systematic processes of continuous learning reflected through responsive action and adaptation.

Ultimately, the key to ZYP's organisational effectiveness lies in their ability to combine these principles of good development practice with their particular management practices and systems. ZYP's focus on people and relationships in management approaches is facilitated and underpinned by the use of management systems and tools. ZYP currently demonstrates effective ways of adapting to change and negotiating the tension between the competing demands and constraints experienced in the NGO sector. This balanced approach to organisational management consequently results in the organisational effectiveness that establishes ZYP as a positive example of a good practice organisation.

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## **ACRONYMS:**

1. BAT British American Tobacco
2. CDRA Community Development Resource Association
3. COCT City of Cape Town
4. CWD Catholic Welfare and Development
5. GETNET Gender Education and Training Network
6. IDP Integrated Development Plan
7. IDT Independent Development Trust
8. ILO International Labour Organisation
9. ITT Information Through Technology
10. LRC Legal Resource Centre
11. MPC Mannenberg Peoples' Centre
12. NGDO Non-governmental Development Organisation
13. NGO Non-governmental Organisation
14. OD Organisational Development
15. OT Occupational Therapy
16. PCD People-Centred Development
17. PEEST G Political, Environmental, Economic, Social, Technological, and Gender
18. SAQUA South African Qualifications Authority
19. SETA Standards for Education Training Authority
20. SWOT Strengths, Weaknesses, Opportunities, Threats
21. WCYSDI Western Cape Youth Skills Development Initiative
22. ZYP Ziphilele Youth Projects

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I was inspired by my positive internship experience at Ziphilele Youth Projects (ZYP) to engage the question of what elements contribute to a good working environment and effective development organization. I would like to take this opportunity to thank the entire staff team for welcoming me into the ZYP family and showing their passion for their work. In particular, I would like to thank the director, who invited me to intern at ZYP and caringly supported me throughout my internship and thesis research. And I give my special thanks also to the other two informants who patiently gave me their unlimited time in the interview process.

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## **1. INTRODUCTION:**

### **1.1. Topic and Objectives:**

This dissertation examines the organisational culture and staff management style that mark Ziphilele Youth Projects (ZYP) as an effective and professional non-governmental organisation (NGO). This involves both describing and evaluating the efficiency in its organisational culture and professional people management.

The literature (CDRA, 2002; Soal, 2005; Human and Zaaiman, 1995; and Bornstein, 2003) argues that there is a correlation between efficiency in organisational culture, professional people management and effective and professional NGOs. From an insider participant perspective, my work experience as an intern at ZYP supports this correlation, in contrast to the observations of many interns in the Development Studies master's programme of 2005/6.

My internship was completed at this local, Western Cape-based NGO that is currently based in Mannenberg and serving communities in Mannenberg and its surrounding areas. The organisation was formed in 1995 to respond to the need for provision of knowledge and resources for in-school youth to enable them to be entrepreneurial in their thinking and thereby create and access employment opportunities. Therefore, their programmes assist disadvantaged youths to identify and access opportunities to facilitate the achievement of their social and economic potential.

Specifically, the purpose of this case study is to: a) identify the standards of practice<sup>1</sup> ZYP implements; b) explore why they adopted these standards and practices; c) document these systems and processes; d) contribute to the increasing 'professionalism' within the development sector; and e) contribute to the literature on NGO management.

The argument the Community Development Resource Association (CDRA) (2002: 25 – 32) proposes for 'professionalism' within the development sector is useful in contextualizing the need for this case study. The CDRA (2002: 25 – 26) explores the polarity experienced by NGOs, which involves the struggle to find a balance between the roles of non-governmental organisations and professional organisations. And the CDRA (2002: 28) identifies a prevalent call for approaches to development work that are more transparent and replicable. The concern that "development practice is whatever one makes of it and, as such, is open to manipulation and abuse" (CDRA, 2002: 28) fuels the need for recognisable standards of development practice. They suggest that development practice is a relatively new profession, set against long standing, more traditional disciplines that have been developed and become entrenched over centuries (2002: 27). As such, it needs to establish itself as a profession in its own right, again supporting the need for the development of identifiable standards of practice. They argue that this move

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<sup>1</sup> For the purposes of this research, I will use the term, 'standards of practice' to include those systems and processes or management tools in place that guide and facilitate the specific management style and approaches adopted and implemented in the organisation.

would contribute to the building of institutional, methodological and theoretical boundaries around development practice, providing recognition for approaches that work and the space and opportunity to develop these further.

The call by the CDRA for increased 'professionalism' in the development sector, is however qualified with the assertion that this goes beyond merely replicating and delivering a good service en masse and the indiscriminant imposition of rigid frameworks. It is "about what we *do* in the field, how we think about it (whether we think about it in a systematic or impersonal way, at all) and whether and how we learn from that" (CDRA, 2002: 29, emphasis in the original). Therefore, 'professionalism' involves the ability to draw on experience and the recognisable standards of practice to formulate and innovate appropriate responses and interventions with ongoing reflexivity for the various contexts and situations in which development practitioners work.

Within the framework of 'professionalism', Soal, (2005: 26) explores the idea of working "from practice" (Soal, 2005: 26). This is a commonly used phrase, one with which the motivation for this case study is intimately bound up, but one whose meaning is generally taken for granted and implied. Soal (2005) writes:

...this means that we are seeking out of experience and activity. We seek direction from our experience and the actual situations that we encounter in the course of our practice, not only in our ideals, visions, and ideas

Soal, 2005: 26.

Similarly, in situating his discussion of Organisation Development (OD) Case Studies, James (1998: 44) asserts that "it is critical that actual experience is analysed and lessons learnt and applied from that experience".

### **1.1.1. Topic Motivation "From Practice":**

The specific motivation and background to conducting this case study, lies in seeking direction from my actual experiences during the above-mentioned internship completed in accordance with the course requirements for the Master's Research/Internship course. This course is a requirement of the Master's in Development Studies at the University of Cape Town (UCT). As per the degree and course requirements, I fulfilled my contractual internship agreement of no less than 120 hours between April and July, 2005.

The course requirements demanded that we: a) carry a journal during our internships to document field notes; b) conduct organisational analyses for our respective organisations (including SWOT and PEST analyses); and c) in close cooperation with our organisations, identify a problem (reflected in a problem tree) and project for which additional funds would expand the work, finally culminating in the presentation and submission of a funding proposal.

The internship experience in our respective organisations was complimented by a series of peer-group seminars facilitated by Mary Simons and Dr Andrew Charman. These seminars required us to: a) reflect on our internship experiences in the field of development practice; b) reflect on the organisational analyses made (using previously identified tools of problem tree development, SWOT and PEST analyses); and c) to constitute ourselves as a development funding agency in respect of development proposals and required budgets.

It became increasingly clear to me that my positive experiences with ZYP were not the norm, as my peers identified numerous problems facing the organisations in which they interned. ZYP emerged as an example of a good practice organisation compared to the 11 other organisations experienced by students, whose problems echoed more closely the theoretical readings studied in the Honours and Masters-level courses.

The attendance records and monitoring and evaluation systems in place indicate that ZYP has been achieving positive outcomes in the lives of their participants, through both effective organisational management and practice. I became interested in the processes and experiences that have led to this difference and in seeking to explore to what extent these are replicable for use by other local development practitioners to achieve improved effectiveness.

It should be noted however that ZYP did not face the challenges that many organisations formed prior to the 1994 elections did. James (1998: 67) reports that problems facing organisations were influenced by massive changes in the external environment in South Africa during 93/4. These changes accompanied the end of Apartheid. "The fight against apartheid had unified individuals and organisations, but when that enemy disappeared after the 1994 elections, people and organisations had to redefine their roles" (James, 1998: 67). NGOs were confronted with their own diversity in this new environment. The diversity had always been there, but because the common focus was lost, conflict arose in this new context.

The topic and objectives discussed above constitute the development of a model from practice. This can be used by organisations as a reference point and guideline to good practice and enhancing and developing capacity, specifically in the area of people management. James (2001: 3) provides a useful definition of 'capacity-building'. He states that "Organisational capacity-building is a conscious intervention to improve an organisation's effectiveness and sustainability in relation to its mission and context" (James, 2001: 3).

## **1. 2. Introduction to the Case:**

### **1.2.1. Organisational Information:**

#### **Background**

Ziphilele Youth Projects (ZYP) is a Western Cape-based non-profit organisation that was established in 1995. It was established out of a need to provide knowledge and resources for in-school youth. It seeks to empower them to become entrepreneurial in thinking and create and access employment opportunities.

ZYP is currently located in Mannenberg, with the offices at the Mannenberg Peoples' Centre (MPC). ZYP delivers programmes in the Cape Flats and surrounding areas, including Khayalitsha and Mitchell's Plain. Since its establishment, over 1200 youths from the Western Cape have participated in development programmes delivered by the organisation.

#### **Vision and Mission Statements**

**Vision:** To have a society with young people who are committed to healthy living, dedicated to transforming their potential into reality so as to create a society that is socially and economically developed.

**Mission:** ZYP is a non-profit organisation that is committed to addressing the plight of marginalized youth through:

- Economic activities
- Encouraging healthy lifestyles
- Advocacy and lobbying
- Forging partnerships
- Self-reliance

#### **Organisational Structure and operation**

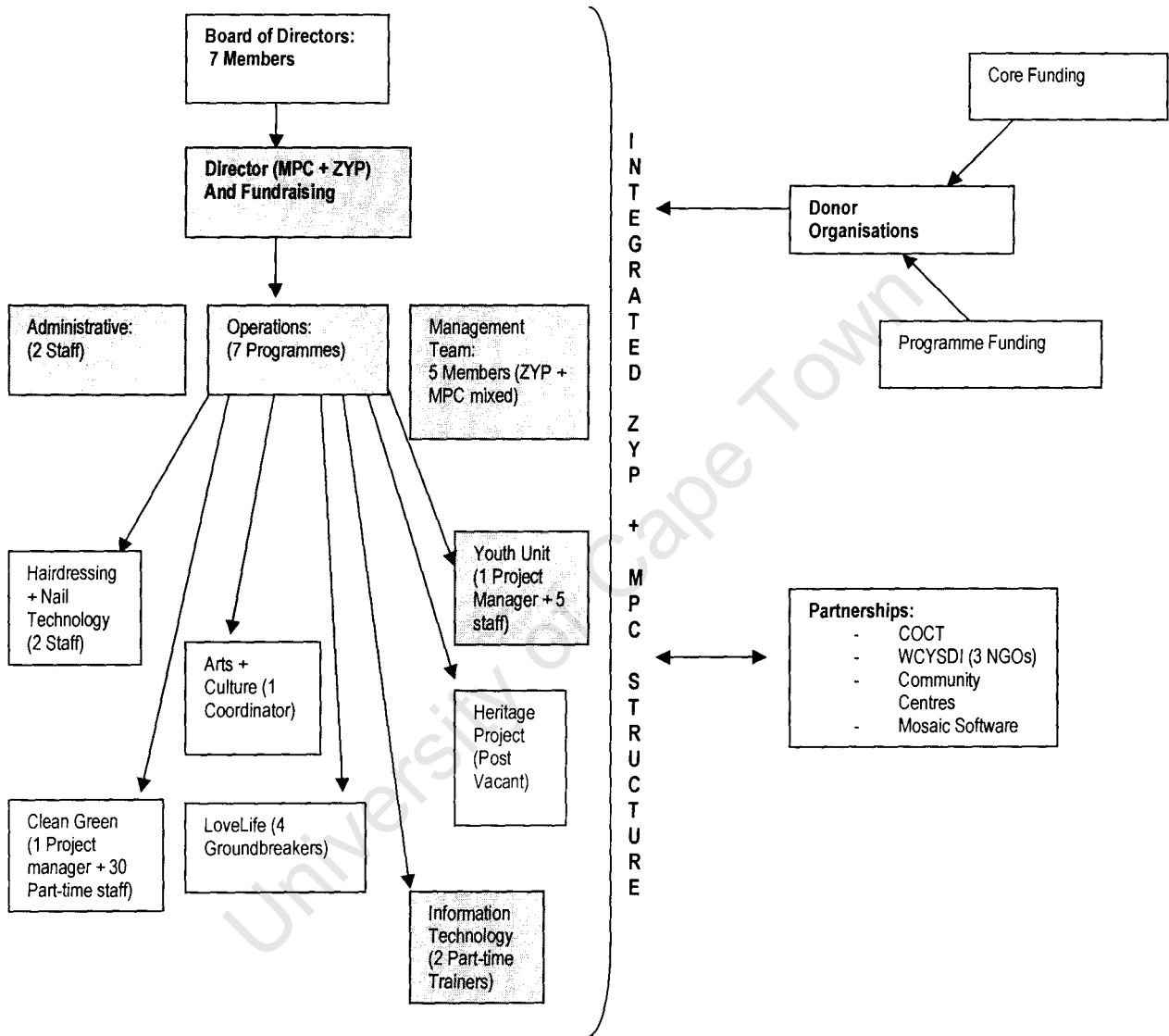
ZYP and MPC have a management board of seven members, including: Faldela De Vries, Owen Munroe, Lauren Bright, Patricia Overmeyer, Mareldya Harding, Feryal Domingo and Khlid Abdulla.

Informant 1 is the director of ZYP. He is also the director of MPC (since ZYP's move to MPC in August 2005). ZYP and MPC have a combined management team of 5 members.

ZYP receives its core funding from the Independent Development Trust (IDT), which channels funds for the Department of Social Services. Project Funding and support is received from a number of other organisations, including: BP, De Beers, Sasol, Rand Merchant Bank, Anglo American, Anglogold, The

Body Shop Foundation, City of Cape Town (COCT), Vodacom Foundation, Hollard Insurance, Wimpy Charitable Trust, Buraku Liberation League, and Murray & Roberts.

**Organogram for Integrated MPC and ZYP Structure:** (shaded boxes reflect areas of ZYP staff operation)



## Track Record and Achievements

- ZYP currently has five projects running, including: The Virtual Reality Project, Invention Through technology, Sisonke, Craft Corner, Start and Improve Your Business Training.
- The Western Cape Youth Skills Development Initiative (WCYSDI) was formed in partnership with three youth-focused NGOs. WCYSDI is a consortium supported and funded by Government. (The programme is managed by the IDT). The programme involves the various aspects of training in increasing the employability of disadvantaged youths participating.
- ZYP successfully trained and managed an internationally recognised course for the International Labour Organisation (ILO), the Start and Improve Your own Business Course in 2001 with 60 entrepreneurs participating from the Philippi Hive.
- The Sisonke programme has a 75% participant placement rate in internships or job placements.
- ZYP incorporates management systems of accountability and regular and continuous feedback into the implementation and management of all its programmes.
- ZYP managed and coordinated the Mathematics, Science and Technology Fair for two years. 1500 learners in the Western Cape participate each year (funded by the Open Society Foundation in 1999).
- ZYP has a strong relationship with the COCT and provides arts and crafts materials to the various community centres. They also provide training for community members making use of the Library Business Corners in the various municipal libraries. These training courses are available on request and run according to demand from the COCT.

### **1.3. Research Question:**

#### **1.3.1. Central Research Question:**

What lessons can be learned from the standards of practice and the specific mechanisms (particularly in its approaches to people management) being implemented by ZYP and what experiences and processes have informed the evolution of these practices, management style and work philosophy?

#### **1.3.2. Guiding Principles:**

- What is ZYP's current approach to:  
    Managing People,  
    Work Philosophy,  
    And 'practicing development'?
- What management tools and systems are in place to facilitate this management practice?
- What motivates team members?
- What is ZYP's background and what experiences have led to the way ZYP approaches the management of people and work?

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#### **1.4. Limits of the Study:**

The scope of this case study research is limited to the case of ZYP and its staff members as a bounded system (Stake, 2005: 444). It focuses on the standards of practice and management systems of ZYP through qualitative research methods. These standards of practice and management systems have guided the organisation's work prior to its move to and structural integration with MPC. Consequently, it does not include an exploration of the changes the organisation is facing since its move and structural integration. It also excludes researching the necessary adaptations to styles of management and work philosophy that will have to be implemented to facilitate effectiveness in their new environment and integrated structure.

Please also note that the scope of this research does not extend to specifically exploring the impact of external conditions (the environment or context) on the organisation. This does not however suggest that the external dynamics of organisational life operate independently of organisational effectiveness. This research maintains that organisational efficiency and professional management are necessary, but not sufficient in themselves to ensure the sustainability of an NGO. This research seeks to understand and learn from the particular ways in which ZYP is 'different' from other organisations in its organisational culture and people management. As such, it does not include a quantitative study or evaluation of the organisation, its practice and impact as a whole.

## **2. RESEARCH DESIGN AND METHODOLOGY:**

### **2.1. Research Design:**

This research is a qualitative case study of ZYP as an organisation. The research has consequently been designed to optimise the readers' understanding of ZYP through the provision of description (Stake, 2005: 444 – 445).

A dual method of desk research/literature review and qualitative field research has been implemented to fully understand and achieve the above-mentioned research objectives. The field research includes multiple data collection techniques to allow triangulation<sup>1</sup> of the data. These include: semi-structured in-depth interviews; insider-perspective observations; diagnostic questionnaires; and organisational analyses.

#### *a) Desk Research:*

A literature review has been conducted to support and provide the field research and findings with a theoretical base. The material reviewed introduces the reader to two categories of literature. This includes literature that has shaped my understanding of ZYP as an organisation and literature that has informed and shaped ZYP's organisational philosophy and practice from its inception. The literature reviewed shares a practical orientation and is generally concerned with the principles of good development practice. Themes that emerge in the literature review include: the balanced management of people and systems; participatory approaches to management and practice; empowering communities to help themselves; and the continuous process of reflection and action in organisational learning.

#### *b) Semi-structured In-depth Interviews:*

A series of semi-structured in-depth interviews<sup>2</sup> has been used as the primary data collection technique. These interviews were guided by an interview schedule/framework to gather biographical information on the key research informants in the contexts in which they work. The data gathered during these interviews provides insight into the specific dynamics and processes that have led to and continue to shape the organisational effectiveness and development practice of ZYP.

I used a combination of audio taping (two recordings for each interview) and pen-and-paper methods for capturing the interview data. I transcribed the audio tapings to produce permanent records of

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<sup>1</sup>“Triangulation has been generally considered a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation” (Stake, 2005: 454).

<sup>2</sup> Whilst conventional methodological writing would prescribe the use of a pilot study, the scale of this case study renders it inappropriate.

the data for analysis (see Appendices B, C and D). I used my written notes to reflect on and draw out the key themes emerging in the interviews.

I selected a purposive sample of three key interview informants for the in-depth semi-structured interviews. They constitute "mini-cases" (Stake, 2005: 451) within the case study. These key interview informants include: a) the director of the organisation; and b) two community development practitioners.

The current director was one of the founders of the organisation. He is well-placed to provide detailed insight into the evolution of the organisation's implemented practice and management philosophy. In his capacity as director, he is also instrumental in shaping the way management and communication are currently implemented and experienced in the organisation.

The two community development practitioners are both successful examples of 'bottom-up' development<sup>3</sup>. Both were initially recruited from ZYP's target communities as community participants in development programmes offered by ZYP. They have subsequently accessed training opportunities within the organisation and have worked their way up to the position of community development practitioners. These particular histories provide them with experiential knowledge of the context in which they are working and enable current participants to identify with them. Their particular development and recruitment path also situates them within the current 'good practice' trend of development practice being implemented by those practitioners from the given community.

*c) Internship Observation:*

During the internship with ZYP, I carried a journal documenting my observations and reflections on the development philosophy and practice of the organisation. These have been transformed into a narrative account (see chapter 4, pp 33 - 38) reflecting an insider-perspective to compliment the data yielded from the in-depth semi-structured interviews.

*d) Questionnaires:*

Human and Zaaiman's (1995: 94 – 95) diagnostic tool for assessing the effectiveness of organisations has been employed as a questionnaire (see Appendix F) in this study. These were completed by the original ZYP staff team (the ZYP staff team before the move to MPC, during my internship). The questionnaire and the profile (see chapter 4, pp 57 and Appendix G) produced from the responses yielded

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<sup>3</sup> I have coined the term 'bottom-up' staff development to refer to the recruitment and training of staff members from the community participants. This involves employees who have followed a particular development path within the organisation. They were recruited as community participants in development programmes, and then recruited as employees. The term relates to 'bottom-up' development practices that stress the need to empower and enskill the poorest of the poor. I am not suggesting that these individuals are the poorest of the poor, but I am drawing attention to the process of training and employment of the community participant.

reflect the four elements of management featured in Human and Zaaimans' (1995: 87 – 91) model of organisational effectiveness (see chapter 3, pp 16).

e) Organisational Analyses:

The Strengths, Weaknesses, Opportunities, Threats (SWOT); and Political, Environmental, Economic, Social, Technology, and Gender (PEEST G) Analyses (see Appendix H) conducted during my internship contribute to the case study data. These analyses constitute a self-diagnosis assessment tool, reflecting the staff team's perception of the organisation. These tools are used as a conceptual framework to compliment the above-mentioned formal data collection techniques rather than constitute a source for data analysis. As such, they do not form part of the formal research techniques, but have been included here as they contribute to the picture the reader gets through the lens of the ZYP staff team. They were conducted in May, 2005 with the whole ZYP staff team as a requirement of the internship.

## **2.2. Data Analysis:**

After each interview I compiled a list of the themes or topics covered, based on my field notes. After all the interviews were complete; I reviewed my field notes with these initial lists and compiled a start-list of codes (Miles and Huberman, 1994: 58) to guide my analysis.

Once I had completed transcribing the interviews, I began the process of coding. This aims to aggregate all data about the same topic so that each category can be explored individually (Tesch, 1990: 91). First-level or descriptive coding was conducted on the first interview transcript. This involved going through the transcript and assigning codes to describe what was covered in each segment. I then manually drew an initial coding map reflecting these codes and grouped them together according to the broad themes outlined in my start-list of codes. I refined both as I went along. I then reviewed my guiding or sub-research questions in relation to this initial coding map to ensure that the information gathered during the interview adequately answered and corresponded to these research questions (Fielding and Lee, 1998: 41 – 42).

I then proceeded to do first-level coding for the second and third interview transcripts, refining and adding to each in terms of the initial manual coding map and vice versa. Coding was marked in the right-hand margin of the page, with memos in the left.

The next step was to develop an overview/thematic coding map, which would assist in second-level coding or pattern coding, revealing the relationships between the descriptive codes and ultimately producing an outline of themes for representation as the initial findings from the interviews (Fielding and Lee, 1998: 41 – 42). The pattern codes developed guided my development of the thematic categories reflected in the interview findings (chapter 4, pp 39 -56).

### **2.3. Research Ethics:**

The research informants all agreed to participate in the interview and questionnaire processes. Each interview informant signed a written agreement, providing their permission for the inclusion and analysis of transcribed, 'on-the-record' material. This document includes that informants consent to the inclusion of 'off-the-record' information, provided that their identities remained anonymous in relation to this material. 'Off-the-record' information thus constitutes that information (during or outside the formal, recorded interview) stipulated by informants to remain anonymous. The identity of the speaker is consequently protected, but the information may be used to provide insight into the case.

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### **3. LITERATURE REVIEW:**

#### **3.1. Introduction:**

This review discusses two categories of literature. Firstly, I review literature that has facilitated and shaped my understanding of ZYP as an organisation. Secondly, I focus on literature that has informed and shaped ZYP's organisational philosophy and practice from its inception. The literature stems from three sources. Firstly from two Graduate Development Studies courses at UCT; secondly, books and articles from the Community Development Resource Association (CDRA) library; and finally, books from the texts the director of ZYP uses to inform his practice and make sense of the world in which he is working.

The common characteristic of all the articles and books is their practical orientation. They broadly fall into a category of literature best described as 'good practice' in the field of development. A definite and consistent development philosophy and the identification of the key principles of practicing community development is a feature of all the literature. The key characteristics that emerge in the discussion of development philosophy include: the balanced management of people and systems; participatory approaches; empowering communities to help themselves; and the continuous process of organisational learning. The key principles of community development are consistent with these characteristics. In summary, there is a dialogical relationship between philosophy and principles in practice. The texts broadly encompass these themes. Initially, I will orientate these texts in terms of their sources and the related implications. I will then discuss them more thoroughly according to their thematic orientation.

#### **3.2. Literature Sources:**

##### **3.2.1. UCT Coursework Sources:**

The UCT Honours-level course, Development Sociology in Practice links an academic training in this discipline to the needs of practitioners working in NGOs in Southern Africa. The course introduces students to literature on the current standards of good practice in development. It familiarises the student with the world of managers in an NGO through topics such as: organisational effectiveness; managing diversity; strategic management; managing financial resources; and policy-making. These topics are framed within the context of people-centred development theories. Theory is used to provide a framework for students to become reflexive development practitioners. The relevant texts drawn from this course include: Human and Zaaiman (1995); Human (1996); Hall (1999); and Roodt<sup>1</sup> (1996).

The Master's-level Research/Internship course (see chapter 1, pp 2 -3) builds onto the skills acquired in the Development Sociology in Practice course. Its objective is the strengthening of an NGO

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<sup>1</sup> This text introduces the work of Korten (1990) and his work was discussed in course seminars. Korten (1990) was specifically explored on the recommendation of the course convener in the Research/Internship course.

through the generation of a proposal and budget in a participatory process with the NGO. The field experience is underpinned by a theoretical and conceptual framework. Theory is used as a basis for observation and reflection in relation to the internship. Relevant texts<sup>2</sup> accessed here include: Human et al (1999); Bornstein (2003); and Korten (1990).

### **3.2.2. CDRA Sources:**

The CDRA is an NGO focused on “advancing consciousness and continuous learning about development processes and the art of intervention” (CDRA, 2002/2003: i) in the context of Africa. They broadly aim to contribute to and support the process of developing individual, organisational, and institutional development practice. Their vehicles of choice in this endeavor include: organisational interventions; training; accompanied learning; and reporting and disseminating reflections on and lessons learned from experience. Central to their approach are the principles of enabling, participation and continuous learning (CDRA, 2002/2003: i).

The CDRA has a library in their offices situated in Woodstock. I found it a particularly useful source of relevant literature. It is clear that the material in this library is frequently used by and informs the work of local development practitioners, not only CDRA members. The literature selected is easy to read and resonates with a wide range of development contexts, from organizational development to community occupational therapy. In my particular case study, it was the lessons learnt and the reflections on those lessons learnt by development practitioners that proved most useful. It informed my fieldwork (questionnaire) and the writing up of my field work. The literature relevant to this case study includes: Human and Zaïman (1995); Britton (1998); Fowler (1997); James (2001); (1998); Camay and Gordon (1997); and People in AID (1997).

### **3.2.3. ZYP sources:**

The final category of literature is the books that the director of ZYP identified as literature that has influenced him. Although he does not view himself as primarily theoretical in approach, I found strong correlations between the literature he identified and his development philosophy and practice. The literature he cites as influencing his development philosophy and practice is written by Swanepoel (1989) Lombard et al (1991) and Egan (1985)<sup>3</sup>.

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<sup>2</sup> Texts accessed through this course extend beyond those texts identified as required course readings. It includes texts recommended by the course convener, Mary Simons.

<sup>3</sup> Literature listed in descending order of importance.

### **3.3. Thematic Discussion:**

My experience as an intern with ZYP stood in marked contrast to the experience of the remainder of my Research/Internship peers. ZYP was quickly identified as a 'good practice' organization. The characteristics leading to this were: the incorporation of participatory approaches; its collaborative management style; effective management systems to facilitate this management style; good working relationships in a collaborative, team-work approach; and its flexible and reflective approach to projects. In order to understand the exceptional nature of ZYP, Jacques de Wet directed me to theoretical and conceptual literature on organisational effectiveness and identified Human and Zaaiman (1995) as key authors. Their model of effectiveness and achieving synthesis stood out for me and correlated with my observations in the organisation.

#### **3.3.1. Organisational Effectiveness:**

##### **Managing Towards Effectiveness**

I found Human and Zaaiman (1995) the most accessible and definitive text in understanding the dimensions of and how to assess organisational effectiveness. They include discussion on strategies to enhance effectiveness, which are based on the above. These strategies can be compared with the body of literature (for example, James (1998; 2001)) that concerns the practice of Organisational Development (OD). OD is essentially another strategy for managing towards organisational effectiveness. Fowler (1997) constitutes another text concerned with enhancing the effectiveness of NGOs in an international context. I will draw on principles of good practice and characteristics of organisational effectiveness from OD writing.

Please note that effectiveness enhancing strategies are not the focus of this review. This case study does not identify or attempt to develop strategies for enhancing the effectiveness of organisations. It is focused on understanding the standards of practice and the specific systems implemented by ZYP, and the experiences and processes that have informed their development philosophy and practice.

Human and Zaaiman (1995: 85 – 102) provide a useful introduction to the topic of organisational effectiveness. They establish a working definition for the topic. They explain that organisations are effective when they achieve synthesis. This is when the inherent contradictions and demands experienced in organisational life are satisfied. They argue that we operate in a dynamic environment and we are constantly responding to changes and striving to achieve synthesis. This is an ongoing attempt to "create the best possible solution under conditions of multiple demands and constraints" (Human and Zaaiman, 1995: 87). The goal of managing towards effectiveness consequently involves the ongoing struggle to achieve balance and synergy.

### **A Model of Effectiveness**

Human and Zaaiman (1995: 87 – 91) illustrate a model of effectiveness based on two dimensions/axes of effectiveness they identify. These are the internal versus external dynamics of the organization, and the social and technical dynamics of the organisation. The focus of this case study is on the latter axis of social and technical dynamics, although the former axis and its implications are considered. This model features four elements of effectiveness, which should be managed equally for organisational effectiveness. The four elements include: people, projects, change and control. Consequently, these texts are useful in framing an exploration of the dynamics of a particular organisation in terms of effectiveness.

This focus on striving to achieve balance in the contrasting areas of organisational life is understood by others. Fowler (1997) uses different language to conceptualise the same process of attempting to arrive at and maintain organisational effectiveness. Fowler (1997: xiii) reports:

...effectiveness is achieved by those NGOs<sup>4</sup> who find and maintain the right balance between the contradictory forces, expectations, demands and processes associated with performing complex tasks in collaboration with resource-poor, powerless people in unstable and often hostile environments

(Fowler, 1997: xiii)

Fowler (1997: xiii) notes two significant factors in finding an appropriate balance. Firstly, he argues that the right systems in NGOs must be linked to appropriate external systems and organisations. Secondly, he notes that the structure of NGOs should reflect a consistent vision, adaptive capacity and culture of trust to motivate and facilitate staff responsiveness.

### **Diagnostic Tool of the Four Elements of Management**

Human and Zaaiman (1995: 94 -95) provide us with a diagnostic tool to assess the effectiveness of the four elements of management in an organisation. They identify these four elements as people, projects, change, and control. I have employed this assessment tool in my study (see chapter 4, pp 57; Appendix F and Appendix G) to develop a systematic profile of the organisation. This assessment tool takes the form of a questionnaire. The profile developed reflects the dynamics of the organisation in terms of the four elements of management mentioned above.

### **Management Approaches - Managing People as an element of effectiveness**

The above review of literature concerning organisational effectiveness establishes the need for the effective management of human resources as an element of organisational effectiveness. Human (1996: 171 -183), Human and Zaaiman (1995: 103 – 124) and Hall (1999: 134 – 143) are valuable sources in

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<sup>4</sup> Non-Governmental Development Organisations (NGDOs)

contextualising a discussion on management and leadership in development organisations. Each of these texts has a slightly different area of focus and they consequently compliment each other to provide a comprehensive picture of effective management and leadership approaches. Fowler (1997) contributes to the topic with an outline of the ways sectors differ in motivating effective performance in staff members.

Human and Zaaiman (1995: 103 – 124) specifically discuss the people management component of their model of organisational effectiveness. They caution that in some non-profit organisations, “a desire for meeting the needs of the individual and the institutionalisation of a very participative and consultative culture can lead to the job just not being done” (Human and Zaaiman, 1995: 103). Consequently they highlight the importance of effectively managing the tension between people and tasks, and developing the skills and implementing the structures to facilitate this management.

Human and Zaaiman (1995: 105) report that we require the skills, motivation, and confidence to effectively complete a particular task. They explain that a person lacking self-confidence may be demotivated and consequently under-perform because they lack the self-confidence to perform a given task, rather than because they lack the necessary skills.

Human and Zaaiman (1995: 107) suggest that individuals have different strengths and abilities, that is, they begin “from a different starting point” (Human and Zaaiman, 1995: 107). Consequently, they propose that organisations select training and development opportunities according to the individual needs of staff members rather than sending groups of staff on training programmes. The realisation of such an approach would involve setting challenging goals for individual staff members, but where there is a realistic probability of success. Such success would lead to an increase in capability and in self-confidence. This would in turn lead to the setting of more challenging goals. Consequently, a manageable, gradual development path is accessed.

Human's (1996: 171 – 183) central thesis supports this call for developing staff members as individuals. She argues that managing diversity is really about managing people. In response, she calls for the need to replace “diversity management” (Human, 1996: 175) with “people management” (Human, 1996: 175). She conceptualises this as an approach where all employees are regarded as individuals with their own strengths and weaknesses, specific problems and training needs.

Fowler (1997: 23) provides a general outline of the way three sectors, namely the government, business, and voluntary sectors, ensure that people perform their respective roles effectively. He notes that governments generally rely on hierarchy, authority and enforcement; businesses incorporate incentive strategies; and voluntary organisations rely on personal values, dedication and self-motivation. He includes that all organisations are likely to feature elements of each type of motivation.

Fowler (1997: 23) reports that the self-motivation characteristic in third sector organisations has an important consequence. This consequence involves individuals feeling empowered to behave like

co-owners. This in turn triggers an expectation to be treated in a corresponding way and influences organisational culture and decision-making processes. Consequently, collaborative, participatory approaches to management and decision-making processes would be expected.

Hall (1999: 140 - 142) discusses leadership styles, providing insight into the supportive leadership style, and the impact of leadership types on productivity. He conceptualises leadership as closely related to power. He argues that it involves influence and is something attributed to individuals by the people that follow them and want to comply with their wishes (Hall, 1999: 135 – 136).

Hall (1999: 140) identifies two contrasting styles or approaches to supervisory leadership roles. These include: the authoritarian (task) and supportive (socioemotional) approaches. The terms used to denote the approaches illustrate their inherent biases. Hall questions, "Who would want to support authoritarianism?" (Hall, 1999: 140).

Hall (1999: 141) explains that the supportive leader uses socioemotional appeals to subordinates. This involves: consideration, consultative decision making, and general supervision. Consideration for subordinates means that the leader considers the needs and preferences of his subordinates; and that he treats them with dignity and kindness. This type of leader is often seen as "employee centered" rather than "task centered" or "work centered" (Hall, 1999: 141). The use of consultative decision-making processes means that subordinates are consulted in a participatory process of decision-making. Hall (1999: 140) asserts that general supervision suggests that the leader delegates authority to subordinates and encourages them to use their discretion in their work.

Hall (1999: 141) reflects that in their review of research on supportive leadership, Filley and House find several positive indicators of subordinate satisfaction and productivity consistently related to this type of leadership (Filley and House, reported in Hall, 1999: 141):

- Less intragroup stress and more cooperation
- Turnover and grievance rates are lower
- The leader is viewed as more desirable
- Frequently greater productivity

Hall (1999: 141) acknowledges that the weight of evidence does suggest that supportive leadership leads to more positive attitudes. However, he does identify the importance of remembering that work relationships, like all others, are two-way. He argues that we cannot ignore the possibility that greater productivity and satisfaction may be attributable to the workers' own attitudes and behavior.

Hall (1999: 142) reports that some evidence indicates that greater productivity is associated with supportive leadership, while other evidence suggests no difference or that autocratic leadership styles may yield greater productivity. The logic that satisfaction necessarily leads to productivity and not the other way around is also questioned here. Consequently, Hall (1999: 142) suggests that it is important to look at what

the organisational and worker goals are. For example, if satisfied workers are the desired output, a supportive leadership approach has been shown to be more effective. Alternatively, if the workers and organisation seek high productivity and high pay, autocratic leadership approaches may achieve these more effectively.

Hall (1999: 142) concludes that supportive leadership behaviour is most effective in organisations that are less formalised, and heavily reliant on the outputs of their own members to be effective. He continues that this type of organisation is characteristically also constantly searching for new ideas and solutions to problems.

### **Management Tools:**

The work of Bornstein (2003) and Fowler (1997) critically engages with the dangers of donors directing NGO agendas through management tools. This system of donor conditionalities results in NGOs moving away from a focus on their primary stakeholders, the community. NGO agendas and programme priorities become determined according to securing funding within the international aid chain in this context.

Bornstein's (2003: 393 – 403) work was a useful source in developing interview question ideas. Her article focuses on South African NGOs' approach to the management of their development activities and the influences on these. Please note that Bornstein's (2003) discussion and analysis illuminated many of the difficulties or problems experienced by NGOs in South Africa in the context of donor conditions. However, ZYP is primarily locally funded. It still is concerned with fundraising, but many of the characteristics identified by Bornstein are not present in this organization.

Bornstein (2003: 394 -395) notes the tension between the use of systems to enhance accountability to donors in development management and the importance of "local ownership and participation" (Bornstein, 2003: 395) in current aid doctrine. She reports that this tension is only partially resolved through the push for partnerships.

Bornstein (2003: 395) cites three main objectives local participation may be pursued for. Firstly, local ownership and input are pursued to make targeted outcomes more achievable. Secondly, the process of local participation is seen as valuable in itself. The value is seen in the process as a means of enhancing empowered and civic-minded local processes. Thirdly, local participation is pursued because of its position within the wider framework of 'good governance' and simultaneously shifts responsibility for programme implementation and outcomes to funding recipients.

Bornstein (2003: 395) identifies the increased use of management tools, such as logical frameworks and related systems of monitoring and evaluation, in development management. She cautions the reader against the potential for such tools to contradict the flexibility demanded by participatory development. It is worth noting here, that her work is primarily useful in the context of discussions on

participation. Her critiques may be widely appropriate, but ZYP is an organization which does feature participatory approaches and finds management tools such as logical frameworks useful and unproblematic.

Similarly, Fowler (1997: 27) reports that the most critical source of feedback for development work is the primary stakeholder, the community participants. He notes that it is their needs that are used to justify the organisations' existence. He also identifies the temptation for NGOs to pursue project activities to secure further funding, that is, to fulfill donor, rather than community participant requirements. Again, this is not the case with ZYP.

Consequently, these sources were useful in informing my interview guide and in contextualising ways in which ZYP is different because of obstacles they do not face. I included questions on the use of management tools within ZYP in my interview guide. This included exploring staff perceptions of the use of these and their impact on programme planning, implementation, and management. These did not reveal a struggle with donor conditionalities. In fact, the informants did not mention the influence of donors on any area of organizational life. They appear to function completely independently of these constraints.

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### 3.3.2. Key Principles in Practicing Development:

#### Learning Organisations

As mentioned above, current development practice writing both implicitly and explicitly calls for the continuous process of organisational learning. I would recommend Britton's (1998) text as an accessible, comprehensive introduction to the concept of 'the learning organisation'. Other texts that are not primarily concerned with this topic, either implicitly or explicitly note organisational learning as essential to organisational effectiveness. Such texts<sup>5</sup> include: Fowler (1997); Camay and Gordon (1997); James (1998; 2001); People in AID (Accessed 07/11/2006); Swannepoel (1998) and Dr Lombard et al (1991). The latter two will be discussed in the final section of the review.

Britton's (1998) paper is primarily concerned with examining the relevance of the 'learning organisation' concept for NGOs. He concludes that this concept is relevant for the NGO sector. Britton (1998: 1- 2) contextualises the emergence of the 'learning organisation' as a concept. He reports that it has been popularized since the late 1980s. He situates the origins of this concept in writing from the corporate world. He identifies key principles underlying the learning organisation as: "participation, empowerment, a willingness to embrace change and the acknowledgement of grass-roots experience" (Britton (1998: 1).

Britton (1998), Fowler (1997), and James (2001) conclude that being a learning organisation is an essential characteristic informing organisational effectiveness. Britton, working with Aiken in an earlier text, cites a definition of a learning organisation developed specifically for 'not-for-profit' organisations:

An organisation which actively incorporates the experience and knowledge of its members and partners through the development of practices, policies, procedures and systems in ways which continuously improve its ability to set and achieve goals, satisfy stakeholders, develop its practice, value and develop its people and achieve its mission with its constituency

(Aiken and Britton quoted in Britton, 1998: 3).

These texts have consequently been integral in developing the interview guide for assessing organisational effectiveness in ZYP. They also inform the model against which ZYP is evaluated.

Britton (1998) argues that the concept of a learning organisation is rooted in the importance of learning as a means of improving organisational effectiveness. The ability to learn is integral to the sustainable development and survival of organisations through enabling them to adapt to the dynamic and changing environments in which they work (Britton, 1998: 2 – 7).

Fowler (1997: 45) supports this, noting that, "...action based on (shaky) prediction must be balanced with an ability to continuously learn and adapt. Building an organisation which can do this is a prerequisite for an NGDO's effectiveness" (Fowler, 1997: 45). He highlights the importance of NGDOs documenting and reflecting on their own experiences, based on their perspectives to inform 'management science'. He later warns that

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<sup>5</sup> These texts are not ordered according to their production dates, but the order in which it is appropriate to discuss them.

...if NGOs do not learn from experience, they are destined for insignificance and will atrophy as agents of social change. NGOs urgently need to put in place systems which ensure that they know and learn from what they are achieving – as opposed to what they are doing – and then apply what they learn

Fowler (1997: 64)

James (1998; 2001) supports the importance of organisational learning as integral to effectiveness. He provides a summary of ten key ingredients of OD in both texts. The second core ingredient identified is that OD enhances organisations' ability to 'learn'. He argues that, "a key product of an OD intervention is that an NGO becomes more of a 'learning organisation'" (James, 2001: 46). Within this argument he reiterates the correlation between being able to continuously 'learn' from experience as an organisation and the ability to survive environmental change (James, 1998: 11; 2001: 46).

Consequently, Britton (1998), Fowler (1997), and James (1998; 2001) emphasise the importance of organisations systematically reflecting on and learning from their own experience. They include that organisations should reflect on the lessons available from other organisations with a track record of 'good practice'. This process of learning also involves actively incorporating or implementing the lessons learnt to facilitate the improved effectiveness and development of the organisation. Here, they essentially promote the idea of case study learning, though they do not explicitly conceptualise it in these terms.

Britton (1998: 13 – 18) identifies eight key functions integral to enabling organisations to learn effectively. Alternatively, these can be seen as a summary of the key characteristics of a learning organisation. These include: creating a supportive culture; gathering internal experience; accessing external learning; communication systems; mechanisms for drawing conclusions; developing an organisational memory; integrating learning into strategy and policy; and applying the learning.

#### *Creating a Supportive Culture:*

Britton (1998: 14) describes a supportive culture as requiring a positive attitude to learning, a commitment at all levels to contribute to the process and the prioritising and legitimising of learning by providing resources. He identifies a tendency here for organisations to be 'action-oriented' in response to challenges. He warns that reviewing and reflecting on experience, and planning future action based on the conclusions of that review, are essential for effective learning.

#### *Gathering Internal Experience:*

The process of gathering internal experience involves a need for awareness in the organisation of what it does and the resultant impact. These can be facilitated by procedures for monitoring, review and evaluation (Britton, 1998: 14).

#### *Accessing External Learning:*

Britton (1998: 15) conceptualises the accessing of external learning as the process whereby organisations "actively seek out learning from elsewhere" (Britton, 1998: 15). This can involve partnership work and accessing the 'good practice' records and guidelines from other organisations.

#### *Communication Systems:*

Britton (1998: 16) identifies communication systems (formal and informal) as the circulatory system for learning within organisations. He asserts that these need to be designed in a way that manages to retain learning, without being "so 'heavy' that information and learning sink without a trace or so 'light' that they evaporate" (Britton, 1998: 16). He suggests a variety of potential strategies for facilitating sharing and learning within organisations. These include: internal networks; team meetings; presentations; workshops; briefing sessions and in-house newsletters.

#### *Mechanisms for Drawing Conclusions:*

In terms of the mechanisms for drawing conclusions, Britton (1998: 16 -17) argues that the process of drawing conclusions and identifying lessons learned is the primary way organisational learning is differentiated from the simple exchange of information. As such, he regards it as imperative and the responsibility of all members of the organisation and a process that should be undertaken as close to the experience as possible. He proposes that organisations insist that no experience should be documented and shared without considering the lessons learnt and its implications for strategy, policy and practice.

#### *Developing an Organisational Memory:*

The importance of developing an organisational memory lies in protecting organisations against the loss of learning. This can occur through individuals leaving or forgetting their experiential lessons. It involves the establishment of mechanisms to facilitate individuals' memory to be retained or recorded. This is done in a way that enables their experience and the analysis of their experience to be available to other members of the organisation (Britton, 1998: 17 -18).

Britton (1998: 17 – 18) posits that steps beyond the simple documentation of experience is preferable. He suggests an exit process for staff leaving the organisation. This, in conjunction with systems such as documentation and the discussion of experience would enhance the collective memory of the organisation's members. It simultaneously places the knowledge of those individual members in the realm of organisational knowledge.

#### *Integrating Learning into Strategy and Policy:*

Britton (1998: 18) identifies two opportunities to incorporate learning into "the fabric of an NGO" (Britton, 1998: 18). Strategy development can be deliberately organised as a learning process. This process can include feedback loops to provide the space and opportunity to continuously reflect on and improve the strategy as it develops in practice. Policy development can also be an opportunity to reflect organisational learning. This would be conducted as a participatory process, incorporating contributions from the experience of individuals at all levels of the organisation.

### *Applying the Learning:*

Britton (1998: 20) suggests that, "Only when learning is applied in the work setting can we say that a continuous learning cycle has been created" (Britton, 1998: 20). This process can extend beyond the organisation itself, with the potential for organisations to improve their own practice and impact on the policy and practice of other organisations. This can be achieved through the systematic recording and publishing of its experience for a wider audience. The application of learning would also involve a continuous process of change. The organisation adapts its priorities and practice, strengthening its capacity based on and reflecting new knowledge and insights.

Camay and Gordon (1997) write on the principles of NGO management. The text provides an overview of a variety of themes under this general topic. I did not find the text useful in itself, as it does not provide sufficient depth of focus on any of the topics. It does provide confirmation of principles discussed by the above-mentioned authors. They support the position of the above-mentioned authors regarding the importance of organisational learning. This includes the principle of reflection and analysis and staff training and development. They also rank participation and empowerment as the top two principles of NGO-community relations respectively. This supports the two principles Britton (1998) prioritises as underlying the learning organisation.

Camay and Gordon (1997: 5 -6) discuss effectiveness and impact as a key NGO principle. Here they identify 'analysis' as one aspect of NGO activity contributing to effectiveness and impact. They argue that reflection and analysis are receiving increased attention in order to secure support and funding. This involves the process of learning from the reflection on and analysis of experience and incorporating these lessons into future planning.

Consequently, this correlates with five of Britton's (1998) eight key functions. These include: creating a supportive culture; gathering internal experience; mechanisms for drawing conclusions; integrating learning into strategy; and applying the learning.

Camay and Gordon (1997: 40) support the position of the above-mentioned authors regarding the importance of organisational learning. They prescribe the "lifelong education and training of personnel" (Camay and Gordon, 1997: 40). They argue that training improves individual skills and ultimately improves organisational productivity.

People in AID (Accessed 07/11/2006) is a text identified in Britton (1998). He identifies this text in his discussion of the key functions of a learning organisation. This text is a code of good practice developed by a group of UK-based development organisations. Input was included from UN agencies, the USA and Continental Europe. The code was originally called 'The People in AID Code of Best Practice' when developed between 1995 and 1997. The code has since been revised to reflect changes in good practice since then. The title has notably changed in accordance with this and is currently called the 'People in AID

Code of Good Practice'. The code focuses on practice in the management and support of personnel in the relief and development sector.

The code is a useful source to compliment authors such as Britton (1998). Its guiding principle illustrates a people-centred approach to the operations of People in AID. The guiding principle of the code states:

People are central to the achievement of our mission. Our approach to the people who work for us is fundamental to the achievement of our mission. We recognize that the people who work for us merit respect and proper management, and that the effectiveness and success of our operations depend on the contributions of all salaried and contract staff, and volunteers

People in AID, Accessed 07/11/2006: 7

The learning, training and development of staff are identified as the sixth principle in this code. This principle identifies the creation of a culture of learning as integral to staff members sharing learning and developing together. This principle ultimately seeks to enable staff to work effectively and professionally.

In summary, the value of the learning organisation and the organisation's ability to learn lies in this process facilitating the survival of NGOs in the dynamic environment in which they operate. The learning organisation is essentially involved in continuous processes of reflecting on and learning from their practice. Action is then taken to integrate the lessons learnt into strategy and policy to improve organisational impact and effectiveness. Furthermore, the texts reviewed consistently identify a relationship between continuous, systematic processes of learning in organisations and effective, professional practice.

#### **Participatory Approaches:**

The principle of participation in good development practice has been identified by a number of authors discussed in this case study. These include: the CDRA (2002/2003); Bornstein (2003); Fowler (1997); Britton (1998); Camay and Gordon (1997); James (1998; 2001); People in AID (Accessed 07/11/2006); Swannepoel (1989); and Dr Lombard et al (1991). This illustrates the importance of people-centred or participatory approaches in current writing on good development practice. Roodt (1996: 312 – 323) discusses the participatory component of the development process. This is a useful text in contextualising this principle of development practice. He situates the concept historically, guiding the reader through various uses of the term in the past. He explores the different ways a number of paradigms incorporated this term into their discourse.

Roodt (1996: 323) reports that the term has been used in a range of contexts, from a legitimisation exercise to a transformation exercise. He includes that it was used at a personal level and at a global one. He concludes that participatory ventures have failed elsewhere in the world. He consequently questions the continuing enthusiasm for this principle in development in South Africa.

However, this review reveals that the principle of participation is not currently exclusive to the work of South African writers. Both Britton (1998) and James (1998; 2001) write for the International Non-

Governmental Organisation Training and Research Centre (INTRAC), based in the UK. Britton (1998) identifies participation as an underlying principle of the learning organisation (see above). James (1998: 19 – 20; 2001: 48 - 49) includes two points encompassing principles of participation in his core ingredients of OD. These identify OD as: a process of collaborative diagnosis with the client, based on action research; and a process focused on improving organisational effectiveness as defined by the organisation itself. People in AID (Accessed 07/11/2006) include consultation and communication with staff as their fourth principle of good practice. They assert the aim to include staff in consultation and communication processes on policies and practices that affect them.

Roodt (1996: 313) begins his exploration of the historical use of the principle of participation in the context of 'community development'. He notes that this idea is not new to the development sector, tracing it back to Colonial, particularly British, policy. He cites a typical definition of community development provided at the Tenth International Conference of Social Work, 1958. This definition contains the principles still present in this concept today. These principles include that it: is a conscious process; is community assistance by an 'expert'; is achieved through local effort; features local community participation at all levels of the process; and enables the target community to become self-reliant.

Roodt's (1996: 317 – 318) discussion of the current status of participatory development is of particular relevance. He reports that participatory development is currently reflected in the paradigm of 'people-centred development' (PCD). He points the reader to the Manila Declaration on People's Participation and Sustainable Development as the manifesto of this approach. This was drawn up by 31 NGO leaders in June, 1989. David Korten is the founder of the PCD Forum.

Roodt (1996: 317) attributes the emphasis on PCD to two central reasons. Firstly, he aligns it with the world-wide movement away from centralised state control. He argues this was emphasized by the fall of communist regimes in Eastern Europe. Secondly, he identifies further disillusionment with bureaucratic governmental institutions through the failure of the African state to facilitate sustainable development in many cases. Although he outlines and contextualises this paradigm, he does not provide a critique to support his above-mentioned position on the general 'failure' of the principle of participation.

Korten (1990) as the founder and president of the People-Centred Development Forum is a worthwhile read to gain a comprehensive understanding of the current state of participatory approaches. This text broadly challenges the reader to reexamine our roles and approaches (in the past and present) to confronting persisting world-wide problems facing the poor. These problems include: floods and drought; desertification; communal violence; uncontrolled population growth; and decreasing employment and income generation opportunities. He critiques official development efforts to respond to the problems facing the world's poor over the last four decades and considers alternative approaches to global development. He argues for decentralised, volunteer-led development approaches.

Korten (1990: 214 -215) ultimately envisages a response to the world's problems that involves adjusting our collective thought to take responsibility and exercise stewardship for the resources we control. He proposes that we break the patterns of our conditioning and apply our collective intellectual and technological resources to the conscious creation of a viable future. This involves social/institutional innovation and discovery. He argues that these:

Are created by people engaged in social action aimed at solving immediate problems, who continuously monitor their own progress, reflect on emerging experience and adapt approaches to changing circumstances and the lessons of their errors. Dissemination comes through person-to-person exchange using a host of media.

Korten (1990: 215)

Korten (1990: 217 - 221) includes The Manila Declaration on People's Participation and Sustainable Development in his Appendix. This, the manifesto of the PCD approach, consequently has particular relevance for this study. The 31 NGO leaders that participated are from Africa, Southeast Asia, South Asia, the South Pacific, Latin America, the Caribbean, North America, and Europe. Consequently, it reflects the principles of practice of development practitioners from a range of international contexts. The manifesto begins with a problem statement. This illustrates a concern shared by the participants that "the results of current development practice are not just, sustainable, or inclusive" (in Korten, 1990: 217). The manifesto conceptualises people-centred development as an appropriate way to achieve authentic development.

The manifesto identifies key principles in PCD. These include: mutual self-help among people; community control and responsibility for resources; political and economic democracy; self-respect for the individual; self-reliance for the community; and the productive use of local resources to meet local needs. They also demand that 'participation' be redefined. This demands that development assistance be responsive to the people as sovereign actors. They assert that authentic development sees an assisting agency as "a participant in a development process that is community driven, community led and community owned - basic conditions for sustainability. When voluntary development organisations are involved, their commitment must be to serve the people, not the donor" (in Korten, 1990: 219). This concern with development practitioners maintaining their focus on serving the community consequently correlates with the warnings of Bornstein (2003) and Fowler (1997) mentioned above (this section, pp 19 – 20).

**Empowerment:**

The principle of empowering the communities development practitioners are participating with is inherent in the above two principles. As discussed above, Britton (1998) includes empowerment, along with participation, as one of the key principles underlying the learning organisation. Similarly, this principle underlies the philosophy proposed for PCD, the current reflection of participatory approaches. The Manila Declaration on people's Participation and Sustainable Development places sovereignty with the community and has an inherent drive towards empowering the target communities to control development initiatives and resources to meet local needs. It includes that the "value of the outsider's contribution will be measured in terms of the enhanced capacity of the people to determine their own future (in Korten, 1990: 219). This principle of empowering communities in the development process is included in the discussion of the writers in the following section. It is noteworthy that these are the writings identified as informing ZYP's theoretical framework, which in turn guides and shapes their development philosophy and the standards of practice they implement.

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### 3.3.3. Key Texts Informing the Theoretical Framework Guiding ZYP's Development Practice:

The Director of ZYP identified key texts that inform the theoretical framework guiding ZYP's development philosophy and practice. These texts stem from a social work field. They include: Swanepoel (1989); Lombard et al (1991); and Egan (1985). Consequently, a review of these texts is essential in exploring the influences on the evolution of development practice within the organisation. The principles reflected in these texts are consistent with those discussed above, which reflect current development philosophy and practice.

Reading Swanepoel (1989) was an amazing experience, as it was like reading the manifesto of ZYP. The principles proposed by Swanepoel (1989) are inherent in the cultural identity, mission and values of the organisation. He highlights key principles underlying the community development process. These include: supportive relationships; a process of learning and putting learning into practice; participation (collective action and decision-making); self-reliance; self-sufficiency; human dignity; and enabling/empowering. Swanepoel (1989) focuses on the task and role of the community worker. He writes:

The credo devised by James Yen in the 1920s to guide the Rural Reconstruction Movement in China may help to create the atmosphere in which the rest of this book should be read:

GO TO THE PEOPLE  
LIVE AMONG THE PEOPLE  
LEARN FROM THE PEOPLE  
PLAN WITH THE PEOPLE  
WORK WITH THE PEOPLE  
START WITH WHAT THE PEOPLE KNOW  
BUILD ON WHAT THE PEOPLE HAVE  
TEACH BY SHOWING; LEARN BY DOING  
NOT A SHOWCASE BUT A PATTERN  
NOT ODDS AND ENDS BUT A SYSTEM  
NOT A PIECEMEAL BUT AN INTEGRATED APPROACH  
NOT TO CONFORM BUT TO TRANSFORM  
NOT RELIEF BUT RELEASE

(Swanepoel, 1989: 20)

Swanepoel (1989) writes in a style that is accessible and to the point. He includes a summary of the key points in the text. This is useful for practitioners who do not engage with texts written in an 'academic' style. It allows them to extract the central principles immediately. He also includes a reading list on community development. This can be useful for practitioners seeking complimentary texts. The texts included range in production dates from 1957 – 1987 (just prior to his writing). They include contributions from writers in the USA, UK, New Delhi, The Hague, South Africa, and Nigeria. This, coupled with Yen's credo, written in the 1920s, confirm that principles encompassed in current popular development paradigms are not new. However, some concepts, such as that of the learning organisation have only become explicitly articulated and conceptualized in recent years.

Swanepoel (1989: v) notes the importance of the supportive relationships between the development practitioner on the ground level; his/her superior; and the community leader. He writes: "it does

not serve much of a purpose to equip the practitioner for his task if his superior and his agency do not enable him to put his new-found knowledge and insight into practice" (Swanepoel, 1989: v). He describes his text as an appeal for participative development. Consequently, he highlights the importance of the involvement of the community leader and his/her role in leading his/her people to become involved in the development process.

Swanepoel (1989: 2) notes that achieving concrete objectives in a community development project, simultaneously involves achieving abstract objectives. He provides examples of abstract objectives as: self-reliance, self-sufficiency, and human dignity. He argues that these abstract objectives are the result of community development which enables people to help themselves on a sustainable, long-term basis.

Swanepoel (1989: 2 – 9) highlights key characteristics of community development. He reports that community development: is a learning process; is collective action (which involves collective decision-making); is need and objective oriented; is action at grassroots level; leads to community building; creates awareness; and leads to further development through the identification of further needs and the confidence to tackle further problems. He notes that the learning process is enabled by: community participation from the first stage of a project; guiding community members to take the initiative in the process; and involving participants in learning through evaluating their actions and roles.

Swanepoel (1989: 8 - 9) reports that the reason for community development can itself act as an obstacle to that development. He suggests that community members' poverty, lack of self-sufficiency and self-reliance can hinder attempts to involve those individuals in development initiatives. He identifies examples of attitudinal obstacles to include: illiteracy; customs and traditions; dependency; and apathy. The latter two obstacles are of particular interest in this case study as they are topics regularly considered by ZYP staff members (see chapter 4, pp 48 – 50 and Appendix E).

Swanepoel (1989: 9) elaborates that handouts may have become the norm through people becoming used to depending on governments and other agencies. He includes that people consequently become reluctant to take initiative and do things for themselves, and expect to be paid. He suggests that community members become so used to poverty and suffering its consequences that they only focus on survival. They accept their situation as 'life' and fear the risk of disappointment related to taking initiative and being innovative. This results in an apathetic attitude.

Lombard et al (1991: 69 – 76; 110 -120) provide a useful discussion outlining the differences between 'community work' and 'community development'. Essentially, Lombard et al (1991: 69, 119) notes that community development is a fluid concept, referring to broad, comprehensive development work in a community. This work involves the continuous management of change and encompasses all the dimensions of development. Consequently, it demands a multidisciplinary approach. Community work on the other hand

is conceptualised as social work in a community context, and as one discipline contributing to community development.

The general philosophy and principles of development Lombard et al (1991: 112) proposes support those of Swanepoel (1989) and consequently writers reviewed above. Lombard et al (1991: 112) describe a community development process where the community takes the initiative to achieve objectives they have identified in a process supported and facilitated by a development practitioner. The principles of this process include: self-help; self-determination; a community needs focus; community involvement and participation. Lombard et al (1991: 119) emphasise that community development and community work are concerned with enabling people to help themselves and acting with respect for human dignity.

Although Swanepoel (1989) and Lombard et al (1991) do not consciously argue the importance and value of learning organisations as a concept, this argument is inherent in their work. Lombard et al (1991: 119) identify community development's role in the continuous management of change. This directly supports Britton (1998: 2 -7), Fowler (1997: 45) and James' (1998: 11; 2001: 46) above-mentioned arguments for the importance of organisations' ability to learn. Swanepoel (1989: 2 – 3) includes the learning process as one of his key characteristics in community development.

Egan's (1985) text was identified as an influence in the interview with Informant 1. However, he later (see Appendix E), noted the above two texts as influences on his theoretical framework. It was suggested that he had encountered Egan's work, though he could not specifically identify anything about it. Consequently, I briefly reviewed his work. The text is quite an academic read, full of jargon terminology, which seems removed from the type of terminology used in practice. It is not an accessible text in comparison to the above two. A reading of this text was useful to highlight the reasons principles from Swanepoel (1989) and Lombard et al's (1991) texts have been incorporated into the fabric of the organisation.

Egan (1985) incorporates concepts such as 'helping' and 'human-service professionals' rather than 'community work' and 'community development' practitioners. The former are not terms that are commonly used and recognised by people that do not specifically work in the field of social work. The latter on the other hand, are terms that are widely used and recognised from people working and volunteering in a variety of sectors. Consequently, these more colloquial terms are accessible and easily adopted into the values and philosophy of organisations and their members.

Egan (1985) is primarily concerned with providing "helping and human service workers, both in the field and in training, [with] the working knowledge and skills necessary to managing and intervening in systems" (Egan, 1985: vi). I believe this description of his text accurately reflects why individuals working in the development sector would not adopt this framework into their philosophy and practice in the same way as that of Swanepoel (1989) and Lombard et al (1991). This is a sector where individuals are often

motivated for personal reasons and have a focus on the people they are working with. These practitioners often come from the communities themselves. Consequently a text concerned with 'systems' rather than communities or social groups will not resonate with these practitioners in the same way as the work of the above writers.

In spite of this, in over viewing the text, I encountered two concepts that are used by Informant 1 in discussing his approach to practice. These concepts include: "agents of change" (Egan, 1985: 11) and "individual performance plans" (Egan, 1985: 170). Egan (1985) writes,

*[i]n its widest sense, change agent refers to anyone who plays an important part in designing, redesigning, running, renewing, or improving any system, subsystem, or program (emphasis in original)*

(Egan, 1985: 12)

Egan (1985: 12) continues that all participants in a change programme are essentially agents of change. He attributes this to the essential role that all members play in achieving success in such programmes. He includes that everyone asked to participate or affected by change processes become owners of that process. Consequently, his concept of 'agents of change' extends to community participants who participate or are affected by given programmes.

Egan (1985: 170) conceptualises the individual performance plan as fitting into the unit plan. This is used to establish unit priorities and to review areas of performance or accomplishment expected of the unit. The individual performance plan in turn assists each member of the unit identify their role in achieving the unit plan, and to establish their priorities within the activities of their role. The individual performance plan consists of five steps. These include: establishing essential links to the unit plan; listing all personal performance areas or activities; identifying or prioritizing key personal performance areas; setting priority individual objectives in each key performance area; and developing personal performance indicators.

In summary, this review illustrates a perceived correlation between principles identified in writing concerning good development practice, and texts informing the theoretical framework guiding ZYP's development philosophy and practice. Consequently, we have a comprehensive model of effectiveness. This includes the management dynamics and key principles in good development practice to evaluate ZYP's development practice against.

## **4. FINDINGS:**

### **4.1. Through the Eyes of an Intern:**

This section reflects the observations made during my internship of ZYP's development philosophy and practice. My observations are drawn from journal entries made during the internship. I begin by contextualizing my internship experience. I then reflect on the specific organisational features I observed in the office and in the field during my internship.

#### **4.1.1. Setting the Scene:**

One of the requirements of the Honours level course research project was that we conduct a group research project on an organisation. We were required to conduct a group research project on ZYP as one of the organisations working with the Independent Development Trust (IDT). ZYP works with the IDT as one of the members of the Western Cape Youth Skills Development Initiative (WCYSDI). We conducted a research project broadly aiming to assess the sustainability of the programme delivered by this consortium. At the end of our project, we presented our research report. This was followed by a luncheon attended by representatives from the consortium organizations, including ZYP.

It was here that I engaged in a conversation with ZYP's director about my future plans. I indicated my intention to continue the postgraduate Development Studies programme to the Masters level, which includes an internship requirement. The director responded by inviting me to complete my internship requirement at ZYP, if appropriate. The internship is a compulsory component of the Master's in development Studies. This Master's Research/Internship course is a requirement of the Master's in Development Studies at UCT. As per the degree and course requirements, I fulfilled my contractual internship agreement, of no less than 120 hours, between April and July, 2005.

The course requirements include that we: a) make journal entries documenting our field work (referred to from here as the journal); b) conduct organisational analyses for our respective organisations (including SWOT and PEST analyses); and c) in close co-operation with our organisations, identify a problem (reflected in a problem tree) and a project, which would extend and or strengthen the organisation's existing programmes, finally a budget attached to the project proposal.

The internship experience in our respective organisations was complimented by a series of peer-group seminars, facilitated by Mary Simons and Dr Andrew Charman. The seminars required us to: a) reflect on our internship experiences in the field of development practice; b) reflect on the organisational analyses made (using previously identified tools of problem tree development, SWOT and PEST analyses), and c) to constitute ourselves as a development funding agency in respect of development proposals and the attached budgets.

I wish to acknowledge my positive internship experience. As an intern who was fully accepted and welcomed into the organisation, I was afforded an insider perspective on organisational life. This insider perspective allowed me to experience life as a staff member of ZYP. I was welcomed into the organisation as one of their own. This experience is itself indicative of the work environment and culture of ZYP as an organisation. This in turn supports and contributes to the findings on organisational effectiveness drawn from the questionnaire (see chapter 4, pp 57 and Appendix G).

The director and I negotiated the contractual agreement of my internship and my positioning within ZYP. We discussed my interests and my course requirements. We identified areas where I could work and which I could focus on to develop a funding proposal which would be useful for the organisation. We decided I would work on and co-facilitate the Virtual Reality project (currently known as the life skills programme) with two other staff members. The project location was at the MPC. This project did not have funding at the time. It therefore provided the opportunity for me to fulfill my course requirements of producing a funding proposal, while gaining fieldwork experience.

Working in the office and in the field provided me with insight into ZYP's organisational features. These include: a) a collaborative approach to management consistent in all areas of organisational life (staff, and programme management); b) systems and structures in place to guide management and practice; c) a culture with a strong emphasis on individual development, relationships and team work; d) the impact of external constraints on organisational effectiveness; e) a responsive, dynamic approach to programme implementation through continuous review and evaluation; and f) the inclusion of 'bottom-up' staff development .

#### **4.1.2. In the Office:**

##### **Collaborative Approach to Management:**

The director manages his staff in a collaborative, supportive style. He focuses on managing the individual, taking their individual strengths and weaknesses into consideration. This was evident in his support of my internship interests and needs. Further evidence of his management style was that he allowed me to assist in editing funding proposals.

I was given examples of funding proposals (developed for the Virtual Reality Project) to read through to gain practical insight. I sheepishly approached the director with a number of suggestions I had for the current proposal and the way the information had been reflected. He noted that the finer points of proposal writing were not one of his strengths or interests and welcomed the suggestions. We spent an afternoon reviewing and editing proposals he had written. This served to combine his experience and knowledge of report and proposal content requirements with my academic report-writing skills.

### **Systems and Structures to Guide Management and Practice:**

The management approach I noted was facilitated by the good management systems and controls in place to guide the organisation's functioning. These include: weekly staff meetings and report-backs; financial management controls; weekly management meetings; monthly board meetings; staff appraisals and strategic planning. Such systems and controls hold staff accountable, facilitating the above-mentioned management style.

### **Organisational Culture:**

A key feature frequently noted in my journal is ZYP's culture and the nature of relationships within the organisation. The work environment is characterised by an open and friendly atmosphere. Staff members appeared happy and secure with their positions. Strong interpersonal staff relationships are apparent here.

The physical environment of the office (in Observatory) seemed to contribute to the general atmosphere and encourage these strong staff relationships. The office space was predominantly open-plan. Four of the staff members and one of the international interns shared two offices. These had a glass separation and inter-leading door, which was always open. The fifth staff member had a desk situated in an open-plan space. This led to the kitchen area (a common informal meeting spot) on one side and the inter-leading door to the director's office on the other. The director's door was also always open.

The organisation is best described as balanced. They work hard; have the timeous meeting of deadlines; and playing together as a team. Lunch times were generally spent chatting around the kitchen or the whole staff sharing a meal together in the board room. Sociable, group coffee breaks were also common. On a few occasions spontaneous social time arose when everyone had completed the work they needed to. One staff member performed a *capoeira*<sup>1</sup> demonstration on one such occasion in the open-plan office/kitchen space. This led to everyone learning 'some of the moves' and some very entertaining performances from other staff members.

Such experiences within the organisation reflect the director's relaxed, 'hands-off' approach to management. It illustrates his belief in his staff team and their ability to motivate themselves, be disciplined and complete tasks, but also have fun together. The sense of team work and the importance placed on interpersonal relationships is supported by the design of the physical space. This space in my view was a key element in the way staff members work, their generally collaborative approach to work and the strong sense of team work. For example, project planning for each workshop session is done as a team and staff members continuously discuss their projects with one another, inviting input from each other.

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<sup>1</sup> A form of Brazilian martial arts combining traditional martial arts and dance movements.

### **External Constraints:**

Discussions with the director and staff members illustrated the destructive potential of external environmental issues to the effectiveness and positive impact of organisations. One of the key constraints facing ZYP in the funding environment is the failure of government agencies to honor funding commitments. The bulk of staff salaries (core costs) are budgeted for from these contracts. Other funds are ear-marked to cover project costs. In one case, a government conduit had agreed to provide funding for core costs. The amount budgeted was expected to cover the organisation's core costs over a period of three years. At the end of my internship last year, these funds were at least six months late and had not yet been received.

The failure of the government to honour its funding commitments has had negative implications for funding in the development sector. The funding 'crisis' generally demotivates staff and undermines their commitment to development projects and consequently prevents the sustainability of development projects. Such environmental issues illustrate that there are external factors outside the control of organisations which ultimately impede their success and sustainability. Those organisations that increase their professionalism and improve their organisational effectiveness may survive the negative impact of these funding constraints. Whilst this was a matter of concern for ZYP staff members during my internship, a year later in the interviews, they made no mention of a funding crisis. This illustrates their ability as an organisation to effectively manage the multiple demands and constraints on them.

#### **4.1.3. In the Field:**

##### **Development Philosophy and Work Approach: A Collaborative Guiding Approach:**

I gained practical insight into ZYP's development philosophy and work approach through my experience in the field. I assisted in facilitating two of the life skills programmes (one of the stand-alone life skills programmes, and one of the shorter programmes supplementing the Hair and Nail Technology course). Their development philosophy can be summarized as: assisting and guiding people to realise the potential and opportunities they have; and working with them, rather than doing the work for them. The organisation has the philosophy that participants need to have the drive and goals to complete the workshops themselves – it cannot be done for them. This is believed to increase participants' potential for success in accessing opportunities beyond the training offered by ZYP.

The facilitators extend the collaborative work approach of the organisation and its management style to the workshop sessions. There is a focus on facilitating and guiding a workshop where participants do the work and discover their own answers, rather than being 'taught' a generic set of skills and responses.

This collaborative, guiding approach is evident in the practical outworking of the workshop programmes. The participant group developed a set of ground rules and objectives at the start of each

workshop programme. We referred back to these at various stages to informally review what had been achieved and to remind community participants of the ground rules when necessary. Facilitators make use of large A2 poster pads to record participant input. These are visibly posted at the front of the workshop space during each session.

The workshops generally incorporated a participatory approach. Facilitators asked participants questions tailored to generate discussion around various topics. This would in turn build towards the group working through and developing an approach to, for example communication or conflict resolution skills. Participants develop their own definitions and content material through these strategic discussions.

Planning for workshop sessions was a collaborative process. The delivery team was responsible for this process. Whilst workshop sessions were planned with our team of facilitators in a brainstorming session week-to-week, we had an outline of topics developed at the start of the programme. The particular content and material chosen depended on the specific target group for that programme (life skills or Hair and nail Tech). The session plans were then presented to the director who responded with comment, input and suggestions.

#### **Continuous Review and Evaluation:**

The continuous review and evaluation of the direction and progress of the respective participant groups accompanied the above-mentioned flexible planning process. For example, we discussed strategies on how to draw in or approach participants who do not engage and participate in sessions.

The planning process for the Hair and Nail Tech group sessions illustrates the flexibility of programme design and the emphasis on community participants in the workshop programmes. Prior to the first session, we held a brainstorming session. We explored how to integrate some of the 'Start Your own Business' feasibility material into the life skills sessions. This was based on the delivery team's perception that some community participants may require these skills for starting their own salons after completing their technical training. The plan was reviewed after the first session, on the basis of discussion with the community participants. The discussion illustrated that not all the community participants were ready for an entrepreneurial focus. We consequently decided to focus exclusively on a life skills programme. Participants interested in acquiring entrepreneurial skills were offered such courses after their technical training.

The value of the constant review and evaluation practiced by ZYP was reinforced when we experienced a problem with the group dynamic in the Hair and Nail Tech group. This was ZYP's first life skills programme delivered as a supplement to a technical training programme. The life skills training was a compulsory supplement of the broader technical training programme. Consequently, participants were attending the life skills training simply to fulfill the requirements of the technical training.

I believe this issue of motivation may have been one of the primary contributing factors to the group dynamics reflected during this programme delivery. The problems experienced broadly speaking involved uncooperative participants. This included participants: often being disruptive and antagonistic towards each other (both individuals and rivalry between the hair and nail trainees) and facilitators; and generally not showing interest in the workshops.

This represented a challenge to transform the dynamics and draw the participants in. We reviewed the participant feedback forms (completed at the end of each session) to find out which activities the participants enjoyed and which topics and skills they were interested in. From this review, we discovered that the participants generally enjoyed the practical activities. Consequently, one strategy we employed was to increase the number of practical activities featured in the sessions. Such practical activities included an increase in the number of ice-breakers, games and role-playing in each session to practically illustrate the discussion points.

#### **'Bottom-up' Staff Development:**

The two ZYP facilitators with whom I worked closely illustrated the value of the 'bottom-up' development approach used in the organisation. These two ZYP employees were previously community participants in programmes offered by ZYP. They came from communities similar to the Mannenberg community. After participating in their respective ZYP programmes, they were recruited into the organisation as staff members. They accessed training opportunities and are currently community development practitioners in the organisation. While we were working together, these ZYP staff members used their own experiences as real, tangible examples with which workshop participants could identify.

## **4.2. Interview Findings:**

This section reflects the findings drawn from the in-depth semi-structured interview data collection. At a very basic level, the findings illustrate the key factors that have contributed to ZYP's effectiveness and success. It begins with an exploration of the organisation's particular history. This history illustrates the factors that influenced the particular development path of ZYP as an organisation. This section highlights the influences on the evolution of the organisation's development philosophy and practice. The discussion then moves to reflect the profile and identity of the organisation today. This includes: the target audience; development approach; organisational work; ongoing staff learning; 'bottom-up' development; staff motivation and future plans; relationships; partnerships; and external constraints. This is followed by a section illustrating the current management approaches in ZYP. This illustrates the management style and decision-making processes. Finally, the specific management tools and systems in place that facilitate the management style are discussed. This concerns the management of staff and the planning, implementation and management of projects.

### **4.2.1. Exploring an Organisational History:**

What is striking about ZYP is its conscious development path. Its growth and development has been organic and strategic. From the organisation's inception, there has been a continuing emphasis on reflection and resultant action in a circular process. Systems to facilitate reflection are built into ZYP's programmes. The director states explicitly that he is aware that he has taken a particular path in the growth and development of the organisation. He reflects on two main categories of influence on the evolution of philosophy and practice within the organisation. These include experience in the field and academic knowledge. Consequently, I discuss the process of formalisation according to these two main categories.

#### **The process of Formalisation: Experience in the Field**

Informant 1 explains his particular journey to working in the development field and with a specific set of tools within that field. He reports that he grew up in a big family, and that this large family structure afforded him and his siblings a significant support structure. He became a teacher and began to see a lack of support for many of the learners he worked with. He identified a link between this lack of support and an inability to effectively engage with and access available opportunities. The awareness of this difference between his own experience and that of the youths he was working with led him to the development path resulting in the formalisation of ZYP as an organisation.

Informant 1 guides us through the history of ZYP, from its inception to the present. ZYP was established in 1995 by the current director (now also the director of MPC in a new integrated structure) and three colleagues. They had been working with youth in the field of development for a number of years and

they decided to formalise the work they were doing in this new organisation. The decision to organise, formalise and structure their work arose from a number of work-related experiences and knowledge they acquired in the course of their work. They were responding to a specific need in their community and intended to develop a structure to assist young people to gain access to available work opportunities. The director explains that:

we didn't want that looseness, we wanted structure, we wanted the organisation to have good values, because, I mean, I'd run it from my house, I mean so you know, it's all kinds of hours, and there wasn't that kind of understanding of boundaries and so we'd just do work with young people 24/7...And when we came to the realization that there are opportunities for young people to access, whether it's jobs, or learnerships or whatever, we decided let's formalise this.

(Informant 1 Transcript: 4)

The process of formalising involved a number of steps, including obtaining assistance and guidance at different stages of the establishment of a formal organisation. These steps include: moving to a formal office space; formalising a name for the organisation; fulfilling the legal requirements of registering a Section 21 company; appointing seven board members; a director and staff with contracts; identifying and developing a programme and target audience; accessing funding; and acquiring assistance regarding the development and strengthening of delivery systems. The director notes that they ran the organisation 'properly'.

They hired an office space in a house in Vredehoek, Cape Town, which they shared with another business, and began the formalising process. This move to a formal office space gave the organisation boundaries, professionalised it and enabled the founders to distinguish between their personal and work lives.

The director contacted a lecturer in the UCT Language Department, who spoke Xhosa and who assisted him in formalising the name of the organisation. He then started researching about how to register a Section 21 company and co-incidentally someone who helped him in this process. He recalls how:

One day I just walked into, I actually walked into a spice shop in Lansdowne and I was just chatting to the guy and I said I wanted to register a section 21 company, and he says, no, he's an accountant, he'll do it for me for free, and that's just how this whole thing, you know kind of came about.

(Informant 1 Transcript: 4)

In addition, the Legal Resource Centre (LRC) in Cape Town provided the director with information on how to set up an organisation. The LRC specialises in providing 'legal assistance, advice and support to NPOs'<sup>1</sup> so that they may establish appropriate legal entities and register with the relevant authorities [and

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<sup>1</sup> Non-Profit Organisations (NPOs)

assisting] non-profit organisations with their establishment and registration in terms of the Nonprofit Organisations Act, No. 71 of 1997' ([www.lrc.co.za](http://www.lrc.co.za) Accessed 15/09/2006).

The director and his colleagues selected a board of seven members, in accordance with the requirements of the establishment and registration of a Section 21 company. The founders of ZYP recruited board members according to the needs and objectives of the organisation. They decided that they required board members with a variety of skill bases, including: a psychologist, someone with a background in education, an accountant, a business person and someone from corporate industry.

They identified a target audience and developed a programme. The target audience included two groups: in-school and out-of-school youths. The programme involved youth activities in the form of youth camps. Initially these camps were planned once or twice a month.

The founders of ZYP then began to access funding. They approached BP Southern Africa with a proposal. This proposal outlined the above-mentioned programme. It proposed initially targeting in-school youth, but with the intention to extend their target audience to include out-of-school youth. The presentation was delivered to the chairman of BP Southern Africa and the corporate social investment manager. They secured funding and support for their programme from BP. The corporate social investment manager assisted them in implementing their first programme. Once funding was secured, the team began delivering youth camps throughout the year. Within three years of BP's support for their programme, they moved to offices in Salt River and remained there until July 2005.

### **The process of formalisation: Academic knowledge**

Informant 1 says that his postgraduate Development Studies at UCT in 1999 and 2000 influenced the evolution of philosophy and practice in ZYP. He says that it "took the organisation to another level" (Informant 1: 8). Informant 1 describes how he uses theory as a guide to practice. He cites examples of such sources, including: the PERT model<sup>2</sup>; Eagan's model of development (1985); Marie Strotzki's<sup>3</sup> book on developing or evaluating your programme; and texts by Swanepoel (1989), and Lombard et al (1991). He explains that he doesn't

necessarily say the theory, but it's in the work... So I don't use the author's name or the model's name, I use the, the essence of it. And use it in how, so why do we evaluate your programme, how do you approach, when you recruit? So that kind of approach...it's just the model around development, a lot it's to do with people's own creativity.

(Informant 1: 7 -8)

Informant 1 identifies a link between his postgraduate studies in Development and the implementation of a more unified approach to development practice. He reports that he uses theory as a

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<sup>2</sup> The Project, Evaluation and Review Technique (PERT) model is a Project Planning and Management Tool (PPMT). PERT charts illustrate task, duration, and dependency information to enhance project planning and management processes. This tool was developed for the U.S. Navy's Polaris project. (<http://eprints.ecs.soton.ac.uk>)

<sup>3</sup> I did not manage to track down this text, even after confirming the spelling of the author's name. Informant 1 later suggested that this text did not really influence his thinking on practice.

framework to guide practice, “particularly looking at issues around democracy, so in change, community development versus community work, empowerment, so it's all, it has all those principles in place” (Informant 1 transcript: 7). He includes that they requested an evaluation in 2001, funded by a donor, and that he could see the value in it as a result of his studies. Informant 1 also identifies that at that time, he “realised that as an organisation you can absolutely not operate on your own” (Informant 1 transcript: 8).

#### **4.2.2. Organisational Profile:**

##### **Target Audience:**

The informants all identified ZYP's target audience as unemployed youth, aged 18 to 35. Their main physical area of activity is Mannenberg and its surrounds. Informant 1 noted that they mainly work with women. Young women constitute approximately 70 – 80% of their participants.

Informants 2 and 3 added that in fact, by relocating to Mannenberg their target audience now includes broader community members seeking access to resources and assistance from the MPC. Their physical relocation has resulted in an expansion of their services to establish them as a day facto community advice centre. They have specific criteria for participants in their programmes; nevertheless the staff members tend to also provide assistance to a category of the community.

Informant 3 works across the life skills and computer training delivery programmes. He notes that there is a difference in working with participants who have received the life skills training and those who have not, especially in developing CV's in the computer facility. He reports that members who have not participated in the life skills training are unable to complete sections of the CV, namely: “knowing your qualities, knowing what you want, your goal” (Informant 3: 2). This illustrates the quality and impact of their life skills programme.

### **Development Approach:**

There is a congruency between ZYP's philosophy of development and the staff's practice. Their description of the way they work is a text book description of good development practice in respect of responsiveness, empowerment, enabling and facilitating. They describe this approach as firstly involving people from the community they are serving in identifying a way or area in which they want to change. Then ZYP assists them by providing them with the tools to implement that change in their lives. They work from the basis that the participant is the starting point and the work is done by the participant. ZYP functions in other words, simply as a 'change agent' (Informant 1 transcript: 24). Informant 1 says:

when somebody walks in here, we don't say we have the solutions, answers and jobs. I think we more a change agent to say, this is a tool you can use in training to access a job, for example. It's not like we do for everyone, and everyone's happy. It's getting more the participation of the community for them to do for themselves.

(Informant 1 transcript: 24)

The work done in and with the community is owned by the community. There is a focus on creating a greater impact in the community rather than an individual staff member's work. The organisation is also physically situated in the community and a group of the people working in and managing the organisation is from the community.

Their development approach is reflected in the ongoing support offered to participants in accessing employment opportunities after completing the life skills and computer training. Informant 3 notes that the participants themselves need to be proactive in accessing opportunities. He explains, "you can't say Informant 1, here's the CV's, they must say 'Informant 1, here's my CV' – so he'll know, ok, this person is interested" (Informant 3: 3).

There is an emphasis on developing and nurturing partnerships. ZYP's recent merge and integration with MPC reflects this philosophy. ZYP is involved in the Western Cape Youth Skills Development Initiative (WCYSDI). This is a consortium, which represents a partnership between four organisations, and is another example of the principle of working in partnerships.

### **Organisational Work:**

The integrated structure of MPC and ZYP offer both technical training programmes to develop 'hard' skills and a life skills training programme to develop 'soft' skills. MPC delivers the technical training programmes. The primary technical training programmes currently delivered include the Clean Green Programme and the Hair and Beauty programme. ZYP on the other hand delivers programmes and training to assist youth to access employment opportunities. This falls within their broad organisational goals of relieving poverty and developing skills. ZYP uses the vehicle of developing the life skills of community participants to achieve these goals. They offer supplementary modules within the technical training programmes and stand alone life skills programmes, which are followed by Computer Training.

Complimentary support services ZYP provides for community participants include securing learnerships, internships and job placements. The two organisations (currently working in partnership from the same premises) consequently offer complimentary services to impact into the Mannenberg community. The Clean Green Programme illustrates the logic of the programmes and how they run.

The Clean Green Programme employs a three-pronged approach focusing on food security, job creation and skills development. The MPC manages, supervises and trains, while participating community members run the community gardens. The participants enroll in a year long Independent/Individual Development Plan (IDP), at the end of which they are qualified. The Department of Labour and Elsenberg College in Stellenbosch deliver the training. A core group of ten participants are taken out of the community and sent to stay at Elsenberg College for training for three days and then they return transfer their knowledge and skills to participating community members.

The life skills training is focused on developing the skills participants need to set realistic goals and put together an action plan to achieve those goals. This training component comprises a series of eight workshop sessions. These are currently run over a two-week period. This training can be followed by a basic computer training course. Participation in the computer training is dependant on attendance in the life skills programme (a maximum of two sessions can be missed) and participants produce a CV at the end of the computer training.

There is a move towards measurable outcomes for the knowledge acquired in the life skills programme. The training and assessment of participants fulfills the requirements of the Standards for Education Training Authority (SETA) and the South African Qualifications Authority (SAQUA). The content for the technical training courses is guided or determined by these SETA unit standards. Participants are assessed according to these in order to receive their qualification. The testing and assessment of participants has been extended to the life skills programme. This move to measurable outcomes for the knowledge acquired in the life skills programme works towards the accreditation of the programmes and the trainers.

### **Ongoing Staff Learning:**

The SWOT analysis (see Appendix H) conducted with the staff team, identifies the ongoing training opportunities available to and accessed by staff members as an organisational strength. This system of ongoing learning was re-emphasised during the interviews. Informant 1 noted that these opportunities allow them (as staff and as an organisation) to expand their skills base, update methods of practice, and increase their capacity. The informants suggest that this process of ongoing learning notably benefits them at a personal level, increasing their skills and capacity, but also benefits the organisation as a whole, increasing the organisation's effectiveness.

Examples of training opportunities accessed by ZYP staff members include project management, self-development, programme assessment, Information Technology (IT), fundraising, events management, domestic violence training, Gender Education and Training Network (GETNET), and social auxiliary worker training. The range of training opportunities accessed by different staff members illustrates a focus within ZYP on developing and training staff members according to their individual needs, strengths and weaknesses. Informant 1 explains that staff training is determined within the framework of their 'individual development plans'. These are particularly focused at the individual's career and enabling them to work and deliver their programmes effectively. The skills acquired during these training programmes are not limited to the staff members who attend them.

The informants identified a system of shared learning within the organisation, which enables knowledge acquired by individual staff members to be shared and brought into the sphere of organisational knowledge. Staff members report back on training they attend and share their learnings with their colleagues. Informant 3 reports that the staff team evaluates the lessons shared and discusses strategies for integrating the appropriate lessons into their work. Informant 3 notes that he has found some training useful for acquiring insight into, for example, facilitation skills. So observation of other styles of training is also useful on top of the content being delivered.

#### **'Bottom-up' Development:**

A 'bottom-up' approach to staff development is evident in the particular training paths of two ZYP staff members. They were participants in programmes offered by the organisation prior to their employment. Informant 1 endorses this as a positive model of development. He notes a big difference between staff members who are recruited and trained in this way and those who are not. He reports that these two staff members require very little supervision and have a good understanding of the organisation, its values and philosophy and what needs to be done in the programmes. He does acknowledge that this is a product of both the individuals' personalities and this particular trajectory and training.

The two staff members themselves perceive their particular experiences of recruitment and training as having a positive influence on their work. Informant 3 says "you have an idea of exactly what's going on" (Informant 3: 18); you have insight and understanding into the participants' experiences and can relate to them; and provide examples they can identify with. Informant 2 supports this, describing herself as a "living example, because I've been sitting where you were, and here I am today...And so I'm, I'm able to tell them these things, and they can see if I made it – if she made it, why can't I?" (Informant 2: 8).

### **Staff Motivation and Future Plans:**

The informants share a passion for the community development field. Each of them reported a desire to impact the community they are currently working in, as well as similar communities. The informants reported that they would remain working in the sector. They also noted that they are happy working at ZYP and would stay there as long as possible. This was primarily attributed to the work environment or culture of ZYP and the strong interpersonal staff relationships. Two informants reported that they plan to integrate their individual interests (in line with the organisation's values and vision) into the extension of ZYP's services. This commitment to the organisation yields a dynamic and organic growth quality. However, one participant did suggest that they may need to shift their work focus for their personal growth and development, and that this may ultimately not be possible within the organisation. Consequently, they see the potential for exiting the organisation in the next few years.

The staff members indicate high expectations of their service delivery in line with their high levels of motivation. Informant 2 explained that she expects herself and her team to deliver workshops with a consistent, high standard. She says,

you do it as if you done it the very, very first time. You must do it in that way all the time, I think because I feel that if you don't, we robbing the people from learning something new, because although we know it, it doesn't mean that they do. So, I expect us to do that.

(Informant 2 transcript: 8)

Furthermore, informants 2 and 3 noted a continuous striving on their part to improve and respond to participants' feedback from the workshops. Accessing participant feedback currently consists of multiple strategies including written and verbal strategies (see this chapter, pp 54 - 55). Informant 3 reported a desire to get beyond community participants 'telling you what you want to hear' and to real honest feedback. They are seeking feedback they can respond to and reflect on to inform programme content and approaches, to continuously deliver a higher quality of service.

Another aspect of the staff members' drive for quality service delivery is their drive to continuously extend the services they deliver within their field of expertise. For example, the life skills staff team attended a domestic violence course. This was in response to their realization that many participants attending life skills training are victims of domestic violence. Informant 2 reports that the life skills facilitators needed this to effectively and appropriately respond to such issues when they surfaced during workshop sessions. In addition, two staff members attended the above-mentioned social auxiliary worker training. They are subsequently attempting to hire a social worker. This is also a result of the staff response to community participant needs revealed during the life skills training.

## Relationships:

The informants place a high value on the relationships they have within the organisation. They report the positive staff inter-relationship dynamic as a key factor contributing to the organisation's effectiveness. Informant 3 notes the strong team work ethic and lack of hierarchy. Informant 1 reports fun team-building activities conducted within the organisation. Beyond the formal strategic planning team-building time (see this chapter, pp 53) he notes outings and a braai at someone's house as activities that the staff team has enjoyed together. These activities outside of the work space build and strengthen the staff team interpersonal relationships.

Informant 3 also noted the impact of the way the physical space is organized on the staff relationship dynamic. He referred to the group office in which he works with his two team members and the open, relaxed way they interact and work as a team. He also reported that a MPC staff member noticed the way they work and that it has subsequently "just rubbed off on them" (Informant 3: 7). He does acknowledge that the current relationship dynamic may change with organisational growth, as relationships would need to become more formalised and structured.

Informant 2 reports that she specifically enjoys working in a team and with her team in particular. Both informants 2 and 3 suggest that the way work relationship problems are resolved is based on direct communication with the relevant parties. That is, they place value on being able to go directly to the person you have a problem with and talking it out between the two of you, without outside involvement. This happens specifically within the team they are working, but may not extend to all relationships within the organisation as some relationships are stronger and closer than others.

The relationship between ZYP staff members and its executive board is an area that was consistently reported as problematic in the SWOT analysis and in the interviews. During the SWOT analysis, the staff members expressed concern over the lack of involvement of the board members. This was discussed while the director was absent from the analysis. The staff team reported that none of them knew who any of the board members were, let alone had a relationship with them. This fueled a concern over their complete dependence<sup>4</sup> on their director as their only link to the board members.

The informants reported a gap between their expectations of the executive board's functioning and the role they are occupying in reality. Informant 1 notes a gap between himself and the board in terms of communication. He reports that he views the board as a governance structure. Consequently, he expects input from the board to be focused on strategic planning-related issues to be tackled in their monthly meetings and at strategic planning. However, he and informant 3 report that in reality, day-to-day operational issues are discussed in board meetings.

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<sup>4</sup> This situation of dependency has changed since ZYP's integration with MPC. Informant 1 reported that the director and management team now attend the monthly board meetings.

Informant 2 notes that she has no relationship with the board. She also reports that she knows every organisation should have a board, but does not actually understand their role. This suggests the absence of any real contact between the board and staff members, and that there is no knowledge of any impact of the board's functioning on organisational life. Informant 2 suggests that a space to allow board members and staff to interact and get to know each other would be helpful.

### **Partnerships:**

ZYP has a strong emphasis on working in partnerships with other organisations. This was also identified in the above-mentioned SWOT analysis and reinforced during the interview process. Informant 1 notes that the networks and partnerships the organisation has have directly resulted in many of the staff training opportunities. He also reports that ZYP's integration or merge with MPC stems from working in partnership to integrate complimentary services for the Mannenberg community.

Informant 1 also identifies an ongoing partnership the organisation has with German interns. The organisation receives human resources and the interns gain practical experience. He reports that, for example, a German donor could not provide financial support, but sent a person for six months. This person set up a data-base system to enable ZYP to track participants from the point of entering ZYP programmes and monitor their progress over an extended period of time ( for example, two years). This continuous flow of interns in partnership relationships, thus results in an ongoing exchange of ideas and increased knowledge base within the organisation.

### **External Constraints:**

The research informants identified two external constraints that can have a negative impact on ZYP's organisational work. These include the community environment or context in which they are working, and the funding environment. These two points were also considered in the SWOT and PEEST G analyses conducted with the ZYP staff team during my internship.

The staff team noted in the PEEST G Analysis that the youth in communities such as Mannenberg, are apathetic and inactive. They attributed this to an inadequate job market. This results in a lack of opportunities for the youth to strive for. The poor community response to development initiatives in Mannenberg in particular was discussed extensively. The informants reported a challenge in motivating community members to take action, to get involved and to take advantage of and participate in the programmes offered. These programmes are free of charge and specifically aimed at providing people with the skills they need to access employment opportunities. The root of this problem was reported as the result

of a relationship of dependency stemming from the Apartheid era when such communities received 'handouts'<sup>5</sup>.

The informants report a poor programme impact in terms of Mannenberg community participants breaking behaviour patterns and accessing employment opportunities. They also note difficulty in determining why some participants are successful in breaking behaviour patterns and accessing employment opportunities and others are not.

The limited job market available to youth can be seen as an external constraint to the organisation. However, the reportedly related apathy and inactivity within this youth group in the community should be seen as a problem which programme activities are focused on solving. That is, apathy among youth in the community should be an initial problem that ZYP is addressing in their work. Consequently, they should be encouraging and inspiring entrepreneurship and adjusting programme activities to stimulate activity and drive among the youth as an objective and output.

The two informants concerned indirectly identified another community problem. They reported experiences of following up on women participants and finding them at home, looking after their children rather than seeking employment opportunities. This illustrates a gap in the provision of child care and potentially a problem of school attendance in this community.

The staff team identified difficulties in accessing funding, which was a problem explicitly noted by Informant 3. He says:

working with, almost like a limited budget, you limit yourself as well man, to the amount of effort I think you can put in. Because you know, like I can only do so much, um, can only do so much, because of this. And if the constraint is money, not time, I mean time you can always beat, money I don't think you can always beat money. I mean it's, it comes as a constraint

(Informant 3 transcript:8)

Two informants reported the negative impact of financial constraints on organisational life in off-the-record discussions. One informant said that they expect to have a limited amount of time left with the organisation, but remain in the field. One reason he noted is related to financial satisfaction. Similarly, the other expressed concerns over the way salaries are determined in the organisation and whether they are competitive within the field.

Informant 1 also identifies the politics of leadership in the Mannenberg community as a constraint facing ZYP. He reports ongoing power struggles within the community forums and other organisations. Autocratic leadership styles are reportedly fostered in these structures. Informant 1 argues that these are destructive towards the development of the community. He suggests that despite internal organisational

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<sup>5</sup> These speculative discussions do not account for the reported relative difference in the levels of apathy between Mannenberg and other areas with similar historical, demographic, and geographic characteristics. It is however suggested that a reason why for e.g. Gugulethu by comparison is a very 'proactive' community, lies in the fact that it is an historically 'black' community. Consequently they did not receive 'handouts' and remained active in the accessing of various resources.

effectiveness, contextual environmental factors in the community may limit their impact. He concludes that development in the community needs to begin with a change in the leadership in the community and the employment of participatory, democratic principles.

Similarly to the limited job market discussed above, the politics of leadership within the community could be seen as a factor that impacts directly on the organisation as part of the community. Consequently, this should not be seen as a factor that is separate from the organisation and its functioning. ZYP should rather start to incorporate strategies for managing this problem and its impact on community development. That is, ZYP can explore strategies and ways in which they shape the political environment to be conducive to community development.

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### 4.2.3. Current Management Approaches:

#### Management Style:

The informants report a supportive, hands-off approach to management in the organisation. Informant 1 views his role as director more in terms of fulfilling the function of a mentor or guide than 'manager'. He reports that he does not enjoy 'micro-management' and prefers to foster staff members' creativity and to encourage their ability to create solutions on their own. Informant 1 also notes that he is considering implementing a mentoring or coaching system for the management team. This would involve each of the four managers having a 'coach'. He attributes this idea to the benefit he has experienced through having a mentor himself. Within his focus on developing staff members individually, is Informant 1's focus on individual staff members' well-being. He reports that "you need to look after yourself in order to take care of 5000 people. Um, there has to be time off to rejuvenate" (Informant 1: 11).

This hands-off approach to managing staff was reinforced by Informant 2 and 3 in their explanations of programme implementation and management. They reported that staff work in their teams and receive guidance and input from their managers and the director. Informant 3 notes that:

there was a proposal we sent to a counselor, me and, Informant 2, Part 5 and myself worked with that and Informant 1 just looked at it, and made it right here and there, maybe with wording how they word stuff, ja, and having to talk maybe to I don't know with an IDP, I mean he is more clued up when it comes to that, we not. And he will just put that in; say maybe, this is in line with this objective of the City, or whatever and that sort of stuff. To an extent, ja – he will actually just let us write the proposals, he just, ja.

(Informant 3 transcript: 10)

This management style extends to the relationships between the manager and staff members in the team Informants 2, 3, and 5 are working in. Informant 5 is a manager working in a team with Informant 2 and Informant 3 on the life skills training programme. Informant 3 describes their working relationship as a team work experience, reporting that, "you know what you've got to do, and she doesn't almost check up on you every time, just asks maybe when she really needs it now, 'Ok, can it be done now'" (Informant 3: 11). He also notes a collaborative work approach where the manager consults with the team members, working together on various elements of the programme from planning through to monitoring and evaluation.

Informant 2 notes a similar relationship with the management team, asserting that she:

wouldn't say it's controlled because they so open, and it's not like they in these senior positions that you can't go to them, so it's ja; so there is that sense of respect, that these are your seniors, but at the same time they quite open to you and there's that freedom to go to them with anything that's bothering you or you don't understand something

(Informant 2 transcript: 3)

### **Decision-making Processes:**

ZYP employs participatory decision-making processes which in turn contribute to transparency and accountability. Meetings (that is, collaborative, discussions) reportedly constitute the predominant system for decision-making within ZYP. Informant 1 notes that decisions regarding the allocation of project funds are made in meetings with the respective donors. He includes monthly board meetings and weekly staff and management team meetings as part of the decision-making system.

The day-to-day programme-related decisions are reportedly made by the staff and management teams. Informant 1 identifies four teams in operation, with two or three members in each. One team member in each team is a manager. These teams include: the Clean Green; Hair and Beauty; life skills and leadership; and computer training work teams. Informant 1 reports that the staff teams have and are expected to have ownership of their programmes, and receive input from the management team.

Informant 3 supports this description, although he questions whether input from staff members influences decisions beyond those of day-to-day programmatic issues. He suggests that staff may be consulted on certain decisions to make them appear legitimate rather than actually giving input. This informant adds that he would rather be left out of a lot of the decision-making anyway. Informant 2 reports a similar position, asserting that she does not see herself as part of the decision-making process, but that this is by choice. She says that she does not like making the decisions and prefers “doing the work” (Informant 2: 2). However, Informant 2 does not suggest that decision-making processes are for show, saying:

it's open and you have your chance to say something if you want to. Also in that way I've found that you can't blame anyone if they've made a decision and something went wrong, because they've opened it up, you know, you've had your chance to say something, so when it goes wrong you can't blame and – because they did give you a chance to say something

(Informant 2 transcript: 2)

There are mixed impressions of transparency and accountability to staff in ZYP. Informant 2 reports that there is generally transparency within the organisation and its management approaches, except where “the money and the budget is concerned where you won't know everything” (Informant 2: 2). Informant 3 on the other hand suggests that there is a lot of transparency, noting an example where Informant 1 was updating staff regarding finances received from British American Tobacco (BAT). Informant 1 had reportedly asserted the need for transparency in this area, while Informant 3 describes how he felt it was to do with Informant 1's work in fundraising and had nothing to do with him.

The question of transparency in financial areas was discussed further off the record by one of the participants. This participant expressed concern over the lack of discussion around salaries, how these are determined and whether the salaries they receive are competitive within the sector.

#### **4.2.4. Facilitating a Management Style: Management Tools and Systems:**

The research informants identify a number of management tools used to facilitate the above-mentioned management style. These include reports, meetings, staff appraisals, strategic planning, monitoring and evaluation systems, logical frameworks, partnership conferences, time sheets and sick day call-ins. The use of these management tools to facilitate the management style implemented within ZYP, illustrates that the organisation runs in a systematic, structured way.

##### **Staff Management:**

The staff members are held accountable through a series of the above-mentioned management tools. ZYP has dedicated strategic planning and team building time, usually involving taking staff away for a weekend, twice a year. Staff members provide presentations outlining and reviewing what they have done in projects and what they plan for the next season. These presentations include objectives, activities and timelines.

Staff appraisals are also conducted twice a year. This appraisal process includes a one-on-one session with the director. Informant 2 notes how this is complimented the team's assessment through participant evaluation of programmes. But the appraisals allow each staff member to discuss their perceptions and approaches to work, which are potentially masked when work products are a team output.

The staff team has weekly staff meetings with the management team and director, where a weekly report-back is given on projects. This is complimented by monthly and quarterly reports, which detail project progress. Informant 1 reports that Informant 6 currently meets with him once a week. This is because the programme he is working on is new and the one-on-one time provides them with the space to explore how to build and develop it.

ZYP employs both internal and external monitoring and evaluation systems. Informant 1 reports that they evaluate programmes internally once a year. An annual external evaluation is conducted by an appointed service provider. There are also ongoing monitoring and evaluation systems in place for each programme (see next section, pp 53). These provide material for all the above-mentioned evaluative or assessment systems and reports.

Logical frameworks are incorporated into report, planning and proposal writing to strengthen 'professionalism' and accountability. Informant 1 goes so far as to say he "can't work without blocks" (Informant 1 transcript: 14). Informant 3 notes that logical frameworks are helpful, as they "lay down your work, and you know exactly what you've got to do. And you know if you can't do this by this time, then that happens. And, ja, I think they really useful and we stick to them closely" (Informant 3: 11).

Staff accountability and management facilitation are enhanced by time sheets and sick day call-ins. Informant 2 reports that time sheets effectively work to monitor staff attendance time and whether staff are at work for the forty hour weeks their salaries are based on.

The informants reported that ZYP does not have a formalised exit strategy in place for staff members leaving the organisation. A staff member will simply have a relatively informal meeting with the director. Staff members' experience and knowledge is recorded and retained within the organisation through their work. Informant 1 explained that any material and resources developed for work in the organisation belong to ZYP. This is reportedly a contractual obligation.

### **Project Planning, Implementation and Management:**

The data illustrates a systematic, structured approach to project planning, implementation and management in ZYP. The informants note a strong focus on reflection and planning time within the organisation. They report that the projects run in cycles, with periods in between for staff to reflect on and review each project. This reflection and review includes: writing project reports; and recruiting and planning for the next group. Informant 2 explains that:

you need to give yourself time, because lots of things happen...and comes out of the workshops, and these things they, they impact on your life, or sometimes...it sits with you and it's not possible for you to just leave that and then go into another one and then take that on as well, so you have to 'de-load' or take it off. So, like now we've trained for two weeks and now we not going to do anything for a certain amt of time

(Informant 2 transcript: 13 -14)

An ongoing system of Monitoring and Evaluation (M+E) reportedly guide and inform the programme reflection, planning and report-writing processes. Informants 2 and 3 note a project M+E system employing multiple strategies to accurately assess participants and access participant feedback. They have incorporated written and verbal feedback from community participants in their M+E in the past. The written feedback is generally in the form of a response sheet where participants answer questions about the workshop session and their experience of it.

Alternatively, the verbal feedback consists of group discussion around a session, or community participants taking it in turns to identify something they learned during the session. This verbal feedback is generally not recorded. Informant 3 reports that he relies primarily on memory to recall verbal feedback. Informant 2 notes that because the verbal feedback is not recorded, its value in contributing towards the written reports is lost to a large extent. However, they both report that programme participants do not always take the feedback seriously and simply tell facilitators what they want to hear (in verbal and written feedback). Both indicate that this is unsatisfactory.

The informants from the life skills training team identify a new strategy they are developing and testing to enhance their current participant feedback and assessment systems. This strategy comprises an

assignment tool, where participants are required to explain their understanding of the topics covered in the workshops. Consequently, this strategy would assess programme participants' progress and understanding, and simultaneously highlight problem areas for future planning and adaptation. This assessment tool would also work towards fulfilling the SAQUA requirements for assessment.

Informant 1 reports that programmes are generally determined on a needs basis, with ZYP relying primarily on research conducted by the Department of Social Services. He explains that the Department of Social Services establishes the needs of the community. ZYP and the MPC in turn deliver programmes responding to the needs identified that fall within their area of expertise: poverty relief, community development and skills training. Informant 3 cites Self-help (another organisation based at the MPC) and Silver Tree as other established organisations working in the Mannenberg community, which provide useful information on potential participants, strategies and partners in the community.

The informants outlined the programme planning and structuring process conducted by the ZYP staff. They report that project content is generally determined by developing a framework using the SETA unit standards, lessons from reflection on previous projects, consideration of the specific target audience, and project participant negotiation. Informant 3 included that they seek input from the technical trainers where life skills training courses are supplementary to a technical training course.

Informant 3 suggests that participant needs and content decisions are not necessarily discovered through formal structures in the process of project participant negotiation. He reports the use of and need for innovative, informal ways of incorporating participatory approaches into programme planning and structuring processes. He proposes effective communication with participants to facilitate the understanding of their needs and expectations. He suggests the integration of the content needs and expectations identified by participants into the set of topics ZYP has found effective through experience in contributing to the achievement of the overall programme needs identified by participants.

Participation in practice here goes beyond the strict inclusion of participant decision-making regarding programme content. Community participants participate to fulfill a need they have identified. ZYP provides building blocks to assist in fulfilling the identified need. According to Informant 3's conceptualization, participation includes participants finding solutions and 'building' course content through the workshop process. He says:

And I'm telling you they gonna come up with a solution. But, ja, you just have to trust them, as well, as much as they trusting you, because they letting you stand in front of them and say this and this and this. So, they believe you have some information, so, ja, knowing then, they have their own information, their own experiences, so they will feed into whatever processes happens.

(Informant 3 Transcript: 6)

This places the power with the participant as they 'let' the facilitator guide them in the achievement of their goals. This conceptualisation of participation is consistent with the above-mentioned development philosophy of ZYP and includes approaching life skills training, and by extension, development practice, with

a sense of humility. Participants have the answers and solutions and the development practitioner is essentially there to facilitate their process of uncovering that potential.

Informant 2 questions whether programmes are in fact needs based and whether participants have any real input in content decisions. However, she later provides two examples of services and programme content being shaped by needs identified in the community participant group. Firstly, she notes that they are trying to develop a response to a need in the area of domestic violence. Secondly, she reports that one participant group identified difficulty managing their day-to-day finances. ZYP consequently found a guest speaker on budgeting.

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### **4.3. Questionnaire Findings:**

The Organisational Effectiveness Questionnaire (see Appendix F) sourced from Human and Zaaiman (1994: 94 – 95) was designed to develop a systematic profile of organisations as a whole. The profile (see Appendix G) developed for ZYP reflects the dynamics of the organisation in terms of Human and Zaaiman's (1995: 85 – 102) model of effectiveness. It reflects the dynamics of the four elements of management which include: managing people, managing projects, managing control and managing change. These elements are further broken down in the questionnaire and model to include two themes under each element. People management includes: democracy and consensus; and commitment and belonging. Project management includes: time and accomplishment; and direction and goal clarity. Control management includes: coordination and stability; and procedures and measurement. Change management includes: creativity and responding to change; and community and donor relationships.

The questionnaire responses yield numerical data<sup>6</sup>, which illustrate the orientation of the organisation in each area of management. The questionnaire responses for ZYP reflect a balanced and synergistic management orientation. The average response for each management category was 4 (see Appendix G). That is, the ZYP staff responses reflect the symmetrical, balanced management of the multiple constraints and demands in organisational life.

In summary, this diagnostic tool reflects that ZYP is currently able to manage the internal and external dimensions, as well as the social and technical dimensions of organisational life equally well. This is according to the perception of ZYP staff members, the questionnaire participants.

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<sup>6</sup> Please note that the numerical data yielded has no statistical relevance, and is not used to 'quantify' the qualitative data as such. Numerical references to responses are used as a descriptive tool to reflect staff perceptions and to illustrate the management orientation within ZYP.

## **5. LINKING THEORY TO PRACTICE:**

### **5.1. Introduction:**

This discussion aims to link the principles of organisational effectiveness and good development practice to the findings on ZYP's development philosophy and standards of practice. The literature review and field research illustrate a correlation between principles of good development practice reflected in current good practice doctrine and the development philosophy and practice in ZYP. These principles include: participation, empowerment and continuous learning. Through Human and Zaaiman's (1995) model of organisational effectiveness, it is evident that the principles of good development practice need to be reflected in an organisation that manages the various elements of management practice equally.

### **5.2. History in the Now:**

The interview findings (chapter 4, pp 39 – 56) identify the evolution of ZYP's development philosophy and practice. There are two primary sources of influence, namely, field experience and academic literature and discussion. These two influences strongly shaped the history of the organisation and its development path. In ZYP, there is an emphasis on continuous reflection and consequent action. These processes explain changes within the organisation over time and are evident as integral to the organisation from its inception till today.

The foundation of ZYP is a consequence of the current director's (with three other founding members) family history and experience as a teacher. He identified the difference between the support he got from parents and siblings in his own large family, in contrast to the lack of support given to many of the learners he taught. He concluded that this lack of support was directly linked to the inability of the learners he taught to effectively engage with and access available opportunities. This led him to establish ZYP as a formal organisation that would engage in youth development. Prior to the formal establishment of ZYP, he and the three other founders of ZYP had been working with youth in a less formalised way. This experience was instrumental in them establishing ZYP.

ZYP was formed in 1995 in post-Apartheid South Africa. Two key developments impacted youth and their parents on Cape Flats: firstly, South Africa's entry into a global trading market; and secondly, the new government's commitment to affirmative action which increased job competition amongst skilled and semi-skilled people. Subsequently, an estimated 70 000 jobs have been lost in the clothing and textile industry alone in the Western Cape. This has led to a significant increase in unemployment and has been accompanied by significant migration from the Eastern Cape. These factors consequently led to increased competition for scarce resources, namely, jobs, housing and land. The absence of jobs available for young people in this context makes ZYP's targeting and training of young people to enable them to access work opportunities crucial.

The formalisation of ZYP involved a number of steps, including obtaining assistance and guidance at different stages of the establishment of a formal organisation. These steps include: moving to a formal office space; formalising a name for the organisation; fulfilling the legal requirements of registering a Section 21 company; appointing seven board members; a director and staff with contracts; identifying and developing a programme and target audience; accessing funding; and acquiring assistance regarding the development and strengthening of delivery systems. The director's decision to study postgraduate Development Studies in 1999 and 2000 led to the implementation of a more unified approach to development practice in ZYP. Theories of development shaped the framework of the organisation and guided its practice.

The particular development and evolutionary path of ZYP from its inception illustrates the inclusion of systematic, conscious ways of completing tasks. The formalisation procedure of ZYP as an organisation is indicative of this and sets the tone for the continuing structured, systematic way of practicing development. The particular development path of the director is in turn bound up with the development path of the organisation, which reflects shifts in his continuous process of personal development and consciousness. The organisational culture, philosophy and practice of ZYP almost exactly reflects the key principles in literature (Swanepoel (1989), and Lombard et al (1991), see this chapter, pp 65 - 67) he identifies as informing his theoretical framework.

### **5.3. Organisational Effectiveness:**

The field research illustrates an emphasis on people and the human elements of management practice within ZYP. This is one of the organisation's most striking characteristics. There is a focus on managing the individual, considering their development, strengths and weaknesses. There is also a strong social element and inter-personal relationships between staff members in the organisation. This is complimented by a focus on the management of tasks through systems and controls.

Human and Zaaiman's (1995: 85 - 102) model of effectiveness helps to explain how ZYP is able to maintain a focus on people in its management and practice and simultaneously remain productive. This is through the balanced management of people, projects, change and control (see chapter 4, pp 57 and Appendices F, G). This synthesis is achieved through the systems and controls in place which balance the management dynamics and ensure that tasks are completed. It is part of an ongoing attempt to create the optimum solution under conditions of multiple demands and constraints.

The management tools and systems in place that facilitate the people-centred, collaborative management style featured in ZYP include: monthly and quarterly reports; weekly management and staff meetings; monthly board meetings; bi-annual staff appraisals; bi-annual strategic planning and team building; ongoing internal monitoring and evaluation systems; annual external evaluations; logical

frameworks; partnership conferences; time sheets and sick day call-ins. These management tools and systems facilitate the productive management of staff and projects through ensuring accountability.

#### **5.4. Development Approach:**

ZYP is characterised by a development philosophy and approach to development practice which reflects key principles (see chapter 4) identified in the literature reviewed as elements of good practice. These include: participatory and collaborative approaches; enabling/empowering community members to help themselves; and facilitating self-reliance. ZYP's philosophy and mission broadly encompasses the aim of working with community members to provide them with the tools to enable and empower them to change their lives according to their own goals. This is believed to increase community participants' potential for success in accessing opportunities beyond the training offered by ZYP.

This approach of working with community members includes the principle of approaching development practice with humility. The interview findings revealed a perception among the staff members that community participants have the power, 'allowing' community development practitioners to assist them. Each individual is perceived as having the potential to transcend their circumstances and the information to do so. The development practitioner is viewed as a 'change agent' facilitating the process of community participants uncovering their own solutions and achieving their goals.

ZYP works predominantly with youth (18 – 35 years) in the Mannenberg community, but assist any community members seeking help in their area of expertise. They focus on the development of life skills as a means of accessing job placements and entrepreneurial opportunities. ZYP is currently in an integrated organisational structure with MPC, that is, working in partnership with MPC, situated in the community in which they work. Furthermore, a section of the staff members from the integrated structure are themselves members of the Mannenberg community.

The two components of the integrated structure offer complimentary services to the Mannenberg community. In working with the local community centre, ZYP puts into practice its belief that the most effective and greatest impact in a youth community comes from working in partnership. ZYP focuses on the development of life skills as a vehicle by which they assist youth to access employment opportunities. MPC, on the other hand, delivers technical training programmes, 'hard' skills. People participating in technical training programmes are required to complete a ZYP life skills module.

## **5. 5. Principles Revealed Through Practice:**

The organisational practice of ZYP reinforces the principles inherent in their development philosophy and reflects other principles of good practice identified in the literature. These include: participatory, collaborative management and team-work; effective management systems to facilitate this management style; the incorporation of ongoing learning processes; and participatory approaches to programme delivery.

### **Participatory, Collaborative Management and Team-work:**

Organisational life in ZYP is characterised by strong interpersonal relationships. This intimacy is present in relationships at all levels of the organisation, from the director to staff members. The director takes an interest in the personal growth and development of his staff members. This is reinforced in his focus on 'individual development plans' for staff where their personal growth and work effectiveness is considered within the context of the organisation as a whole. He includes principles of treating people with respect and human dignity in his staff and community relationships. The director's focus on the particular development paths, strengths and weaknesses of staff members correlates with the work of Human and Zaaiman (1995: 107) and Human (1996: 175). They argue that the particular training needs, problems, strengths and weaknesses of individual staff members should be considered and guide management practice.

ZYP features a supportive, collaborative management style with participatory decision-making processes. Management positions and functions are conceptualised as mentor or coaching roles where the director and managers give guidance and input to staff. Staff members are encouraged to be responsible for their activities and projects and to find creative solutions to problems. Staff members work in teams with their managers who reportedly consult team members on various elements of project planning, implementation and management. Day-to-day programme-related decisions are made by staff teams. Staff and management meetings constitute the predominant decision-making system identified. That is, this system reinforces the focus on people and relationships within the organisation's functions. Consequently, this management and decision-making approach reflects the supportive management style discussed by Hall (1999: 140 – 142). He includes the characteristics of employee-centred management; collaborative, participatory decision-making processes; and delegating authority.

The collaborative, participatory approaches to management and decision-making processes in ZYP are consistent with Fowler's (1997: 23) discussion on motivation in organisations. He reports that the self-motivation characteristic in third sector organisations results in staff members feeling empowered to act as co-owners. This involves an expectation to be treated in a corresponding way, thus influencing the organisational culture and decision-making processes of an organisation such as ZYP.

### **Management Systems Facilitating the Management Style:**

The management systems implemented in ZYP facilitate its people-centred, supportive management style. This in turn reflects the above-mentioned synthesis described by Human and Zaaiman (1995: 87 - 91) in terms of management effectiveness. These management systems encompass the management of people and projects. Staff members are held accountable through a series of management tools. These include: bi-annual strategic planning and team-building; bi-annual staff appraisals (including one-on-one sessions with the director); weekly staff meetings (involving project report-backs); monthly and quarterly reports detailing project progress; annual internal and external evaluations; ongoing project monitoring and evaluation systems; logical frameworks; time sheets; and sick-day call-ins.

The work of Bornstein (2003) and Fowler (1997) is noteworthy here. They critically engage with the dangers of donors directing NGO agendas through management tools. This system of donor conditionalities results in NGOs moving away from a focus on their primary stakeholders, the community. NGO agendas and programme priorities become determined according to securing funding within the international aid chain. Their critiques and warnings may be widely appropriate, but ZYP is an organisation which finds management tools such as logical frameworks useful and unproblematic. The Findings did not reveal any struggles between ZYP and donor conditionalities. This could be owing to the fact that ZYP is fundamentally a locally funded organisation and consequently does not experience the same constraints as organisations positioned within the international aid chain.

### **Organisational Learning:**

The literature (see chapter 3, pp 21 - 25) establishes the incorporation of ongoing learning processes as an essential element of organisational effectiveness. Britton (1998), Fowler (1997), and James (1998; 2001) specifically relate the ability to continuously learn from practice to the ability to survive and adapt to the changing environments in which NGOs work. The ongoing process of organisational learning characteristically involves continuous processes of reflecting on and learning from practice; taking action to integrate the lessons learnt into strategy and policy; accessing learning from outside the organisation; and developing an organisational memory. These characteristics are evident in ZYP.

Systematic reflection and planning time are built into ZYP's project planning, implementation and management. The projects run in cycles with periods in between to allow staff to reflect on and review each project, and incorporate lessons learnt into planning for the next project. This is complimented and facilitated by ongoing monitoring and evaluation systems which guide the programme reflection, planning and report-writing processes.

The team delivering the life skills programme employs a system of multiple strategies to assess participants and access participant feedback. The team has made use of verbal and written feedback in the past, although verbal feedback is not systematically recorded. This means that the value of this feedback is often lost in the report-writing reflection process. Furthermore, the team has experienced problems with accessing serious responses from participants. The informants suggest that community participants tell them what they want to hear.

Consequently, they are developing and testing a new strategy to enhance their current participant feedback and assessment systems. They are seeking feedback they can reflect on and respond to through adapting programme content and approaches accordingly. This illustrates the drive of ZYP staff members to continuously deliver a higher quality of service. The new assessment tool consists of an assignment tool requiring participants to explain their understanding of the topics covered in workshop sessions. The value of this tool lies in its ability to simultaneously assess community participants' progress and understanding, and highlight problem areas for future planning and adaptation. This tool also functions to fulfill the SAQUA requirements for assessment. Community participants would consequently receive a qualification after the completion of the programme.

The interview findings illustrate a wide range of training opportunities (see chapter 4, pp 45) accessed from outside the organisation on an ongoing basis. These opportunities allow staff members to expand their skills base, update their methods of practice, and increase their capacity. This would in turn affect the same results in the organisation as a whole, contributing to their organisational learning and effectiveness. The 'individual development plan' mentioned above works as a framework for determining the staff training appropriate for individual staff members. The training accessed by staff members is aimed to contribute to their careers, enabling them to work and deliver their programmes effectively.

The Interview Findings also illustrate a system of shared learning within ZYP. This enables knowledge acquired through individual staff training to be shared and brought into the sphere of organisational knowledge. Staff members report back on the training they attend and share their learnings with their colleagues. The staff team evaluates the lessons shared and discusses strategies for integrating the appropriate lessons into their work.

### **Participatory Approach to Programme Delivery:**

The literature (see chapter 3, pp 25 - 27) establishes the participatory component of the development process as central to good development practice. Participation is best conceptualised in the following literature: The Manila Declaration on People's Participation and Sustainable Development (in Korten, 1990: 217 – 221), Swanepoel (1989: 2- 9), and Lombard et al (1991: 112). The principles identified broadly encompass: responsiveness to the community as sovereign actors; a community-led process

(participation from the first stage of a project); collective action and decision-making towards self-reliance; and achieving objectives the community has identified. The principle of empowering communities in the process of working with them in development initiatives is inherent in the concept of participatory approaches. The process of enabling and empowering target communities is a necessary step in these communities being able to identify their own development objectives.

It is noteworthy that ZYP's above-mentioned development philosophy directly correlates with this conceptualisation of participation. ZYP works with community members, providing them with the tools they need to enable them to implement a self-identified change in their lives. They focus on the individual as the starting point and the need for the individual to identify and desire a specific change or goal for their lives. Ongoing support is offered to community participants in accessing employment opportunities after completing the life skills and computer training. However, this support does not entail accessing opportunities for the community participant. The community participant needs to be proactive in accessing opportunities. This approach is consequently consistent with the staff management style. The manager fulfills the role of a mentor or guide, encouraging staff members' ability to create solutions independently.

The interview findings illustrate that ZYP's programmes are generally determined on a needs basis. The Provincial Department of Social Services provides ZYP with research it has done to establish the needs of the community<sup>1</sup>. ZYP delivers programmes responding to the needs identified that fall within their area of expertise (poverty relief and skills development). The specific content of programmes is determined by ZYP staff, incorporating input and guidelines from multiple sources, including project participant negotiation<sup>2</sup>. Other sources include: lessons from reflection on previous projects; consideration of the specific target audience; and the introduction of SETA unit standards in anticipation of being recognized as a SETA trainer, which would receive government funding.

ZYP has acquired over the years a body of training material that they have found effective in achieving the life skills training objectives. It should be noted that both the participants' need for training and the choice of content are not exclusively discovered through formal structures and processes. ZYP is committed to effective communication with participants to facilitate the understanding of their needs and expectations. The content needs and expectations identified by participants are then integrated into the set of topics in ZYP's training programmes. Participation in practice often goes beyond the strict inclusion of participant decision-making regarding programme content. Some trainers (see chapter 4, pp 55 - 56)

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<sup>1</sup> The ZYP staff team makes use of this research that they do not have the capacity to conduct. This research supports the needs that they identify at a common-sense level through their work in the community. See *Development Approach*, pp 43 to see how they work with individuals who have identified specific ways in which they want to change.

<sup>2</sup> The needs basis and inclusion of participant input in content decisions was disputed by one informant. She later, however provided two examples of services and programme content being shaped by needs identified in the community participant group (see chapter 4, pp 56)

actively work with participant groups to design a programme that responds to the particular needs of that participant group. Participation includes community participants finding creative solutions and 'building' course content throughout the programme.

Power is placed with the community participant in this process. They are perceived as 'allowing' the facilitator to guide them in the achievement of their goals. This conceptualisation of participation is in turn consistent with the above-mentioned development philosophy of ZYP. It includes approaching life skills training, and by extension, development practice, with a sense of humility. Participants have the answers and solutions and the development practitioner is essentially there to facilitate their uncovering of that potential.

The principle of collective action is also reflected in ZYP through its strong focus on working in partnerships. The integrated structure with MPC stems from a commitment to working in partnership to integrate complimentary services for the Mannenberg Community. ZYP is a member of the Western Cape Youth Skills Development Initiative (WCYSDI). This consortium was formed in partnership with three youth-focused NGOs. WCYSDI is supported and funded by Government. (The programme is managed by the IDT). The programme involves the various aspects of training in increasing the employability of disadvantaged youths participating. ZYP also has ties to the City of Cape Town (COCT) and provides arts and crafts materials to the various community centres. ZYP also provides training for community members making use of the Library Business Corners in the various municipal libraries. These training courses are available on request, and run according to demand from the COCT.

### **ZYP's Experience of Theory Informing Practice:**

For a student in Development Studies, the synergy between the literature and ZYP's development philosophy and standards of practice is striking. As noted previously, the contrast between my experience as an intern and those of my fellow students signaled that ZYP was an exceptional organisation. This synergy suggests a strong dialogical relationship between theory and practice. In particular, Swanepoel's (1989) discussion of practicing community development and ZYP's manifesto are interchangeable. Swanepoel's (1989) work articulates the key principles of good development practice in the current literature. These include: supportive relationships; a process of learning and putting learning into practice; participation (collective action and decision-making); self-reliance; self-sufficiency; human dignity; and enabling/empowering. The principles and philosophy contained in Swanepoel (1989) are part of the practices of and discussion amongst every member of the organisation. This philosophy and principles are in the language with which they discuss their approach to development and in their practice.

Swanepoel (1989: 8 - 9) discusses obstacles to community development. In this study these obstacles are defined as external constraints. Swanepoel's discussion is similar to the specific ways in

which staff members reflect upon the problems in the community in which they work and the ways in which these problems affect organisational effectiveness. Swanepoel (1989: 8 – 9) suggests that the need for community development can itself be an obstacle to that development. Specifically, community members' poverty, lack of self-sufficiency and self-reliance can hinder attempts to involve those individuals in development initiatives. He identifies examples of attitudinal obstacles to include: illiteracy; customs and traditions; dependency; and apathy. The latter two are of particular interest as they are external constraints regularly considered ZYP staff members.

Swanepoel (1989) elaborates on the issue of dependency, arguing that handouts may have become the norm through people becoming used to depending on governments and other assistance agencies. He concludes that people consequently become reluctant to take initiative and do things for themselves. He suggests that community members become so used to poverty and suffering its consequences that they only focus on survival. They accept their situation as 'life' and fear the risk of disappointment related to taking initiative and being innovative. This results in an apathetic attitude (Swanepoel: 1989: 9).

An apathetic attitude and inactivity in the youth in Mannenberg specifically, and similar communities generally was identified by the staff team in the PEEST G Analysis (see Appendix H); the interviews (see chapter 4, pp 48 – 49) and informal discussions (see Appendix E). The staff team attributed this apathy to an inadequate job market. This reportedly results in a lack of opportunities for the youth to strive for. The root of the problem of a poor community response to development initiatives in Mannenberg in particular was attributed to the relationship of dependency stemming from the Apartheid era when such communities received 'handouts'.

Egan (1985) contributes to the language of development in ZYP. Two terms are derived from him, agents of change and individual performance plan. The director of ZYP and the staff team view themselves as 'change agents'. The idea of the 'individual performance plan' has been reconceptualised as the above-mentioned 'individual development plan'. Their use of the concept of 'change agents' is consistent with that of Egan (1985: 12) (see chapter 3, pp 31 – 32). The director's conceptualisation of 'individual development plans' departs slightly from Egan's (1985: 170) 'individual performance plan'. Egan's concept is essentially focused on the contribution of individual to achieving the unit plan. Their individual priorities and activities are guided through this plan, which simultaneously develops personal performance indicators against which their progress can be measured. As mentioned above, ZYP's 'individual development plan' is used to guide the personal growth and work effectiveness of the individual according to their career goals and the goals of the organisation as a whole.

The internalisation of knowledge does not always mean that the source of this knowledge is remembered. The director could not recall the contributions from Egan (1985) and in fact later removed him

from the list of theoretically influential writing. This illustrates the skills of synthesis on the part of the director, who identifies terminology he can relate to his work experience and reinvents it to suit his purposes and every-day practice.

#### **5.6. 'Bottom-up' Development:**

The literature reviewed does not identify one of the key participatory processes in ZYP. I have termed this process 'bottom-up' staff development. Its characteristics are the particular pattern of staff recruitment from the community and of subsequent staff training. This approach to staff development is evident in the particular recruitment and training paths of two of the six ZYP staff members. These two staff members entered the organisation as community participants in programmes delivered by ZYP in communities similar to the Mannenberg community. They were recruited as staff members after completing the training programmes, and accessed training opportunities within the organisation to increasingly improve their practice as community development practitioners.

The positive value of this particular recruitment and training approach was visible during my internship and was supported by the interview findings. Furthermore, both the director and the two staff members confirmed my observations. The two staff members demonstrate an independent work ethic, an understanding of the organisation, its values, and philosophy, and programme implementation. This is more fully discussed in the findings (see chapter 4, pp 45). This 'bottom-up staff' development positively influences the community participant relations of these staff members. They have insight into and can identify with the lives and experiences of community participants. This enables them to act as living success stories to inspire participants and provide examples with which community participants can identify (move up). The director reminds us, however that the individual personalities of these staff members work in combination with this particular trajectory and training to produce these positive outcomes.

#### **5.7. An Opportunity to Extend the Services Offered By ZYP and the MPC:**

An external constraint I identified in the interview findings represents an opportunity for ZYP and MPC to extend their services to further assist community participants to access employment opportunities. The informants indirectly indicate a gap in the provision of child care and potentially a problem of school attendance in this community. The informants reported experiences of following up on women participants after they had completed life skills training. They found these participants at home, looking after their children rather than seeking employment opportunities. Consequently, I argue that ZYP and MPC have an opportunity to provide free child care services to enable parents to access employment opportunities.

In a simple outline, I propose that the MPC, as a community centre, is an ideal site for such a programme. The programme itself can fulfill multiple objectives. Some community participants can be

trained specifically in the field of child care, providing them with employment. Other community participants would be free to access employment opportunities.

The costs of employing trainers and experts in the field of child care provision can be reduced through creating a Community Service<sup>3</sup> Occupational Therapy (OT) post. These practitioners would possess the expertise to train community participants in strategies for strengthening the capacity of children with learning disabilities. The Mannenberg community is characterised by socioeconomic social problems such as, domestic violence, and alcohol and drug abuse. These social conditions stereotypically lead to learning disabilities in the children and many other socioeconomic-related neurological and emotional problems.

The salaries of Community Service OT's are paid by the Department of Health as these positions are traditionally filled in hospitals or clinics. A funding proposal for this programme could consequently propose that donors pay half the salary of an OT. Alternatively, ZYP could negotiate with the Health Department to secure funding for the whole salary.

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<sup>3</sup> Occupational Therapists are legally required to complete a year of community service after completing their four years of study.

## **6. CONCLUSION:**

This case study research focuses on understanding the development philosophy and standards of practice that contribute to the organisational effectiveness of ZYP particularly in the area of people management. This organisation features the characteristic principles of good development practice identified in the literature reviewed. These key principles broadly include: participatory, collaborative approaches to management and practice; empowering communities to help themselves; and conscious, systematic processes of continuous learning reflected through responsive action and adaptation.

The key to ZYP's organisational effectiveness lies in their ability to combine these principles of good development practice with their particular management practices and systems. ZYP's focus on people and relationships in management approaches is facilitated and underpinned by the use of management systems and tools. ZYP currently demonstrates effective ways of adapting to change and negotiating the tension between the competing demands and constraints experienced in the NGO sector. This balanced approach to organisational management consequently results in the organisational effectiveness that establishes ZYP as a positive example of a good practice organisation.

It is, however important to note that this qualitative research has a particular focus on the valuable lessons that can be learnt and replicated from the practice of ZYP in the area of people management. Consequently, it does not submit that ZYP is necessarily an organisation of excellence in every area of practice. Further research would be invaluable to enable a comprehensive understanding of this organisation and its functioning. Particularly, a systematic longitudinal impact evaluation of ZYP, including qualitative and quantitative research into the cost per life change of the participants in ZYP programmes would significantly contribute to an assessment of the organisation's effectiveness as a whole. Furthermore, research evaluating the organisation's capacity to manage and find solutions to external constraints would be useful.

The research design incorporates multiple data collection strategies to enable the reader to form a comprehensive picture and understanding of the organisation and its particular history and processes. It encompasses three voices, including, me as staff member and as researcher, as well as staff members. The data collected includes: in-depth semi-structured interviews with a purposive sample of the ZYP staff; an insider-perspective of life in the organisation in a narrative developed from my internship observations; questionnaires sourced from Human and Zaïman's (1995: 94 – 95) diagnostic tool for assessing organisational effectiveness; and the organisational analyses<sup>1</sup> (SWOT and PEEST G) conducted with the staff team during my internship.

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<sup>1</sup> These organisational analyses do not form part of the formal research techniques, but have been included here as conceptual frameworks, which contribute to the picture the reader gets through the lens of the ZYP staff team.

The findings depict an organisation with a history of people-centred approaches to management and practice. This people-centred approach has been complimented by systems and structures to guide and facilitate this management and practice at each stage of the organisation's development. An exploration of the organisation's particular history reveals that the principles and philosophy of community development evident in the organisation today have been incorporated into the fabric of the organisation from its inception. This history indicates a conscious and strategic development path informed by a combination of experiential and academic knowledge. This path is in turn bound up with the development path of the director, reflecting shifts and developments in his personal experience and academic knowledge base. A consistent mission and set of values lies at the centre of ZYP's principles and philosophy of community development practice. ZYP's community development approach is captured in their work with youth (currently in the Mannenberg community) and their commitment to provide these youths with the tools that enable them to access economic opportunities. The tools they are given accord with the needs and goals the youth themselves have identified.

The findings also depict a continuous responsiveness on the part of ZYP's community development practitioners to the changing needs of community participants. The continuous, systematic processes of learning and putting the lessons learnt into practice, result in the continuous changing and extension of the services provided by ZYP. This reflects the dynamic, flexible approach to staff and programme development in the organisation.

ZYP's 'bottom-up' development, although not discussed in the literature I read, is a model of particular importance given the lack of skills in adequacy of education and shortage of available jobs. This is an effective way of incorporating and training members from a given community in the development of that community. The value of this approach lies in community development practitioners who, having come from the same communities, offer hope and possibility in the process of enabling community participants to effectively engage with and access available opportunities.

The absence of child care facilities in Mannenberg prevents community participants from accessing employment opportunities subsequent to their life skills training. I view this external constraint as an opportunity to expand the services provided by ZYP and MPC and for 'bottom-up' staff development. The identification of suitable individuals as child carers through this process would strengthen ZYP and deepen their response to the needs of their participants.

The existing facilities occupied by MPC and ZYP are sufficiently large to provide a location for this programme. Some community participants could continue on to child care provision training. They could provide child care services from MPC which would simultaneously enable community participants with children to access employment opportunities. This new project could include a partnership with the Health Department to incorporate the skills of community service OTs in addressing learning disabilities and other

socioeconomic-related neurological and emotional problems. These problems stereotypically characterise communities like Mannenberg and stem from social and economic problems such as domestic violence and alcohol and drug abuse. OTs possess the particular skills to train community participants in strategies for combating these problems in children from the community.

ZYP, as a community development organisation with a focus on youth, is a good model for new and established organisations. The ZYP model can be used as a checklist of good development practice and how to effectively implement these in a balanced approach to management and practice. For new organizations, ZYP's history and practices highlight the value of development theory, experience and a clear vision. Organisations seeking to improve their organisational effectiveness cannot replicate the particular development path of ZYP because each organisation has its own history. All organisations in this field could benefit from implementing ZYP's balanced approach to managing the tension between competing demands and constraints.

Development theories and practices have been subject to substantial critical scrutiny over the last thirty years. The experiences of my fellow students in their internships supported the critiques of development practices, in particular of development managers and development donors. In this context, it is inspiring and affirming for a student of development studies like myself to have had the privilege of an internship in an organisation like ZYP.

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## APPENDIX A: INTERVIEW GUIDE

### **Lessons in Management Effectiveness from a Local NGO, ZYP: A Case Study**

#### **Warm Up and Introduction:**

- Explain Purpose and focus of research
- Re-iterate interview being taped and 'on-the-record', what are the parameters of that – in line with the confidentiality agreement.
- Tell me a bit about:
  - Your values and philosophy as an organization
  - The work you do as an organization
  - The work you are involved in within the organization (projects, activities etc)

#### **Organizational History:** *director's interview only – other staff haven't been there from beginning*

[Orientate] I'd like to hear about the history of ZYP

- Tell me about how ZYP began, and your role in that.  
[Possible Prompts] Have the mission statement and values of the organization changed?  
Have the target communities always been the same? – How have these changed over the years and why? Etc. How was/who selected the board, and how do they interact or work with the organization and staff members?
- How has your 'practice' of development work evolved?  
[Possible Prompts] So what have been some of the key changes in the way the organization approaches its work? And the trend of 'how to do development'?
- What do you see as the key influences on the way the organization is today?  
(Both director and staff participants)

**Systems and Approaches:** *Questions in italics are directed to the 2 staff participants underlined ones for director [Orientate] I'd like to get a little more focused/specific now and talk about how your organization functions, about the systems and approaches you employ.*

- How would you describe your approach to/philosophy of development work now?  
Maybe explain what mean by e.g. participation/empowerment (if comes up)
- What would you identify as the key ingredients (in terms of way organization functions) to successes you have had as an organization and in programmes you deliver?
- Who would you identify as your organisations' key stakeholders?
- Tell me about your style of management: how you see your role of 'director' and the staff etc.

[Possible prompts]

- How do you motivate staff? What do you see as their overriding motivation to be effective, work in this field? And for yourself?
- How do you view decision-making processes, what do these processes/procedures entail?
- What relationship do you have with the board?

OR

*Tell me about your experience and perceptions of management within the organization.*

*[Possible Prompts]*

- *do you see the internal management/governance of ZYP as transparent, do you know what is going on, and feel part of decision-making processes (how, what are these processes)?*
- *And in terms of the board, what relationships with them?*

- What management tools/systems do you use to facilitate this management style?

[Possible prompts?] Logical frameworks, systems of accountability, staff meetings, strategic planning etc

- tell me about these, what does your strat planning involve?

- What Monitoring, review and evaluation procedures do you have in place?

[Possible Prompts] Do your strategies include documenting i.e. written, and 'non-paper', i.e. debriefing, meetings, perhaps even workshops?

- How do you feel about the use of such tools as logical frameworks and M+E systems in reality?

[Possible Prompts]

- are they mainly for benefit of donors or do you find them useful in planning and implementation?

### **Participant Positioning and History:**

[Orientate] Now I'd like to chat about you and your positioning and role within the organization.

- *How long have you been with the org?*
- Tell me a bit about yourself, your journey *into* the org:
  - Your background, training, how you ended up at ZYP etc.
  - What was your motivation behind pursuing work in this field? And why ZYP?
  - What are some of your expectations for the culture you are working in? (e.g. a culture of trust?)
  - Where do you see yourself in the future? What sort of career path do you envisage?
- I was reviewing the SWOT Analysis that I facilitated with your staff team last year, and one of the strengths identified, was that you have trained some staff members up from having been participants in programmes offered by ZYP
  - How do you think those staff members' particular experiences of training enhances/strengthens their capacity in the organization, and their specific job functions?
  - *How do you think your experience of participating in programmes offered by ZYP enhances/strengthens your capacity in your job?*
- Another strength identified in the SWOT analysis, is the training opportunities offered to staff, and it was emphasized that this is 'a big plus' compared to other organizations.
  - Can you tell me about the type of training available *to you/to staff?*
  - What are some of the key lessons/principles you've/they've learned in such training?
  - How has this training assisted you in practice? /How have you managed to implement the principles learned through this training into your day-to-day work?/ To what extent have you seen these principles or lessons being implemented in your and/or your staffs' day-to-day work?
- What do you really like/enjoy in your working environment?
- What would you change in your working environment?

- Do you think you have a high turn over of staff?

[Possible Prompts]

- Why do you think you do/don't?
- What do think are the reasons that staff stay/go?-
- *Possibly probe further, why did one staff leave and come back etc?*

- If do have staff members leaving, is there some sort of 'exit strategy'?

[Possible Prompts] - is there some sort of debriefing process where e.g. their 'story' in the org is told? I.e. their experiences and 'knowledge' are somehow recorded?

### **Communication and Relationships:**

[Orientate] Ok, I'd like to focus on the way you communicate and how you interact within the organization.

- Tell me about your relationships and communication within the organization.

[Possible Prompts] How do you feel about these? Do you have other expectations of how these could work?

Do you feel you can ask others in your team for help/advice?

- How do you share information with your colleagues?

[Possible prompts] e-mail, meetings, briefings

- Do you have any organization publications?

[Possible Prompts] Do you contribute to/produce a news letter?

### **Projects:**

[Orientate] Lastly, I'd like to talk about your projects, how these are planned, implemented and managed.

- How do you plan/structure interventions/programmes? How do you know what you should be doing for interventions and projects? [Possible Prompts]

- How do you decide on content, target audience etc?
- Is experience/Are lessons from previous programmes incorporated? If so, how?
- Are lessons or e.g. of 'best practice' from other organizations (possibly even ZYP partners) used in planning interventions?

- Do you have set systems in place/time allocated to reviewing experience, concluding from that experience and planning future action? Or is it a more 'action-oriented', responsive process – expected to do when have a break in workshop time or as need arises (e.g. when problem)?
- Who is involved in this planning process, sets project agendas etc?
- Another strength you identified in the SWOT analysis, was that you offer training that's not generic, but needs-based. How do you uncover the community needs?
- What do you learn from the people/community you are working with? Do you change/how do they change strategy according to/incorporate what you are learning
- Can you talk me through how the implementation process is managed?
  - How are you held accountable, and who are you held accountable to?
  - How do you deal with problems in implementing programmes (with e.g. group dynamics)? What/Are space and procedures in place to facilitate your reflection, learning from experience and incorporating those lessons into adapting project designs?
  - What are the procedures that guide your implementation and facilitation process (e.g. the things you do outside of the official workshop time)?
- We discussed the mechanisms or procedures for monitoring, review and evaluation that you use – do you also have systems in place for learning from each others' projects?  
[Possible Prompt] Or is it mainly focused on your own reflection and learning from there?

**Concluding Questions:**

- Is there anything else you would like to add?

## **APPENDIX B: INFORMANT 1**

### **Semi-structured In-depth Interview: Wed 16<sup>th</sup> Aug, MPC**

Gab: So, just as an introduction, um, I just thought I'd re-cap for you, just so you know exactly what I'm doing for the research; and it's basically – um, you know from my internship experience with you, yeah, had that here. And basically, my experience just seemed SO different to the other, the other students' and their internship experiences. So, my supervisor and I started to get interested in why you guys are successful, and what it is that makes you different. That's essentially, in a nut-shell what I'm looking at, um, why you guys are so different, so sort of how you guys have developed over the years, what you're doing now, and how does your organization function – so that's the sort of management side of things – those sorts of things. And, ja, just trying to get to the bottom of it really.

Um, so then I just thought as an introduction, if you could tell me a bit about your values and philosophy as an organisation.

Informant 1: You know it's always, I always find it difficult, I'm going to be honest with you, I find it difficult to explain it. It's, I don't know if it's the way one gets brought up, but I think it's when, the idea came about or starting the organisation, Ziphilele and where it is now, was to look, was to create order within the organisation and base the organisation on honesty and professionalism, and, and have things in good order. So that we are, so that behaviour enables us to help people, community in the same way. Because community development is always seen as, a by-law thing, it's always gonna start late, we can have this nature, or attitude about developing people. And, so, when we started in '95, it was, it was based on those philosophies, so that if we going to run a programme it's going to be, we going to look at *efficacy* of the programme, the quality of the delivery, going the extra mile, um, portraying an image of professionalism.

But I think your, the, the foundation had to be strong for us to, to almost get to the point where we, where we are now, because if you don't have the strong foundations and structures and stuff in place, it's going to be very difficult to survive, um, you know, as an organisation.

Gab: Yeah, um, ok, and then if you can just tell me about what you do as an organisation.

Informant 1: Ok, currently, we've merged with, or we're in partnership with the Mannenberg Peoples' Centre, so we run a number of programmes and activities, um, and we've merged the services of Ziphilele and the Mannenberg People's Centre. So, we have what we call the basic gardening or Clean Green programme, and that is particularly focusing on food security, job creation and skills development, so that's three, also a three-pronged approach. But, coupled to that, is not only providing people with jobs and, so we add on the soft skills as well – so it's life skills, it's computer training, it's computer training, it's leadership, so there's other activities besides teaching them basic gardening, horticulture and so on.

So that's the one programme. The other one, is the Beauty and Hair, which is particularly focused on women in the community, teaching them the skill around hair and beauty. Again we, all our programmes that we run is, added to that is always the life skills and leadership, the softer skills. So, how do behave in the workplace; you know, when I come late I need to call, that kind of thing. And that is particularly focusing on, the life skills is then particularly focusing on communication skills, um, effective functioning in the workplace, C.V writing, job hunting skills, so it's particularly focused on that. And, and then each programme has its own little sub-programme, almost like a mini-programme, so the one programme almost sort of grows out of the other one. So, we're now starting a nursery, so the staff here is involved in the nursery, so we're starting one out of the existing programme –

Gab: Which would be the Clean...

Informant 1: Which would be the Clean Green Programme. The Clean Green is the main programme, and within that, we have little, smaller programmes. The same with Hair and Beauty, we would have nails, and massage, and hair, and we would actually import, you know, do our services outside of the community as well, and then charge proceeds, like doing presentations to women at, say women's day functions and then get paid for it. So, the centre in itself looks, looks at that.

Gab: Ok

Informant 1: Ziphilele is then mainly focused on, on the job placement, learnership, internship component, that's where the strengths come in and that's where, why the two organizations have agreed to work in partnership. And Ziphilele's just been here more than a year. And we basically currently only exist in name. We, we don't, we operate under the banner of the Mannenberg Peoples' Centre. And there's other organizations that comes under the banner, we have a strong partnership there.

Gab: Ok

Informant 1: So those are, those are the two big programmes we run.

Gab: And, so sort of who are you targeting in your –

Informant 1: It's, all the programmes are unemployed young people, usually between the age of 18 and 35. There are a few that's older. We're also looking particularly at women participants, so there are lots more women participants than men, so most of our programmes is about 70-80% women.

Gab: Yes, ok, great. And um then specifically your role within the organisation, what do you do?

Informant 1: I, my particular role is to look at marketing and fundraising for the organisation, so that is my main focus, but I'm currently doing some HR, some staff development and training, I assist with putting individual development plans together for staff, you know I assist with putting plans together, I write proposals...so there's a number of, ja.

Gab: Can you tell me about the individual development plans?

Informant 1: It's a development plan for staff in order for them to deliver their work effectively, um, so we have for example, two staff that's on a 18-month programme, a self-development programme with the Department of Social Development. It's funded by the Department, so they are being trained as social auxiliary workers, and there's two staff on that. So their development plan is always related to *their* career. And we have person that's doing an assessment course, that means that person will be able to assess internally the programmes, we have two staff on, one is going on project management and the other one is going on IT, um training. And like I said, it's all particularly focused at *their* plan, um and how it assists them to deliver their programmes effectively.

Gab: Um, and then I'd like to hear about the history of Ziphilele, so sort of where you've come from...So possibly, if you can tell me first of all about how Ziphilele began, or was born, and then also about your role in that?

Informant 1: Um, I've always been involved in youth work, for a number of years, way before, before 95, um, and that's when the organisation really started. So I was working with young people in a very kind of disorganized way for a number of years, and felt we needed to find some kind of structure, because I saw young people were unable to find work, not because there wasn't work, but it's more because they didn't know how. And this is where the organisation was formed, so few young, well three women actually and myself, we got together and we came up with the idea of starting, well formalizing the work that we do, so we can grow the organisation or take it where it needs to be.

So what we'd done was, in '95 the programme was launched we approached BP Southern Africa, and we presented the idea, we didn't have powerpoint then, but yeah. A, a very basic presentation, it was to the chairman and it was to the corporate social investment manager and she kind of helped us put this whole thing, she liked the idea, and we put it together.

And she became part of the setting up, of the team, and we then started running youth activities right through the year, so then once/twice a month, we'd have a youth camp, and then we'd, this is where this whole thing, ja...But that was, we particularly when we started out, we particularly focused on young people *at* school, and the vision was always that we'll have two groups of young people, because if you couldn't work with young people out of school and in school together, so we kind of separated the two, so we worked with young people in school and we had an out-of-school youth programme, and that's really where, where it's coming from.

And then, I think it was then that we came up with the idea – because we were working so loosely, I think that is maybe where the philosophies came in. That we didn't want that looseness, we wanted structure, we wanted the organisation to have good values, because, I mean I'd run it from my house, I mean so you know, it's all kinds of hours, and there wasn't that kind of understanding of boundaries and so we'd just do work with young people 24/7.

Gab: Ok

Informant 1: And when we came to the realization that there are opportunities for young people to access, whether it's jobs, or learnerships or whatever, we decided let's formalize this. We hired an office in Cape Town, in Vredehoek, and that's, we basically were in a room, we were sharing a house with other people who also had their own business. I won't forget – it was R300 a month actually, the rent.

Gab: Yes, you've told me about this.

Informant 1: So, we started then with a phone line, we had nothing, no PC, and we just said right, let's just... and I think that is where the kind of things come in, where we've put the good governance in place from the beginning. So we didn't run the programmes and then register the organisation, we were loose, and then we said, right let's just take a break and we formalized it, so we registered a Section 21 Company, we had seven board members, we had a director, and we had staff, and so we ran it properly, with no funding, but we'd formalized it. And then the organisation grew from then once we'd started raising money, and two/three years down the line, we had our own offices where we moved into a building in Salt River.

Gab: And um, you were talking about in your formalizing process, and implementing good governance and sorts of things, how did you know what those were – was it trial and error, or did you have a model you were working from?

Informant 1: It was actually, it's actually quite ironic – before we started, we didn't know what we were going to call this *thing*, this monster or baby that we trying to create, and it's, it's quite strange, I then contacted the UCT Language Department, and I met up with some lecturer, and that's now more than ten years ago - so you can guess my age – um, so I sat down with him, and he could speak isiXhosa, so he could give me a lot of history around how you formalize a name, but also saying to me that , 'If you do that, I'm gonna give you people's names that you can contact before you just formalize it'. So, I think I was guided, in, in that sense. Um, So, I then had to look up the Section 21 company that you have to register and blah blah blah, and one day I just walked into, I actually walked into a spice shop in Lansdowne and I was just chatting to the guy and I said I wanted to register a section 21 company, and he says, no he's an accountant, he'll do it for me for free, and that's just how this whole thing, you know kind of came about.

And he then investigated around the issue of you know, what the legal requirements are when you register a section 21 company, how many board members you need, you know how many meetings you have to have a year, ja, all of that. So, a lot of the things I came across was in conversation with someone. Like, we didn't set it up because we had knowledge, we didn't - I didn't, I knew nothing about it. So there was a lot of self reading that I had to do. The, um, I'm trying to think of the name of the organisation Legal Resource Centre, in town, they now in town, they then gave me a run-down of what needs to happen when you register an organisation. And then once we have, I think I have that pack, I think I have it at home; I mean it's a whole pack of, so how do you set up an organisation from nothing. And then myself and this guy in the shop, we kind of set it up like that.

Gab: And then did that sort of help you with the organisation development –

Informant 1: I think so, I think because also I've worked in all this - the people who helped me set it up are all professionals, so somebody's and accountant, there's a psychologist, there's a corporate social investment manager. It was, it was like that, so they came in with their business kind of acumen to the party, whereas when we moved here a year ago, there's a lot of kind of working together it's um, it's easy, but I think the values are clashing big time. A lot of the things I, I mean one of the things we started and we implemented staff contracts at Ziphilele, you know those were the, policies were implemented right from the beginning, they didn't come, you don't have a culture where they've been working in for ten years, then all of a sudden they have to comply. Whereas we worked it the other way around and I think that made it a *lot* easier, a lot, lot easier. But people kind of just, it's amazing actually, people actually want order in the work-place to, and I find it fascinating that, that here was a very uh, you know..., and now we getting there.

Gab: Ok, um, has, so you talked about how you started working with youth and you're still working with youth, so that's obviously been pretty consistent. Have there been a lot of changes in the organisation over the years, sort of other changes, like the board members, the other people who started it with you...

Informant 1: Not really hey, I mean pretty consistent. It's here and there someone has fallen away, but not all 7, never like that. Not really, hey.

Gab: So you've always had 7 members –

Informant 1: It's just our current system is different now because we report to one board here, where it used to be two separate boards, we have one board now.

Gab: What were the 2 separate boards? Sorry...

Informant 1: We had the Ziphilele board, and we had a Mannenberg –

Gab: Oh, you mean with the integrated structure, Ok.

Informant 1: And then now we have one, one board.

Gab: And who's, how is the board selected?

Informant 1: That's again, you see the board was selected according to the needs of, or the objectives of the organisation, and so what we did was – we needed a psychologist, we needed a, somebody with an education background, we needed somebody with an accounting, business background, somebody from corporate industry – so we looked at what the organisation was promoting and we structured a board like that. So we had somebody from the corporate world, somebody from UCT, so it was like that, you know, the board was structured. So we didn't have the whole procedure of advertising for board members, you know you get the nominations in the news paper, we didn't do that.

Gab: So you were quite specific.

Informant 1: Yes, we wanted specific people on the board.

Gab: So was it you and the other –

Informant 1: The 3, there was 4 of us here, that looked at what it is the organisation, and started recruiting board members like that.

Gab: Ok. Do you work quite closely with the board? Like how much influence do they have over what's happening in the organisation?

Informant 1: You see, your board is mainly a governance structure and they take a lot of guidance from the director, um, but having said that, one of the board members is my mentor, and still is, so they'd kind of give you that guidance as we go along. We would have our regular meetings once every three months, which is required, and I'd have my mentor meeting once a month, which I still do have.

Gab: Can you explain to me what that is – you say one of them is your mentor?

Informant 1: It's kind of someone that more guides you in terms of thinking, in terms of putting programmes together, and basically the running of the organisation. So, you needed someone like that. I mean, I like a coach, it's almost like a coach, someone that coaches you along, you know try this and try that.

Gab: And has that person been your mentor since –

Informant 1: No, no, she's only been my mentor for 3 years now. I had another mentor but she's living in the U.K now. Have you noticed I only have female mentors?

Gab: Yes, I have. Um, and who goes to the board meetings? Is it just you, or do all the staff attend?

Informant 1: It used to be the staff and managers, now it's just myself and just the managers. It used to be all staff, everybody used to attend.

Gab: Why did it change?

Informant 1: You see, it became, it didn't become a board thingy anymore, we created meetings outside of, board meetings is specifically looking at strategy. Then we created two big meetings a year where we take, actually physically take staff away and board members attend a conference centre and they would come and listen to presentations on the projects and then give input around that. But, they didn't, never interfere with the day-to-day running of the organisation, it's all just ideas.

Gab: And then, what is your approach to development work? Does that make sense to you? [participant laughs]  
The practice of development work.

Informant 1: I think it's a lot of, I obviously use theory as a framework, to do development, and particularly looking at issues around democracy, so in change, community development versus community work, empowerment, so it's all, it has all those principles in place, um. And, ja, I think, I use models of development, you know, whether it's the PERT model – I don't know if you know the PERT model...

Gab: No

Informant 1: PERT model of development. I actually don't know if I have a copy of it here... Um, using a lot of, to be honest with you, it was never there from the beginning, I only did development studies afterwards, I mean only in 2000, five years later, um, and I'm using a lot of theory now, but I don't necessarily, um, how can I say? I don't necessarily say the theory, but it's in the work. So, how you evaluate, you'll use Marie Tredsker's book on developing or evaluating your programme. So I don't use the author's name or the model's name, I use the, the essence of it. And use it in how, so why do we evaluate your programme, how do you approach, when you recruit? So that kind of approach. I don't stand in front of the room to the staff managers and say I want you to use this model by –

Gab: Yes, no no no.

Informant 1: No, it's just the model around development, a lot it's to do with people's own creativity. So, I don't necessarily, I don't say, 'I want you to, when you evaluate I want you to do that steps for me'. You know, I don't do it like that. I look at: what is the programme; what does it aim to achieve; and then work on, you know, an implementation plan; a budget; a whatever; and how do we resolve or evaluate? So it would be... and then guide the person that's coming up with all these ideas, guide the person regarding, using the theory without the person knowing. Cos you know once you throw theory in it becomes a messy...

Gab: And, um, so you said you introduced that in 2000, do you find that it's made a big difference?

Informant 1: I think it took the organisation to another level. Um, and we were also fortunate in that we had a donor who funded an evaluation of the organisation, in fact we requested them to do an evaluation in I think it was 2001. I could see the value of it because of the studies, and then that I think took the organisation to the next – and also that time I realized that as an organisation you can absolutely not operate on your own. Hence, where we are now that, where fortunately they have to merge. In terms of effective delivery, and, you know, all of that.

Gab: So, what would you say are some of the changes, like if you had to sum up the key changes in the organisation in the way that you approach work, development?

Informant 1: What kind of changes are you talking about?

Gab: Like... have you gone, so you said you introduced those theoretical frameworks, and um so, I assume it would have gone from a more loose approach to a more formalized approach. Would you say those are the two main changes, or would you say there are others that you've noticed?

Part: I think, you see, when we started growing, obviously the needs of your organisation are not only in terms of funding. So, say for example we wanted to, say you know a person comes into the organisation and you want to track them for 2 years, you know what have we put in place to get there? So we managed to get a German funder to say to us, 'you know I can't give you money, but I can send you a person for six months to set things up for you, to set up systems', and I think that kind of took the organisation again to another level. That's why we have a close tie with German interns where students come in, or even professionals come in or, you know professionals come in and look at what we have and enhance what we have. SO, we'll do a monitoring and evaluation or a tracking of a learner, who, we used to do it manually, we've just got this

[interruption]

Where were we?

Gab: You were talking about the German students –

Informant 1: Oh, so we had to look at the organisation like that, whether it was developing forms, whether it was developing systems, whether it was developing - but it became a little bit more sophisticated. SO, we could track a learner right from when the person walks in for two years, and say the person has done (a), the person has done (b), this is where the person is at now. So, she came and wrote a data-based programme around that. So, those are all, the, the value that got added to the organisation, that effect, that kind of major changes.

Gab: Um, what do you think are the key influences on the way the organisation is today? Or would you just say it's a combination of everything, or would you say there're specific things that stand out?

Informant 1: I, it's difficult to say because you see, the organisation itself has grown from, from almost nothing into something, and now it's almost something that you have to hand over or have handed over, so I think it's a lot to do with your approach to your work and how the staff is kind of looking at that. Because I find that in development, and particularly in communities, that there's a lot of ownership to what people do, and instead of saying that what I do, if I leave here there should be a legacy of what people need.

So I think one's approach to development is important, because it *is* about sustainability, beyond Informant 1, or beyond an individual. But I find that people are so enthusiastic to help and do, that they actually don't let go, or they actually don't do anything. And I think that for us, there's a lot to do with that, that this thing does not belong to anyone, you know development is not owned by, no-one makes money out of it – hopefully not. And you know we brought, it was more when the organizations came together, for me it was more, so how do we make a greater impact in Mannenberg; how do I make a bigger impact, social change, community development and all of that, all those words; was I think more important than just saying you know, it's my little baby that I have.

Gab: Mmm, so you talked about 'ownership' and 'hand-over' and those sorts of things – is that part of what your intention was in terms of integrating with MPC?

Informant 1: Um, you see, our intention as Ziphilele when we started out, always, there was always the vision that this organization would be based in the community, because of the target group, because we were working with kids in Mannenberg, with kids in Khyalitsha. But we were in Observatory, so obviously they had to come out to where we were; or we were in Salt River, and that, it didn't make logistical sense, that there's seven schools in Mannenberg, and there's 5 of us. All 7 schools come to our offices, so I mean that... So obviously we always said that the organization must become – an NGO, but community based.

Gab: Ok, um, I'd like to get a little more specific now, in terms of talking about how your organization functions, so the systems and the approaches that you employ to guide all these things that we have been talking about.

[side 1, tape end]

So, I was just sort of thinking about summarizing your approach to or philosophy on development work now.

Informant 1: Can you give me, do I...

Gab: Like how would you um – I don't want to guide you – but, um, in terms of participatory, or –

Informant 1: Ok, obviously your approach is different once you're in a community. Because you obviously look at –I don't want to now theorize because it's in books everywhere – trying to think of it practically, but, you, there is obviously a need, and from the need we looking at what is existing, there happening in Mannenberg. So, let's take Mannenberg for example, and so you can work with existing forums, existing groups, um build the capacity of organisations, but it's important that a group of people that run the organization *must be from* the community, I , I think that's very important. And so, currently that's the basis that we work from, is that the committee that's formed is majority people from Mannenberg. So, that's the approach now, whereas when Ziphilele was on its own, it was more a kind of a business approach, more, where it doesn't matter where you live or...

Gab: Ok, and again, I think this has kind of been covered, but what would you identify as the sort of, key things that have led to your success as an organization and in the programmes you deliver?

Informant 1: I think it's, it's always been that question of approach, is always, um – giving back, not giving back people's human dignity, but people feeling that when people are on a programme, they feel it's worthwhile, they being treated as people, it's that kind of underlying philosophy that's been there. Where, we, you know it doesn't matter your circumstances; you have the inner ability to develop and be the best you can – that kind of philosophy that has always been there. A, Eagon's model of development, um ja, so it's that kind of approach that we've always had. And I think that it's, it's going that extra mile, doing that extra thing, it's been phenomenal as well.

Gab: Ok, and who would you identify as the organisations key stakeholders?

Informant 1: I think it's your forums in the community – you looking now at your Community Safety Forum, um, the Neighborhood Forum - I think those are the key; the COCT - talking about local delivery; um Social Development because you're talking about poverty relief. Ja, those sort of...

Gab: And are they all actively involved?

Informant 1: They are, each um, we have what we call a CBO – capacity building programme – and it's a forum that they meet once a month, and they kind, they do come out and we work together, we strategize together. And the

centre itself currently has a very good name, it's al-I mean it's had a good name with the Department. And especially Social Services, in the delivery of work.

Gab: Ok, um, so can you tell me now about your style of management, so – how you see your role as director, and manager, and then also how you see the staff.

Informant 1: I, I mean I think I'm kind of more – how can I say? I'm more easier when it comes to management, I don't have an autocratic kind of behaviour when it's... A lot for me has to do with self-responsibility, um, I look a lot at that, and – I don't know if it's working, but I need some kind of – I don't know if it's working. I mean, the organisation runs as it, the way it should. I think, sometimes I think I should have – because I'm not very strict. You know, sometimes I think we have that because...so that managers can perform optimally. The other option I was looking at, is to get a coach for the management team. You know, someone that comes in maybe for two weeks and coaches them. I believe a lot in that, in coaching, in taking people's hands and...slowly letting go. So, because I think, it's helped me so... I mean, ja, I'm contemplating about having a coach for the managers.

Gab: Sort of like your mentor?

Informant 1: So they should have, there's 4 managers, so maybe they should have a mentor, the four of them – or something like that...

Gab: And, how do you motivate your staff – or do you? What do you see as their overriding motivation?

Informant 1: I think that the people currently here are very self-motivated. And also we do a lot of, um, staff things together where we'll have team-building, we'll have outings, we've had, you know, a braai at someone's house... So, we do a lot of that, kind of, you know, keeping things going. Because that's you know, the hardest part – keeping them motivated, because there's no, you can motivate and motivate, but there's... Like, I'm a self-motivated person, I don't need a lot of motivation. Like I get up for the last about fourteen years, get up for work, and I've always been motivated because I love what I do. And I find that quite, that's quite prevalent here as well, that people are fairly motivated.

I do have a concern around, I mean absenteeism is, I don't know if it's a big thing in the work place, but I find that's quite, it can get out of control.

Other than that I think staff are...

Gab: What do you think are the reasons for absenteeism?

Informant 1: I think people just get sick – I don't know if they work too much – I always believe, I believe you need to look after yourself in order to take care of 5000 people. Um, there has to be time off to rejuvenate, there has to be, um, you know because you can get sick when tired. 'Cos otherwise you not a benefit to the people, ja...

Gab: Ok, and how do you see decision-making processes, and what are the processes in place?

Informant 1: Decision-making processes in the organisation – you can only do it via a meeting, and it's actually a good thing... Like, the day-to-day stuff – decision-making is made with the donor. So, say for example we run a project on vegetable gardening and we have R5000 for vegetable plants, and R2000 to build this, we will then, that decision then gets made with the donor. We have a once-a-month meeting with the executive, the board. We have a once-a-week meeting with staff and managers. So there's that kind of constant communication. It's never enough though, I'm going to be honest with you –

Gab: Really

Informant 1: Not here. You have to communicate via writing as well, so say for example, we going to have interns at the Mannenberg People's Centre. So, instead of me waiting for a meeting, I'll write a letter to the board members, I mention it to the staff, so they all know that the interns, there're going to be 4 interns till the end of the year, of which two is already here. You know, and some of the decisions they want to have a say in some of them, you know, you, you can't always wait.

Gab: Sorry, you say 'they' want to have a say?

Informant 1: Like, your executive, the board wants to have say in some of the decisions which I think is right and fair, but sometimes you have to make decisions where it needs to be done now. So, I could either just call people, or I'd do it in writing... But we had 2 interns arriving last week, so I sent them each a letter saying that the interns will be here and we will meet at 10 o'clock. So people, so it needs more than just a meeting, you know...

Gab: And decision-making with your staff, in terms of their involvement?

Informant 1: Because we, work in teams, so the Clean Green is a Team, the Hair and Beauty is a team, the life skills and leadership is a team, and the computer room – they all have teams of two and three. And each team has a manager, so they talk amongst each other of what needs to happen in the programme, the managers meet with me once a week, and then we make the decisions from there and then that goes back to the staff – so that's really how it works.

Then if it's a big decision – if we have to knock down this wall, or start a massive project, then it has to go to the board. The day-to-day decisions is left with us. And it's again, I mean it's not, I'm not telling Gabriella, you should do that in your programme. You should say, 'this is my programme, this is how it's going to run'. Then the management team gives input to the programme, so that it's strengthened.

Gab: And what are the tools or systems, if you can categorize them, that you use to facilitate this management style?

Informant 1: Are you talking about physical tools?

Gab: Um, your systems of accountability – you've mentioned some of them, like you have meetings...

Informant 1: Ja, so we have monthly reports, we have quarterly report and we have staff appraisals twice a year. Um, I also have a system where, when we have, like the IT project is a fairly new programme, so Informant 6 has to see me once a week around the programme, so we can see how we can built, you know. The other projects are developed as big projects, and that's really looking at how we creating more opportunities out of that, and those are established programmes – more than 10 years old. It's old programmes. It gets run, so every year, we look at the, not every – every second year, we look at the programme and see how we can run it differently, effectively, you know with less problems, putting the right systems in place. SO, we evaluate the programmes internally once a year, and then since I got here last year, we've appointed a service provider to do external evaluations. That person was appointed for three years, it's an annual evaluation.

We also have in one of the programmes, we have a network of organisations, and they run once a month, and that's also looking at evaluating the programme, but specifically looking at the environmental, the Clean Green programme. 'Cos all the organisations in that network does the same work, they just in different areas. And they have two conferences a year. They had one this year... [Part receives Informant 2! msg]

Gab: Um, and you mentioned with your strategic planning and that, that you go away – what does that entail?

Informant 1: A lot of that has to do with team building, but also, we usually go away about two/three days, and that's, it's about team building, but also it's, we usually do it in November, so people put their plans together, and it's really when they – so when we walk in January there isn't any planning to be done, planning is done the previous year, so it's a lot to do with that.

Gab: Uh, you've mentioned your evaluation, but do you have ongoing monitoring as well, for review –

Informant 1: So, they have different monitoring tools, Informant 3 and them will obviously be able to give you more detail around that. So, they would have monitoring – after the workshops, after the technical trainings, so ja, it's ongoing, and because we based in the community, people can walk in... [Informant 2!] Sorry man

Gab: It's fine

And then, what sorts of things go into the evaluations – how are they run...

Informant 1: You gonna have to get from – so what they have is forms, they should actually give you copies of that, because it's like, what you like about the work and that kind of thing, and then there's more in-depth stuff.

Gab: And after a workshop is finished?

Informant 1: It gets written up, sort of as a report – so it forms part of their monthly reports. Um, ja.

Gab: And then is that reviewed in meetings...

Informant 1: Ja, so I'll talk to them about their reports, um, I would give feedback to the managers and so-on.

Gab: Um, one thing you didn't mention, but I do know you use, is logical frameworks. How do you feel about those?

Informant 1: I can't work without blocks, it's the only thing I use. I don't use anything else, I can't, I *have* to have blocks. Even Christine does, just basic blocks they have to do for me. I mean it's...

Gab: So it's quite integral for you?

Informant 1: Ja, I mean from the beginning I, I'm a block person. I went to a workshop and the guy used circles, and I couldn't grasp it.

Gab: Aah, that's so funny. So, and do you use logical frameworks- you say you're a block person – so do use it for everything? For planning, for –

Informant 1: Alles, everything, proposal writing – so if I put a proposal together, there would be a Log Frame that sums up everything in the proposal. And there would be planning – it gets written up, but I want to see the planning in the box, so you gonna do: this day, that time, by whom, and how much it's gonna cost. So I do things, I mean I prefer it like that.

Gab: Ok, so it's not just for the benefit of donors, or...

Informant 1: No, no, it's more a benefit for the organisation.

Gab: Now, I'd like to find out a little more about you and your positioning. So, um, we know you've been with the organisation since the beginning – can you tell me a bit about your background, your training, how you ended up at Ziphilele? Or got involved?

Informant 1: Look, like I've explained to you, I've done community work before I worked with Ziphilele, but I'm – I'm a teacher by profession, um, and I then joined, or founded or joined the organization in '95 and obviously looking at the kind of skills that was needed to run a programme like that, was not the teaching stuff that I had. I used a lot of principles from it, but I then went into development studies, um, and that's really where my background.

Gab: Ok, I know, but for the purposes of research, where was your development studies

Informant 1: I was at UCT for two years. Before that I was at Teacher's Training College, for three years, so ja my studies is basically, I'm a teacher by – I know my heart is there – training.

Gab: And your two years at UCT, when was that?

Informant 1: Ooh, it was 2000, 99; 99 and 2000 – ja.

Gab: Ok, um, I don't know if this is really appropriate *now*, but I was going to ask – what was your motivation behind pursuing work in this field, specifically?

Informant 1: I think for me the motivation was that – to see that young people have opportunities. You know, I although I grew up in the ghettos, in Hanover Park, I was , we were still priv – I mean we weren't *privileged*, like in privileged, but for me it was around, because I come from a large family, there was a lot of support, networked from in the family at home, and beyond. Because we come from families of ten, and five – so I found that the support was quite good, whereas with a lot of the young people when I did community work at college and at school – that was missing. And I think that kind of drove me to work with young people, and be passionate about it.

I feel a little bit different now, to be honest with you. I don't know if it's because I'm getting older – I'm more keen on community development rather than working with a specific target group. We don't specifically work here with young people *only*, so anybody that walks in and needs assistance with pension, or, you know child grants, would be assisted. So I'm more interested in the big kind of picture.

Gab: Mm, that's interesting, and what are some of your expectations for the culture you are working in?

Informant 1: I think that it's a lot to do with how important your job is for you, how important your delivery of your programme is, or your project that you running. Um, I like to see that, that's quite um, it's almost – how can I say? I want to see that people are passionate about, you know the structure – you know passionate about what they do irrespective of the conditions. Um, if I just look at us moving here, when Ziphilele moved here, there was no telephone here. I mean, it was a big thing for me, but these people have been working like this for the last twelve years. They could operate effectively – so sometimes you can have a lot of resources and not function optimally, and some people

have little resources and they function to the best of their ability. I like to see that in staff – so if I have 5c, what do I do with it? You know, buy ten plants, how can I make it work more?

Off the record information

Gab: [Checking tape] Ok, continuing. I was reviewing the SWOT analysis that I facilitated with your team last year, and one of the strengths you identified was that you have trained some of your staff members up from having been participants themselves in programmes you are delivering – so, I'm interested I guess in how you think those staff members particular experiences of training enhances or strengthens their capacity in the organization and their jobs.

Informant 1: I mean, like I've said before, I think it's quite important for you to have a development plan for yourself, cos ultimately it is about, where you want them to deliver their work effectively, so you put them on a plan, or course, or whatever, that effectively showing that I'm able to do you know the work properly, or effectively, or professionally. And I think that is for me the key, that the staff is competent, they skilled, they knowledgeable around what to do in their jobs and their programmes.

Gab: Ok, and specifically with those staff members, that like, say that went through the life skills programme before they were staff?

Informant 1: There is a *big* difference, there's a big difference when they recruit staff like that – if I look at, Informant 2 and Informant 3 need very little supervision. SO, if you have people that's on your programmes – you can't always have it like that, um, you know where you can have everybody that comes on the programme work for you, but people that work in your organization like that -

Um, it's almost like the values are there already, they understand the philosophies of the organization; they understand what needs to be done. If I look at Informant 2 particularly, I mean that's a model staff, I think any director would like a staff member like that – doesn't stay out of work, doesn't give you any problems, hands in reports on time, *never* have to ask for a report. It's amazing; I told her that in our one-on-ones. Out of *all* the staff, including the managers, she's the *only* one that does *everything* on time. And that is scarce; you don't find that in staff. I've never come across somebody like that, and I've been working, in a position like this, I've been director for the last ten years, and I've *never* come across a staff member like that, *ever*.

Gab: So would you say it's more because of her personal –

Informant 1: I think it's a combination of her personality, where she's coming from, but I also think it *has* to do with the training she's been on and the kind of influences, or the kind of training she's received while a participant and the training she's been on now. So it's a combination of, but it's also to do with the person. I mean cos you can give the same to another and not get the same result.

Gab: And you mentioned Informant 3 as well, do you also find a positive difference?

Informant 1: I think there's a positive difference. Informant 3 is himself a very complicated person, like a very complex character – not in a bad way. But I think there's, there's a big difference. But, like you don't want to compare people, to compare staff, non-participant staff and participant staff are *very* different, *very*. Your participant, staff that was participants are much easier to work with because they understand the philosophy and values.

Gab: So, you would say it's almost a positive model of development.

Informant 1: I would say, I mean if I had it ideally, everyone that comes on the programme, if we have jobs available, that I would employ that person. That's now being very honest about it. And only have, only have participants coming to work for me actually.

Gab: Ok, and um another strength you guys identified out of the SWOT analysis, is the training opportunities that you offer to staff, and you emphasized that this is a big plus compared to other organizations. So, can you tell me about the type of training available to you and/or to your staff?

Informant 1: Currently, there's a variety of training programmes that people are on. So, we've got self-development, project management, IT, I did a course in fundraising not too long ago...so it's. I think because of our networks, we've been very fortunate to have people going on courses for very little money, or sometimes even no money.

Gab: Networks being?

Informant 1: The organization has strong networks, both Ziphilele and MPC, um, you know networks outside the community, so, Cape Chamber of Commerce, South African Institute of Fund Raising offer courses and that. So, the networks are, and the stakeholders have a good relationship.

Gab: Um, and then, what do you think are some of the key sort of lessons or principles that have come out of those training experiences for you and for your staff?

Informant 1: For myself, again it's about – you know when you go to train, there's, you do sometimes get so caught up in your work that you do something the same way for ten years. And I think once you are exposed to other methods and ways of doing things, it becomes – you know that thing of instead of working harder we working smarter? And, that kind of philosophy, where you are doing less work, but you working smarter.

So, when you're exposed to training courses, I mean there's always new things to be learnt or, I mean we get taught different things in different ways. And I think that has been very helpful for me. And I've also got, because I don't have a marketing and fundraising background, I mean I've done a couple of courses in it. And it kind of tests your own almost fear, ag, no not *fear*, but I mean I would *never* have thought of doing presentations in front of donors, never. That was never a part of what I wanted to do. So, it kind of tests your abilities as well.

Gab: So you would say, or can you see it assisting you and your staff in practice?

Informant 1: No, definitely. I mean if I look at the young staff, for example, if I look at Informant 3, Charles, Informant 2 now from even a year ago – tape end –

Skip to talking about Informant 5 leaving, coming back. (had been talking about needing to go forward in development and growth, not like when Informant 5 had all this training and then went to be a cashier for a time.)

Informant 1: Part of the individual development plan. And that is, I mean she was gone just a few months.

Gab: So, were you integral in convincing her to come back?

Informant 1: I didn't convince her – we advertised the job and she applied. That's how.

Gab: Ok, that's interesting. I know, during my time here, there was someone that had left and then come back –

Informant 1: Who....

Gab: Informant 2.

Informant 1: Oh, yes, she had gone through some personal stuff, which I'm not going to divulge.

Gab: Ok, that's fine.

Informant 1: Some family....

Gab: Ok, and for other staff who have left over the years? Have there been any things that have stuck out as reasons for leaving?

Informant 1: You know, I think people move on as they develop. I mean I'm the only one that's been here for ten years. I think after a while it can stunt your growth. I don't know, maybe I'm wrong. I think also, if I look at the people who've left, their qualifications have exceeded what was required in the organization, so you can't pay them that in any

case, so that's another factor. But it's never been a negative impact on the organization as such. There has been issues with one or two staff members, but nothing that's destroyed the organization. Some people just have their own personal...

Gab: And when you do have staff members leaving, is there some sort of formalized exit strategy?

Informant 1: Ja (rolling eyes and smiling) they'll have a party I promise you. The exist strategy will only be with me, so we'll have a meeting... and follow-up and...say you're still welcome to be a part of what we're doing. Look, I mean that's how formal it is. But, for the rest, I mean they'll have a party, they have a party for everything. And that's one of them.

Gab: And in terms of experiences, is there some sort of recording of the experience, of that knowledge that they've gained, that sort of thing within the organization?

Informant 1: Yes, it's in their work. They develop manuals... they can't take it with them, that's part of their contract. And, if they found using it, they can be held liable. So, everything that's developed during working hours, that belongs to Ziphilele.

Gab: Ok, I'm also quite interested in your communication and relationships. It's obviously been touched on at different stages, but just to focus on it a little bit more specifically. So, if you can tell me a bit about your communication and relationships within the organization, how do you feel about them?

Informant 1: I think that there's a, there is a gap between myself and the executive in terms of communicating, and I think that needs a bit of work. With staff, I particularly work with managers mainly. I don't give instructions to anybody below the managers, so I give instruction to Informant 5, and she instructs her team; I give instruction to Christine, and she with her team

Gab: Who is on the different teams?

Informant 1: Melanie and Carmen is one team, and they have somebody extra that helps them with the surplus

Gab: And that is under...

Informant 1: Under Melanie. And then Christine would have 1 person and maybe other workers. You see, they report directly to the managers, and I only meet the managers once a week.

Gab: And on Informant 5's team?

Informant 1: Informant 2, and then she has an intern, and they would report directly to her. And Informant 3 kind of floats between the two, between them and Informant 6.

Gab: And Informant 6 is...

Informant 1: Informant 6 is currently on his own, and Informant 3 helps out, but until we find someone fulltime, Informant 3 will move there fulltime.

Gab: And Informant 4?

Informant 1: Informant 4s reception, but she helps Charles.

Gab: And Charles is?

Informant 1: The account manager, the admin manager. But she reports directly to him. So, I see them once a week.

Gab: What are your expectations – you said that your relationship with the executive could use a bit of work, what would be your expectations of how it could work?

Informant 1: You see I think that because we meet once a month, it's more around, I see the executive and director meeting around strategic stuff for the organization; that's not happening. So, we would meet around operational stuff, which, I don't know if it's relevant to them. I don't know.

Gab: How do you share information with your colleagues? I mean you have, you have said you have meetings, or write letters, but are there other channels you use, for communicating?

Informant 1: Our meetings and writing are the main ones.

Gab: And e-mail? You guys, just getting a phone line...

Informant 1: We Mannenberg (laughing)

Gab: And do you have any organization publications, do you contribute to any?

Informant 1: No, in the past I think.

Gab: And do you still produce your news letter?

Informant 1: No, we haven't, but we producing a brochure in September. Melanie's put it together, it's the organization profile, ten pages. Like a little booklet, what Mannenberg Peoples' Centre does.

Gab: And then, last sort of broad topic – we're getting there- is to chat about your projects, how these are planned, implemented and managed specifically, so first of all: how do you plan or structure your interventions or programmes?

Informant 1: Ok, the projects are poverty relief and skills development, so that's the approach that we have. SO we have in the one programme where, in the Clean Green Project, where people from the community is running the community gardens by themselves, as at MPC, the only thing that we do is manage, supervise and train. So, even within the programme, we have a core group of 10 people that is on an IDP, which is what I call an independent development plan or an individual development plan, where they will train, at the end of their year, they become qualified in basic gardening, so they are then able either to start working on their own, or at Kirstenbosch, or a nursery.

So, that's really what that programme does. So it's that kind of approach, where we'll take 30 people, for a period of x amount of months and it's going to cost us x amount of money. And it runs for a period, and all the training is done by the Department of Labour, in that programme, and the Eisenberg College

Gab: Eisenberg College...

Informant 1: in Stellenbosch.

Gab: And do they come here?

Informant 1: No, the students go live there. So, the students go for 3 days, and do a topic on...nursery management, they do a course, and it gives them x amount of credits, they then come back and implement that here. Vegetable production, soil management, all of that, that's how that works.

Gab: So, you'll have those ten people

Informant 1: They core people

Gab: Those core people, and then they'll come back and share their learnings

Informant 1: Well they invest in the community. They all part of the Mannenberg Community.

Gab: Ok, that's interesting.

Informant 1: That's how; most of the programmes operate like that.

Gab: And, how do you know what you should be doing for your interventions and projects?

Informant 1: I think that's more based on needs, I mean because we have a close relationship with Social Services, we use a lot of their research around what is required, like for example, we do specific things in Mannenberg. So, some of the needs that might come up is issues around drugs, but because we don't specialize in drugs. But our specialty is poverty relief, community development, skills training

Gab: So, would you say then that your main sort of way of uncovering community needs is through research done by

Informant 1: *By the Department of Social Services.*

Gab: And then how do you decide on your content, your target audience etc. for your programmes?

Informant 1: The content is obviously the Service Provider, but because we using standards from SETA, you know SETA, the Standards for Education Training Authority. SO we draw down, say now you want to do a course in basic hair dressing, we draw down the unit standards from SETA and we train people according to that. They then get assessed. So that's how we decide on the content, so it becomes a mi ni qualification almost.

Gab: Ok, um, and with your life skills programme, the content for that?

Informant 1: That is negotiated with the group, but there is a framework for life skills training, but anything that comes up forms part of that, that comes out of the group.

Gab: So the participants will

Part1: They'll have input ja, and say this is what we need. So, then that also changes, because with each group we add on things that come up from the previous group. Something's important that we've overlooked...

Gab: Ok, so you've just said, and this was my next question – about lessons incorporated from previous programmes.

Informant 1: Then it gets incorporated, ja.

Gab: Ok, and then are lessons of good practice from other organizations, from e.g partners used in planning interventions?

Informant 1: Definitely. I think it's more learning from each other. It's not like, this is how I do it, so this is how you have to do it. I mean we look at each others' programmes regularly and see what we can implement and use to improve your. So, one organization don't a model that we all follow. We all have our own methods and models that we use, but we kind of cross-pollinate, we use from each other.

Gab: And how do you generally – is it reading each others' reports or

Informant 1: It's more meetings, more meetings than reports

Gab: Do you have a set system

Informant 1: We meet the last Thursday of the month.

Gab: With?

Informant 1: It's the networks, it's the Consortium, it's the agricultural network, and so this is where the, it's a platform that we share – it's usually Thursday mornings, the last Thursday of the month. I don't think we've shared reports yet, no, more meetings. And input, and also looking out for opportunities, you know if I'm not able to do it, then you give it to your partner, like that.

Gab: And then, I think this has kind of been,

Informant 1: Sorry, I'm just falling off this couch

Gab: No problem, I was just gonna ask if you have set systems or time allocated for reviewing experience, and taking from that experience and planning future action, or is it more action-orientated and responsive.

Informant 1: I think, like I said twice a year evaluation, there's time for that. We do group appraisals, and individual appraisals. We've done, we've just finished our appraisals now. So that is where the input comes in, with their progress, with the programme or little project they running, their development, so it's categorized, like that.

Gab: Ok, and then, who is involved in your planning processes, setting agendas...

Gab: And that problem of security, is that something that you've experienced changing?

Informant 1: I think it's improved, actually, well for me it's improved. Well, I mean break-ins it's minimum, not even minimum, it's absent. It's been absent for the last ten months.

Gab: So, what security problems have you been

Informant 1: It's all stealing stuff, breaking down, stealing the nets and the poles... so what I'm saying is when you look at implementing a programme or anything, you need to look at safety and security first as well. So, the one is not taking preference over the other, but must be taken into consideration, even how your building is laid out. You know, you don't want corners, and places where people can...

Gab: And then, even though you haven't been experiencing problems in your programmes, if you do, do you have space or procedures in place to allow you to reflect and to learn from those problems. Like, if you had a group dynamic problem, for example.

Informant 1: Ja, I still say our weekly and monthly meetings is a space for that. And our staff meetings gives people the opportunity to air their – we don't have a special session where people come and sort of say this is the issues that I have. You know we lay it on the table in the staff meeting, and you lay it out there, and it gets dealt with there, in that way.

Gab: And would you say people are quite willing to help each other in projects?

Informant 1: Yes, definitely, across projects. Definitely

Gab: Um, and then, you said that between organizations, that you learn from your partners. Within your organization, do you have systems in place for learning from each others' projects?

Informant 1: No, not formally. Not formally.

Gab: And what are the procedures that you would say guide the implementation process, like the things outside the official workshop time?

Informant 1: Say it again?

Informant 1: The staff

Gab: And then, another strength identified in the SWOT analysis I mentioned, was that you offer training that's not generic, but needs based – oh, we've covered this already, I asked you how you determine that.

So, what do you think you learn from the people, the community that you are working with?

Informant 1: I think we get to know about the limitations within communities and the accessing resources, I think that's some of the things we've –I've learnt over the last couple of years, is that communities don't know how to access resources and opportunities.

Gab: And, so do these sorts of things, like them having problems with accessing resources – does it change how you strategize?

Informant 1: It does change it, because you have to, you see when somebody walks in here, we don't say we have the solutions, answers and jobs. I think we more a change agent to say, this is a tool you can use in training to access a job, for example. It's not like we do for everyone, and everyone's happy. It's getting more the participation of the community for them to do for themselves.

Gab: And, can you talk me through how the implementation process is managed, so: how are you held accountable, who are you held accountable to?

Informant 1: If we, if we talking about accountability, because we, our programmes are fully funded by donors – that's one point of accountability. And that would be laid out in your proposal, in your planning, in terms of what activities you're going to do for the year, how many people you're going to employ in your programme, how many people you going to train.

Then there is our community forums that we're accountable to, so that's another level of accountability; staff meetings; management meetings; monthly executive meetings, those are all ways that we...but we don't report or accountable to a person.

Gab: How do you deal, generally speaking of course, with problems in implementing programmes, like if you have problems with group dynamics?

Informant 1: Look, the only problem I've experienced over the last few months is security. And that is something that you have to, if you setting up any programme, especially in a community like Mannenberg, security needs to be a priority, so if you setting up a nursery, it can't be in the middle of - it needs to be secured, it needs to be looked after, it needs to be on a place where it's not accessible to the public, easily accessible – like that.

Gab: What are the procedures that guide your implementation and facilitation process, so what you do outside of your workshop time. Sorry, I'm not wording this well – say your staff member is running a programme, obviously there things they need to do outside of that official training time...so what are those things.

Informant 1: Oh, [chuckling] that's our planning times, so you see, some of our programmes run in cycles. So, somebody would have a 3 month training programme, Mon – Thurs, Friday would be admin. And then they take a month break, so the month break would be to review, and set up and recruit for the next 3 months. So, all of it works in cycles, of 3 months, most of the programmes.

So, the life skills would be 8 sessions, after that they would write up a report, reflect on it, and then the next lot would come in. So that's how it would work.

Gab: Ok, that's all my sort of set of questions I wanted to ask. Is there anything you would like to add, that you think might be useful or you think I haven't asked and should have?

Informant 1: Can 't think of anything, if I do...

Gab: I might come back to you and ask you, nag you some more

Informant 1: [laughing] Like you always do

Gab: Yeah, always got questions, you know me.

## **APPENDIX C: INFORMANT 2**

### **Semi-structured In-depth Interview: Wed 16<sup>th</sup> Aug, MPC**

Gab: So, I've told you about the purposes of the research, so just to start off, maybe you could tell me a bit about what you see as the core values and philosophy of Ziphilele as an organization.

Informant 2: I would say it's working with youth, that is one value; and making a difference in the lives of people we come across in general. I'd say that is our value and philosophy, making a difference in the lives of youth, but also people in general we come across.

Gab: And then, um, I guess that's in a nutshell also answering my second question, which is outlining in general the work that you do as an org. And what sort of work are you personally involved in, within the organization?

Informant 2: Ok, I do life skills training, where we do self development, self-esteem workshops, goal setting, kind of taking the needs of or direction - you here now, so where do you want to be, and how do you see yourself getting there, and what do I need to have in place to get there. That is the kind of things we do. And then we do a bit of conflict resolution, communication, and those kinds of things, basic skills. It's things they know, but maybe not aware of, or conscious, you know. So then we do those kind of life skills, and that is where I'm involved.

Gab: So, is that run as a workshop programme...

Informant 2: Yes, it's a workshop programme, and then with our participants on our programme we do it on, ja, it will take two weeks. So we do one session per day. So they come for goal setting today, tomorrow it'll be maybe conflict, or ja. Depending on where the group is at.

Gab: Oh, so it's been condensed now to a 2-week

Informant 2: Ja

Gab: Ok, then I'll skip all the organizational history stuff because I know you weren't here from the beginning. Um, so then just to get a little more specific on how the organization functions really. What do you think/how would you describe the sort of development philosophy or approach that Ziphilele uses in its work?

Like, some people would say, a lot of it's got to do with jargon I hate to say, but you know how there's participatory development or needs-based, so what do you say, in your own words is the primary way you guys are trying to develop people?

Informant 2: That's difficult. It's not always needs-based, that's more with the computer maybe that comes out of the *need*, but for us it's, it's to do with, do you want to do this, kind of thing, so, if you're willing to help yourself and give that extra step – and that is where we'll come in. So, it has to come from you, so in that way – I don't know if I'm answering your question –

Gab: No, you are

Informant 2: So in that way, so I won't say more or less we identify a need and now we *have* to intervene because we think this now, we think this is your need and now we going to solve your problem – it's not that. There's something and you want to change, you want to do something about that. And we can kind of assist and lead that process. Ja, that is what I think.

Gab: Ok, And then, what do you think are the main things that have contributed to Ziphilele's success as an organization, and in programmes – just in your experience?

Informant 2: Mhmm, I think they support, and that's a very good thing they do, so if people come on our programme, it's not just now they out there – they can always call, and we'll also call them. So there's that kind of thing

to check up on the people – where are you, what are you doing now, is there any way we can still assist you? You know, so to keep that going. So people don't feel like they've gone through a certain training programme and now they are at home and now nobody's, you know, they've kind of lost interest in you. No, so I think that helps with the success rate, because...ja.

Gab: Um, and then who do you think are the key stakeholders?

Informant 2: The key stakeholders?

Gab: In Ziphilele, like do you think - the people you're accountable to, the people with a stake (I've never broken up this word before) the people who have an interest in what happens, the main interested parties.

Informant 2: The youth, I think they're the main stakeholders. Ja.

Gab: Ok, and then, I'd just like to chat a bit about your experience and perception of management within the organization and how that's done.

So, do you see the internal management of Ziphilele as transparent, do you know what's going on, do you feel part of the decision-making processes?

Informant 2: They transparent in some ways. I don't see myself as part of the decision-making process, but that's because of my own personal thing – I don't like making decisions, I prefer doing the work, and you know, not being involved. But they quite transparent, it's just where the money and the budget is concerned where you won't know everything, but otherwise, ja, they transparent. You know what's happening and when, they quite open about things, besides the money.

Gab: And how do you think decisions are made. I know you said, that it's according to your choice that you not part of the decision-making process, but is there opportunity for you to be involved?

Informant 2: Yes, no most definitely, but it depends also, no...It's not like a decision gets made and then someone like me who doesn't want to be involved, doesn't know about it. It will be open and you'll be asked, you know. [tape change] ... not part of it enough to feel excluded or anything, it's open and you have your chance to say something if you want to.

Also in that way I've found that you can't blame anyone if they've made a decision and something went wrong, because they've opened it up, you know, you've had your chance to say something, so when it goes wrong you can't blame and – because they did give you a chance to say something.

Gab: And, do you have any kind of relationship with the board.

Informant 2: No, not at all, not at all. I've met one of them, but no.

Gab: How do, do you have any perceptions on that; do you feel you should have a relationship with them?

Informant 2: No, I just think it would be – ok, obviously they can't introduce every new staff member to them, because staff come and go I think. But maybe once every 3 or 6 months have the board come together, and then, you know you have a morning maybe, just come for breakfast or something and this is us and we doing this and that, because I think, that only happens at strat planning, and sometimes the board members are there, but not all of them all the time, so maybe just have a day where all of them can mingle, they can get to know the staff, you know, that kind of thing.

Gab: But you don't feel like you have any kind of input...

Informant 2: No, not really. Maybe if they could explain to me the function of the board, and why it is important to have a board, then I would have an opinion, but I don't even know why they there for

Gab: Ok,

Informant 2: I know every organization should have one, but I don't really know what they there for.

Gab: Ok, I have to say honestly I agree with you. Ok, this might seem – just going back to the sort of management style, and it seems to be quite...to you, so you have the option to be involved in decisions and that sort of thing. Actually just going back a little – how do you interact with the management staff – is it quite a controlled sort of thing, or are you quite independent in your work?

Informant 2: I wouldn't say it's controlled, because they so open, and it's not like they in these senior positions that you can't go to them, so it's ja; so there is that sense of respect, that these are your seniors, but at the same time they quite open to you and there's that freedom to go them with anything that's bothering you or you don't understand something. You know, or, ja.

Gab: And then, there's a question about the management tools or the systems used within the organization to make this kind of management possible, to facilitate this management style. So, things like, systems of accountability, are there official spaces like for you to use - or logical frameworks, if you can just tell me a bit about that.

Informant 2: Yes, there is things like that in place, and I think it's working well. Sometimes not all of the staff would agree with something, like now we have time sheets that we need to fill in, because we have to work 40 hours a week. So now people, we weren't sure if everybody's doing that because people sometimes come and go, and you can't always take peoples' word, so time sheets has been introduced. Everybody obviously didn't agree, but it's helping, so now you can also see for yourself whether you truthful to the organization and whether you working the time you supposed to, because you getting paid for 40 hours. And then there's ja, things like, when you sick, you have to call in at least before 10 o'clock, so I think the systems in place, they are working. Ja.

Gab: Ok, and I know that you guys also have strategic planning – what does that involve?

Informant 2: Basically, it happens once every, no, not once – twice every year, so in the beginning of the year or at the end we'd go somewhere and set our plans for the year ahead. So this is what we gonna do, these will be our activities, you know, these are the objectives, and by then we want to reach it. And then say now in the middle of the year – between June/August, or maybe even September, we'd go again, just to see how far we are, and what are still gonna do before December. That kind of thing, and at those meetings the board would be present sometimes, but not all of them always, Ja.

Gab: And then are there any other systems you can think of, just that facilitate the management or structures that you have - some places have a report-back meeting once a week, or...you know, things like that, just in terms of monitoring you guys.

Informant 2: Oh, so there reports we write every single month that we need to write and then Fridays we have staff meetings, where we have to give feedback on the projects, like what we've done, so there's a weekly report-back on in the staff meeting about the projects, and then at the end of the month, you'll write a monthly report on what's happened with your project, and the way forward, Ja.

And then also we, on a one-on-one basis, we meet with the boss, with the director, and then we do our evaluations or performance appraisals, ja –how do we cope, how you doing your work, and what do you think of yourself, and just rating yourself in a, also on a scale. So we do that twice a year, but we started with that this year.

Gab: And that's the one-on-ones and performance appraisals in one –

Informant 2: In one, ja.

Gab: Ok, do you find that helpful, do you look at stuff –

Informant 2: I think it's good for him to know, because here we working in teams, and so that makes a difference, so if you go there one-on-one its, because if you work in a team sometimes it's difficult because you have different personalities and different ways of work, so that doesn't always come out if you working in a team, say a report is late for instance, so every month a different person is writing that report, although everybody gives their input,

it's now somebody else's turn and that person didn't give the report, so now it's late, but now we can't say it's that person, it's the team now, you see. But when you go to that one-on-ones and they ask you questions about that, at least you can say I gave my input, and you can kind of explain your – not that you wanna bad-mouth that person, because that's not who you are, but you won't necessarily give something in late. So I think it's very useful, for, you know. I think so.

Gab: And how do you feel about working in teams? Do you feel it's the most effective way, or –

Informant 2: No, I like it, I like my team, I like it very much, we do have our differences...

Gab: Who are you working with?

Informant 2: Informant 5 and Informant 3, in a team now. So I like my team I'm working with, sometimes we do have our differences and we argue because, ja, I'm headstrong and stubborn sometimes, and sometimes it doesn't help to be that way, ja. But we work very well together.

Gab: How do you deal with disagreements when you have them?

Informant 2: [big sigh and laugh] Sometimes we don't deal with it there and then because we all still very full of self, but for me, I find it useful when I go and I sit and I really think about what happened, and if I think that I'm at fault, like yesterday it happened – and today I did come and apologize because I was just being difficult, because, I think because I just wanted to be, and I just wanted to say something and it was out of place, and it didn't help none of us, and then we couldn't work anymore because I wasn't prepared to say anything. We were doing our evaluations on our students and then, ja, I didn't like something somebody said and I didn't say it, so I thought now I'm going to shut up and I kept my mouth, and whenever they asked me, I said 'I have nothing to say'. So they couldn't go forward without me also saying something. So this morning I did come and apologize and we'll have to redo that.

So, that is my way, of doing that, and if I don't have a problem with the whole of the team, but only one person, then I chose to speak to that person and tell them what's bothering me. And if we can work that then, ja.

Gab: And do you think that like the way that you guys work, is that a general pattern, do you think you all have that kind of interaction, where you'll really try and work through things, or

Informant 2: Ja, it doesn't now always happen where we now differ about something, so when it does happen, I think when there is always that somebody who wants to talk about it, but at the same time, somebody else might not be ready, and that person walk out – it happens - but when that person is ready, then we talk about it. So we won't also force you, but it comes to the fore that we want to sort it out now and then, but it happens that that person is not ready. But, we've always been able to sort it out amongst ourselves and not have to involve somebody else.

Gab: And do you feel that that's a general sort of way of working that's encouraged in Ziphilele?

Informant 2: Yes, I would say so.

Gab: It seems like you're quite independent -

Informant 2: Ja, because I don't think it's always, say you have differences- and then for you to go to someone else and, or even tell them that and that without talking, because it makes things worse, it blows, because sometimes that person might not even know you've been upset because of what he or she said at that moment; now you sitting with this feeling and making it a big thing without even telling that person, and maybe that could have been prevented because next time that person will know that you sensitive about something and wouldn't make a silly remark about it, that kind of thing, so, ja. But sometimes I think we just all oversensitive [laughing]

Gab: Isn't everybody though? Um, and then I guess, also with management structures and stuff – what are the systems you have in place for monitoring, review, and evaluation? What do you use, or how do you go about that?

Informant 2: The management of the staff, or we to our projects?

Gab: Your projects, or both actually, if you can comment.

Informant 2: Ok, management to staff it would be like I said, the one-on-ones and that performance appraisal thingy, ja and the reports and our feedback, ja.

And then on a project basis, it's the assignments we give them, and then we have a little M+E tool we use after every workshop, sometimes they just have to fill in what did you not understand, what did you understand, what was useful, and helpful to you, questions like that, or it would be just a go around and they have to say one thing that they learnt today. And at this moment we're working on that, because we found that it wasn't very helpful, because if you ask people, what did you understand today? No, I understand everything, they would write down; what did you learn today? I learnt everything. That, so it wasn't really helpful, and by that stage, they long gone, so they weren't in the classroom to call them back and say, but we want you to explain it, you know? And that kind of thing, so we really looked at that. So what we did now with the assignments; is we have them write assignments -say they here for two weeks - on all the topics that they've gone through, so they have to explain it back to us in their own way and understanding.

And we gonna see how that is gonna work. Because with life skills you can't – maybe say with computers you can have them write a test on how do you open up a computer; how do you save a document? But with life skills it's a bit different, so we can't really test them, so the assignment, we gonna see now and then look at that, and maybe this should then be the way we should evaluate. Because we also need feedback on, does the life skills impact them? Because we don't really know, you know. Because they might as well go out of here and lead their same old lives and say to us, 'No, I'm doing my positive thinking now, everything is going great, I'm goal directed now, I'm gonna chase after my goal'. But once they outside they do the same old thing, you know, so we want to know and understand if they know, you know. And so the assignments will probably, in their own understanding feed back to us what we taught them in these past two weeks, and what did they understand and how they going to implement it into their lives.

Gab: Ok, ja that sounds very good. And do you find with the verbal, sort of going around, do you find that they quite honest in that?

Informant 2: Um, some are and some not, because sometimes, because we think everything can't be good, we can't because all they say is, 'no, it was good'. So some people sometimes do say, 'No, it was boring', and some would say, 'You know what, what you've taught us today, I've known before, you know, before I came her, but this was different'. And so are the kind of things we like. So that verbal feedback does help, but it doesn't now really help us, or maybe I don't know, maybe we don't know how to really record that, because we have to now put that in the report so that management can see, so if they do the verbal thing, we don't really know how, or we don't record that, and that is why the assignments will be something that they do, and we can then report and put into our reports at the end of the day. So maybe also, we really looking at ways to evaluate our projects, especially the life skills one, because, ja –

Gab: Difficult to measure. And then, do you have any sort of interview-type set up with participants when they come in and go out?

Informant 2: Ja, we um, when they come in, what we do is basically it's a form, and sometimes we, at first we did sit and fill in that form, but now what happens is they just sit and fill that in themselves, ja they can just sit and fill that in themselves.

Gab: And what does that kind of cover?

Informant 2: Basically, it's just for us to check if they fit our criteria, because we ask for people say in grade ten, and you have to have a library card and all that – so we just want to check that on their form, because they just can come in and tell us, and we want to know.

Gab: And when they going out? Is there?

Informant 2: No, there's nothing like that, they just kind of lea– we leave the door open, and say that they can always come back and talk to us about any life skills topic that they need clarity and things like that, but that seldom happens. It seldom happens, and that is why we also going to look re-look at, does it really impact the people's life? Because we can't say, because they kind of disappear, and especially the people that now come onto our projects, the hair and the cleaning and – they just kind of disappear, and they don't come back and we'd like that, ja.

Gab: And um, you said earlier you'll phone people, and see how they're doing – do you find that quite useful? Does it help you a lot in seeing –

Informant 2: Yes, because then we can see, not see actually but hear what people are doing. And then there would be three of those that's really doing something, and they did go and do that hair dressing course they said, or they are working that little business from home; and there's others, they just sitting at home, you know, 'I've got no job, I'm looking after my children', and that kind of thing. So it's good for us to know where they at and what happened to them, and then we can also see that, you know what, most of them, they just went back into the community, old behaviour, nothing has changed, you know? So, I don't know how effective the life skills was, but I can't say now that it's our fault, because some did change, or is the fault with them? You know what I'm saying? Or maybe the life skills was too short, but ja, there's also the differences in people, I think, some needs more time than others, and things like that.

So, I think, ja, it's useful to call them and see where they at, and also it's nice to hear the good stories, even if it's one out of all of them, you know, at least something. It's nice to hear that, ja.

Gab: And, it sounds like you're trying to get the ongoing evaluation and feedback, and it's not always so successful, but what you do get, do you find it useful in, or do you adapt you programme according to that feedback a lot or –

Informant 2: What we try to do, because people will just go back, so we thought of extending the life skills, so all of the people that comes here, it depends on the group, we don't present all of the topics to them. Some people are more advanced than others, and there's those that need an extra push.

So, we don't do everything with everybody, so we thought maybe we should just do that, and we also thought of extending the life skills programme, you know, and we talked about a lot of things, about even taking them out of the community, you know into a different set up, you know just have that mindset changing or have that paradigm shift or whatever. We spoke about it, but that was only talking. We did send out a proposal for funding to be able to do that, but haven't received any feedback on that. So, we trying to from what we hear, and also what happened is some of the people that come onto our courses, they were victims of domestic violence and things like that. So what we then thought was, because we didn't know how to deal with that – so what we, we went to go do a domestic violence course, so that we can then identify and see and we should know now where to defer or what to do at least, what should the next step be when they come and tell us, or we see something like that. So we now able to do that, you know. So we try to, if we see something, we try to do something, but it doesn't always help.

Gab: And since you've done the domestic violence course, have you had opportunities to put it into practice in your life skills?

Informant 2: Not really, that we've done only recently – if I'm not mistaken, it was last month – so we waiting for the lady to come back because now we have to make our plans, ready to say, listen here if the people come here, because there's a little form they have to fill in, it's a whole process, and so we want it here at the centre, so people don't have to necessarily go to the police station and wait there with a person that's not interested in what happened to them and is just writing. So we want that forms here, so that we can fill it in correctly, and be able take it to the police filled in already, because that is one thing we would be able to do and that would help them. So that is our plans and we want to be able to do that. Ja, so we meeting with that lady on Thursday next week, they gonna help us do that, ja, the lady from the course.

Gab: And then, tools like logical frameworks, it's term, you know it's those tables – I know Informant 1 said to me 'he's a block person, everything must be in blocks'. Um, do you find that you use those a lot in your work?

Informant 2: [laughs] In our reports, sometimes. Especially on the beginning where we have to say we had 30 part – or on the end we have to say we had 30 participants and blah-blah, so we put that in blocks, but not all the time because, ja. I know he is a block person, but sometimes it's - with me, it's a kind of, so there's no time to write blocks and things. But even our team – Informant 3 might be – 'cos he's the one when we done the report, he will do the whole fonts and things, so we don't worry about that as long as information is there. We don't care about the end result, but I know that management might want it a bit different in the way you write reports, because for me I struggle with – because I'm Afrikaans, I think in Afrikaans, and then I write it that way. So Informant 1 always have to come, and I told him that so

he knows that, so he doesn't mind that to come and correct it or whatever, so he doesn't mind that because no problem, so it's not always that there's faults, it's maybe sometimes there's an e when there should be an r or those kinds of things, or the sentence is this way because I was thinking Afrikaans, but I told him since day 1 and he's ok with that, ja.

Gab: And in your experience, do you find stuff like the report-writing, or whatever format they want - all the information and planning and stuff in, and your monitoring and evaluation - do you find that useful, or do you feel like you're doing that for other people's benefit? You know what I mean, like for management, or whoever, or do you really use it?

Informant 2: No, we do use it, even if we have to write this month's report, we'll look at what happened last month, and do that by looking at our reports. What happened, and we can also measure - that month, there was lots of activity, and sometimes we'd sit and think, but why? But if you go and take the report out, you will understand why, you will understand this why this happened and that, because we got new people onto our projects and things like that. So, ja, in that way, it is useful, and they reading the reports, so it is helpful, it's not like you writing and it's gonna lay there, so, because it shows they taking an interest in what happened in the projects and it's not that you work and you work, and you talk and you talk, and there's nobody at the other end. So you know at the end of the day, there is somebody that will want to know what you did, so you gonna do your best. Ja, so I think that's useful.

Ja, and also for the interns and stuff, because sometimes they sit and have nothing to do, so we'll have them read the reports and they'll ask questions on that, so that we also, ja.

Gab: Then, now I'd like to shift, and talk a little bit more about you specifically and your sort of journey and path.

Informant 2: [laughs] ok

Gab: It's all very helpful. So, for starters, how long have you been with the organization, Ziphilele?

Informant 2: I think, since 2004. So it's 3 years with a little break in between, but 3 years.

Gab: And then, so just your sort of background, so how did you end up at ZYP, what is your training, that sort of thing?

Informant 2: Don't you know that?

Gab: I do, but, I know it.

Informant 2: [laughs] Ok, how did I end up here? What happened is, well I was in matric in 2001, and then after that I completed my matric; 2002 I was sitting at home not doing anything and then I heard these people in my community with loudspeakers - there's something happening in our community - and all of that, we all should come, and I ended up there and I took part in their road show, then afterwards they introduced me to the people of Ziphilele, and I attended their life skills, and I, and when they did the goal setting workshop with me, my path has always been, I told them this was where I wanted to end up, I always wanted to do the counseling thing. So they looked for similar courses, so I could go and do that, and my interest was the community as well, so they sent me to EDUCO Africa, because they were doing a community development practitioner course, at NPF level 4, so they took us out of the community and I stayed in the Groot Winterhoek Mountains for about 3/4 months I stayed there. And we, ja that was hectic, that whole thing, that standards and study thing and then, ja.

While I was there, um because now I was able to do the things that were happening at Ziphilele, I was able to facilitate workshops, and I knew what a project is and all those things they were working with, I was able to do that. And also for me to gain my certificate, or to be deemed competent against these units' standards, I had to do some practical training, or training experience, so, so I went to Ziphilele to do that, and they also requested me to come there. So I did that there in 2004, and then they decided also to employ me there. And they also explained that because I was able to do this community development work, but I still wanted to be a counselor, they explained that, you know that's not their focus, and I was fine with that, you know, but now, at this moment I'm doing the social auxiliary worker course and will be able to pursue that after all. But ja, that is how I ended up here...

Gab: Fantastic. And, just, sorry, for clarification purposes – you said you were at home and heard the loudspeakers, and got recruited – who was that?

Informant 2: It was their youth workers, the youth workers from, because they were a Consortium – you know, Ziphilele, CRED and them, so it was their youth workers at that time, and they came around to the communities, and told everybody to go to the community centre, ja.

Gab: O, and the Consortium was the Western Cape Youth Skills Development –

Informant 2: Skills Development, ja

Gab: Ok, fantastic, and um, so you said, you see yourself going into, your passion –

Informant 2: Ja

Gab: is in terms of social work, that sort of environment. How do you feel that your journey through being a participant and then beginning to work at Ziphilele, how do you think that that's enhanced your role in delivering life skills programmes and that sort of thing? Do you think it has improved your role?

Informant 2: Can you rephrase that question please?

Gab: Ok, just your experience, because I mean, not a lot of people would go the route that you have, in terms of that you were first a participant –

Informant 2: Mhmm.

Gab: and then now you are one of the people who is delivering those programmes. So now, do you think that is a positive thing, um, in your work now? And if you do think it is a positive thing, how?

Informant 2: For me personally, I think that it is because I'm – I won't say that I'm a role model, but I'm able to, you know when participants come onto our programme, they are like I were at that time, you know? You not motivated enough, you feel depressed, you live in these communities where everybody is poor, and everybody just tells you, you'll never make it, you must just work at you know these Pick 'n Pay and Shoprite and all those things. So when you come onto that programme you have a lot of stuff, and I'm able to tell them, you know what, 'I've been where you've been'; I'm able to tell them, 'you know you don't need to have lots of money, if there's a will there's a way', and I believe that and I'm able to tell them that I'm a living example, because I've been sitting where you were, and here I am today. Not because people have spoon fed me there, but because I wanted to be there and I worked hard to be here. And also telling them that things won't come to you, you need to work hard. Because I can just as well can tell you, ok, this is your goals - be there, and then if you not gonna do anything, it's not gonna happen. You have to be willing to do something and give back enough to work that extra mile. And so I'm, I'm able to tell them these things, and they can see if I made it – if she made it, why can't I? So I think in that way [tape end]

Gab: And then, what are your, or some of your expectations for the environment that you're working, or the team that you're working in?

Informant 2: My expectations? Noo... Sometimes I think because we do this a lot and there comes different groups and sometimes you maybe do goal setting twice or thrice a week with different people, and you sometimes say let's don't do that part or you know. So I expect us to deliver the same kind of service that you give on a Monday to the very first group you gonna present their workshop to. And not just, or, or brush over something because, you know, we've been doing it so long. And I, you do it as if you done it the very, very first time. You must do it in that way all the time, I think because I feel that if you don't, we robbing the people from learning something new, because although we know it, it doesn't mean that they do. So, I expect us to do that.

Gab: Ok and in the future do you see yourself trying to continue along the social worker path, but with this community focus? Or do you want to just go totally into that?

Informant 2: No, I wouldn't want to leave here, because I like the environment and the people I'm working with, so I wouldn't really want to leave here, so...so what I would want to see happening for us, is that we have social services funding us, so that we – because as a social auxiliary worker you can't work in isolation, or without a social worker that is registered - so I want us to be able to employ a social worker, and then have us working with that person and still do the life skills and the things we doing here. I feel that is important, especially for the community we are in, because like I told you the things around domestic violence; people that come on our courses, they have serious issues, because we do exercises and then they have talk about their past experiences, just; we have the skill, luckily to be able to talk them, or take them through that process, but it'll also help if they can come back and just have a counselor there, you know, also to guide them. So I would want that to be included into the centre, because it would be very useful and would make us grow as, ja, as an organization. So I wouldn't want to leave here, but rather see this as an opportunity to get those kinds of facilities up and running here, because it's also needed in the community and not in the community, also the people coming onto our projects.

Gab: Ok. And then, I was looking back – I don't know if you remember, but I facilitated a SWOT analysis with you guys last year –

Informant 2: Oooh [laughing]

Gab: So I was looking back at that and one of the things – we've really already talked about this, it came up earlier, but just so you know– in terms of when I was asking about your experience and how that's impacted on your role here, it was actually from that SWOT analysis, and you guys put that as one of the strengths, that some of you guys have come from that position.

And then another strength that you identified was the training opportunities that are offered to staff, which you've touched on already, and you guys emphasized that this is a big plus compared to other organizations. Um, so can you tell me a bit about the type of training available to you? I know you have already touched on one of the things that you've done, but if you can elaborate possibly on what's available?

Informant 2: It's, sometimes it can also be for an individual – if you want to enhance a skill, maybe you, you can motivate why you want to do it and how it's going to help you, and they would let you go. Um, and then also our social auxiliary worker course, myself and Informant 5, that's also one thing they sent us to do. Ja, because we could motivate why we wanted to do that, and for me especially because it was, because I had this passion always to work with people and things like that. So at first it was because I wanted to fulfill that dream still, but now I can also see that it's going to benefit the organization if I'm going to complete that course. So sometimes it's because if you want to enhance a skill you can have and you can motivate how it's gonna help you, then they'll send you. Sometimes it would be because it's going to benefit the organization, like the whole Community Chest trainings we go on – project management – those are good things to know, you know, so they would send you on things like that.

Gab: So, do you find that there's quite a lot of opportunity available in terms of getting extra training?

Informant 2: Ja, I think there's ja...yes I would say so, I would say so. I choose not to elaborate – I'll just say ja.

Gab: That's fine. Um, and then, I know you've talked about a lot – it's been recent as well – but what are some of the key lessons or principles you've learnt in training, like that one, or other courses you've done over the years as well. If you can think of anything...

Informant 2: Lessons I've learnt in the trainings... [Laughs]

Gab: And maybe talk about if you want to how these things have assisted you in your work, like what have you taken from courses and then implemented into –

Informant 2: Ok, one also, that's not so relevant – but I've done an event management course. They came here and said Community Chest was offering this course, and would I like to go, and I said yes – at that time not knowing if it was gonna help or what is it about. But now, seeing that on Wednesday we had a function here for Women's Day, that skill came quite useful, you know what I'm saying. And then also sometimes now when we go on strat planning, because I've now learned that skill, I now like to look for places where we must go and I'm able to find quotes and

those kind of things; because of that course, which you know wouldn't necessarily have occurred, because I would never have said I'll do that if I don't know how to do something, but because of that I was able to do that. And like I told you when we have our workshops and things get out and people are going down, and having their moments, then we are able to facilitate that process, because of the counseling skills that we've gained and those kinds of things. Ja, and also, with the community development thing – that is why I'm able to write reports, and know what people is talking about, that is how I know about the whole SWOT thing, you know, and those kind of things. I know these things because of these courses I've been at, and not necessarily...you know, so ja, they do help, maybe not at that time, or you won't see necessarily, like –at this moment at this, auxiliary, what course, we doing something called project cost, and it's been a nightmare, and I don't see the need of doing that at this moment, but I'm sure it will one day come in useful, and it's a pain, but ja.

Gab: Ja, like if you have to plan –

Informant 2: OOOH, ja.

Gab: It's not the fun side, hey?

Informant 2: It's not at all.

Gab: Ok, and then, quite a happy question – what do you really like or enjoy in your work environment?

Informant 2: What I like is the people I work with, and that I'm able –you know, I *want* to wake up and go to work, you know, I never have that feeling of, you know I don't want to go to work today because – you know, it's never that. It's, you come to work because there's people that you like and the environment is comfortable, it's worker-friendly, I would say so. People don't make you feel less because you not in the senior position, or you don't earn my kind of salary – everyone's just on the same level and you can talk to people here. If something's bothering you, you can talk, and that's important; not to keep things and later it becomes so big you can't deal with it. So that is important for me, to talk.

Gab: And um, what would you change in your working environment, if anything.

Informant 2: What would I change...ooh, I don't know what I would change, but I know what I want...

Gab: What do you want then?

Informant 2: [laughs] What would I change?

Gab: You can adapt it to what would you want

Informant 2: Ja, I don't know what I would change at this moment. Ja, just what I would want is that counselor part; to add that, that is what I would want...ja, not change anything necessarily.

Gab: Ok, and do you think that you have a high turnover of staff, meaning a lot of staff coming and going.

Informant 2: No we don't.

Gab: Pretty steady...

Informant 2: Ja.

Gab: And why do you think that you don't have that?

Informant 2: Why we don't...ja, why do we not ... [laughs]

Gab: Or why do you think people want to stay?

Informant 2; Because of all the things I've told you, that is why people stay, ja.

Off record

Gab: Do you know if staff are leaving – when they go, is there some sort of exit strategy? But, I mean a process where you sort of have a chat about stuff, or... Is there any process that people go through that you know of that people go through.

Informant 2: I don't know, I haven't experienced people leaving here, no, and then one time that one person did leave, I don't really know what happened because there were emotions around that and people were not happy, and we just heard in, while we were chatting, that she was gonna leave, but she probably had spoken to management before, but we never discussed it in a staff meeting and one day on our Friday meeting, it was just said this person is gonna leave, and that was it and so we moved on. So I assume that there was emotions and whatever happened there – I still don't know what really happened there. So it wasn't quite an easy going, the whole farewell thing, and good luck – it wasn't quite like that. And that was the only person I saw that left.

Gab: Ok, that's interesting. Ok, and then, ja just looking at the way you communicate and interact within the organization... Can you – I mean I think you've really covered this, but it's never too much, ja – if you just wanna tell me a bit about your relationships and communication within the organization and how that's done.

Informant 2: No, ja, I think we getting along because... So ja, I think we getting quite well, we communicate with each other. Sometimes there is some misunderstanding, but it gets cleared up, even if it's not with my team and its with somebody else like we – with the telephone system; I don't, ja, I hate that people abuse the telephone I have to say and I don't necessarily think that I was doing that, but I now also have to suffer. So you can't really dial cell phone numbers and you have to work through somebody, and this person, ja, it's just a nightmare, and then sometimes there's always trouble with that, because sometimes you need to talk to somebody, and this person is busy and they can't put you through, and ja, so that's it, but otherwise we get along pretty well.

And then we a, our team, we quite close and there's things you talk about that you don't talk to the other staff members about, but then there's times in our staff meetings, or in our one-on-ones to talk about these things and that might be solving that where can't with the others. So, unlike with your team where you'll talk through it now or tomorrow, and you can't maybe because you not comfortable, it'll come out in another way because at the end you gonna say I'm not happy because of that person did that and then you talk about it. Usually Informant 1 is present, and it did happen once about this phone thing, where we had a problem, and at that same time that person had a problem with me, and I didn't know about that, so it came out that day. And then I had a chance to explain – it was just a misunderstanding, but sometimes you don't talk because you not that close, and you just, 'hi', or 'goodbye' when you go to the back or whatever, but in the end it does get solved, you do get a chance to talk about it.

Gab: And then you said that you guys were talking and then Informant 1 was present – was that like a formal meeting space for it, or did it just

Informant 2: No, before the one-on-ones, we were meeting in little teams of three, not necessarily the team you're working with, but like that, and that was a chance so we were sitting there and he just asked questions, and it probably wasn't going to come up but because it bothered us, or you know, it came out that way. So the platform was created. If it didn't happen that way, I don't know if we were ever going to talk about that.

Gab: Do you think it was a good thing?

Informant 2: Yes, I do.

Gab: Ok, and then do you um, just in your relationships and stuff, do you feel that you can really ask people for help, or advice, or input?

Informant 2: Mhm, I don't know so much about advice, but help – yes. Becau-ja, for help I would ask, I'm not afraid to ask for help, or just sometimes, just something silly, so I told you I'm Afrikaans, so if the English is too high to get by, I'd ask for clarity. I've dealt with those issues, there's nothing wrong with asking somebody that. And for help, ja I would ask, but not always, because if I want to move up and those things, I'm used to doing things on my own now, I

had to learn at a young age – so that's in me, not because I want to, it's just ja. And sometimes it gets to other people also, ja, but its because of what happened that I'm like that, not because of anything that they did, or I want to be like that you know, or I want to piss them off - it's got nothing to do with that, ja.

Gab: Hmm, and then, how do you share information with your colleagues? Is it quite –

Informant 2: No, we quite open, so say, um, because we, in the mornings we'll have our little team meeting and talk about what's going to happen today, so say a fax comes through about whatever we spoke about and I go and fetch it and I come back into the office – even if they not all there, but one of them is – I would just say it, same with the others, we'd just say it in that way or I got a phone call from so-and-so, because you know what needs to happen regards to the team today, so anything that happens relating to that, we would just come together and talk about it immediately, because ja, we do that in the morning and we always talk, talk, talk about things that happen in that way, ja.

Gab: Ok, and then um, ja, you've said about reports and stuff, the more formal... And then Informant 1 told me you guys don't have a news letter anymore – when was the last time that you –

Informant 2: When we were in Obs, but, ja they busy with the catalogue now, so we all had to write a little about our projects and things like that, and BP will compile that, but it's been now I think two/three months already, and we haven't seen that yet, which we can't wait for. Because we trying to, you know we so new, and we want to tell other organizations and NGOs what we doing here, but they want something written down in writing. And so, you know because we have gone and, say who we are, but it's nice to you know, leave something behind so they can read. So, we kind of miss that.

Gab: So do you think you're going to get another one going?

Informant 2: I think we should, I think we should, but necessarily this whole catalogue thing because it's taking forever because the people just did it before and, you know it wasn't such a big thing. And I think this catalogue might be a big thing. Because it's kind of – it's open, but it's secret because, you know we have to write about things, but then the lady comes back and tell us about this is how the paper's gonna look, and your faces are gonna be there, you know, and she added some stuff; maybe she thinks we left some things about our projects, and she'd add it, so we don't know what it's gonna look like. Whereas our news letter was - you write your thing, Informant 6 would take it, and do it. Only place, and he does nothing else to it, only maybe change the font or whatever, but you know this is what I've written. So this is like a mystery thing and we looking forward to it – it's been two/three months now, so we'd like to see, and our pictures are going to be there...we've been told and it's gonna be I don't know what paper...but I think it will be nice if it comes, but I'd prefer just a news letter because it's made by us and done by us, and it makes me more proud because, ja.

Gab: Sorry, ok, and then, last sort of focus – I'd like to chat about your projects, how these are planned, implemented and managed –

Informant 2: Ok

Gab: So, break that down a little bit – how do you plan or structure your projects?

Informant 2: Ok, the, like I told you strat planning – the life skills things usually starts there. So there's these unit standards, or the set amt of life skills you can do over – life skills usually gets taught over 40 hours, so we'd take it from there. But sometimes – with the hair and nail projects, we can't see these students for 40 hours, they have to do a certain course, so we don't have that luxury of time, so we don't do all the topics with them. Sometimes – it'd be topics that's gonna help them with their course, like they need to have the time management one and communication skills there, so that is a must you have to do. Not necessarily now wanting to work with the person because that's what we like, we want to deal with the self, so we have to include that, you know, whereas with the Clean Green people we have to look at things differently because those people, they left school, they low – their education levels is not so high, so their life skills have to be a bit different, also when we do our planning and stuff we have to take things like that into consideration.

And also, when we take it out into the community, that's why when we look at our criteria it needs to be specific so we know what kind of people we gonna work with. So they grade 10 – 12, we at least know they'll be literate, they'll be able to read and write some things, and this is the kind of language we can use with them; and if it's for people now like with Clean Green people, we need to talk to them differently, the life skills, the way we do the workshop needs to be differently for them to understand. SO that is how we plan, we look at who is going to come, and who we going to present this to. And they'll plan, ja.

Gab: Ok, so you cater then for the specific groups you're doing...

Informant 2: Ja

Gab: Ok, and um that's sort of answering a few questions in one – is there anything you'd like to add on sort of how do you know what you should be doing for interventions or projects. Like, how do you determine that life skills is what you should be doing?

Informant 2: Ok, for us, we think that life skills is very important in any persons life, as a distinct part of human development and that is why we want to do the life skills. SO if you come on our courses and you didn't know yourself, when you leave you should at least know yourself a bit better. We wanna focus on the person, because when you out there you part of a family, you have children, and there's never time for the you, and so when they come here, we wanna give them that space of, you know – you are you, God made you, and you here for a purpose. And that is what we want them to understand. And we do ice breakers and things, and sometimes it's people that hasn't, they haven't played before, you know, there's no time and you always busy because – people here you know teenage pregnancy, they have children already...so there's no time anymore for you to be a child. So when they come here, we creating that platform. And it's amazing how people want that, and they didn't realize how they missed that and need to become that again, you know. So, so that is why we think that the life skills is important, ja.

Gab: Ok, so you said how you decide on your content, um...And then do you incorporate your lessons from previous workshops that you've run and how do you incorporate them?

Informant 2: If I understand it correctly, I don't think so, because every workshop, to us it's fresh and new, so we don't – because sometimes people would think that you comparing them to your previous group, and then that is not good because then they would keep back if you're gonna do that. Although it would be something good, then they going to feel less than that if you going to say something positive of the previous group, you know.

So what we do is rather we'd make personal examples of ourselves, using ourselves all the time as examples and that kind of thing, but we don't take previous – maybe things that we've learnt that we think is good, but we won't mention it to them, but things that we've learnt from the, maybe we did something and it wasn't good, we know next time we shouldn't do this because it's going to create this atmosphere and this is what we don't want.

Ja if it's learnings for us that we can take forward – yea; but in terms of the participants, no.

Gab: Um, and then do you use lessons or good practice kind of examples from other organizations, maybe your partners, in planning your interventions?

Informant 2: Ja, other organizations – like I say, we do the social auxiliary worker course, and some do that course and that course, or we read a lot, because we do the cv writing thing so he brings that books, we read a lot, things from other courses, maybe we have a way of doing a self esteem workshop and somebody has something – not totally different but maybe have a different way of saying that – we'd use that, you know. So we'd take that and see if it's working, you know take that, and yes we do that a lot.

That is why also what we do is, or what needs to happen is we spoke about one thing – whenever we go on courses as staff, we must come back and do the workshop for the staff, so they know that that was about, and be open in that way about what we've been learning all the time. So that was one thing we spoke about – if any of us is gonna do a new course or whatever, we supposed to come back and share those experiences. So, ja we do take that, you know, even if it's from news papers – we love the Cape Argus, because there's always that little bit of motivational thing in there, and we use that a lot, ja, and we always encourage our participants also to read, and to belong to libraries because we feel that that is important, for people to read and to know what's going on around you, ja.

Gab: Ok, and then, ja, just for your reflection processes – do you have set systems or time allocated for reviewing your experiences on workshops and then integrating that experience in your planning for your next workshop, or is it more like, a more responsive process – like as a problem arises, you'll go back and look at previous workshops...

Informant 2: No I think usually we have enough time to do that. Because usually our workshops is never like this week, this two weeks is done then the next two weeks another group comes – it doesn't happen like that because you need to give yourself time, because lots of things happen – sorry – and comes out of the workshops, and these things they, they impact on your life, or sometimes – because you listen to other people and their problems and things that come out, it sits with you and it's not possible for you to just leave that and then go into another one and then take that on as well, so you have to 'de-load' or take it off. So, like now we've trained for two weeks and now we not going to do anything for a certain amt of time, so what we've been doing now – we sit and talk about what happened and how we gonna deal with that or help that person, whether it's referring to another place, or...you know from the things that came out of the workshop.

So ja, that is what we want to do, and then also the learnings and stuff, like what happened is, people – we found, there's a list, an evaluation that we sit and do with each participant as a group, so then we'd say: 'Gab, how do you feel, how was her communication and how was her presentation skills and what do you think of her in general', that kind of thing we did. And then there was one question and we realized that we never touched on that in any of our workshops, that might come out, because we talk, and they talk, and we kind of listen something they said about their strengths and how they working on their weaknesses – but we never did an exercise on that, so now we thought that is something we need to include so they can talk about that, you know. Because we just asked the question, luckily, so that is how we could answer that question, but there was never really an exercise doing that.

## **Interview Transcription – after tape corruption: Informant 2**

Gabrielle: Who is involved in planning and setting agendas in projects?

Informant 2: 3 team members working together with.

Gabrielle: Another strength you identified in the SWOT analysis, was that you offer training that's not generic, but needs-based. So how do you uncover the community needs?

Informant 2: Doesn't think doing needs analysis, so not really delivering 'needs-based' programmes in literal sense. Questions whether she said that for SWOT analysis? (Told her it wasn't likely).

Continues that thinks offer training that think people will be interested in etc.

Gabrielle: And in terms of designing project content? Do participants have input there?

Informant 2: Participant input? Not really in reality. In reality, there was always topics we were going to cover, and that's what included, but participants thought they were deciding. Participants used to tick topics they wanted on entry form, but that isn't what would actually come up.

But, sometimes, if we can see a need with, for example, domestic violence, we will try to develop something. Or, like when we asked participants questions the one time, we saw they needed help with their finances. Christine found someone and they came and did a one-day thing on budgeting.

Gabrielle: What do you learn from the people or the community you're working with?

Informant 2: People's experiences are always different, and because we work with people up to about 35, they're older, or even with younger people you learn from them because you they have such different experiences. It can be so humbling, just to realize to be grateful for what you have.

Gabrielle: Can you talk me through how the implementation process is managed

- How are you held accountable, and who are you held accountable to?

Informant 2: I guess we're ultimately accountable to Informant 1, although it's not very controlled. So, it's if we're doing our work, we do our report-backs etc, but you don't have someone at your back, saying "do this, or do that". It gives us space and allows us to be responsible for what we do. Like if we're late, he likes us to go to him and say why, or apologize or whatever, but he won't come to us and say, "why are you late?"

Then, we're also accountable to our managers in our smaller teams – if it's leave we'll apply to Informant 1 or to Charles - but to let them know if we're not going to be here for a day, or stuff like that. And they'll also tell us if they're no going to be here.

Gabrielle: So, you're also accountable to each other?

Informant 2: Yes

Gabrielle: How do you deal with implementation problems in projects (e.g. with group dynamics)?

Informant 2: Talking mainly, but it depends on the person. Different people are comfortable with doing things at different times, like, one may need to 'do things now', and another may need to think about it and deal with it tomorrow. But, it's important to talk about things, and say sorry if you know you were wrong. Like this morning was difficult, but I did apologize.

Gabrielle: What are the things you do outside of your official training/work shop time that guide or facilitate that implementation process?

Informant 2: We'll look at the group, discuss them as a team, and then at the person itself, write a report on that person. That report'll go to Informant 1 and the project manager of the bigger programme they're coming through - like if it's Clean Green – and it can help them deal with those people, because problems will come out in the Life Skills. Like, we can see if they're just quiet or if there's an issue, or their circumstances. So, we'll look at the previous group, and see what they were like.

We'll also look at a new group, see their names, make registers, check ages etc. Then, we'll do those entry interview forms, or they're sometimes done by Christine. And then, we'll sometimes get our hair and our nails done (smiling)... 'Cos the hair and nail ladies are always looking for models, so they must use us.

And then, like with the strat planning that's coming up, we'll look for venues etc.

And me and Informant 5 are looking for a social worker, because we can't do any counseling until there's one here.

Gabrielle: We discussed the systems you have for M + E; do you also have systems for learning from each others' work or projects?

Informant 2: Well... there's staff meetings where we'll discuss work and stuff, but not really using like specific models from others' work. It doesn't fit.

Gabrielle: That's all the questions I wanted to ask, do you have anything you'd like to add?

Informant 2: No, but is that it? I thought you were going to ask me about money and salaries and stuff.

University of Cape Town

## **APPENDIX D: INFORMANT 3**

### **Semi-structured In-depth Interview: Mon 21<sup>st</sup> Aug, MPC**

Gab: Ok, so I've explained to you what the research is about – are you happy with that?

Informant 3: Ja

Gab: Um, and so just to start off, maybe just tell me about what you think are the values of the organization, of Ziphilele are, in your mind.

Informant 3: Well, firstly I think they value development and that is what's kept them around for so long. I've seen with other organizations and for them, it's like they don't value the whole concept of development, man; working with people. Um, for them it's just like another day with people, and ja that's all. What happens with them – ja, we'll see. Um and I used to see how much we put into our preparations, coming into a workshop. Even if we kind of had an idea, like only seven people out of twenty's gonna come – it didn't put us off, man, we still came, we still eager to do the workshop, even if we think; ag it's not really going to work out, but we still eager to do it. It's just that kind of approach, man, when it comes to working with people, developing people. I think, ja, that's a start and I think that's it's greatest value.

Gab: Then, can you just summarize for me the work that you do as an organization, who you targeting, those sorts of things.

Informant 3: Ok, um, it has slightly changed now since we came to Mannenberg; in the sense business skills was a big part of where we wanted to drive people to. Um, life skills was to support that, giving them crafts. That has changed, so now, we've had to focus more on our life skills and trying to make them better, and I just felt that, we almost like hope more that people would consider entrepreneurship instead of us now trying to push them in that direction, or trying to encourage that in them. Like we had the ILO, and now that's stopped, um, and I wasn't really happy with that because I liked the way they used the SIYD material, Start and Improve Your own Business, I liked that material and especially that I went to the training and I was looking forward to actually becoming a business trainer myself.

And since we came down here to Mannenberg that was kind of, not scrapped, but something that's almost put aside for a while, man, and something that's going to be re-looked. And that has taken time, but I think it can still happen here at the centre, especially that there are people who are doing...service, like that kind of training they're doing with the hair and the nails, they those guys can be. I mean for them, like – I did the training and I already knew ok, you don't have to struggle to explain everything to them, man; you can just say, 'here, you are running a service, this is what you do'. Ja, it was so interesting, the training man. It was its so nice like ja, ja, ja, we gonna come do it now, and then we had to move and all of that, so ja. But I still think that side of entrepreneurship; I think that is still the best side, to encourage people to do that. I think we should still do that.

Gab: And do you think the reason that you, that it's been put on hold is because of where people are at? Like, they aren't ready to do that entrepreneurship stuff, or what would you –

Informant 3: You mean the...

Gab: The people that you're working with, like is it because they need life skills first, and then they'll be ready.

Informant 3: I believe that, for anything you need life skills first, like even if you come out of university, I mean you've spent I don't know seven years, you've just been studying, and I think at some stage you going to need some kind of life skill. Because you working with people now, it's no longer theory now, it's practice and to be able to grasp those things, to be able to work with people, you gonna need some kind of –I don't know, communication skills, a bit of conflict resolution, management skills...stuff like that. So life skills is quite an intrinsic part man, of anything that you do with people. Maybe you want to start, I don't know, domestic violence workshops, now you no longer focusing on business, now you just wanna do that, life skills – put it in. Just look at the topics that will be suitable, just go with that

kind of topic. Don't just throw stuff at people, 'cos you feel like, ag, they need that. Do something that's ja, everything has to be interlinked, man. Don't just do something that's over there, over there, over there that's why I think people, people get lost today, because I don't know about taking people now, but I think some organizations work like that – they just do things for reports, almost like working for government; I think government works like that – they just work for reports. So this one – we did, no matter what came out of that, but we've done that. Some people work like that I think, that's why they don't get through to people.

Gab: Ok, that's a good introduction.

Informant 3: [laughs]

Gab: And then, specifically the work that *you* are involved in in the organization, what it is that you do – can you tell me a bit about that?

Informant 3: Oh, I've become some sort of...prostitute I think [laughs] because remember when we moved here, and I used to come here with Isaac, from Mosaic?

Gab: Yes

Informant 3: Doing the computer training. SO, I got interested in that; I teach life skills...I sometimes find myself – I don't know what I want to be, I want to be in computers, and then... [laughs] I want to be in computers now, I want to be in computers. So, my work is really in between that now: life skills and computers and a bit of just supporting the guys downstairs with admin work, ja, because sometimes I find them sukkel with filing, especially on computers, like having to redo the same worksheet over and over – you can just press save, man. Ja, stuff like that man.

I'm also gaining interest in training people outside, not necessarily people just here, like in the courses we do. Like say anybody that walks in: 'I want to do a computer course'; Ok, let's take you through this, this, this. But, what I've found is that people from outside don't get to do our life skills? Now you find that maybe a nice exercise for them is a cv, they use our example that we use in the life skills, but now they have to almost delete some of those headings because they don't know what to say under those headings- but had they gone through life skills, it's just easy. Knowing your qualities, knowing what you want, your goal, having that in your cv. Some people won't have that in their cv.

Gab: And is that because they don't think of that stuff themselves, like they can't process it or -

Informant 3: Ja, they can't, they can't. And I've found that - coming from communication, I mean, looking yesterday at this whole English language thing in schools... being able to speak a language and being able to understand it's grammar, and you know – through that you'd be able to articulate your goal, man, because know what you saying, you know what you telling yourself, you know what you want to tell the next person. Just small things I guess, they might seem small to me now, but I think at the end they become part of the bigger picture. Ja.

Gab: And do you try – those people coming in that you just help with the computers, do you try push them into life skills programmes?

Informant 3: I try to, I try to, um, Informant 2, Informant 5, and myself have this life skills orientation that we want to do – coming from that, just seeing people up there for computers and you see, you almost now have to stop computers and give life skills, which is not what they there for and it's hard to work with people – 'I've come here for computers, why are you giving me life skills', I shut down... I've seen that. And you come back the following day or the following to look at what they've done - 'what did you do with display?';

'Ag man, let's just delete it'.

'Ok, that's fine, if you say so'.

Even downstairs 'cos often people come here just to write their cv's – 'what's your career goal?'

'Um, I'd like to work.'

'Yes, but what's your career goal? What do you want to be?'

'I don't understand what you talking about'.

'You need this, ok, here's a form, would you like to join this, it's free'.

'No, I don't want to join'

Gab: Do they say why?

Informant 3: No, they just laugh – 'No I don't want to join'. Ja, I think talking from - and I know I'm kind of straying now - talking with Melanie about this um whole mindset that people in our townships have, like, 'Ag, I'm not gonna go look for work'; then there's a programme – 'ag man, it's just the same old thing again' 'Will they help us look for a job?' No – 'Ok, I'm not gonna come'. 'Will they give us a job?' No – 'Ok, I'm not gonna come'

They almost like want you to, to give them the job, not give them the tools to go look for a job, no, they want you to give them the job. And if you don't do that for them – you not serving them, anything. And I think that comes from the parents I think, almost like accepting those handouts, I guess. Now the kids almost - 'Ag mom, look at that, why can't I also do that?' Just accept those handouts from whoever. Ja, man I think that's just the mindset of people here. You only find very, very few – almost, I don't know, one of a hundred people would want to do something, and maybe, even out of that one you can break it down more, they forced to come here by their parents to come to the course, or come do this. and you'll find they not really here because –'Ag, I'm just pleasing mom, or I'm just pleasing dad, or any because I want this, or I don't want that'. Stuff like that.

Even now with the Clean Green, we saw that people come here – 'I now I'm gonna be here 3 months, I'll get money every week, ag I'll do that, then I don't need to look for a job – I'm here 4 hours, I get money – Ag, it's enough'. I mean 'cos you can always after the four hours go and get work elsewhere at night and get more money, but for them, they don't think that way – I'm getting money, that's all I need, I just need that money, so that's enough. Ja, it's really sad, hey?

Gab: It is.

Informant 3: Ja, it's really sad – I mean so many opportunities have come for Clean Green participants, having contracts coming in through the City – opening up some canals or. We tell them look, we going to do your cv for you, don't worry it's for free, we will not charge you.

Two out of ten people was promised you gonna get this job – if you bring your cv you gonna get this job. Only one, perhaps, two people come. So you find you sitting maybe ten cv's – you can't say Informant 1, here's the cv's, they must say 'Informant 1, here's my cv' – so he'll know, ok, this person is interested - not someone said, or Informant 5 said – this person is interested. They should show that they are. They should come here and say 'look I don't like this in my cv, can you change it?'

Ja, I don't know man – ah. I don't know. I really don't know, but I actually just feel like you wanna cry.

And, talking to my youngest cousin, she was saying, 'Ah, always like black people don't wanna work'.

And, I come from a black township, come from a coloured township you see the same thing. So, is it something with coloured? Something with the generation perhaps? Or, I don't know man. Maybe that's something that we should look at, people that work in the field? Or something that government should look at, something that academics should look at? Try and come up with a plan, to get those people back, man. I mean if we – this is a very huge community, and if so much people think that way, I don't think we going anywhere man.

Gab: And you, you're from Gugs?

Informant 3: I am from Gugs, ja.

Gab: And so would you say people have a different attitude there, to here?

Informant 3: To an extent, to an extent they do. I mean I've done short courses in Gugs where maybe the City comes in and does something, or maybe this organization comes in, and you find that a lot of people my age come to those things, go to workshops, a lot of people are involved in, there's small organizations come up... But you find it here very little, I mean look at LoveLife Groundbreakers – they struggle to find groundbreakers. And you find this guy was a groundbreaker, lives somewhere there, and I always see him sitting there, and he's not even coming in, checking like what are the groundbreakers doing this year, how can I assist them – I cannot renew my contract – but how can I assist because I've gone through this process, and I know how to work with young people. But he's just sitting there.

And you find they want a pool of people, but only two come, and they have to work with that two; they not happy with that two, but now for report purposes, they have to say – 'we have two groundbreakers'. And you find there have to be two here, two at that clinic, two there... But now there only two here only, but even that two hardly are ever here – you don't know where they are, but ja. But I don't know about the story of the groundbreakers in Gugs, I must

just find that out, but I always see the board at the clinic here, but I don't know if they really are working. I find – there's a lot of people getting pregnant all over the place.

Gab: Here?

Informant 3: Here and in Gugs, just people getting pregnant. And I don't know why – why?

I really don't know, then they ask you how old you are –28, 'Do you have any children?'

'No',

'You don't have any children?!'

Gab: 'How did you manage that?'

Informant 3: [laughing] It's like, 'Whyyyy?'

Gab: So, do you think it's intentional?

Informant 3: To an extent, yeah, yeah – for whatever reasons, to keep their boyfriend, to get back at mom or dad...I don't know, I really don't know what goes through people's minds, I mean it's that simple, man. You gonna have sex, use a condom - if your girlfriend isn't on a contraceptive. I don't know, maybe that's something else that needs to be re-looked, but our generation, I would say 60,65% of us we messed up, I mean really messed up. I mean, it's ok to do these things, to go to parties and do everything, I don't know, but have something else that you do you know that – during the week I have this to do, you know I don't have to look forward to a weekend, for a party. That's all that people think about here. And it's something else that I've picked up also in the programmes that Ziphilele has, is that, say January to August, people *might* be interested in studying, after that, people just want jobs. You can say here's R3000 to go study – 'No, can't you find me a job, man?'

'Here's money to go study.'

'No, no, I want a job'.

'Huh!? Here's money, go study, you can still get a job!'

But no, for them, it's just - job, job

Gab: After August?.

Informant 3: Ja, after August

Gab: Why do you think that is?

Informant 3: I don't know – maybe that December thing, I guess, I guess you want money for December. They don't want to depend on their parents, or sometimes that. But, I mean your parents wouldn't mind giving you money if they know you studying, come on, they know you not working, obviously. Uh, it's scary, scary stuff. I don't think other people notice this, but ja.

Gab: But you do.

Informant 3: [laughing] Yeah, I do, I do. And you try tell people, 'Look, do this and this at the same time', and they like, 'Huh? Are you mad? When am I gonna get done?'

You will get done, when –I don't know I can't tell you, it's up to you, but you will get done, I mean, this isn't hard – I mean you hardly get people giving you so much money to go study, just out of the blue? Come on! Yeah. Not everybody wants that.

Gab: And when you say money for studying and that sort of thing, where is that coming from?

Informant 3: Oh, normally from programmes that Ziphilele, the Consortium, rather would run –

Gab: And that's the Western Cape Youth Skills Development Initiative

Informant 3: Yeah, um, government maybe, would maybe in that programme give you's little bit of money, people say ten out of that group, if they want to study, can give them, if they motivate why and...just get the start man.

Ja, man, and if your parents want you to study, and you thought let's start, and they couldn't do it for you at a certain stage, they could always get some money out – somewhere, I know they can get money. There's always ways get money to continue studying man, or you don't always have to have the money – you can always do something and get something in return and put that into your studying. Ja, there's always, there's a million ways I guess.

Gab: Ok, now I'd like to be a little more specific in terms of looking at how the organization functions, so, about the systems and approaches you use. Ok, so, firstly, how would you describe, if you can, your philosophy or approach to development? Like, in your mind have an approach, that you have for development – how to, like some people would say, let's focus on a participatory approach, or...

Informant 3: Oh those kinds of things, I don't know if what I'm thinking now is going to answer your question, but if I'm thinking, participatory is you don't sit up there and tell people these are the topics you gonna need when you running a session. Work with them rather, let them tell you first, um, ok this, what what. And before you actually draw up the whole training programme – first do something, check, I don't know, find a way. When you doing life skills there is a way man, if you throw a question at people, see what their response is. From that response you can draw a plan. You don't actually need...and from there you try and tell the people, no, this is what we rather gonna have, and this is why. We not having this and we having this.

Um, I did a course here in Gugs and they throw in volunteer training, and I was like huh? Why they giving us volunteer training, managing volunteers?

Gab: And what was that part of? The course.

Informant 3: Oh, it was also trying to make us volunteers, but they were giving us training on how to manage volunteers. Ja, but I couldn't get it, I still don't – why they did that, maybe someone else can explain to me. But I mean that's how I started getting into liking organizations in my community, starting to see why Ziphilele does things this way. From just that course, I mean others as well, but I think that course helped me a lot; I mean it got me to where I am now. And from that, man, ja, it wasn't really participatory, I mean things was just thrown at us, lots of things, I mean they even took us for swimming lessons, and I just went for ten minutes, and was like, no man, I'll just sit here, you guys go on. I mean, that was for me, but I don't know why they were giving us swimming lessons.

That wasn't really participatory so for me, what I did, I just thought this topic isn't for me, let me just leave it; when that comes along, I love that, let me focus on that rather, it's gonna build me man. Let me do that. But, start, a whole needs analysis, very important; never ever do any kind of training without that, even if at the end, you will have your own topics, but have a bit of what they want. So they know, ok, this is what we gonna do, and we'll have this, and this, and this. Instead of you coming and starting, it's almost starting from scratch where it's obviously people – when you talking about life skills, people have an idea what you talking about, but now you gonna come with your own topics, then they like, what are they talking about now. But if you say ok here's a list, let's choose so much, they gonna say, ok this – I'm choosing because I've heard of this; ok I'm choosing this because I think I need something like this. Out of that, then you start building up your programme; then you do all the small bits, for your training cycle.

Gab: Ok, so do you do a needs analysis?

Informant 3: Yes

Gab: And do you do it for your computer training as well?

Informant 3: For the computer training it hasn't been that way, there hasn't been that. What the computers so far has really relied on is what Isaac brought in and then, Informant 6 just included some of the stuff he really thought they needed, learn a bit of this, a bit of this, and a bit of that. But, no it's not done.

Gab: Ok, and do you find the needs analysis helpful?

Informant 3: Sometimes it makes things slow, because you almost now have to have a school environment, because this person now expects you to do something, you gonna teach them, instead of working with them. And so you kind of have to undo that in their minds, like this is a class. This is something you know, but you might not be aware. Like, I love the group that we had now – we might not have done a needs analysis...what happened, happens with the beauty group, Melanie says, Ok from the experiences with the previous groups, I think people need this and

this and this, and this will help me feed into their hair dressing or beauty project training, so Ok, then we give them that topics.

But, if you coming from the outside, then we say no, you choose and then we gonna do this with you. Instead of saying, uh, uh, this is what we gonna do with you, klaar. I find that... Lovelife does that It's almost they've said, this is what the youth's gonna get out of it, I don't know, maybe that's why they don't work sometimes – they have their own ideas about what youth needs and ja, and if youth doesn't need that, or if youth doesn't understand why they need that, then they stupid. No man. I mean people out here's on the streets – you sitting up there, so their day-to-day lives different to what you think or what you see, ja.

Gab: Ok, so you stick quite closely then to what they expecting to get out of the group, or the workshop? Like from the needs analysis sort of thing.

Informant 3: No, we try because from the objectives and from the expectations, we try and stick to those expectations, try and meet those expectations as much as possible. We always tell them can't meet *all* of those expectations but, we just do our level best I guess, to meet those expectations. And we try every day to remind them of those and see, ok have we met this expectation? If not, how can we do it, or how do you think we can do it. Because really always I find with life skills people have an idea, they just not maybe aware of it. And for you, what you just do is you try throw them something then step back and see how they gonna deal with it. And I'm telling you they gonna come up with a solution. But, ja, you just have to trust them, as well, as much as they trusting you, because they letting you stand in front of them and say this and this and this. SO, they believe you have some information, so, ja, knowing then, they have their own information, their own experiences, so they will feed into whatever processes happens.

Gab: And what would you say – it might sound like a strange question – but what is your overall aim in working with the people you're working with? Your objective?

Informant 3: For me it's just change the way people think man, the way people see things, um, you find that people generally just don't know where to go for any kind of help. You ask people do they have a library card – no why'd I want to go to the library, I don't need books.

That's not all you get at the library. You get Internet. They like ah, I can just go see that, I saw that sight. Then they come you, asking you do you have connection. When they can just go to the library, use for a few minutes a day or something, just go see, find out other information. I mean there's other things they can find out at the library. But it's just trying to get people thinking differently about things man. I mean for them a library – ahg, it's not cool, that's not for me. Um, just trying to encourage people – why do I vote, why do I need to vote? Am I part of this group; am I part of a larger group? Am I just someone who stands on my own?

Trying to get people thinking that way, man. Ja, I mean that's part of it, but there's lots and lots. I mean jobs, people always want jobs, jobs, jobs, jobs. You work, and then at the end of the day, what do you – I don't know, go home and watch TV? Aaag.

Gab: Not a fan of TV?

Informant 3: [laughing] Not really, I mean I will watch movies, but I'm not really a fan of TV. I mean they do they show like cool shows sometimes, but ja.

Gab: Ok, and then what do you see as the – you touched on it earlier – but, what would you identify as the key ingredients in terms of the way the organization functions, that have led to successes in programme delivery, and that sort of thing?

Informant 3: For starters you have to be happy with your work. I know you spoke about structure – I don't know you spoke about... the way I relate to Informant 1, or the way I work with Informant 1 – do I go to Informant 5 and say, or do I just go to Informant 1? Talk to him, I mean he's a director, and in some organizations you have to go speak to your manager, and then they'll speak to the director. And that will frustrate me, I'm telling you. That will frustrate me, because now, when my manager, in this case Informant 5, has to go speak to them, maybe they won't say what I want to say, or if Informant 1 throws a question at her, she won't be able to answer in the way I would answer. And now I'm the one working there. And I find something's coming from up there, and I find, huh? I don't understand? But, ja, just having that kind of working relationship that we have.

[end side A]

And also, like the physical walls that we have in our office, almost like open plan office?

Gab: Oh, like you did in the old office space?

Informant 3: Ja, sort of, I mean it was very easy, you can just shout at someone, you have to like... [whispers] that kind of thing man, you don't have to whisper in someone's ear, no. I mean I think Melanie has just touched on that I mean we knew, it's here now, almost a year, just over a year – working with the guys here at the people's centre, and she just picked that up, that that's a special way of working, not everyone works like that.

Gab: She saw that you worked like that?

Informant 3: We worked like that, and then it has just rubbed off on them. Working like that, I mean there are managers, and like, you a manager, but don't then on a Friday when you have your manager's meeting, that's separate. But, other times, I just we here having your coffee, chatting, afterwards I just go to the other person, stuff like that, man. Being, feeling that kind of freedom, ja, it's very important, in being, being able to do the work that we do.

Gab: Ok, and with that, do you think that'll still be possible if you grow as an organization, to have that much freedom in your relationships? Or

Informant 3: You mean the more staff that we have?

Gab: Ja, or do you think it'll get disorganized.

Informant 3: I think firstly it would be – ja, maybe it would be disorganized. Firstly it would be, because I mean you have to try and get those people to that culture that you have, and you don't know where they come from, you don't know what their aims are, and trying to introduce them to another culture now, they not aware of, and for them as soon as I see now – jobs your job – I don't know now, if you joke - a German mindset?

Gab: Ok, and what would you say is a German mindset?

Informant 3: I work, and work, and work, and work, and work. That's all I do, I just work. Whatever happens around me I don't care, I'm just working [laughing]. But ja, that is something I picked up on that exchange I went on, for them, it's just work, work, work, work. The guys say that even their parents have that kind of thing, they just work. You find that their relationships, there isn't a real relationship in the family. For them it's like, just here is money, just go wherever you want go, I'm tired. Ja, that kind of thing, man. Ja, very different, I think it's maybe a western, a European thing?

But when you – go to places like Gugs, I don't know, maybe things are changing now – but you find a mother comes home from work, she has to cook, and she must still do the children and family, and she'll still do that to an extent, and I don't think that happens in other societies or other cultures. I think that's very important, that feeds in a lot into the way you work, because you don't want to almost disrupt your life, having to go home and now almost having to start another life, and then going to work and being another person. Ja, you want to be the same person that you are at work and at home.

Ja, something I was told from a very young age by a priest – he used to say that to us: don't now because you in church, try and act hole, you gonna lose yourself. Try and be the same person that you are outside – know who you are and how must act, but don't now be like a robot because you in church, Ja, I'm Mr. Holy now. No, you know what kind of person you are. Don't have almost that kind of swing man, somebody else now, and somebody else then – it disrupt you, it disrupts you a lot. I think, ja, just small life skills from all over the place man, builds you up, and if we just listen, ja and try and implement those things in your life bit by bit – I mean, ja we not super people now, you think, ja you can be everybody for everybody.

Gab: Ok, then I was interested, you touched on, used the word, culture – how would you, if you could in a nutshell, then describe the culture here?

Informant 3: The culture here?

Gab: You said, I can't remember exactly how you worded it, but you were saying about like, trying to change people to 'your culture'.

Informant 3: Ja, Ja, um, quickly now without dragging it – work is very important man, but also the relationship between the people, even if you not working closely to that person, just having a relationship with that person, because at some stage your work is gonna interlink and you find that you have to talk to this person; now you don't have a relationship, now won't be able to say whatever you want to say, because now you so worried of this whole wall between the two of you, but now trying to break those walls.

Like telling yourself, 'ah, I'm just a new person here, let me just sit in my corner and wait my turn'. Ja, there isn't that kind of culture here, we don't have it.

Like, I've seen other people, they have like, on Tuesdays, they'll have only a women's day, where women will come and just say how they feel, or how they feel working with that person. Like, Huh? What about other people in the work place? What about them? But, ja, other people do that – I don't know how it works for them, I don't think it works. If you have a problem with anybody, just - that person.

Gab: Direct.

Informant 3: Ja, not having to tell other women, first, and then, ja – 'he or she is like that...'

Gab: Ok, and anything else that you can think of in terms of, that you see as very integral or important to Ziphilele's success? That stands out to you

Informant 3: You know something I don't like, but I think is quite important – money. I mean, being able to get the kind of funds that Ziphilele used to get, you able to give people more. But working with, almost like a limited budget, you limit yourself as well man, to the amount of effort I think you can put in. Because you know, like I can only do so much, um, can only do so much, because of this. And if the constraint is money, not time, I mean time you can always beat, money I don't think you can always beat money. I mean it's, it comes as a constraint. So, ja, I think funding.

Gab: And, you said that Ziphilele used to get?

Informant 3: Ja, like...

Gab: When you were by yourselves?

Informant 3: Ja, I don't know how it is now, because Informant 1 does it very differently now, the way he does his fundraising. The lady who was here, the director, he still works with her. I mean, with us, when we were still at ZYP, he used to work mainly with Rahiema, and she was always around there, so I don't know now; with Rashieda, and now I see that there's always these new, almost we find these – fundraising committees – huh? What is that? And you find that people here, they don't talk to you – Informant 1 used to talk to us a lot when he would do a proposal. He always used to talk to us. And he would even ask us maybe to draw a stupid one, then from that draw something that he would know, ok let me speak this language; ok this is what they were saying, let me say this. Ja, that's what I mean by ZYP and MPC.

Gab: Ok, so it's more segregated now, in terms of doing fundraising separately from what you guys are doing?

Informant 3: Ja – ja, ja ja.

Gab: Ok, um, and then who would you identify as your organization's key stakeholders? I don't know if you, if that term is

Informant 3: Mmm, it's always been the participants, and I mean here it's going to be different because now, you not coming from Observatory and going to a school, the people are coming to us now. And I think now it's more the community. It's different, I mean I know participants are obviously coming from a community, but here we are based in a community and...ja, talking to people is different man. And them, maybe you talking to somebody here and they not yet a participant, but you helping that person. But then, when we were still at ZYP, in Obs, and we were mostly

working with participants, people that were already in our programmes, then we would only, you would help them. But here, anybody comes through that door and you would help that person.

Gab: So would you say you have a bigger reach almost?

Informant 3: Ja, ja we do, we do.

Gab: Yes, um and with that, we skipped past your target audience – would you say that it's just more broad now...

Informant 3: Ja, it is broad now...like a good example would be the high school programme or ITT, that almost like defined, we gonna work with this group today, and they must be in school...Where here, people are out of school already, so you don't want to say, I don't want to work with them – you see that there's a need to work with these people, so you will. You won't say, no, I used to work with people in school, so I don't want to work with people out of school.

Gab: Ok, so less structured –

Informant 3: Ja, ja it is, it is less structured.

Gab: Ok, and, can you tell me about your experience and perceptions of management within the organization? You've touched on it, but, to look at it more specifically – how do you see the internal management and governance of Ziphilele?

Informant 3: Oh, I would say management...I can't answer the question, but I can...

Gab: Ok, let me see if I can unpack it, because it's quite a broad question. Um, so do you see it as quite transparent? Do you feel that you know what's going on, that you a part of the decision-making processes, that sort of thing?

Informant 3: Ok, I think, you find that you asked something, and you asked to decide on something, but you don't know if what you maybe, if your response to the question is what the person is gonna really use, but maybe they just trying to gage what the people are thinking and maybe should I follow this direction. I don't know if it really influences the final decision. Or I don't if the, ...how can I say, if the people working on the ground, when they are approached by management on a specific topic, or I don't know a problem in the organization – if what they say is what actually is the end decision...

Gab: Ok, so I think what you saying, is you're not sure if what you guys put in really influences the final decision.

Informant 3:Ja. Maybe, I don't know, you do get people – I don't know, I don't want to call them conniving, man. That's, that's too strong a word I guess, but people will do that. Maybe they want to say, 'ok, maybe I talk to you, you can't say I never talk to you, or I never ask for your input when it comes to making decisions.' But, you find that they do talk to you, but that's all they do, but they don't really care what you say. You do find people like that, so they'll say 'No, I do talk to my staff members about things', but in their mind, they've made the decision already.

Gab: Do you find that's quite common in the organization, or do you think –

Informant 3:It used to happen a lot, ja, it used to. It used to happen a lot, but now...well for example, Informant 1 was telling us in the staff meeting about something, that, you don't need to tell me that. Something about the money from bat coming in and the problems that bat was having, not with the tender, but for them it's hard for bat to keep the centre money because of this whole tax thing...So, what they gonna do now, so what they gonna do now, is use the community as a conduit for that money, so.. you don't need to tell me about that, but for him, I don't know it's maybe, 'I need to be transparent about this'. But then for me it was like, is it legal, that was one of my first questions – it just doesn't sound legal.

And he was like, no, it's fine. And another question, now do we need to give Community Chest that money, or some of the money. No, we made an agreement with them, they gonna give us all the money.

I mean with stuff like that, for me, don't tell me that, you work with, you know what to do; work with Charles or whoever, ja. Deal with it, it's your baby.

Gab: Sorry, who is bat?

Informant 3: British American Tobacco.

Gab: Oh, B.A.T. Ok. But, ok, so you not really bothered unless it directly affects you...

Informant 3: Ja, I mean for me, it was *his* fundraising thing, man. And I think he had a way to work around that problem, and he did. Maybe for him, he felt, 'Ok, I need to tell my staff members about this. But for me, ag Informant 1, you really don't have to, personally, you don't have to.

Gab: Ok, and what sorts of issues do you feel that you are interested in that management deals with, if any?

Informant 3: It's more proposals, what programmes you gonna run with the people, what *would* you like to do with the people? Stuff like that, I would be really interested in. And then, having to motivate *why* you want that; what have you seen in the community that you seeing, ok, maybe they don't just need computer training, plus they need computer and life skills, and maybe business skills on top of that. Having to motivate... Stuff like that for me. Don't tell me how you worked around getting money in. For me it was like, good job Informant 1, but he doesn't have to share with everybody.

Gab: And do you find that that happens, with decisions about programmes?

Informant 3: Yes, to an extent it does. To an extent it does, because now there was a proposal we sent to a counselor, me and, Informant 2, Informant 5 and myself worked with that and Informant 1 just looked at it, and made it right here and there, maybe with wording how they word stuff, ja, and having to talk maybe to I don't know with an IDP, I mean he is more clued up when it comes to that, we not. And he will just put that in; say maybe, this is in line with this objective of the City, or whatever and that sort of stuff. To an extent, ja – he will actually just let us write the proposals, he just, ja.

Gab: Ok and you enjoy that?

Informant 3: Ja, it's fun. We do get very excited – No, I want that, I want that!

Gab: Ok, that's cool. Um, and then in terms of the board, how do they sort of integrate into your work life – do they at all? Do you have any kind of –

Informant 3: Well, I know once a month the board here has a meeting with management, and that never happens, so.

Gab: It doesn't happen?

Informant 3: No, only like 2/3 people come, and you find other 2 up here, and other 2 at the bottom, and the meeting's like – we want to start...

Gab: You mean management doesn't-

Informant 3: No, management is here, but the board members, the board members, I don't know – maybe it's because they more community people. The board at Ziphilele was just different.

Gab: Different how?

Informant 3: I went to 2, actually I didn't, I was just in the office, and they were board meetings and everybody pitched, and to have your board pitching at your strat planning, that's great. Here they do, but they almost turn it, like into a meeting kind of thing, man. It's no longer strat planning as you know it, and you find you have to answer to almost like day-to-day questions. Like, excuse me, that wasn't why I was here – I was here to plan. Then maybe come to the

office, come and ask me why this and this happened, not at your strat planning. Maybe then on like a Sunday when you about to leave, maybe then there can be room for that. But I mean, ja, the way the board here handles strat planning and the way the board at ZYP handled it, is two different things.

Gab: Ok, so your strat planning at ZYP, how did that um, how was that run?

Informant 3: I think, they were never there for the whole weekend, they would come and hear our presentations and have questions *on* our presentations, but not... I don't know, maybe it was because. They were, like you'd find the board members, like 2/3 board members a year almost like for six hours – strange for me. And then maybe that's why for them, they find it so easy to talk about day-to-day stuff, but at ZYP it wasn't about day-to-day stuff, it was about the presentation, why you saying that, but what you doing there now, they wouldn't almost like – whew, a tangent there now talking about stuff that um... Um, I'm here talking about the presentation, and you asking about that in the office and why do I do things like that, and I didn't even touch on the idea, so ja...

Gab: So do you feel there should almost be a separate meeting for board members if they wanna know about, like if you almost have like a staff meeting with them, where you are accountable –

Informant 3: That, that happens, ja it does happen, but they don't come. They don't come, I guess we should tell them that we going away – and they'd come.

Gab: Ok, um, and then, we've just been chatting about, I guess the management style that's used at Ziphilele, so can you tell me about the sorts of tools or systems that are used to support or facilitate that management style? Is that clear? SO, tools like staff meetings, like log frames, like strategic planning, which you've spoken about, your systems of accountability – those sorts of tools.

Informant 3: So, you asking how they work.

Gab: Ja, and what sort of ones you use.

Informant 3: Well, mostly I think staff meetings is the one where you get to say more, or explain more what you've been doing. Because we don't have like, having to sit with Informant 5 every morning for about ten, fifteen minutes and say what I'm going to do for the day, and quarter past four, saying: this is what I've done and I haven't done this. It's not like that.

You know what you've got to do, and she doesn't almost check up on you every time, just asks maybe when she really needs it now, 'Ok, can it be done now'. Then she would say, but sometimes, it's flexible, you always have time to do stuff. You not rush, rush, rush, everything's rush, rush, rush, you have to do it now, now, now. And you find you never have to, or you never able to talk to the person, and say, can we do it like this. Like now I was talking to her about something on M+E and she was saying, 'Is it best to do it like this, or like this?'

I mean other people say, 'I'm the manager, and this is how we going to do it, klaar'.

But she was saying, 'Can have a graph, and have at this and at this, and is that gonna be too much for you?'

'No it's fine'. And then you working here with me. And then just something that I'm gonna sit there, and she goes and does her own thing, and then four o'clock, where is it? She will sit with me and work through it.

Ja, so that kind of ... tool, I don't know if it's a tool, is it?

Gab: Ja.

Informant 3: And then for them, I don't know what they discuss in their manager's meeting, but what happens is they meet for an hour, then we come. So, I don't know about how much they report on the programmes and activities, and then if we just repeating it for minutes purposes? Ja, I've never asked them what they talk about.

Gab: And then, in terms of sorts of, you mentioned writing – being involved in proposals and that sort of thing – um, do you use like logical frameworks, and those sorts of things to guide your work?

Informant 3: Yes, we use that a lot, I guess, more than anything. You find there's a lot of blocks. And the, I guess the counselor, called Informant 5 on the Tuesday – we'd dropped the proposal on the Friday. And she called on Tuesday

or Wednesday, and she was like, 'Informant 5, can you explain this to me?' I guess it was too much for her. I don't know, maybe you do it too much, or she just doesn't understand how it works.

Gab: Ok, and do you find them helpful?

Informant 3: Ja, I mean they lay down your work, and you know exactly what you've got to do. And you know if you can't do this by this time, then that happens. And, ja, I think they really useful and we stick to them closely.

Gab: And what sort of things are in place to ensure your accountability as a staff member, do you think.

Informant 3: Ja, I think that would come from Informant 1, when we have our appraisal meetings. Um, it has happened twice this year, so far. And, just from the checks he has – is this happening, is this working, is this not working, how can this – stuff like that that keeps you accountable. And after that, there isn't somebody day-to-day that says 'are you doing this like this and this?'

It's up to you to go to that person – Informant 1 knows this isn't working for me, but first I always. But now I was telling them I actually want to come back to PC, because Informant 6 has been here, and I've been actually downstairs. And I wanted to come back here, so I went to Informant 5 and said is it ok, I want to tell Informant 1 I want to come back here.

And it was like, 'Ja, no problem'. I mean we didn't have like a 30 hour meeting. It was three minutes, in and out of his office – 'I'm fine with that, yes, go help him out'.

Gab: And what sorts of other things –like how regularly do you have staff meetings and what's the general sort of pattern of them?

Informant 3: Once, once a week. Um, there is like maybe you'll find 1, 2, and 3 is like maybe your project updates, and what do you want to do the next week or the next month perhaps. Then afterwards, just general stuff, like maybe any kind of training that you are interested in or maybe you saw... Like tomorrow, there was this guy from GETNET, who wants me to come to this gender sensitivity sort of stuff. So, if I am gender sensitive, I'll have to see tomorrow [laughing] But, ja, I was interested in doing it, I saw the objectives...and I think they look quite nice. SO I was interested, well I'll have to see if I am actually.

Gab: I've encountered them before.

Informant 3: Hey?

Gab: I've come across GETNET before.

Informant 3: Oh, Oh, and?

Gab: Ja, in my undergrad – interesting, ja, I think they do great work that's helpful, ja. Um, ok, and then you were talking about M+E. So, can you just sort of elaborate on what sort of monitoring and evaluation procedures you have in place?

Informant 3: Procedures, you mean the tools we use?

Gab: Or systems, ja, like how do you conduct your monitoring and evaluation.

Informant 3: Just from what I've picked up, you always people to say something, and you give them something to write, and you find they almost like two different things. So, it's up to you to see now, where are they really saying now, ok maybe they trying to please you as the facilitator, almost like saying ok now you doing a good job. But, they said something before verbally and it's almost like contradicting what they writing down there now. And you almost have to be, I don't know, not 'good' man, but pick it up – ok, this person's lying, they trying to please me. And then, from, and this person, you working in a team and you tell the team, ok this is what I feel this person said, but they writing this now, and they don't mean it, they actually mean what they said earlier on, but they just didn't know that was gonna get used.

And, ja, especially when you ask them to rate you as a facilitator - your knowledge, how you answered their questions and stuff? And you find, they'll just write good all the time, and it's like when you looked at them during the workshop, everyone wasn't happy, or maybe they weren't with the group the whole time, they just strayed off at some stage. But they don't mention that, ja, they not true, they don't, ja.

Gab: So, when you say, 'mention that', I'm just trying to – so when you say writing, is that in the form of, what writing is that?

Informant 3: Oh, just when you ask them like, what did you like specifically about the topic now, what did you not like? You know you can, even those very same questions, you ask them to say it verbally, and then after something written, it's going to be two different things. I don't know why.

Gab: Sorry, so just to, so it's like a monitoring and evaluation Form?

Informant 3: Ja

Gab: And when do they do that for you?

Informant 3: I prefer it to be at the end of every session. Some trainers would say, no can you have this done at the end of the whole training, and they can just reflect on everything. But I, just on the topics as we go along. Then we can see if there's this constant what they saying? Or is it up and down?

Gab: And when you say, what they write is different to what they saying. What they saying, is that just what you're picking up over the course of the workshop, or do you have set times for that?

[End tape 1]

Ok, so is it like a formalized kind of exit strategy, you have an interview with each participant, or is more just a chat?

Informant 3: No, it's more of a group thing; it's almost like a focus group thing. What you do is you touch on the objectives, then someone says, yes and you ask them, 'yes, what about that did you learn?' And if I, sometimes they were able to answer, sometimes they wouldn't, but then when it comes to writing, it's like always full. But, then that person, you want them to say something...

Gab: Ok, so it's almost like a debriefing that you do, and do you do that at the end of every –

Informant 3: At the end of every session, ja.

Gab: Every training session. Ok, and is there – so those are your sort of formal Monitoring and evaluation...

Informant 3: There is the tick one sometimes, which I don't like.

Gab: Tick one?

Informant 3: Ja, just say, 'how did you feel about this?' tick no, yes.

Gab: Ok, so you prefer the more meaty responses?

Informant 3: [laughing] Ja.

Gab: Ok, and then what do you do with that stuff, with the kind of debriefing workshop, with the forms?

Informant 3: You see what happened, here especially, Informant 1 asked us – because now you want everything to be in line with the SETA, SAQUA...

Gab: What is SETA? Sorry.

Informant 3: The Service... Service Education Training Authority, but now there's different for each and every one, like they have to do it's own computers, it's own hair dressing, will have it's own SETA, stuff like that. And then you find there a SAQUA standard that you must meet. South African Qualifications Authority. Now, for them, you almost like, sometimes I don't agree with it – life skills must be like a school environment type of thing, and the way that they set it out, it's seems like it's school, man. And actually life skills for me, maybe that's why it's not working in schools, because in schools it's like a subject, ja I don't think it works, I don't think it works. And that's how SAQUA almost structures their thing, almost like a school environment. Ja, so Informant 1 wanted us to almost like be in line with that, so you have to test people, you have to test their knowledge, and that actually works towards your accreditation, to your programme's accreditation, and maybe you as a trainer getting accredited.

Gab: Ok, so how do you test them?

Informant 3: That's what I'm trying to get at now, ja. Having this, um verbal feedback and having the written feedback from them? I'm trying to gage - will this actually, how can you make this a test now? Now do you actually stop having, stop having like a feedback at the end of the session, or do you just wait until now you done and get into this whole, I don't know, questions to answer and expect them to talk about their lives or...I don't know...

Gab: So you're still going to come up with a specific way to test them, you aren't yet?

Informant 3: No, not yet I haven't been there yet. Maybe I'm holding back because I'm not happy with it. I think that happens a lot, especially in our work – where you not happy with a particular way of doing things? Actually now you hold back– especially I do that a lot, and I end up not, not delivering on time sometimes, because I'm holding back on, maybe I'm not happy with the way the CV workshop is being done. And you find that – I don't want to do this CV, because I'll find that I want to say something else and it's gonna be contradictory to what we have in our manuals or our CV format. Ja, and like...especially when it comes to CV's. And somebody maybe saw that CV and he or she was happy with it, with the format and ja you want to speak to that...

Gab: Ok, and do you find you have the room to negotiate on this thing of testing people?

Informant 3: Ja, because now what has happened, is we came up with a way, maybe just ask for them to give us an assignment, maybe on the overall now, on all the topics, they have to explain to us in their own words, ja. And I think maybe that is the way. We have about four or five assignments from the hair dressing group and they quite good in the way they explained, they actually understood it. Because what happened before was Melanie wasn't happy with, with the girls after they'd come from life skills – she said they felt that the girls thought that they were, it was like, it was an escape activity from hair dressing? Life skills became that. So that's why, that's how we trying to change it, give them an assignment...

Gab: To show –

Informant 3: Let them show now what they doing.

Gab: And, in the past, how you managed to, or how have you used the debriefing stuff or the forms; or have you used them at all?

Informant 3: Yes, when you doing your report, you actually – the ticks would be your graphs and from that you have to now tell the story, give a narrative of the graph. I know that was Informant 2's

Gab: Sorry, who?

Informant 3: Informant 2, she liked graphs and having the narrative. I would maybe from that say, ok generally people did not like that, they liked this because of this, and this is what they said. However, maybe from a verbal conversation I had, this is what came out. Ja, and have your own recommendations.

Gab: Do you keep a record of, um, like if something, you reflect back on comments made during the course – do you write them down or anything like that, or do you just remember back?

Informant 3: I try and write them down as much as possible, but most of the time I rely on my memory. Because sometimes when you talking to someone and you writing and they speaking about, specially about life skills, and you doing this, as facilitator – they like, huh? Ja..

Gab: So, but you don't keep a journal for like later in the day...

Informant 3: No, what I would do is perhaps is maybe when somebody else is doing the verbal feedback, then I'm writing, then they don't see me. Then I feel, ja...

Gab: Ok, then you said, you write your report; and so then do you refer back to your reports and your M+E from previous programmes at all? Like, do you use what you find?

Informant 3: Oh ja, ja. That'd actually feed sometimes more into the actual workshop, than ja, we talked about that. Maybe at the end of something else we'd say, from the report we found this, then we implemented this, and this is what came out. And then, we gonna keep this because of this and this, ja.

Gab: So, do you adapt programmes according to your feedback?

Informant 3: Ja, Ja.

Gab: Ok, so um, I mean this has sort of been touched on, but asking more specifically – how do you then feel about tools like logical frameworks, like your monitoring and evaluation systems.

Informant 3: How would I feel about them?

Gab: Mmm.

Informant 3: I feel they quite useful, especially for me - the framework. For me that, it helps you a lot, because you know each and every thing you must do to reach the objective; and you know who you must work with; and you know how you must, or when rather you must work with them, because they have their own thing, and you are so... I don't maybe for the small organization, I don't know, but maybe you work a lot with that person, ja and you have to respect their time, as much as they have to respect your time as well. Ja, otherwise, like everything stop – it doesn't work properly, especially with the seeing that, the beauty group, or hair dressing group – their course is so tight, that ja, you cannot chop and change stuff, so, now life skills and computers almost has to fit into their programme rather than them fitting into our programme. So, it's very important, I think the log frames are quite important when it comes to that, and you wanting to now work with the community – ja, quite important.

Gab: Ok, and then, now getting onto you specifically – just your positioning and that sort of thing – how long have you been with Ziphilele?

Informant 3: Ja, ja, um, I almost, it's 5 years, and two and a half of those years were as a volunteer.

Gab: Ok, half the time the organization's been running. Um, and then, ja if you can just tell me a bit about your journey into the organization – your background, your training, how you ended up at Ziphilele. SO, those two and a half years as a volunteer –that sort of thing.

Informant 3: Ok, as I said it was from the course that we did in Gugs, and from that ZYP was looking for people to volunteer on the high school programme, that's working with 14 -17 year olds. Or, 17 sometimes, or we would look at excluding matrics because sometimes they're writing exams and you can't have it, so we'd go to 6 – what's it? Grade 8 to...11?

Gab: 11, ja, I always get confused with those grades.

Informant 3: I always say grade six to nine, so.

Gab: Ja, mix them up.

Informant 3: Ja so, out of a lot of people – it was more than 100 I guess, participants – they had to choose, I think 7 or 8 of us. And then, ja I was one of those. Um, Informant 4? Thami – Thami's left now, uh; Cecil; two other girls Thembela and Cacisa. It was 7 or 8 of us that was picked to, to go there. And I actually got interested in what they do, and they asked me if I would like to continue working as a volunteer, and I said yes. And after some time then they were looking for somebody who was gonna actually facilitate life skills, so I was given a chance on one of the camps with the high school programme to facilitate one of the workshops and from there I guess they said, ok maybe I should come on. Oh I did it with Fizi, the workshop, it was an empathy workshop.

Gab: Ok, and how were you recruited, or how did you find out about that initial volunteer programme, or course that you participated in?

Informant 3: Oh that one, the coordinator went to the same church as this guy, so he came up to me and told me they doing this kind of programme and asked me am I interested in doing it, so I said ja. So I went on. He actually now spoke to me and said, he asked can we do it again for other people because it actually worked. So I said ja, it worked, and he said he's actually still got the proposals, so we just re-look at the proposals and need try run it again with the City, with Sports and Rec. Try and, maybe with a smaller group now and see maybe if you can really help people.

Gab: Ok, that's great. And what were you doing before that?

Informant 3: Can I remember now? Um, oh, I was doing something, I don't know. Man you know sometimes when your parents want you to do something and say here's a great course go do it –electrical engineering?

Gab: Oh gosh.

Informant 3: [laughing] Ja, at Tech here in Western Province. Actually had my end three year – I was like Ok, now I'm done with this, now they gonna want me to go get a job. Like nah, I don't like this. Ja, so now I'm sitting with an M3 certificate, electrical.

Gab: Ok, and not loving electrical engineering?

Informant 3: No, I just ja, when we were doing the practicals, I was just like –no, no, can we do theory again? That's fine...

Gab: Ja, jeepers, most people can't wait for the practical.

Informant 3: Ja, I was like can we go back to the theory?

Gab: So now you've found your niche, hey?

Informant 3: Ja.

Gab: So what, what was your motivation behind working in this field, and then specifically with Ziphilele?

Informant 3: I think for this field, it was my mom, because she works in this field.

Gab: Ok, what does she do?

Informant 3: She's a youth coordinator for CWD, Catholic Welfare and Development, their youth arts programme. Ja, she works with a lot of young people in communities around Western Cape. So ja, she would take me sometimes on the workshops that she was doing, and so I was like, ok. And then I came to Ziphilele and saw, oh –this is the work that she does, maybe just a different angle- like, but ja.

Gab: Ok, I didn't know that. And specifically with Ziphilele – why them?

Informant 3: Well I think it was there angle I guess, and the way that the camps work –it was fun. I still remember this one thing – nothing to do with the actual camp but...we were in Glen Heights, so we went to this spar, whatever, and so I met up with Informant 6, so I know where to get the stuff because I've been there already, so I know I'm going to get the onions there...so I directly go there. So then I notice something, those girls actually move away from their counters – Oh, they actually following me, ok. I kept quiet, I walked out and said to Informant 6, did you see that? He said no. So I got back and I told Riedwaan and Riedwaan was like no they like that, just judge someone when they look at them, so ok we gonna go back there tonight. So there was this girl Ilheim, so they asked me to put on my warm jacket, put on my scarf, and put on my cap. So, you can almost just see this part of my face. And then Ilheim says, no you going to be my husband, so we walk in, so everybody in the shop was like...And they said, ja, you can see, you can see. So just those small stuff man, being around people like that. And there's this whole, I don't know if you can call it a culture here. I'm not afraid, you can call me a kaffir, man, ja, something like that. So?

Gab: So, why doesn't it bother you.

Informant 3: I don't know, because I know that I'm not, I guess. Ja, it was just something maybe it was used to put people down. It doesn't, it doesn't put me down. I just call you something back. Maybe that's what you want out of me, ja, just give you a name as well and then move on. It was the idea, I mean when I got here... inaudible...I even laugh about it at home.

I mean we not kaffirs, there's Catholic stickers everywhere. I'm not a kaffir – I mean, ja from what, my understanding, all that really means –

Gab: It means unbeliever, hey?

Informant 3: Ja, ja, I mean for me I know what – I'm not, ja.

Gab: Ok, so it's sort of a relaxed environment, is that what you –

Informant 3: Ja, a relaxed environment.

Gab: And um, you mentioned, their 'angle', with Ziphilele you liked their 'angle'

Informant 3: Oh ja, to get people more involved in stuff, the angle – the topics they had for young kids, how they included crafts, how they had business skills, I mean people at that age – huh? But it would work for some, I mean not everybody now wants to do that. But, for some you it could work a – it's just something that's good.

Gab: And then you've chatted at various points about what you think the culture; what are some of the expectations that you have for the culture that you're working in, do you have any other expectations, outside of what it already is?

Informant 3: No. Maybe if I do, they not so obvious to me.

Gab: Ok, um, and then, we've chatted about where you are – where do you see yourself in the future, what sort of career path do you have planned?

Pat 3: Uh, as I said, when we came here to Mannenberg, I was doing something with the computer training with Isaac, then afterwards he left. And I almost took lead in the computer training from what he'd shown me. And just seeing people my age and how they're afraid of the PC, they think – I'm moving the mouse, it's gonna break. If I just knock it, it's going to break.

And like, ja – it won't break! Ja, just helping people to do this more – so I just see myself now to move a little bit more to computer training, ja. I would love, *love* to do that. Now that my cousin wants to start a business with two of his friends in, I think Charlesville, they want to open a Internet café, and I think he has computers and... the centre can

actually go that route. I mean, ja, having people around here, man that's interested and they don't want to go to Gatesville for Internet connection. I mean, ja, having everything that you want on your own doorstep. Um, and the very old thing, somebody told me that our townships weren't built for us to actually have fun in them. Because they were built so we can just go back, you know after 5, wake up in the morning, go back to work, come back here, sleep, that's all. And if you actually look around you find that there isn't anything – for me to actually enjoy myself I must get in a taxi or a train and go to Town, Claremont, and *there* I can actually enjoy myself, or *there* I can find cheaper stuff. But out here they not available, not freely available, so maybe just trying to break it down, having your own township, being a site - but still actually being a township because there's something special about township.

Gab: What?

Informant 3: I don't know...it's just something special, just... and you'd find that most people do come here on the weekends. And it's like I want to go there to enjoy myself, when there's people coming here. Why? People actually move out to go live there, not just studying, but to go live there, but then on weekends they come here. So it's something here that we have that they don't have there.

Gab: And you can't pin-point it?

Informant 3: I don't know, you just, I don't know there's just some kind of naughtiness I guess? And ja, when you there it's like, ah Mr. good. Ja - squatter camp song, ja I saw, I heard in this uh Zizo Three. Ja, how people act like – when I'm in the townships I'm this person, but when I'm in the suburbs I don't know how to bathula, I can't steal now, so I'm Mr. Good, and when Klegg comes here I'm Mr. Botha, when Mandela is here, I'm Xhosa, stuff like that, ja. I think, ja maybe that's...something about the township, it's just so...I don't know what the word is, I can't think of it. Maybe somebody else maybe can, but I don't know.

Gab: So, just in sort of drawing out what you saying, you'd like to remain in this sort of field of work in terms of development and computer training, and then when you saying about– changing the sort of community so you have everything on your doorstep – is that a sort of path you would like to go into as well, as sort of trying to improve resources and that sort of thing?

Informant 3: Ja, I would. I mean I've seen people struggling to get to...I don't know, there was something we needed, and we couldn't get it in Gugs and we actually had to go to Town to go get it, and I'm like no man. We can actually get this here, but it's just no one actually does this for me here, or no one actually offers this service here in my community. Maybe, like having to watch a movie – why must I go to Claremont or Town, when I can just be here in Gugs, watch a movie and not have to worry about routes- after nine there's no more taxis, how'm I going to get home? Things like that. I mean others are out of my reach, like having nice ...inaudible.. system. But I mean Friday, twenty past 8, Cape Town is the last train, can't be, can't be – it's sad!

Gab: Ja, and especially now with petrol, even if you have a car or something, it's so expensive...

Informant 3: Ja, it's petrol, it's tyres, it's this in the car – come on man! Ah, so so much stuff maybe they will stay a dream, but I hope not. Especially the transport one, I'm sure they can change that one.

Gab: I think they gonna have to for 2010.

Informant 3: Ja, you right, they even having to move...inaudible...

Gab: Ja. And then I was going over – I don't know if you remember I did a SWOT, or facilitated a SWOT analysis with you guys last year-

Informant 3: Ja

Gab: And I was just looking back at that, and one of the strengths that you guys identified was that you have trained some staff members, like yourself, up from having been participants in programmes, so pretty much your experience. How do you think, or do you think that your experience of participating in these programmes has enhanced or strengthened your capacity in your job now?

Informant 3: Ja, I don't know if it's the capacity, maybe it is, but when you talk about whatever topic then the people almost pick up now you don't know what you talking about, you just sucking out your thumb. But, being a participant having gone through all of these topics, and oh – I've done that, I've done that, I've done that, so you can almost give a personal, ja, point-of-view on a particular thing. so that something is just in a book, so people expect you to understand, but it's only a book. So I think being a participant, having to, ja start from the ground, you have an idea of exactly what's going on.

Gab: And so do you explicitly tell participants and stuff that you've been through these kinds of things as well, you use that?

Informant 3: Yes I do, yes I do tell them, I do tell them. And especially when it comes to the volunteering part because you tell them volunteer – 'huh? When do I get the money?'  
Ja, ja, stuff like that. Um, we went to a Lovelife training for a Khyalitsha group, and I was actually a participant, I wanted to be one, and

Gab: And was this before, sorry, when was this?

Informant 3: It was...it was during my time here already, I was here.

Gab: Oh so you were thinking maybe of –

Informant 3: No, no, I was just going there maybe seeing how we can bring Lovelife to Gugs, because it's only been there for two and a half years? So I went to one about Khyalitsha, um, and people there were saying, ok there's gonna be Groundbreakers, and Groundbreakers is gonna have so much volunteers and Groundbreakers is gonna get so much money...'How much are we gonna get as volunteers?'

'You don't get any money'. So, ja, things like that – people don't understand what volunteering is about. And maybe, I think partly I did volunteering slightly wrong, because I think you volunteer your time sometimes? And then to be able to volunteer your time, you must be working somewhere else and then volunteer your time. I think that's how volunteerism should be encouraged in our country – not just because you have nothing to do, why don't you just go volunteer. Have something that you gonna do and then, I'm telling you, you gonna feel more passionate about whatever you volunteering when, it's like 'I have to be there for 8 hours just because I'm not doing anything, don't want to sit there'. You don't put in a lot of what you have.

Volunteering should be encouraged differently in our country, not –'you've got nothing to do, go volunteer', you know people don't become interested in what they doing like that.

Gab: So you think...I see what you saying, but isn't it difficult then because people don't have

Informant 3: People are jobless, ja. I guess then for the people already are working...

Gab: Trying to encourage.

Informant 3: Ja, let them show, now this is how it should be done. Then maybe then, they can have a better strategy.

Gab: Then, another strength you guys identified in the SWOT, was  
[end side A, tape 2]

That you have training available to staff and that it's a big plus in comparison to other organizations, so I guess, can you tell me a bit about the type of training that's available to you, as a staff member?

Informant 3: Um, one ...inaudible...the one about domestic violence? It was very important coming to a community, because now the thing was now in your face, you see them, they not so hidden. You, actually can hear when people are swearing about small stuff, the way they talk to their children, and you know how this would impact on the child, and ja, being able to motivate why you want a specific maybe kind of group. Maybe then you can have a women's group or a men's group or maybe for young people. And you talk about specific things – now you not even touching about life skills now, just talking about issues in your community. And having that kind of freedom to do that,

which is quite rare here, because people just think about – I want to be a mother, guys think about I want to be a gangster. Ja, so just trying to change those things.

Um, something also I liked, it didn't come directly from the centre, but it was through the centre, through the ETDP centre? [laughing] Don't ask me what it's for...

They gave us this opportunity to do training, so I was getting training through Damelin to do this Technologies A+ course.

Gab: Which is?

Informant 3: Fundamentals of PC.

Gab: Ok, and do you find that, generally then it sounds like you can sort of pursue or try and access training in what you interested –

Informant 3: Yes.

Gab: Is it quite broad, the possibilities?

Informant 3: To an extent, like Informant 2 and Informant 5 now, they got this opportunity to do social auxiliary work course, um, which is something that wouldn't be easy to do through maybe UWC or something, it would take you longer to get through that qualification, but now there's other places, and through our network you able to go into these, get into these training opportunities, um... Did I answer that question?

Gab: Yes, ja. Um, and then, you've sort of I guess touched on it, but more specifically – what are some of the key lessons or principles that you've learnt so far in various training that you've taken part in?

Informant 3: For me, like something Informant 1 has always said as well, like when you go out, you can go to a training which has nothing to do with what you want to do, but you know why you there – maybe you there to check out their way of facilitation. Ja, in that way, you getting training in something, and you don't have to do, but you know what you picking up on. You can see, ok, this person is talking to this kind of audience, how does he or she talk to them; what tools do they use; maybe can I get these tools, what if I don't have them, what can I use instead of this? Then, ja, sometimes it's what I use these training sessions that I go for, maybe check out their style.

Gab: Ok, and then I guess, when you were talking about the domestic violence and getting facilitation skills, um, I mean maybe there's something else you can think – I was just going to ask how has the training assisted you in practice, like um, have you, or how have you managed to implement those principles into your work? You've kind of touched on it here, but I guess kind of – do you go and they teach you stuff and then you come back here and just carry on? Like it doesn't really make an impact.

Informant 3: No, sometimes what we'll do is when you go to a workshop and then come back and maybe just share what you learnt with, first with the staff members, then they'll give their feedback – ag, maybe it won't work; ag, that's a good idea; maybe we can do that ourselves as well; maybe do you have notes on that; maybe where can I go again to get more information on that. And then maybe you can ok, ag, everybody agrees with me or they don't agree – do I or do I not use this skill, or...

Gab: And then, um is there anything else you can think of – like you said with the domestic violence it helps you in terms of working with people in this community, and then going to training just helps you with your facilitation and stuff, are there any other of those kinds of lessons that you can think of now, that you implement?

Informant 3: Mmm, maybe not here, but maybe for my personal life sometimes, especially the domestic violence one, like when he touched on things like when you see your neighbours and the way they live, and you see, ag that's actually a problem. I just didn't see it, but it's a problem, and then instead of you now going to the lady and saying you've got this problem, just the people that's in front of you now, ask them maybe can you help me out with this, because maybe know this person won't accept help from me, but maybe if the help just almost comes separately, then maybe she'll accept it. Ja, you just get use those kinds of resource I guess.

Gab: Ok, So you having a wider impact.

Informant 3: Sorry?

Gab: So you having a wider impact than just

Informant 3: Oh, ja.

Gab: Ja, and then what do you really enjoy or like about your working environment?

Informant 3: I guess first of all the time, the time that you come, I mean that I was able to come in here at ten past nine and not have your director or manager – why you late? They don't worry about that. And even, again on time you can negotiate – 'can I leave at half past two today? I've got something to do'. You can just put back those two, three extra hours again on another day, or as you go along.

Gab: So it's that flexibility?

Informant 3: Ja. Um, ok like the people that you work with man. It's very important, very important. I mean, especially here, the work that I do sometimes, it means I might be in front of a PC, and I find that now I don't have a PC anymore, that I can say, ok now I'm coming to my PC. I almost have to borrow other people's PC, and they allow me to do that. I mean, not everybody does that, it's almost like 'this is my PC, so stay away'. Even though it's organization stuff, but it's *your* stationary.

Gab: Yes. What would you change about your working environment, or would you change anything about it?

Informant 3: Yeah, I was gonna say– would I change anything? That's my question, would I change anything?  
No, so far, maybe, something just happened over the weekend, I guess – being able to feel safe when you come to work, ja.

Gab: What, or can I ask what happened?

Informant 3: Informant 1's lap top got stolen.

Gab: Oh really? Where from? Here?

Informant 3: It was in Charles' office, but it wasn't in an obvious place, and Charles' office, you can't just reach, you must actually walk into his office and ja. I mean you don't feel safe – I hate that I actually have to walk around with my bloody cell phone in my pocket all the time. I hate having to go home with keys because I'm afraid the computer room is not safe. I want to be able to leave the keys here so if anybody wants to use the computers they can feel free. Now you must take extra care because of the area that you in. I mean stuff got stolen also in Observatory, but it wasn't like the way I feel here. Here I almost fear for my life now here, rather than Observatory - there if I forget something I'd worry, rather than if I'm at work at 12 o'clock, shit maybe somebody's going to come through my door and ask me for stuff and then they get violent...

Gab: So it's more the community environment.

Informant 3: Ja. Ja, I would want to change that, but other than that, no... I'm happy here.

Gab: That's great. Um, and then do you think you have a high turn-over of staff – people coming and going regularly?

Informant 3: Mmmm, I think ja, no maybe 40% I guess, because ja, with the beauty group, they had a trainer now and she left, and Christine, the one who works with the garden, she had somebody and then she was low, so then somebody came in...

Gab: Ok, and more with ZYP, in the past, over the years that you've been with them.

Informant 3: Ja, ja. Maybe less just coming, but more going, because maybe they've found that they found something else to do or, they just wanted to move on I guess. I know Tasneem, Rahiema, Riedwaan left, um, there was a lady Janine – but at that time I was a volunteer with Janine. And there was an intern as well, or I don't know if she was an intern, but I know she was foreign, um Brechtia I think was her name?

Gab: And why do you think in general people leave when they do?

Informant 3: I would think they were stupid sometimes because you don't get the way that we work here anywhere else. *Nowhere* else have I heard the way the we work. Um, ja others maybe just want to move on, people are like that, people *love* change, but I don't really think they ready for the change, or if there's a change necessary at that time. But people are – 'I need to change', and then, change.

Gab: Ok, but you don't think it's then because of like the environment, that they want to get away from it, that kind of thing?

Informant 3: No, because ja, I mean the environment is nice, it is. It's not something that you can always say that I'm relaxed, man. I mean in the sense of like, you find I mean everybody at the bottom is playing music, I mean you can say, stop now, because not everybody, not every company can play music all day – but I mean here you can do that and they just play music all day. Ja, just, ja.

Gab: Ok, and then, I don't know if you'll know about this, but if staff do leave, do you know of any kind of formalized exit strategy for them? You know like when you have, when participants leave a programme you do a debriefing and you do a questionnaire thing with them. Is there any of that sort of thing.

Informant 3: Um, I'm not aware...but I don't think so though, no.

Gab: And then, ja just to look specifically at how you guys communicate and interact within the organization. Um, can you tell me about your relationships and your communication in the organization? Possibly about how you feel about these, your expectations for communication...

Informant 3: Um, the closest people, the relationships here at work would be Informant 6 and Informant 2, I guess. I have a strong relationship with them, not that I don't have any relationship with the others – I just feel comfortable around them. I don't know, maybe it's because I trained with them, or I've jus been able – you know when you able to talk about your home and work stuff with somebody, it just becomes easier for you, for the two of you. With the others, I've just maybe *slightly* say something and then I've stopped because I don't want them to come into my space, or I don't want to go into their space maybe. But ja, maybe sometimes you just make conversation with people, just pause sometimes, ja. I don't know, maybe just feel that's not for me, ja. No, maybe with Informant 6 and Informant 2, they – I know Informant 5 and Fizi, they not much, much older than me, but Informant 6 and Informant 2 are like, ja.

Gab: Ok. And then what, in terms of like working together, do you feel like you can ask for advice or help, that sort of thing?

Informant 3: Perhaps all the time, ja.

Gab: And then how do you share information in general with colleagues, on work stuff.

Informant 3: I would think it's more informal in the way that you have to call a meeting if you want to say something about anything to that person, especially when it's work related. You can just go to that person and say this is how I see things, and yes, no; yes, no; yes, no; and why; and they say, ja, and it's not so formal as other people, that must have a manager's meeting before you can I don't know address that person's query or whatever. Ja you can just. Ja, even if you've noticed there with Informant 5, myself and Informant 2, it's nice the office,

ja. Their desk is there, and I'm here, and I'm just talking to them all the time about work, about anything, about, ja. I think it just creates something, man, the way we get to work with each other.

Gab: Ja, quite personal. And then with other, I know you guys don't use e-mail anymore –

Informant 3: Not anymore, Ja [bangs the table laughing].

Gab: But, I mean, that's your immediate team, and then with others –meetings, briefings, what is the general way that you guys –

Informant 3: Maybe there it would be kind of formal, then you would have to like go to your diaries, but it would mainly be on a Friday, because I mean here there's nothing really to do on Fridays - it's just the meeting, then you just do your own admin work. There's nobody even walking in and out of the centre from the community, so then you will like go to your diary and say, can we meet each other on this day at this time, then it's more kind of formal? If can call it that, with the other people.

Gab: And then you've got your staff meetings, and that sort of thing, ok. Um, and then, can you tell me a bit about organization publications? I know you used to have a news letter –

Informant 3: And here again they were thinking of reviving it, and I'm just sad that we don't have a website. It's something I would love the centre to have. I think it's important, especially when we when you look to have maybe first donors, foreign donors, and maybe, not permanent, but interns, foreign interns, because I think they do bring a lot into the organization from their kind of thinking from that side, the way see things, the way we do things here – it's quite important.

Gab: And is the website something that *you* would possibly try and implement?

Informant 3: I spoke to Informant 1 about it, but he said I must first hold on because there's a guy that they working – I think it's in Rondebosch, and he's gonna do...I think a brochure for us? And I think he's done...a banner and I think he's gonna take over the website.

Gab: So it's in the works?

Informant 3: Ja.

Gab: And then, moving to projects – how, sort of looking at how these are planned, implemented and managed, so how do you plan or structure your interventions for your programmes or projects?

Informant 3: First of all, what we do here, is we kind of have to work around the project idea first, and then if you interested in maybe doing something extra, it has to be, or there has to be space in your log frames for this. Before you want to do something, otherwise you going to be sitting here till 8 – and it's not quite safe. Ja, um, but if you want to do stuff, first, there's this organization here, Self-help, and they quite important in the sense that they've been here in the community, working in it. And uh, the People Centre has, for the Peoples' Centre I think it's rather them coming here, but for Self-help, they also go out.

Gab: So, is self-help also based here, at MPC?

Informant 3: Ja. Um, but ja, through them we can get like ok maybe participants, we can get, and they tell us – ok those kind of participants, this is how you work them, maybe go to those people if you want to work with them. And uh, Silver...Tree, ja Silver Tree, just around the corner here.

Gab: What is that?

Informant 3: They also almost like a community centre. They also used to have people coming in there, but I see now it seems to have died, but they also have lots of information about people who can work, or who you can work with around here. Especially in Mannenberg. And I used to think this area was not active when it

comes to politics, but it's really active when it comes to politics – you can't just do things, or go into somebody else's area –and now you in a DA hall, and like – it's so frustrating. You really see people you can work with, but you can't just barge in there. Ja, stupid politics. I mean, ja, it's something I experienced in Khyalitsha with the Consortium– having to go through so many people before you actually get to the people you want to work with, it doesn't make sense sometimes, I don't know. CPF –SAPS has to do this, and the Community Centre has to come in and...it's already going to government now, and you want to work with the people here. Like you must go through that process.

Gab: Ok, and then how do you decide on your content, your target audience etc for projects that you're doing?

Informant 3: Target audience, we mostly rely on the audience that Ziphilele used to have. And, sometimes from our experiences –

Gab: Sorry, which is?

Informant 3: Oh, it's 18 – 35, but some because of the high school programme, it used to be 14, but then you find that 14 was still in-school, and working with in-school can be a problem, because they have so much projects, and you can only keep them for, ja. You don't get their full attention. And then, the over 30 -35 now's become hard to find, or it's hard to assist them to find a job, because maybe they too old or if they never even had, maybe a certain level of education, it's hard to get them back – maybe they don't wanna go back to school, they don't want to. but maybe some was like 18 -30, they fine, they still want to do something, maybe they can go back to school, can maybe encourage maybe that in your programme. If you join and you don't have maybe grade 9, ok 10, then you gonna have to do a ABEDT course, and maybe bring ABEDT to your community.

Gab: Sorry, ABEDT is?

Informant 3: It's Basic Education and Training. Ja, which ja, they always wanted to work in Mannenberg in particular, because of the high illiteracy rate – scary, you find that most people, ja maybe 4 or 5 out of 10 people never went through std 5 or something. Especially you see when you doing CV's with them. It's like Highest grade passed – can say std 5, ooh, and they can't remember the subjects they were doing in school, was so long time ago, they didn't even finish that grade – ja, so stuff like that.

So you've got something else you have to grapple with when you doing your training because maybe now your manuals are using another kind of language – now you must always try and tone that down all the time, because you trying to work someone who doesn't have this grade, they won't understand what I'm saying now and. Which is actually one of the things with the beauty – you must have a grade 10. Now, having that, they here to meet with SETAs and they have to explain so much first, and I actually sometimes read it, I'm like I don't understand this, so it's good that the people must have a grade ten if they doing the course. No, when I'm saying grade ten, I was picturing matric.

Gab: Yes. Ok, and any other things influencing your content decisions?

Informant 3: Sometimes, I think the board also influences – maybe someone from a personal experience or personal problem and they feel that the centre maybe can have an intervention. But most of the time there's things that we can't do – like drug awareness...or I feel personally HIV/AIDS, it's just something I don't want to keep in here as well man. I mean I've gone to these workshops, like not for me to train – can somebody else train it, I don't feel comfortable training it, ja, so we'll outsource stuff like that to other organizations.

And now on Friday Informant 1 was saying how we should – in all our interventions have HIV and AIDS. But now, what's freaky about HIV/AIDS is what's your angle? What are you talking about? Maybe now have you stopped talking about contraceptives, and this, now you talking about what's on, these medicines that they have, and how people should look after themselves, maybe that's what you should talk about when you talking about HIV/AIDS. talk about no, you shouldn't do this, this is how you should do in bed, and –no maybe that's not working anymore, you can see ok, people are already infected – so do you still tell them you must prevent this and this – what's the next step?

So, ja, that, ja, most of the people themselves, without them telling, can see sometimes, ok this is what you need, man. From, just the way that they say things. Because some of the people, what I said earlier on – communication - if you don't understand then you can't express yourself more clearly, then maybe for you, maybe as the facilitator you can just try and pick up maybe from – repeat back from the person: 'ok, was this what you were saying, this what you were saying, this what you were saying?'

'Oh, yes, no, no, no. Ok, this? This?'

Then you draw up your programme, instead of you sitting and ok, this is what we need. I can see walking around, this is what we need, ja. No, it doesn't work like that. It doesn't work like that at all.

Gab: Ok, so going to finding out what they –

Informant 3: Ja, ja.

Gab: Ok, and um – so incorporating your lessons from the past as well?

Informant 3: Mmm, yes, especially the positive thinking one - the positive thinking workshop? That's almost like a pre-requisite – but, that's gonna happen, whether you want it or not. Whether you tell us you think you able to think positively – that's gonna happen anyway. Maybe your way of thinking positively is working, it's not working, and then if it is, why are still in this kind of situation then? Yet you say you're doing this. It doesn't actually go together, it shouldn't be like that. That's why positive thinking is always the first workshop we have with people – it almost like, sets the tone for everything else.

Gab: And then, um ,do you incorporate lessons, of good practice, possibly from other organizations, maybe even Ziphilele's partners etc in planning interventions? Like, in terms of the material that you use, where do you get it from, the content?

Informant 3: Sometimes it's from what Ziphilele always has, or had, sometimes it's from the trainings that we go onto, especially Informant 2; she has most of the time brought things from trainings that she went to. Um, then, ja, and from the training we go to as well, and putting that in.

Gab: So mainly that, not so much from other organizations

Informant 3: Very little from, ja.

Gab: And then, do you have set systems in place, time allocated for reviewing your experience, making conclusions from that experience, and then planning future action based on it?

[End tape 2]

SO, you, we were about to chat about reviewing experience...

Informant 3: Oh, I think most of the stuff like that would happen at planning, for me, like I picked up, like, or you do a strat review rather. Ja, for me, it hasn't been like – just, myself, Informant 5, and Informant 2, maybe bring in Informant 1, and then we'd review the, review our training intervention like that. It would happen more at a strat review, than for us having to each and every intervention that we've had, and to review it. We don't do it like it that.

Gab: Formally.

Informant 3: No, not formally.

Gab: Ok, and then just in terms of your M+E and stuff?

Informant 3: That, we almost do all the time, because now, we've introduced again the old observation form that we used to have. I think it's partly Informant 5 and I were still looking - how we can really use it? How can we use it the way it was used before, um, just what we pick up, can we put that in? Or, can we maybe put numbers to the ratings, and then say – ok, this numbers means this, and then drawing a graph out of that, instead of drawing graphs with the ticks – maybe ticks just don't give the right response or feedback we want from the people.

Gab: Ok, and then, who is involved in your planning process? Setting your project agendas, that sort of thing.

Informant 3: Um, it's always the people working in there, and then you might just go ask, like here now we might just go ask the beauty guys – what they think we can add. Because maybe they've picked up

on certain things the participants maybe needed and then they say: ok add that perhaps, and maybe add it in this way, or so much of it, or maybe if they don't – you doing it, have someone else doing it, because they might have – ja, the participants look at it differently, and they think, ja, it's just you all the time doing stuff, and then they just, they don't always rely on you to get the information for them, then they can also know, ok there's something, and there's something – not just here at the centre all of the time. Because you find that people just want to always come back here for stuff, yet there's other people out there doing the stuff that they ask us to do – we don't do everything here, man. Like, um, they come here asking us for grants for their children. Yet we don't do that, just because there's social services coming here – they'll tell them, no, go to Athlone to do stuff like that...Ja, just those small things, man. Just people, sometimes you don't want them to almost rely on you for everything. There's other people out there for the same, or similar information. Ja, and they must just get used to going out there themselves – then they asking you all the time, 'Can you just help me fix this?'

Gab: So you would almost guide them to other resources, you'd say?

Informant 3: Ja.

Gab: Ok, and then, another strength that you guys identified in the SWOT analysis, is that you guys offer training that's not generic, but needs-based. So, I'm curious as to how you uncover the community needs, like how do find out what those needs are, if you say it's needs-based?

Informant 3: Firstly, the centre's been around for a long time, so you almost have to go back to what was being done here before – did it work, did it not work. So then you go out to the people and ask them if it worked and why it did not work if it didn't. And then you see what maybe somebody else, or maybe someone from the outside came to do a review of maybe say, the Taibo here at the centre that was happening; why did it stop happening – was it because of the people or was it because of the centre not having money to continue it? And then you have to say, ok, do people still need it? If they don't, why don't they need it, what do they want instead of this? Because that maybe self-defense, can be recreation as well. Do people want recreation - if they don't, what kind of recreation do they want? If they want, what kind of self-defense do they want? And that kind of stuff.

Gab: Ok and you said – you know, going out to the community and finding out what's worked in the past and what they want and that sort of stuff – who does that work?

Informant 3: Mostly Informant 5, myself, and Informant 2. Because we, most of the people who; I know Melanie and Carmen work with people from the outside, but they almost become part of the centre when they doing our courses, but when we want to do life skills with the community in general, we always know for them there's – if we don't want them to rely on us all the time; but if you gonna be here for 4 months, you almost gonna rely on the centre because you know what, I can always fax my CV for free, I can always do this for free. But the people who are maybe with you for say 9 or 10 interventions, it's almost maybe 2 months, so they won't be with you forever, so – I don't know what I'm talking about sometimes...[laughing] Are we allowed to have breaks?

Gab: We can have a break.

Informant 3: Ok, no, no.

Gab: We almost done, but if you'd like to we can have a break and come back?

Informant 3: Ok, I just want to have a drink of water.

Gab: Oh shame, ja, here.

Informant 3: Ok, so as I was saying, it's mostly myself, Informant 5 and Informant 2 going out to the people and, uh, and doing the needs analysis in that way. But like I said earlier on, there's Self-Help we rely on, they've had, they have both been working more in the community, and the projects they have – like similar maybe to Ziphilele, but slightly, ja because they do have business component, they do have a component working in schools, they do have a component working with youth in general, stuff like that.

Gab: Ok, and then what would you say that you learn from the people in the community that you working with?

Informant 3: I remember when you were around – remember Alex's group?

Gab: Yes.

Informant 3: From that group – I don't know maybe it's just previous, just small things – that, never take for granted. I mean I remember the one time, Alex was talking about how he wanted to smoke, and how he was talking about potassium and I looked at this guy – like huh? I don't even know what you talking about! Potassium, and bananas and how it helps you...And you know, for me, if I just stand here and see Alex there and I don't know him, I think ag, he's just another gangster. But, once you start talking to him – you'll see, he's a human being and he's got something to give and ja. So those are small things, man. You, you take, you start valuing people. Even if you here – ag this person, he's a nobody in the community, but they have some value, because you know there's something that they have to offer, something. Might not be for work, but there's something –personal perhaps.

Gab: And then things that you learn from them, does it ever sort of impact on your strategy, or your intervention, do you find?

Informant 3: Not strategy and intervention, but it's just in my interaction rather, just with the people. I try and do it at a more personal level I guess. When, ja, I mean I can't expect that from each and every trainer now, and if I maybe want that in our strategy, I would almost expect them to have the same outlook. And ja, you can't expect that from everyone.

Gab: And then, can you sort of talk me through how the implementation process is managed, so: how you are held accountable, who you are held accountable to in projects? You have touched on that before, though.

Informant 3: Um, as I said earlier, mostly the manager that you have in front of you now, not so much Informant 1. And then, you just, from your report, the report that you write, um, should just – I think that maybe the most important thing in your report is the recommendations that you have, if maybe there's a challenge that you meet. I think your recommendations has to something that's, what's the word...feasible? It has to be something that's serious; you know it can work – not just putting a recommendation because you met a challenge, ja.

Gab: Ok, um, and then how do you deal with problems in implementing your programmes, like if you have a problem with group dynamics in a workshop or something.

Informant 3: We mostly struggle – the problems we've experienced here are not during the intervention, it's almost always before the intervention. We struggle with getting the participants. I think I touched on it earlier, with like this, I don't know – lack of wanting to get involved. I think that's where the problem lies, and for me, I don't know how to work with that sometimes. Because you can always say – mindset, mindset, but I don't know, maybe, is it a mindset thing? I don't know. Are people generally lazy sometimes?

Gab: And then what are the procedures that guide your implementation and facilitation process? So, it sounds strange, but I mean – you have your workshop time, and then you have all the other things that you do in your job that support that and facilitate that workshop, what are those things?

Informant 3: You have to do so much research I guess for us. Um, you have to be almost in touch with what's happening outside, especially in the workplace. Um, because mostly you gonna be talking to that, because at the end of the day, I guess that's where you want people to go. So, you have to know - this is what's being wanted from the person and...plus I think something else, is you, never think that you gonna rescue those people man. I think that has to, because now with you getting so much information or doing your research – don't get so much as now you gonna put together a manual, and now you almost don't have to train.

The manual has to almost be empty, that they must be the people that actually has to do the work, so they can actually go through a process and to experience things; and then they can know, ok, this is what's happening or not happening. Then they can maybe try and work their way out through a problem, instead of you maybe being, ja a rescuer. Because sometimes you can find so much information that you gonna put into a manual and you see that this actually is the workshop now, you don't have to do anything – you can almost just have a manual and expect them to

understand and know what's happening in there without you being there. You just, I don't like stuff in manuals– I almost like our manuals to be empty and people must work through things, I want them to write stuff all the time, as the workshop is going. It's just small stuff – I must do this in that way; I must do this in that way. Maybe with that, it can just help us find our way maybe to test people, and almost having, like I don't know, I don't like it – but this academic way of doing things, ja. I'm just not crazy about it.

Gab: Ja, to see what they, for them to realize what they've learnt.

Informant 3: Ja.

Gab: Um, are there any other things that you wanted to mention in that, in terms of work outside, beyond your research, or is that the primary thing that you're engaged in?

Informant 3: Ja, it's the most important one because you have to get in touch with what other organizations are doing, as well as what's being, what's wanted of this person that you maybe going through the intervention with. Now you say the person, at the end is gonna have a CV, what's this person gonna do with this CV? So this person's gonna go to a work place, so ok, the workplace has this, and this, and this – so that's what steps you gonna work; try to get this person at that level. SO I think, ja, mostly research. Maybe for other guys it might be different, but ja.

Gab: Ok, and then we discussed the mechanisms or the procedures for monitoring, evaluating and reviewing that you use – do you have systems in place for learning from each others' projects?

Informant 3: There is very little, for me ja...

Gab: Not such a set thing. Ok, that's sort of all the specific things I wanted to cover and chat about – finally, I'm sure you're thinking. Um, is there anything else that you think might be useful that I haven't asked, or that you would like to add?

Informant 3: No, just something – I think I just touched on this, just when I go to these training sessions, maybe now not for me to learn, maybe on how the person facilitates or lectures, or presents their session. It's just, when I'm in the session now as a participant, it just, ja when you see how they do things, it's sometimes strange, man – because you trying to do two things at the same time: see their style and actually gain the content of what's going around you. And now you get blocked by you see this person, it's like – I don't like what you doing; I don't like the way you doing what you doing. It's like you stop learning because now it's like - I don't like the way you doing things. And ja, it's almost like – that's unprofessional; can't you do it like this? Ja, ja.

Gab: So you're more critical.

Informant 3: Ja, I guess, ja I think, ja I am, I am.

Gab: So you're not a great participant anymore?

Informant 3: Ja, I actually stop sometimes, like – why did you do that? Ja, but I never tell the person because I don't want to offend anybody.

Gab: Ok, but thinking. But, do you still find it useful? For you?

Informant 3: Ja.

Gab: Ok, so that's all, thank you.

[End tape 3]

## **APPENDIX E: INFORMAL DISCUSSION NOTES**

### **Informal Discussion 1: Notes from Fieldwork Journal**

(Recorded in informal discussion with an informant)

- Shared a success story – met an ex-participant in a ZYP programme on an SAA flight. This individual has been a flight attendant for 2 years. The ZYP programme was the only development course they had participated in, and they began in Group 1 (was the weakest group, meant had 'no skills')
- Informant sees himself as a mentor/guide more than a 'manager'
- Believes in creativity, people's ability to create their own solutions, work independently
- Noted a difference in the management style needed since the move to MPC – said staff there need more 'micro-management'; not a style he's naturally comfortable with; exploring how to integrate the two approaches
- Also noted that people at MPC do want to see things happening, be part of a new process

### **Informal Discussion 2: Notes from Fieldwork Journal**

(Recorded in informal discussion with an informant)

- Noted problems recruiting community participants in Mannenberg
- Stated community not really interested now, apathetic
- Offered Adult-Based Education (ABE) – no response

### **Informal Discussion 2: Notes from Fieldwork Journal**

(Recorded in an informal discussion with 2 staff members at MPC office)

#### **Discussing frustration with working in Mannenberg Community:**

- Stated they feel like they're being wasted on a community that is not interested in improving – want 'handouts', just give them money, food etc. Not interested in gaining and using skills
- 1 staff member heard of an opportunity for an ex-Clean Green programme participant – no phone number, so went to her house; found woman "sitting at home with second baby, sleeping all day, not using the skills learnt" etc.

#### **Discussing climate in this community in comparison to Gugs/even Obs:**

- Observatory – always had consortium participants coming to offices, once finished an internship/course; participants were ready to get involved in another

- Gugulethu – Informant 3 lives in Gugs, where he got involved with ZYP; there community centre is always busy, buzzing with activity, people coming to seek opportunities
- MPC – comparatively very quiet, battle to get people involved, do stuff when it's FREE, no one comes to the centre on a Mon and Friday

#### **Speculating about reasons for relative apathy in Mannenberg Community:**

- Apartheid 'handouts' in 'coloured' communities had a lasting effect ('Black' communities didn't get those – had to struggle by)
- When probed, found that other 'coloured' communities aren't as 'bad' as Mannenberg
- Pointed out that with e.g. the Hair and Nail Tech programme, most participants are from surrounding areas, e.g Mitchell's Plain/Hanover Park, rather than Mannenberg, but still 'coloured' communities.

↓

So why is Mannenberg different? – didn't answer

- suggests need for research into how to mobilize people, to shift away from 'handout' mentality, give people motivation to develop themselves.
- Also noted a difference between the ZYP staff and the original MPC staff – different work ethic. Said if Informant 1 not there, MPC staff won't work; will sit outside etc – not self-motivated.

#### **Informal Discussion 3: Notes from Fieldwork Journal**

(Recorded in an informal discussion with an informant)

##### **Talking about the politics of working in Mannenberg:**

- Implications for MPC/ZYP – difficult context or environment
- Noted power struggles etc in forums (not within MPC and ZYP), and autocratic leadership styles
- Re-iterated that can have everything in place within their organization, but still be limited in their impact by the context.
- Said they need to begin with changing leadership in the community – HAVE TO have participatory development, and the principles to facilitate that
- Noted a difference between 'community development' and 'community work'.
- Provided a list of literature informing their theoretical framework:
  - Swanepoel, H. 1992. Community Development: Putting plans into action
  - Lombard, A. 1991. Community and community development: perspectives on social development
  - Henderson and Thomas (n.d) Skills in neighbourhood work (not relevant)

## **APPENDIX F: Organisational Profile Questionnaire:**

*Listed below are some statements which describe your organisation. Indicate to what extent these statements occur in your organisation.*

*Use the scale 1 to 5 – where 5 means very frequently, 4 means frequently, 3 means sometimes, 2 means rarely and 1 means almost never. Write your score next to each statement.*

1. The work process is well co-ordinated ...
2. Participative decision-making is widely used ...
3. Rules and procedures guide the work process ...
4. The project goals are clearly understood by most members of the organisation ...
5. Services are delivered on time ...
6. There is a stable, predictable work environment ...
7. You are able to develop creative solutions to change ...
8. There is a positive interpersonal climate ...
9. Quantification and measurement in your work is stressed ...
10. The donors see you as a dynamic NGO ...
11. You respond to changes quickly ...
12. You plan your projects carefully and stick to your plans ...
13. You are constantly achieving better results with your projects ...
14. You feel as though you all belong to the organisation – it's like a big family ...
15. You are seen to be legitimate by the community ...

(Human and Zaïman, 1995: 94 – 95)

**APPENDIX G: Questionnaire Responses and Profile**

**Organizational Profile Questionnaire Responses:**

Participant	1	2	3	4	5	6
Q. No.						
1	4	4	4	4	4	4
2	4	4	4	4	3	4
3	3	4	5	4	5	4
4	4	4	5	4	4	-
5	3	4	5	3	5	4
6	4	4	4	4	4	3/4 (3.5)
7	5	5	4	4	4	-
8	5	5	5	4	4	4
9	3	2	2	2	5	2/3 (2.5)
10	4	-	5	4	5	3
11	4	4	4	3	4	3
12	4	4	5	4	5	4
13	4	4	5	4	5	3
14	4	5	5	5	5	3/4 (2.5)
15	4	4	4	5	5	3

**Developing ZYP's Organisational Profile:**

**Managing People:**

Democracy, Consensus

2) 4 4 4 4 3 4: 3.8

10) 4 - 5 4 5 3: 4.2

Total:  $8 / 2 = 4$

Commitment, Belonging

8) 5 5 5 4 4 4: 4.5

15) 4 4 4 5 5 3: 4

Total:  $8.5 / 2 = 4$

**Managing Projects:**

Time, Accomplishment

5) 3 4 5 3 5 4: 4

14) 4 5 5 5 5 3.5: 4.6

Total:  $8.6 / 2 = 4$

Direction, Goal Clarity

4) 4 4 5 4 4 -: 4.2

13) 4 4 5 4 5 3: 4.2

Total:  $8.4 / 2 = 4$

**Managing Control**

Coordination, Stability

1) 4 4 4 4 4 4: 4

6) 4 4 4 4 4 3.5: 3.9

Procedures, Measurement

3) 3 4 5 4 5 4: 4.2

9) 3 2 2 2 5 2.5: 2.8

Total:  $7.9 / 2 = 4$

Total:  $7 / 2 = 4$

**Managing Change:**

Creativity, Respond to Change

7) 5 5 4 4 4 -: 4.4

12) 4 4 5 4 5 4: 4.3

Total:  $8.7 / 2 = 4$

Relationships with Donors, Community

11) 4 4 4 3 4 3: 3.6

-

Total: = 4

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## APPENDIX H: SWOT and PEEST G Analyses

### SWOT Analysis for ZYP: 26 May 2005 at ZYP (Observatory office)

#### **Strengths:**

- Operations/Management systems = good
  - regular staff meetings, transparency, accountability amongst staff, to donors etc.
- Interns from other countries (platform for their learning and increase skills for ZYP)
- Offering training to staff (big plus compared to other organizations)
- Multicultural work environment (freedom of speech, culture, expression)
- Challenging staff, 'throwing them in the deep end'
- Partnerships with other organizations (learning and networking opportunities)
- Working at the grassroots level – able to maintain vision
- Been running 10 years (proven themselves)
- Offer training that's not generic, but needs-based; high standard of service
- Training staff members from having been participants in programmes offered (e.g. life skills)

#### **Weaknesses:**

- Not visible enough as an organization
- Limited staff – need to increase capacity/expand
- Lack of involvement of board members
- Board not looking after interests of staff – people who have left ZYP were not being taken care of in terms of e.g. medical aid, pension fund, 13<sup>th</sup> check etc.)
  - also a **potential threat**: losing staff members

#### **Opportunities:**

- Moving towards being a service provider with life and business skills training
- Partnerships with other organizations (learning from each other etc.)
- Moving to be based in communities working in, starting with move to MPC – different 'satellite' offices will mean greater impact, better known
- Room for growth and expansion in no. of people reaching
- As expand, bring new staff, create/develop mentoring process
- Staff members to increase capacity and ability to take responsibility, take the lead etc. (so increase organizational strength, not dependent on one individual)
- Through transition period, staff should look for opportunities individually as well – help in taking the organization to the next level
- Different staff members to build relationship with board through mentoring process

#### **Threats:**

- In expanding, can't lose focus on growing existing staff
- The funding cycle – being able to access funding
- High competition – the way ZYP does things in comparison? Room to learn from other Orgs to enhance service delivery?
- If individuals leave, will ZYP survive?
- Political policies (not being based in communities – but, limited opportunities generally from not being based in communities)
- Potential obstacles in different communities (individuals, community structures, 'openness' of communities, how community takes on services provided)

## **Political, Environmental, Economic, Social, Technological, and Gender (PEEST G) Analysis:**

### **Political:**

- Have to be based in a given community to give people appropriate training (in process of becoming policy)
- Western Cape local govt. change from NP to ANC – more stability
- Now fighting within ANC – potential impacts?
- Expect govt. to work with NGOs in permanent partnerships, not just contractually (e.g. NGOs as govt. service providers)
- Staff need to be more politically active – potential opportunities result (impact on ZYP too); but, could political party of individual staff also = negative impacts? – Influence of local govt.
- Govt. 'buying over' NGOs (e.g. U Managing Conflict; U-MAC) = problematic to democracy; creates environment where no contestation, removes NGOs as govt. watchdogs; org may also lose identity and vision in the process.
- Communities and community projects need to be more active in partnerships with govt. – avoid overlap of activities and services if planned in partnership

### **Environmental:**

- Funding environment's changed in last year – overseas funders rather fund govt. to govt.; a funding chain/cycle implemented which delays funds reaching NGOs and makes more difficult for them to access, so NGOs suffer in the mean time. (e.g. govt. – poverty relief – IDT – NGOs)
- Private funders? Corporations pooling resources as well, e.g. all Swiss money pooled – money = increasingly difficult to access; general move towards 'conduit' funding e.g. from banks directly to entrepreneurs
- Funding recognized when orgs based in communities – again, link to making org 'attractive to funders'
- Consortiums/coalitions mean able to tap into other areas of expertise etc., and not in competition with each other

### **Economic:**

- Job losses; people with limited skills (related to each other) – and both to larger impact on South African economy
- Job market not ready to absorb school-leavers
- Comparison with China – work ethic (job creation?)
- People have perception that foreigners take jobs – not true (S.A.'s don't want to be proactive, start small businesses etc.)
- Lack of partnerships between rich and poor; no motivation from the economically active
  - e.g. people going back to communities to motivate etc. (even in schools where 'clever' children put at front of class etc. while others marginalized)
- Youth = inactive, apathetic – nothing for them to strive for (jobs market mentioned above)
- Globalization – orgs. Influenced by what's attractive to potential funders, govt. etc.

### **Social/Cultural:**

- HIV/AIDS/TB – long-term impacts for NGOs' productivity etc. (again links to economy)
- Cultural issues e.g. female facilitators with traditional black male participants/female Muslim participants refused to participate with Shu-aib present as a strange male
- Raised various gender/cultural/religious contexts here – various situations where effectiveness and appropriateness of projects and facilitators could be impacted
  - Solomon working in Gugulethu for e.g. as a Xhosa man who did not 'go to the bush' – undermine his authority in that context
  - Had some projects dropped because facilitators not culturally/socially acceptable (Brenda not successful in marriage counseling because considered a 'girl')

### **Technological:**

- How communicate with each other and research – Internet, sms; way send out proposals made easier via internet (no postage, send to everyone in office for input etc.)
- Also negative aspects to technological advancement – decrease jobs in terms of replacing human labour
- Negative health impacts – can become lazy, less active

- Negative communication impacts – losing 'ubuntu', humanity through decrease in face-to-face communication
- Isolating people, widening the gap in knowledge within and between communities, so cutting off opportunities i.e. communities and individuals being marginalized – e.g through lack of access, people not being basically computer literate
  - so, is ZYP going to facilitate this, and if so, how?

**Gender:**

- Want more women in the leadership/management team in ZYP and in every sector
- Women have become more active in leadership with modernity, particularly in urban areas
- Women in S.A. not given enough opportunities to show their capabilities

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## **APPENDIX I: Coding**

### **Start-list of Codes:**

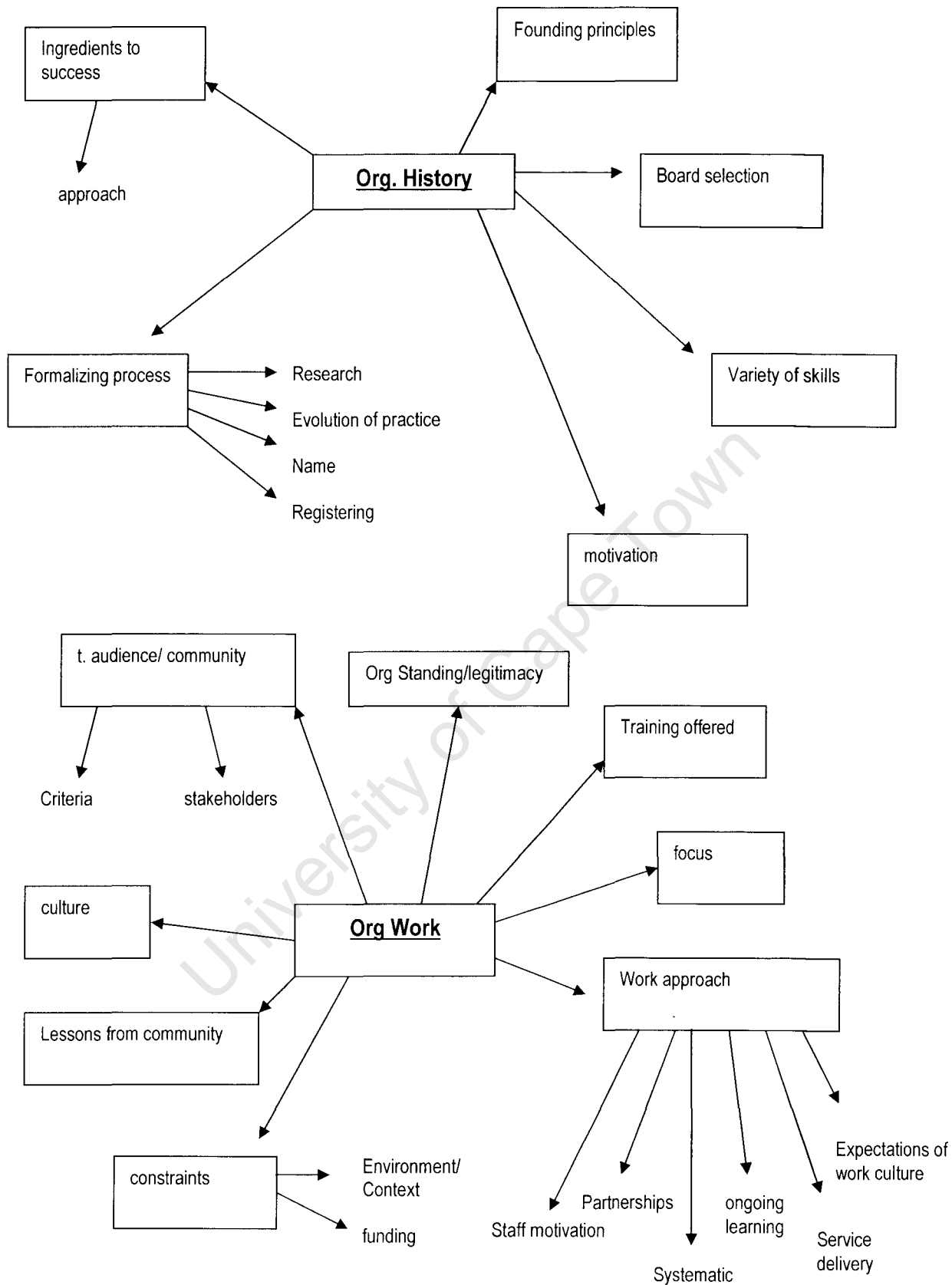
Organizational Profile: - values + culture  
- approach/philosophy of development  
- organizational work  
- t. audience/community serving  
- stakeholders  
- communication/relationships  
- ongoing learning/training opportunities

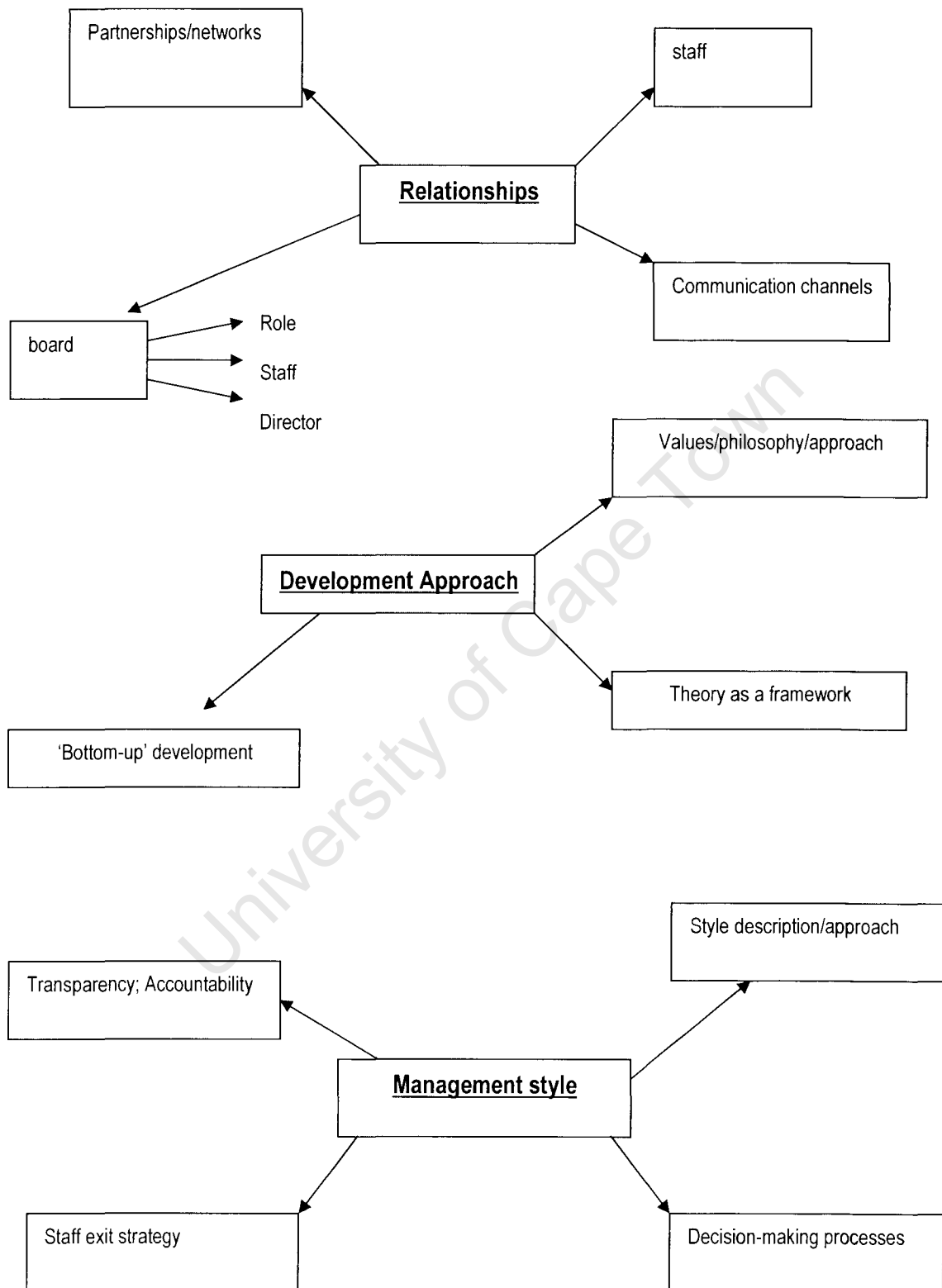
Organizational History: - beginnings  
- influences + evolution of practice  
- formalizing process

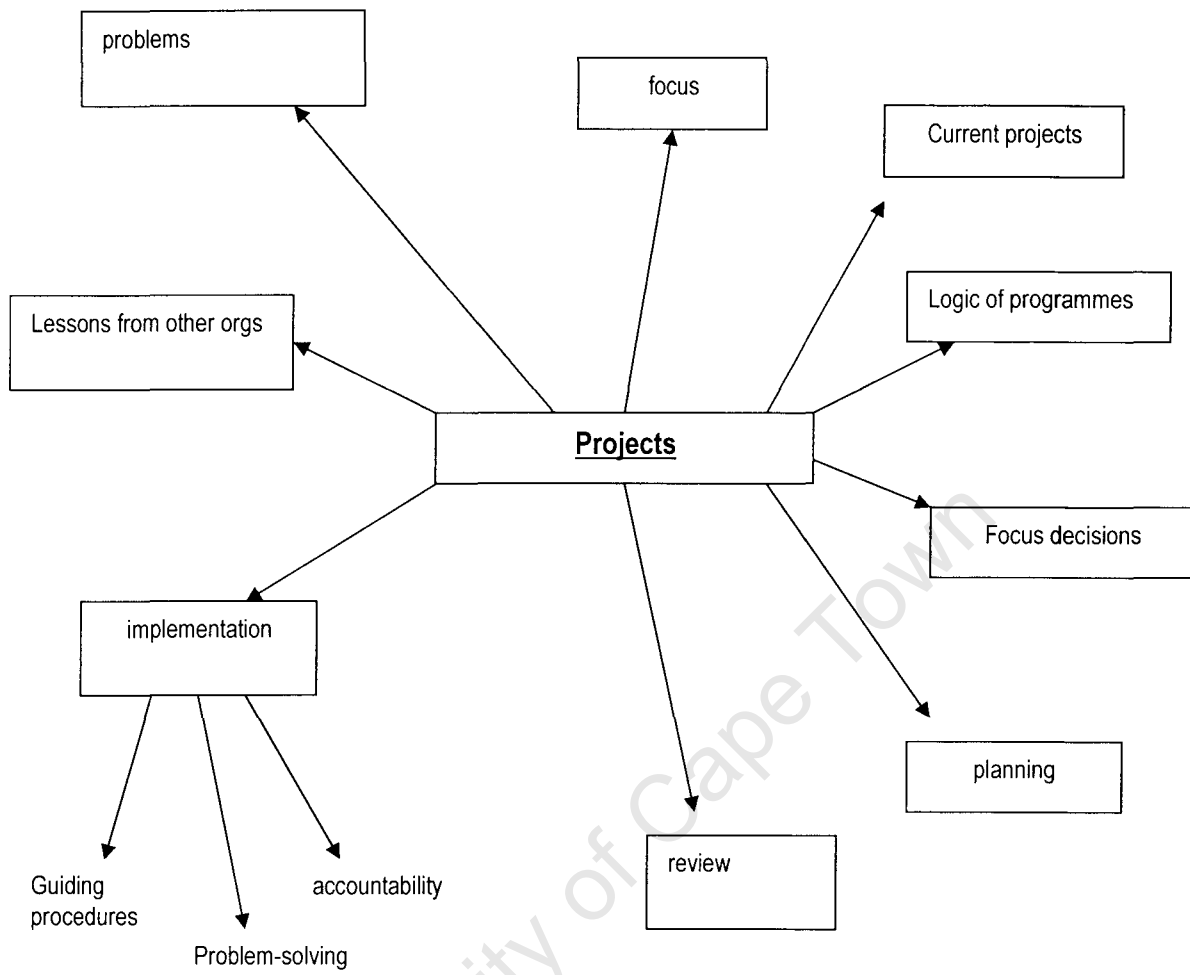
Management/Governance: - approach/style  
- tools/systems  
- decision-making processes  
- board

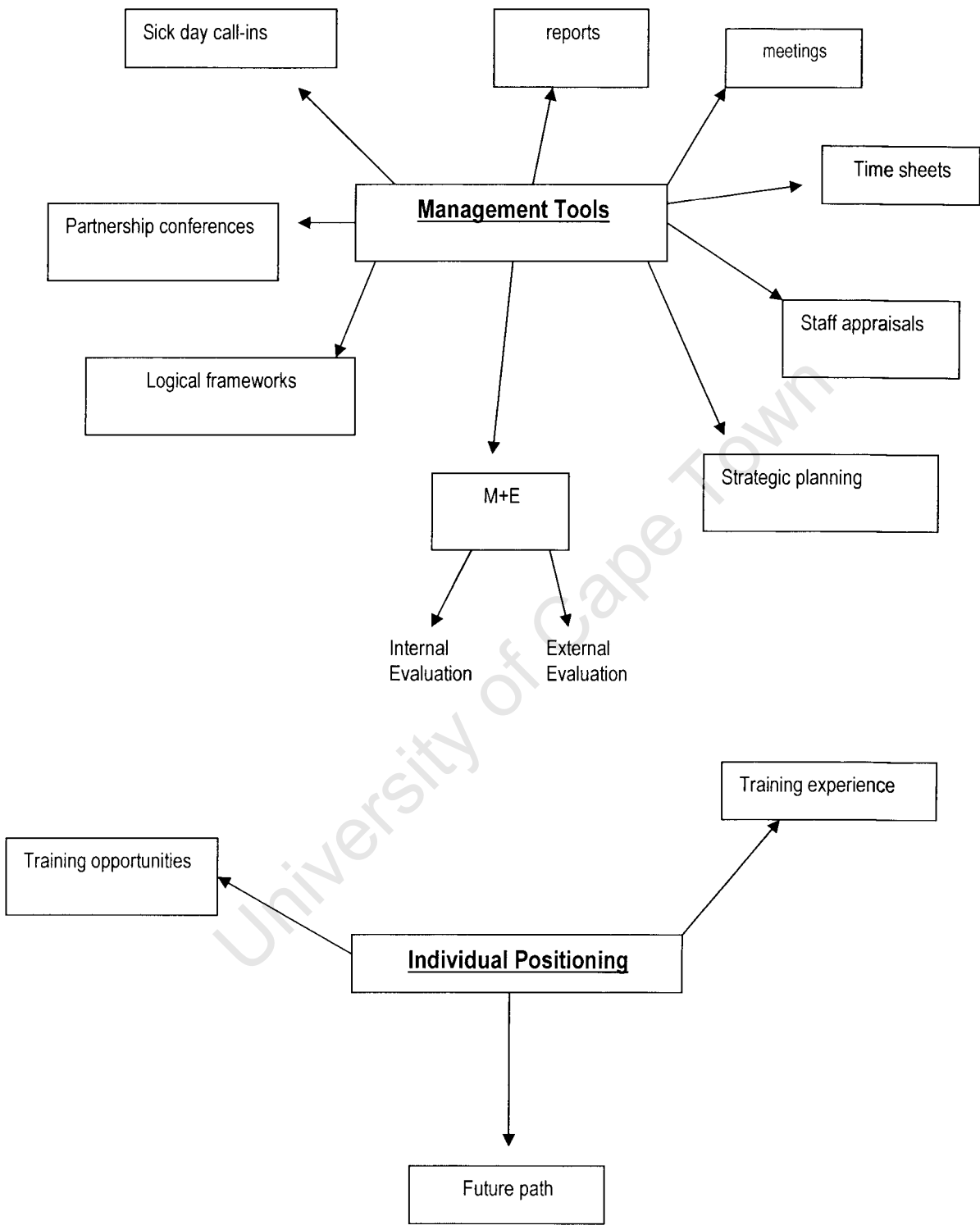
Individual Positioning: - background  
- recruitment  
- education + training  
- motivation  
- future plans/expectations

Projects: - planning  
- content  
- implementation process: problems; guiding work  
- review + reflection (M+E)  
- learning from each other

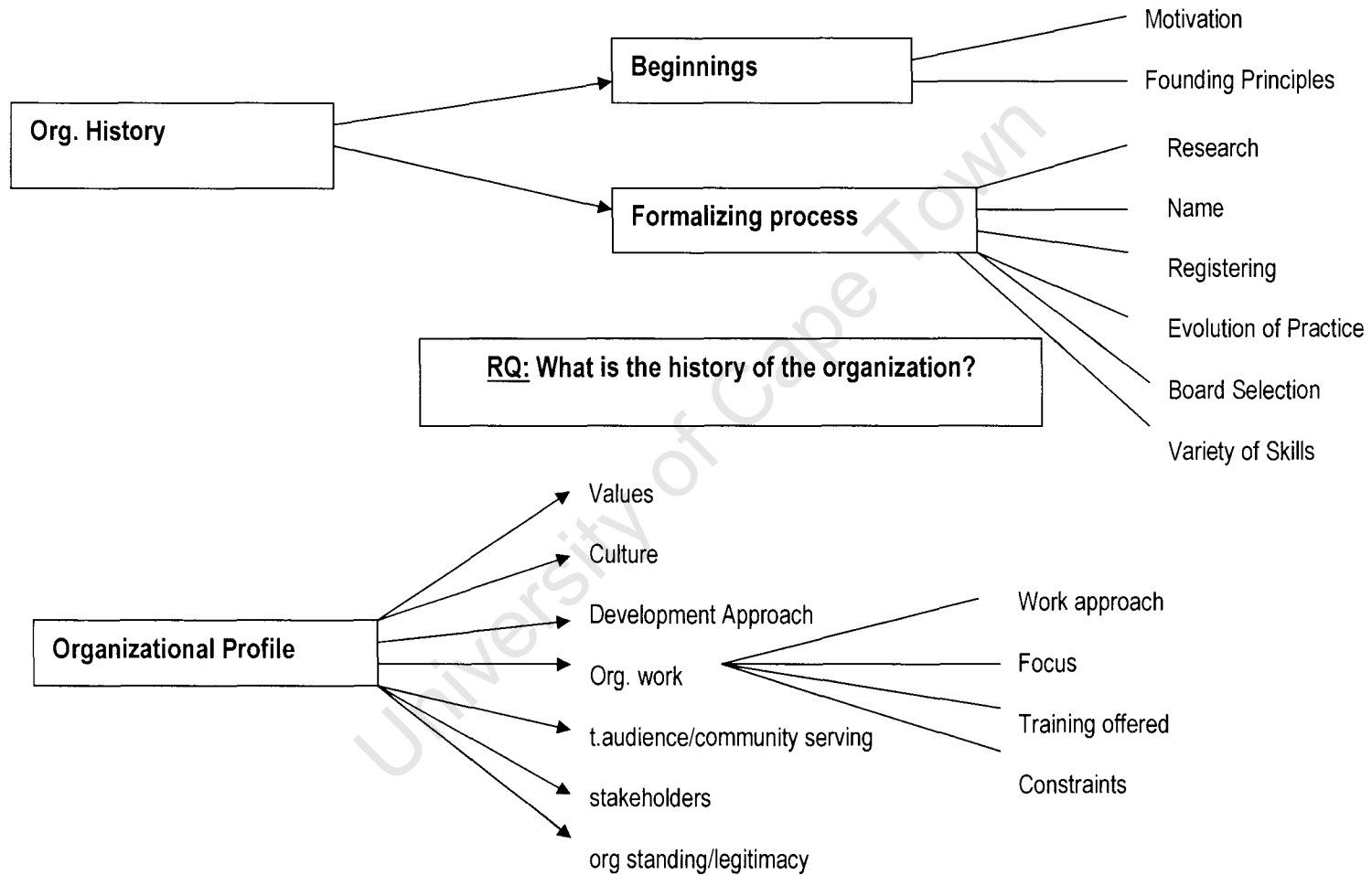


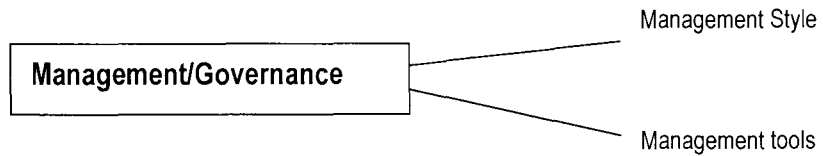






Coding related to Research Questions (RQ)

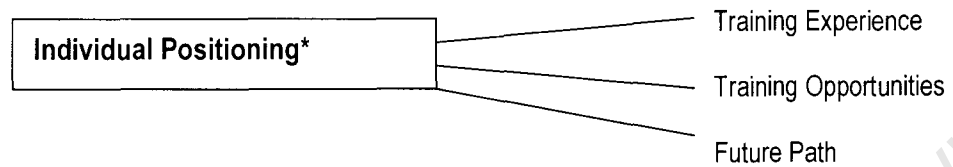




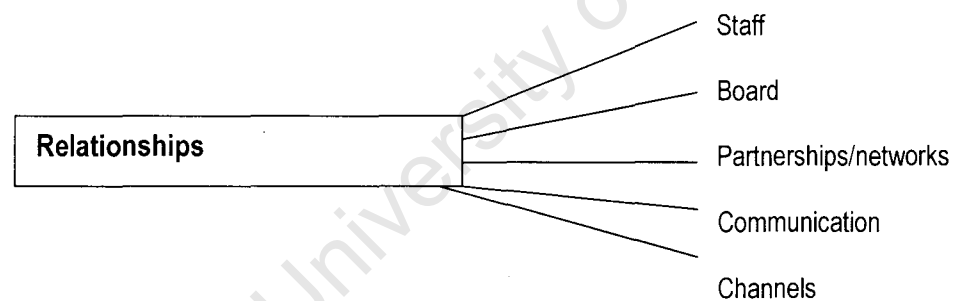
**RQ: What is ZYP's current approach to:**

- Development work/philosophy
- Managing people – and within this, how are projects planned, managed and implemented?

**RQ: A. What management tools and systems are in place to facilitate this management style?  
B. What is the experience/are the perceptions of this management approach?**



**RQ: How are individual staff members positioned within the organization?**



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\* Individual Positioning topics e.g. jobs are covered/overlap with org profile.