An exploration of the experiences of the leaders of mentored Community-Based Organisations in the Eastern Cape

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at the Nelson Mandela Metropolitan University

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DECLARATION

I, Camilla Symes, hereby declare that this submission is my own work, and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other Degree or Diploma of the University or other institute of higher learning, except where due acknowledgement has been made in the text.

10th January 2007

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I wish to express my appreciation to the following people who have contributed to this research:

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- Dr Julie Carter, Dr Robin Snelgar and Rick James
- Shan Fox
- Valerie Dietrich
- Alma Lawler and all the staff of the Barnabas Trust in Port Elizabeth
- The Trustees of the Barnabas Trust
- The leaders and volunteers of the community-based organisations that were involved in this study.

Without them, the research would not have been possible.

Finally, my special thanks go to my husband, Andrew and my children Robbie and Becca, for their patience and support.
ABSTRACT

The potential of community-based organisations (CBOs) to provide lasting solutions in the field of Human Immune Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) has long been recognised. As interest in the role of CBOs has increased, so have attempts to build their capacity and increase their stability and sustainability. Capacity-building initiatives which aim to strengthen CBOs as if they were identical to formal, more established organisations have often proved ineffective, and even at times destructive, because they have ignored the very differences that make CBOs potentially the most effective agents of development change at community level.

This study is a qualitative exploration of a new mentoring-based approach to CBO capacity-building, which is currently being used extensively with CBOs in the Eastern Cape of South Africa. The research is inductive, beginning with an exploratory, descriptive and contextual study of the personal experiences and perceptions of CBO leadership team members from four sample CBOs which have graduated from the Barnabas Trust mentoring programme. Data was collected using a combination of face-to-face unstructured interviews and focus group discussion, with the objective of exploring the subjects’ experiences and their perceptions of the impact of the Barnabas Trust mentoring programme on the sustainability of their organisations. The insights and findings arising from the research process are then applied as the basis for a series of recommendations for the adaptation of the Barnabas trust mentoring approach and materials.

The findings of this study appear to show that the mentoring-based approach has been an effective strategy for capacity-building towards sustainability for the CBOs in the sample, bringing positive change at the individual, organisational and community levels.

KEY WORDS

Community-Based Organisations (CBOs)
Capacity-building
Mentoring
Leadership
HIV and AIDS
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>BT</td>
<td>The Barnabas Trust</td>
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<tr>
<td>CBO</td>
<td>Community-Based Organisation</td>
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<tr>
<td>DFID</td>
<td>Department for International Development (United Kingdom Government).</td>
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<td>DoE</td>
<td>South African Department of Education</td>
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<td>DoH</td>
<td>South African Department of Health</td>
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<tr>
<td>DoSD</td>
<td>South African Department of Social Development</td>
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<tr>
<td>FBO</td>
<td>Faith-Based Organisation</td>
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<td>HIV</td>
<td>Human Immune Virus</td>
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<tr>
<td>MRN</td>
<td>The South African Mentoring Resource Network</td>
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<td>NMMU</td>
<td>The Nelson Mandela Metropolitan University</td>
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<tr>
<td>NPOs</td>
<td>Non Profit Organisations registered with the South African Department of Social Development and Population.</td>
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<tr>
<td>NGO</td>
<td>Non Governmental Organisation</td>
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<td>OD</td>
<td>Organisational Development</td>
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<tr>
<td>OVC</td>
<td>Orphans and Vulnerable Children</td>
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<tr>
<td>TB</td>
<td>Tuberculosis</td>
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CHAPTER 1

INTRODUCTION AND OVERVIEW

1.1 General introduction to the study

The Eastern Cape Province (EC Province) is one of the regions in South Africa that is most severely affected by poverty and HIV AND AIDS. In the EC Province\(^1\), 71% of people live below the poverty line, compared to the national average of 57%\(^2\). National Department of Health studies show that 27.1% of women attending antenatal clinics in the EC Province are HIV-positive\(^3\). In addition, it is estimated that 16% of South Africa’s orphans live in the province\(^4\). Particularly badly affected by the HIV and AIDS epidemic, are the large, sprawling township and shack communities where anti-retroviral medication is not yet widely available and the health and welfare systems are not coping effectively with the emerging needs\(^5\).

In the 2005 Eastern Cape AIDS Programme Review (2005), it was reported that there has been a strong mobilization movement at community level around the HIV and AIDS epidemic in the Eastern Cape. This has been driven by the increasingly evident need for intervention in respect of people who are HIV infected and affected at community level, government and NGO HIV-related training and support programmes, and the development of faith-based sector HIV-related initiatives. The result is that NGO networking organisations and local government representatives are seeing a proliferation of small community-based organisations (CBO) and faith-based organisations (FBO)\(^6\). Ndlovu describes CBOs as “organisations of

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1 This term refers to the Eastern Cape Province of South Africa, unless otherwise stated.
2 Statistics provided by Human Sciences Research Council. (July 2004), HSRC. South Africa.
3 The South Africa Department of Health Study. (2003), National Department of Health. South Africa.
6 A community-based organisation (CBO) is a group of people from a single community who are working in that
the poor, with the poor themselves as leaders, volunteers and beneficiaries." He goes on to suggest that they are informal or semi-formal grassroots formations, whose members are drawn from a wide range of community formations which cover a wide range of activities across many sectors, from youth, to women, to HIV and AIDS and burial societies.

For the purposes of this study, the following generalised definition of a CBO will be used: “A Community-Based Organization (CBO) is an organization created and controlled by local people for their own interests and benefit. CBOs are typically inclusive and member run. They can be longstanding and traditional in origin, or groups more recently self-organised by members to help meet their basic needs and further their common interests.”

The specific characteristics of CBOs in the Eastern Cape Province vary, depending on location and function. The most common profile of CBOs, in the HIV and AIDS sector in the Province, is that they are volunteer-based, led by an older woman who is also the founder, and they operate using their own resources without formal office space. In terms of activities, such organisations tend to be reactive and survivalist, without clear plans and adapting and adding to their interventions to fit potential funding opportunities and emerging needs. The table below outlines some of the most significant differences between CBOs and NGOs.

<table>
<thead>
<tr>
<th>Characteristics of a CBO</th>
<th>Characteristics of an NGO</th>
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<tbody>
<tr>
<td>CBOs – Based and working in one community</td>
<td>NGOs – May work in multiple communities</td>
</tr>
<tr>
<td>Local ownership – established by members of a community to serve their common interest.</td>
<td>Intermediary, established to serve the interests of multiple communities in target areas according to a strategic agenda.</td>
</tr>
<tr>
<td>Local control – run by members of the community it serves. May be contracted by them and/or external donors to deliver projects and services in their own community.</td>
<td>Management structures may be located outside the community, sometimes regionally centralised. Contracted by external donors to deliver projects and services which are aligned with their goals and</td>
</tr>
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</table>

community to bring positive change around key issues that are of concern to them. Some of these CBOs & NGO’s are rooted in a faith community, for example a church, they are then known as faith-based organisations (FBOs).

7 Ndlovu, N. (2004), The Cinderellas of Development - Funding CBOs in South Africa. INTERFUND. S. Africa. (Page 1)
8 Ndlovu, N. (2004), The Cinderellas of Development - Funding CBOs in South Africa. INTERFUND. S. Africa. (Page 8)
priorities in a range of different communities.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Description</th>
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<tbody>
<tr>
<td>Local membership – usually volunteer based and the activities are carried out by them.</td>
<td>Staffed by paid “professional” workers, usually recruited elsewhere to work in the area.</td>
</tr>
<tr>
<td>Local recognition – well known by the community and likely to be trusted by them.</td>
<td>Likely to be unknown or only partly known in the community prior to the start of their intervention.</td>
</tr>
<tr>
<td>Local accountability – accountable to the membership whose vision and mandate they fulfil. Located in the community long term and members of the board and other accountability structures are likely to come from the local area.</td>
<td>Accountable to their own vision statements and often only nominally to the communities where they work. Interventions at community level for a limited time only and board members not usually drawn from the communities where the organisation is working.</td>
</tr>
<tr>
<td>Often unregistered and informal with a small budget.</td>
<td>Usually registered with a larger budget.</td>
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</table>

Table 1.1: A Comparison of the characteristics of NGOs and CBOs

The quality and cost-effectiveness of CBOs potential contribution to the provincial response to the epidemic is extremely significant. Community-based groups whose activities are aligned with HIV and AIDS-related key performance areas of the Eastern Cape Provincial Growth and Development Plan (PGDP) HIV and AIDS and TB programme, are strategically positioned to be extremely effective agents of positive change in the context of the HIV and AIDS epidemic in the Eastern Cape. Their local knowledge, network of relationships and strong motivation to meet the local needs created by HIV and AIDS in their own communities, place them in a strategic position to reach affected individuals and their families. In the introduction a recent study done on the CBO sector for INTERFUND in South Africa, Ndlovu asserts that: “CBOs are aware of, and involved in the debates and contestations about HIV and AIDS, but at the same time partner with a myriad of other stakeholders to fight the pandemic. At a grass roots level, there is a sense that a common goal and common determination is emerging to stem the spread of the virus, provide care, and support to the infected and affected. The successes that have been achieved in this area provide a basis for optimism with regard to other CBO projects and programmes.”

11 Maslyukivska, O. (1999), Role of Nongovernmental Organizations in Development Cooperation. UNDP/Yale Collaborative Programme on the Urban Environment. USA.
In addition, these same groups can mobilize and co-ordinate a range of complementary HIV-related activities in affected communities across the health, development/poverty alleviation and educational sectors, because a multidimensional approach develops naturally as they respond to the emerging needs around them. Typical HIV and AIDS-related activities that are carried out by CBOs in the Eastern Cape include: Home based nursing care, treatment support, community based orphan care, citizens advice, income generating activities, Counselling and psychosocial support, practical support, food gardens, after school care, prayer and spiritual support, awareness campaigns and education.

The case study below describes a typical pattern of change and development for an HIV and AIDS-specific, community-based organisation operating in the Eastern Cape Province. The group began with home-based care of clients with AIDS. In adaptation to their changing context, however, they went on to establish a strategic alliance with an advice centre and eventually shifted the focus of their work onto the care of AIDS affected children, awareness raising, food gardens and income generating activities.

1.1.1 Case Study

Hankey village is in a rural fruit-growing area of Cacadu District in the Eastern Cape. The population of the village is estimated to be approximately 10,000 and in 2003, the local clinic reported a 60% seroprevalence rate among people who were coming for HIV testing from the village and surrounding areas.

In response to the increasingly apparent effects of HIV and AIDS in their community, an organisation called the Hankey Home-based Care Givers was established in August 2001, by a group of concerned community members. After 9 pioneer volunteers concluded their initial 59 day training in home-based care nursing from the Department of Health, the group started working in collaboration with the local clinic, to offer a home-based care programme for one hundred and twenty clients, including approximately fifty children.

Initially, even though the group was officially launched in June 2002, with the public support of the local Department of Health and a local councillor, it was difficult to persuade people infected with HIV and AIDS and their families to accept help. Once the group was established and the community noticed the way their clients were improving when they received care however, the group were overwhelmed with requests for care and assistance from infected and affected families and individuals in the community.

\[13\] Statistics provided by the local Department of Health through the clinic in Hankey village in 2003.
In response to this community demand, the group decided to start a soup kitchen once a week. They also started a food garden in order to feed families on a more regular basis. In addition, they established a strategic alliance with the local advice centre because in their day-to-day contact with clients, the volunteers saw that the clients were having difficulty obtaining the identity documents needed to access government HIV and AIDS-associated disability and child care grants.

At that time, the group reported that an average of five, (mainly young) clients were dying every month. In response to the high rate of death, the apparently increasing rate of HIV infection in the community and the rejection of people with AIDS by their families, the group started working to raise the levels of understanding and awareness of HIV in the community. They identified the stigma associated with the disease, a lack of awareness about transmission and misplaced fear of infection as key problem issues. In response, the volunteers established a support group and started running awareness events in the community, visiting schools and giving counselling in addition to their on-going activities with the clients and their families.

In late 2003, there was a strong conflict in the group leadership associated with the government's decision to offer stipends for five home-based care workers through the local clinic. As a result, a group of volunteers left and started working directly for the local clinic. The remaining group, who were the core leadership, established a new organisation more closely affiliated to local churches and started to work with children. They did this because they had observed the dramatic increase in the number of orphans and vulnerable children (OVC) left without adequate day care, as a result of the death or sickness of their parents.

In February 2005, under the name Ethembeni, the group had 12 volunteers who were caring for 91 OVC through a pre-school. A further 69 adults, associated with the children at the school, were receiving regular home-based care. In addition, the group had started to assist their clients to establish income-generating activities. This was a new initiative, which developed as a result of the significant improvement in the health of some of the clients, which was associated with the increasing availability of anti-retroviral drugs. This improvement made them ineligible for disability grants, hence the need to assist with finding new sources of income.

The case study above illustrates how CBOs are potentially able to respond quickly and operate effectively in a context of rapid and continuous change, as the effects of the different facets of the epidemic and the government's responses to it are felt in their communities.
Despite the strategic positioning of the CBO sector with regard to the HIV and AIDS epidemic however, CBOs still get significantly less of the available NPO funding in South Africa than any other group, as Swilling and Russel have shown in their 2002 study on the size and Scope of the Non-Profit Sector in South Africa\textsuperscript{14}. This, they suggest, is a disappointing finding in the light of the fact that an estimated 53% of the registered non-profit organisations (NPOs) in South Africa can be classified as less formalised, community-based organisations\textsuperscript{15}. A possible reason for this disparity may be that, although many donors and government institutions acknowledge the value and potential role of a strong CBO sector and have expressed a commitment to support CBOs working in the field of HIV and AIDS, they find that “CBOs lack of capacity, poor infrastructure, lack of access to technology and lack of confidence when presenting their work have made the vast majority of them invisible to donors.”\textsuperscript{16} In addition, small CBOs operating at community level are generally found to be weak structurally and are perceived to be unable to integrate smoothly with the formal government and donor sectors, who could potentially support their work\textsuperscript{17}.

This weakness of the CBO sector is not a recent phenomenon in South Africa. At a meeting of the provincial HIV and AIDS Coordinators of the Department of Health held in the year 2000, participants reported that attempts had been made to recruit small NGOs and CBOs to deliver services for HIV and AIDS and TB at community level. However, they were usually not capable of developing the organisational structures to carry the programmes, and were perceived by the participants, to be unable to manage the funds accountably. Ndlovu suggests that a significant reason for the weakness of the CBO sector is that “Most CBOs lack the professional knowledge and skills that NGOs have in abundance, and on the whole do not have the type of access to funding that NGOs have.”\textsuperscript{18}

1.1.2 Government planning, policy and strategy frameworks for Community-Based Organisations

In an attempt to strategically address the twin problems of insufficient capacity and the lack of funding available to the CBO sector South Africa, the National and some Provincial government departments of

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\textsuperscript{14} Swilling, M., & Russel, B. (2002), The size & Scope of the Non-Profit Sector in South Africa. Centre for Civil Society, University of Natal & Graduate School of Public Policy & Development Management, University of the Witwatersrand. South Africa.

\textsuperscript{15} Swilling, M., & Russel, B. (2002), The size & scope of the Non-Profit Sector in South Africa. Centre for Civil Society, University of Natal & Graduate School of Public Policy & Development Management, University of the Witwatersrand South Africa.


\textsuperscript{17} CADRE Institute for Social & Economic Research. (2005), Eastern Cape AIDS Programme Review. Rhodes University. South Africa.

\textsuperscript{18} Ndlovu, N. (2004), The Cinderellas of Development - Funding CBOs in South Africa. INTERFUND. S. Africa. (Page 9)
health, social development and education have responded by prioritising civil society capacity-building, especially with the CBO sector, as a strategy for enabling a more comprehensive response to the HIV AND AIDS epidemic\textsuperscript{19}. The National Department of Health’s HIV and AIDS NGO Funding Unit’s Mentoring for Change initiative is an important example of this. The programme was established in 2001 in an attempt to enable CBOs to become effective and sustainable enough to participate in the delivery of health care and other services around HIV and AIDS at community level.

A possible explanation for the lack of capacity in the CBO sector is the perceived failure of conventional training programmes to produce measurable long-term results because it has not been sufficiently contextual and applied specifically to the needs of CBOs, to ensure the effective transmission and utilization of skills. The new Mentoring for Change initiative was established through a network of nine NGOs (subsequently known as the nationwide Mentoring Resource Network (MRN)), specifically to search for a new way of building the capacity of CBOs for an effective, community-based response to the epidemic.

Through this programme, each participating NGO was funded to develop and establish a pilot CBO mentoring programme, with the intention of enabling the CBOs involved to eventually participate in a sustainable way as partners with the government in the delivery of home-based care and other services associated with the HIV and AIDS epidemic at community level. The Mentoring for Change partner NGO in the Eastern Cape is the subject of this study, the Barnabas Trust.

Originally, part of Youth for Christ (an established faith-based NGO in East London), the Barnabas Trust (BT) was established as an independent trust in South Africa in 2001, specifically to mentor CBOs and FBOs. Founded on a framework of Christian values, with a focus on compassion, the organisation is currently working alongside in excess of 100 CBOs and FBOs working in the field of HIV and AIDS in the Eastern Cape Province, and through 2 regional offices situated in East London and Port Elizabeth. Their aim is to help the CBOs they work with, to develop into strong, accountable learning organisations, that are able to work effectively and sustainably to help those infected and affected by HIV and AIDS in their own communities\textsuperscript{20}.

Table 1.2 shown below outlines some of the main characteristics of a learning organisation.


\textsuperscript{20} Barnabas Trust publicity leaflet & contact details (2006), The Barnabas Trust. Port Elizabeth, South Africa.
The characteristics of learning organisations

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<tr>
<td>Provide continuous learning opportunities.</td>
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<td>Use learning to reach their goals.</td>
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<tr>
<td>Link individual performance with organisational performance.</td>
</tr>
<tr>
<td>Foster inquiry and dialogue, making it safe for people to share openly and</td>
</tr>
<tr>
<td>take risks.</td>
</tr>
<tr>
<td>Embrace creative tension as a source of energy and renewal.</td>
</tr>
<tr>
<td>Are continuously aware of and interact with their environment.</td>
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Table 1.2: The characteristics of a learning organisation.

1.2. Review of relevant literature

In a context where the AIDS epidemic is constantly changing communities, the CBOs involved in AIDS responses the Eastern Cape have a complex task. In order to deliver appropriate services reliably to their AIDS-affected clients, they need to be run accountably and efficiently with basic systems and structures in place. They also need to be deeply rooted in their communities, and capable of anticipating, adapting and responding to the rapidly and continuously changing situation, while at the same time sustaining themselves and maintaining a strong grasp of their own vision for their community and the work they are doing. Finally, in addition, they also need to be capable of learning in order to thrive in a shifting context in a changing and interdependent world.

As researchers and practitioners have sought to study and assist organisations, including CBOs, a body of literature is developing, some of which seeks to provide overarching theories, others to record local practical insights. Much of the relevant literature uses a multidisciplinary approach, combining insights from sociology, psychology and management science in analysing what makes an effective organisation. An important contribution to organisational development thinking and an example of this integrated approach, is the work of Peter Senge, who had developed theories and ideas around the development and sustainability of "learning organizations capable of thriving in a world of interdependence and

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1.2.1 Working with Community-Based Organisations in the field of HIV and AIDS

The kind of commitment needed to establish and sustain voluntary community-based organisations, working in the field of HIV and AIDS, goes far beyond an employee's usual commitment to his or her organisation. Research by the CADRE Institute for Social and Economic Research at Rhodes University, has shown that at community level, HIV and AIDS-related work is difficult, relentless, depressing and often thankless. Added to which are the frustrations with slow-moving government departments whose inefficiency may significantly increase the burden on the volunteers working at the coalface of the epidemic.

One of the key elements Senge identifies as an essential component of any learning organisation, is a shared vision of the future among management and staff. The foundation of the commitment that drives a CBO is rooted in the leaders’ and volunteers’ shared perception that the organisation is a vehicle that will bring positive change to their community. These community-based organisations do not have long-term, detailed strategic plans. Instead, they have one clear overriding goal or mission, which is the guiding principle that governs their work. They are there because they want to change their world, by addressing a specific problem that is dramatically affecting their families and community. They are motivated by the desire to ease the immediate suffering around them and to prevent the catastrophic effects of the HIV and AIDS epidemic from further spreading and developing unchecked in their communities.

Unfortunately many CBOs fail, because their leaders have personal visions that never develop into shared visions that galvanize an organisation. It is the commitment to a positive change, which keeps the leaders and volunteers involved. It is under this shared vision of the future that they can be assisted to work and learn, and they are motivated to continue working, developing innovations and finding solutions, primarily by their own desire to bring positive change. This is not because the management tells them to, or because they are paid to do the work, but because they know that it is in their own interest and that of their families and the community for them to continue.

27 James, R., Wrigley, R. (December 2005), PRAXIS Learning Groups discussion Summary -Organisational Vision in the context of HIV. INTRAC Oxford.
According to research by Nevis, DiBella and Gould\textsuperscript{29}, effective organisational learning processes have identifiable stages. Their three-stage model for organisational learning processes are based on Huber’s work on organisational learning\textsuperscript{30}. These stages are listed below:

1. **Knowledge acquisition** – The development or creation of skills, insights, relationships.
2. **Knowledge sharing** – The dissemination of what has been learned.
3. **Knowledge utilization** - The integration of learning so it is broadly available in an organisation and can be generalized to new situations.

Interviews by telephone with 18 representatives of the government and key capacity-building NGOs in the Eastern Cape\textsuperscript{31} indicated that historically in the Province, capacity-building work with CBOs has been concerned with the acquisition of knowledge and to a lesser extent, sharing and dissemination of that knowledge without significant reference to the context of the organisations. In addition, programmes have not previously been established in the Eastern Cape that focus significantly on the assimilation process and ensuring that knowledge becomes institutionally available, as is the case with the Barnabas Trust mentoring programme. Huber refers to this approach as building the organisational memory. True knowledge, he suggests, is more than information, it includes how that information is interpreted and the way in which it is combined with what the trainee already knows, to build broad competence within the organisational and wider community context.

In the light of this, simple capacity-building programmes that teach people skills without significant, on-going contact with them in their own situation and wider context, to support the development of competence, tend to be superficial and inadequate. Good organisations, where there is genuine commitment and enrolment rather than compliance among the volunteers are, Senge asserts, more than the sum of the skills of the individual people in them. A shared vision and “collective competence” needs to be learned in the same way that a team of football players, however skilled, need to learn to play together to become effective enough to consistently win matches\textsuperscript{32}. It is necessary for the coach to work with them, assessing their performance


\textsuperscript{31} Eastern Cape AIDS Programme Review (2005), CADRE Institute for Social & Economic Research. Rhodes University.

and assisting them to adjust and correct their game over a series of matches that brings lasting improvement. A single isolated session on strategy and ball skills would be significantly less effective.

In the day-to-day life of the organisation and community, Nevis, DiBella and Gould have observed that “learning may take place in planned or informal, often unintended ways. Moreover, knowledge and skill acquisition takes place in the sharing and utilization stages. It is not something that occurs simply by organizing an “acquisition effort”\(^{33}\). Senge and Kofman agree, stating, “Life is too complex and effective action too contextual. Real learning – the development of new capabilities – occurs over time, in a continuous cycle of theoretical action and practical conceptualization\(^{34}\)” Such a cycle can only occur gradually, embedded in the ongoing, community-based life of an organisation.

A good illustration of the complexity of organisational life can be found in Adizes organisational life-cycle. This model provides a useful basis for understanding the lifecycle of an organisation:

1.2.1.1 Adizes Organisational Life-cycle model\(^{35}\)

![Adizes Organisational Life-cycle model](image)

Figure 1.1: Adizes Organisational Life-cycle model

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\(^{35}\) Adizes, I. (1999), Corporate Lifecycles. Prentice Hall. USA.
The stages he describes are:

1. courtship (the initial development or creation of the proposition/model/business/formation/etc)
2. infancy (after launch - start of active trading)
3. go-go (frantic energetic early growth and sometimes chaos)
4. adolescence (still developing but more established and defined)
5. prime (the business or organisation at its fittest, healthiest and most competitive, popular and profitable)
6. stability (still effective, popular, can still be very profitable, but beginning to lose leading edge - vulnerability creeping in maybe)
7. aristocracy (strong by virtue of market presence and consolidated accumulated successes, but slow and unexciting, definitely losing market share to competitors and new technologies, trends, etc)
8. recrimination (doubts, problems, threats and internal issues overshadow the original purposes)
9. bureaucracy (inward-focused administration, cumbersome, seeking exit or divestment, many operating and marketing challenges)
10. death (closure, sell-off, bankruptcy, bought for asset value or customer-base only)

1.2.2 The Barnabas Trust approach to mentoring CBOs

Mentoring is not a new concept in Africa. Long before the ancient Greek civilisation that gave us the word “Mentor” in Homer’s text The Odyssey, “ancient Africa” shared responsibility for teaching children and there was always a non-family member who was assigned a special role in the life of a new child36. The literature on mentoring offers many definitions of the term, depending on the style of the mentor and the situation. A useful definition from Parsloe is “to help and support people to manage their own learning in order to maximise their potential, develop their skills, improve performance and become the person they want to be”37. The Barnabas Trust CBO mentoring model, takes this mentoring approach and uses it as a framework for working with leadership groups in community-based organisations. The model has been described by INTRAC38 and documented

in publications by DFID and the National Department of Health\textsuperscript{39}. This mentoring-based, capacity-building approach was developed in the Eastern Cape Province of South Africa, specifically for CBOs in that Province. The process is designed to support the leadership team of each CBO on the programme in a relationship based, balanced, systematic way, developing skills and collective competence in the context of their organisations unpredictable daily life, because, as Lassey points out "\textit{The road to a learning organization is a slow and never ending journey. Slow, in that it is a process of evolution rather than revolution. One where the strengths of the organization are built upon and the weaknesses gradually eliminated; a journey on which the whole organization must travel...a learning organization is constantly adapting and changing to accommodate changing times}"\textsuperscript{40}.

The mentoring process combines a two year relationship with a trained mentor, small amounts of regular seed funding and exposure to a cluster of tools and training materials designed to build the capacity of CBOs involved in HIV and AIDS-related work and to help them develop into sustainable, learning community-based organisations.

The capacity-building begins with a participatory situational analysis and vision-building process. These exercises allow the CBO leadership teams to explore the internal situation of the group and their external situation in the community. In addition, it gives all the group members the opportunity to express their own vision for the work they are doing and allows these personal visions to be worked into a common vision for the group. The process then leads them into a series of simple appreciative enquiry and problem-solving exercises\textsuperscript{41}, which are based on what they already know, and the outcomes of which are incorporated into the strategic plan along with the outcomes of the vision-building process.

The development of the strategic plan is a very important component of the motivational and ownership-building process. As Lassey observes, "It is not possible to prescribe the route for every organisation in advance, because the people who make up the organisation need to be involved in planning their route to their shared goal/vision."\textsuperscript{42} The vision-building, analysis and problem-solving processes combine to yield a specific set of goals for each organisation, which are directly derived from the knowledge, ideas, and desires of the leaders and volunteers.

Throughout the mentoring process, the mentor gives regular, respectful encouragement and practical support to the group leaders as they start to use and share the skills and insights from the training process, and as they build up the structures and systems of the organisation. Once the initial training is over, the mentor meets with the leadership team of each CBO in their own context, over an extended period of up to 2 years.

A key component of the mentor's role is also to provide support and assistance with the establishment of action learning processes, based on the Kolb learning cycle, for the groups' community-based activities, as an integral part of their organisational life.

1.2.2.1 The Kolb Learning Cycle

![The Kolb Learning Cycle](image)

The CBOs are assisted to define their own specific indicators of success, and once these are established, they are used to track progress towards the organisations goals. The associated learning and analysis is then used for reporting, future planning and problem-solving.

The essential objective of mentoring is to enable each client organisation to develop from wherever they are, as far as possible towards greater effectiveness, stability, accountability and sustainability. Mentoring is a long, patient process in which organisations are given a safe place to try and to fail, to evaluate their

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failures and conflicts, to learn from them, adjust their rules/behaviour, insights and principles, and to try again.

By the end of the mentoring process, the Barnabas Trust expect to see the following internal results:

“The leadership struggles associated with bringing resources into an organisation should be settled.
The group should have stabilised, grown and formalised into a registered entity.
They should be able to monitor their own progress towards their goals and to resolve problems as they occur.
They should have a book-keeping system working smoothly, resulting in balanced books at the end of every month, and passed audits at the end of every year.
The leadership team/governance structures should be stable and working together as a team.
The activities and decisions of the organisation should be planned and recorded.
They should have access to on-going funding through a relationship with appropriate donors who will pay them on time.”

For a more detailed description of the Barnabas Trust mentoring approach, see Appendix 1.

1.2.3 The Barnabas Trust training materials

Every CBO/FBO and Mentoring NGO trained by the Barnabas Trust receives a copy of a set of manuals called “The New Tool Box – a handbook for community based organisations”. The Barnabas Trust in partnership with the British Government’s Department for International Development (DFID) and the South African National Department of Health AIDS Directorate, published these four volumes as an attempt to develop material that was accessible to groups operating at community level in South Africa. The terms of reference for the handbooks were developed through a process of broad consultation, which began with a highly representative Mentoring Programme Conference in Pretoria. This Mentoring Programme Conference was held in March 2002 with sponsorship from the European Union Capacity-building fund, and it involved representatives from every level of the Department of Health, NGO’s, donors, CBO leaders and all of the founding members of the Mentoring Resource Network (MRN), who were involved with the Mentoring or Change programme from the beginning.

References:

There are four different books in the New Tool Box series, and each volume gives simple information on different aspects of a CBOs life and work. The manuals are simply written and specifically geared to the needs of South African CBOs. They are based on a collection of tested and adapted information and exercises. The key sources of this information were local and international NGOs, as well as previous Department of Health publications including the “Tool Box” Parts 1 and 2 by Felicity Young. In addition, the Training for Transformation series was used along with a selection of training and reference materials which were adapted, developed and tested through The Limpopo Province Development Education and Leadership Training for Action (DELTA) Network and the Barnabas Trust Training Department.

1.3 The impact and sustainability of CBO capacity-building interventions

Due to the complexity of the context and requirements for CBOs, the Barnabas Trust Mentoring approach to building their capacity operates at a number of different levels. Firstly, it is an intentional intervention aimed at building the organisational capacity of each mentored CBO, so that they can survive beyond their current leadership and the end of the mentoring intervention and fulfil their mission effectively. In addition, however, as Eade suggests, it is also an attempt to strengthen the capacity of key stakeholders (including communities, families and individuals) to participate in the political and social arena, and by doing so, to strengthen community and civil society on a broader level. Sarriot defines such a commitment to the development of a sustainable, multi-faceted impact as sustainability in the form of “a contribution to the development of conditions enabling individuals, communities, and local organizations to express their potential, improve local functionality, develop mutual relationships of support and accountability, and decrease dependency on insecure resources…beyond a project intervention.”

This intention to sustainably affect the community and society beyond the organisation, as well as the

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48 Mentoring Programme Conference Report. EU Capacity-building fund.
49 Young, F. (1999),. South African National Department of Health HIV & AIDS NGO Funding Unit.
organisation itself and the stakeholders within it, means that: “Capacity-building is a risky, murky, messy business, with unpredictable and unquantifiable outcomes, uncertain methodologies, contested objectives, many unintended consequences, little credit to champions and long time lags”\(^{53}\).

This raises difficult issues of attribution when the specific impact of the mentoring initiative on the capacity and sustainability of the sample community-based organisations in this study are considered. “In any complex, multi-faceted programme where there are a number of interventions at different points and locations, it is hard to identify direct causal links.”\(^{54}\) Changes to personnel at leadership and governance levels combine with the unforeseen effects of the unfolding economic, political and social processes in the environment, especially in the context of the AIDS epidemic, to build a very complex picture. In addition, the multiple interventions associated with mentoring, and the resulting changes that are made in each mentored organisation make tracking direct causal linkages extremely difficult.

In the light of this complexity, James has proposed the principle of “plausible association” which is applied using the Ripple Model\(^\text{55}\). In this model, shown in Figure 1.3 below, the capacity-building programme is seen as a drop of rain or a pebble that lands in water, causing ripples of effect to spread outwards bringing about changes at various levels in the individuals directly involved, the organisation and its context community.

\(^{55}\) James, R. (2002), People & change. INTRAC. Oxford, UK.
1.3.1. Assessing the impact of capacity-building - The Ripple Model

This process begins with the individuals directly involved in the process and moves on to affect the organisation they belong to, the quality of service they provide in the community and eventually, the attitudes and behaviour of the beneficiaries, and ultimately the wider community itself.

In this way, Hailey and James argue that, “the size and direction of the ripple is thus influenced by (and in turn influences) the context in which it moves.” And in the same way that a real ripple loses energy and diminishes in size as it moves further out, so, as time passes and its influence spreads, it becomes increasingly difficult to track the changes associated with the initial capacity-building intervention. “As a project moves from inputs to effect, to impact, the influence of non-project factors becomes increasingly felt, thus making it more difficult for the indicators to measure change brought about by the project.”

Using this “Ripple Model” as an analogy for the way in which change may occur as a result of a capacity-building initiative, James argues that it is possible to judge whether change on one level does cause change at a wider level. This is usually done using semi-structured interviews with open-ended questions about what has changed and why, to discover whether, in the respondents opinion, there is a plausible association.
between the cause and effect. The example below illustrates the possible process:

1. It is plausible that a training course may bring about improved knowledge, new skills and attitudes.
2. If those trainees are able to implement their learning in their organisation, then it is plausible that change may also be experienced at a wider organisational level, through improved organisational functioning, and if the skills are technical, through an enhanced quality of service to the community.
1. The plausible result is changes in the attitudes and behaviour of the ultimate beneficiaries of the service provided.

1.4. Motivation for the study

1.4.1 Problem statement

Community-based organisations whose activities are aligned with HIV and AIDS-related key performance areas of the Eastern Cape Provincial Growth and Development Plan (PGDP) HIV AND AIDS and TB programme, are strategically positioned to be effective agents of positive change in the context of the HIV and AIDS epidemic in the Eastern Cape, because they have the following attributes:

- Community-based networks;
- Strong motivation to meet the local needs;
- Adaptability to a changing community context; and
- Strategic positioning to reach affected individuals and their families with a range of complementary HIV-related activities in affected communities across the sectors;

However, as displayed in the District Municipality AIDS Council Report for the EC province, CBOs are weak structurally and in need of specialist capacity-building help to develop the strategies, structures, systems and culture needed to operate effectively in the face of the HIV and AIDS epidemic in their communities.

The Barnabas Trust mentoring model and process were developed in order to address this need among the community-based organisations in the Eastern Cape in 2001, and they have been, or are currently being, used with in excess of 100 community-based organisations (CBOs) and faith-based organisations (FBOs) in

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60 Complementary is defined here as “acting as or providing a complement, (something that completes the whole)”.
61 Amatole District Municipality (2004), District AIDS Council Report
all 6 districts of the Eastern Cape Province. There has been regular and systematic monitoring, as well as basic data gathering by the Barnabas Trust based on the mentor’s perspectives and the CBOs progress against the benchmark indicators listed in the timeline (see Appendix 2). However, to date:

1. There has been no formal exploratory study done with the participating, and graduated, CBO leaders and stakeholders themselves.

2. No previous research work has therefore been done in order to understand the CBO leader’s unique perspectives, on and experiences of, the Barnabas Trust mentoring process.

3. As a result, there has been no intentional process of learning from them or using their insights to improve the mentoring intervention.

This is a significant exclusion in the Barnabas Trust’s own internal learning process. The board and executive leadership of the Barnabas Trust are aware of the urgent need for such a process and are supportive of this study (see Appendix 3).

1.4.2 Significance of the study

It is anticipated that this study will identify and explore the perspectives of the CBO leadership team members who have been through the mentoring process and graduated from it. This information will then be used to generate balanced recommendations for the adaptation of the timeline (Appendix 2) and mentoring approach used by Barnabas Trust. It is anticipated that this will, in turn, enable the organisation to develop a more balanced process. One that is sensitive and responsive to the felt and expressed needs of the stakeholders in the community-based organisations with whom they are working; and more effective in establishing the structures and organisational behaviours necessary for sustainability.

The exploration and improvement of the Barnabas Trust approach and materials is especially significant, because the Barnabas Trust’s mentoring framework and materials have been adopted by all the Mentoring Resource Network (MRN) member NGO’s, as a common basic foundation for all MRN linked mentoring of CBOs and FBOs involved in HIV and AIDS-related activities throughout South Africa.

In addition, the four New Tool Box manuals, which lie at the heart of the Barnabas Trust mentoring programme, were written in early 2002 in the early phases of the National Department of Health’s Mentoring for Change Programme. These books are generally acknowledged to be a useful resource, however, there is a great need to produce new editions, which will harvest what has been learned, both from the mentoring organisation’s point of view and from the CBO/FBO point of view. The Barnabas Trust have already
surveyed representatives of the mentoring organisations affiliated to the MRN, for their perspectives and suggestions regarding the New Tool Box material. The findings of this study will inform the process of writing a second edition of the New Tool Box series, by representing the CBO leaders’ perspectives on their own needs. It is hoped that this will enable the development of better, more balanced materials for CBOs and for the mentors working with them. It is anticipated that this will result in better, more stable CBOs which are able to learn and survive in the changing context of the HIV and AIDS epidemic in South Africa, while working effectively at community level to cope with its effects and to prevent its spread.

1.5 Chapter Summary

In this Chapter, we have observed that the role of a CBO is a difficult one. In addition to working effectively and delivering services accountably to those infected and affected by the HIV and AIDS epidemic, these organisations need to be able to hold on to their shared vision for their community, while at the same time anticipating change and adapting to it, without losing their connection to the community. In a context where CBOs are weak and vulnerable, and where conventional capacity-building initiatives with them have failed to result in stable, sustainable organisations, the Barnabas Trust approach to capacity-building is significant. It has been designed specifically for CBOs that are embedded in a community context. As a result, the majority of the direct capacity-building work is done through a supportive relationship in the practical daily context of the CBOs host community. In addition, the emphasis of the initiative is on the daily use and wider dissemination of the information and skills that are acquired through training, and on enabling the organisation’s work in the wider community.

Conventional training programmes and ways of assessing their impact are not enough in such situations, because in addition to developing the individuals involved, and through them the organisation itself, the capacity-building initiative is intended to affect the organisation and its role and work in the community. In such situations, the simple relationship between cause and effect is potentially confused by the shifting context, which makes it difficult to attribute outcomes to specific training inputs. The Ripple model described above is useful, because it allows us to identify the “contribution” made by the capacity-building initiative without the need for direct “attribution” at every level of the process. This model has been used as the framework for the presentation of the results of this study in Chapter 3.
CHAPTER 2

RESEARCH METHODOLOGY

2.1 Chapter Introduction

The Chapter below outlines the main aim and objectives of this study and gives details of the research design and methodology used for this exploratory, descriptive and contextual study of the personal experiences and perceptions of CBO leadership team members. In addition, the sampling strategy used to select the four sample CBOs and the pilot group from the research population, is described in detail.

The data collection methods used for the study were a combination of face-to-face unstructured interviews and Focus group discussion, with the objective of exploring the subject's experiences and their perceptions of the impact of the Barnabas Trust mentoring programme on the sustainability of their organisations. The interview design and planning processes are also outlined in this Chapter, along with details of the approach used for data coding and analysis.

2.2 Aim and Objectives of the study

The research aim of the study in this case implies a “broader, more abstract conception of the end towards which effort or ambition is directed.” The primary aim of this study is stated as follows:

*To explore the experiences and perceptions of leaders in community-based organisations that have graduated from the Barnabas Trust mentoring process.*

The objectives are “the steps one has to take, one by one, realistically at grass roots level, within a certain

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time span, in order to attain the dream. To reach the aim stated above the objectives of the study will be as follows:

1. To explore and describe the lived experiences of CBO leaders and key volunteers in four CBOs that have graduated from the Barnabas Trust mentoring programme.

2. To gain insight into the CBO leaders’ and volunteers’ perceptions of the impact of mentoring on their own lives and on their organisations.

3. Based on the insights gained, to develop recommendations for ways in which the mentoring process and approach can be adjusted to ensure that the CBO representatives’ expressed needs are addressed in future.

2.3 Central Research Question

The Barnabas Trust mentoring programme is an attempt to develop the skills and collective competence of the individuals involved and, through them, the sustainability of each mentored CBO and the impact of its role and work in the community. In this context, a contribution to sustainability is: *"a contribution to the development of conditions enabling individuals, communities, and local organizations to express their potential, improve local functionality, develop mutual relationships of support and accountability, and decrease dependency on insecure resources...beyond a project intervention."*

The central research question of this study is therefore: What are the perceptions and experiences of leaders of mentored CBOs regarding the impact of mentoring on the sustainability of their organisations?

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2.4 Research Design and Methodology

An applied, exploratory, descriptive and contextual, qualitative research design has been used for this study\(^{65}\).

The intention of this research is to describe and understand particular social situations, events, roles and groups or interactions\(^{66}\), rather than to explain and predict.

1. A **metatheoretical tradition of interpretivism**\(^{67}\) was selected for the research design, because this study is an attempt to interpret human perspective and behaviour, not to explain or predict it. Interpretivism is therefore the best tradition under which to collect information about the experiences of the subjects and their interpretations of them in the context of the Barnabas Trust mentoring programme.

2. A **qualitative research paradigm** was selected because it is based on the insider perspective on the mentoring process from the point of view of a participant. It is an attempt to study human thought and action from the insiders or “emic” perspective\(^{68}\), focusing on the lived experiences of the participants through the mentoring process, the perceptions they have formed about the process and the way in which they have interpreted their experiences.

3. An **exploratory approach** has been adopted because no previous studies, which explore the target group’s experiences of mentoring and issues of organisational sustainability, have been done on the selected research population.

4. An **applied approach** is used, because and insights and findings from the study have been applied as the basis for a series of recommendations for the adaptation of the Barnabas Trust mentoring approach and materials.

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\(^{65}\) Babbie, E., & Mouton, J. (2002), The Practice of Social Research. OUP, UK.


\(^{67}\) Babbie, E., & Mouton, J. (2002), The Practice of Social Research. OUP, UK.

\(^{68}\) Babbie, E., & Mouton, J. (2002), The Practice of Social Research. OUP, UK.
5 A **descriptive approach** was employed because the researcher looked for a “rich, detailed description of specifics”\(^{69}\). The data was collected in a “thick” form using the subject’s own terminology, because the researcher needed to develop an understanding of the subject’s felt experiences in the context of their own history, situation and context. In addition, the methodology, data collection/analysis process and the findings have been described in detail to show rigour by providing a verifiable “audit trail”\(^{70}\).

6 A **contextual and idiographic design** has been selected for this study because it sought to “describe and understand events within the concrete, natural context in which they occur”\(^{71}\). The main emphasis of the Barnabas Trust approach is on the utilization of the skills that are developed during the mentoring process and almost all the mentoring work is done in the context of the community-based organisation (CBO) and their community. Where possible, the data gathering interviews were undertaken at the offices of community-based organisations that have undergone Barnabas Trust mentoring in communities in Cacadu District of the Eastern Cape. The context was that the subjects are involved in the leadership teams of community-based organisations operating in the field of HIV and AIDS, who have graduated from the Barnabas Trust mentoring process. The subjects’ experiences and perspectives around the mentoring process were explored within the context of the communities and community-based organisations in which they occur.

### 2.5 Procedure

In the light of the selected qualitative research paradigm, an inductive approach was used, beginning, not with a theory, but with immersion in the natural setting and, describing events as accurately as possible and then slowly building up second-order constructs and interpretations that will make sense of the observations\(^{72}\). Methods of observation and analysis that stay close to the research participants\(^{73}\) have therefore been selected. This enabled the investigator to develop a holistic understanding of the data and the context in which it is embedded.

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2.5.1. Research population

The research population represents the total number of groups or individuals who make up the population under investigation. At the time of this study (2005), there were 45 HIV and AIDS-related community-based organisations in the Eastern Cape Province, which were currently working directly with the Barnabas Trust on their mentoring programme or which had graduated from it. The mentoring process focuses on building up the capacity of a representative leadership team in each community-based organisation, and it is the lived experiences, reflections and interpretations of these leadership team members which were specifically of interest to this study.

2.5.2. Sampling strategy

Given the qualitative nature of this inquiry, non-probability sampling methods were used so that the researcher could “seek out individuals, groups and settings where the specific processes being studied are most likely to occur.” With the full permission and support of the Trustees the Barnabas Trust (see Appendix 3) and the leaders and governance bodies of the selected sample CBOs, a small sample of information-rich subject groups were selected for focused study, through which the researcher sought to develop an in-depth understanding of the situation.

The Cacadu district in the Eastern Cape was selected as the target area because it is significantly affected by the AIDS epidemic, it contains both urban and rural areas and the Barnabas Trust has been working extensively with CBOs in the district since 2001. This district is covered by the Barnabas Trust's head office, which is located in Port Elizabeth. When approached, the Barnabas Trust management and the mentors who are based in the Port Elizabeth office agreed to co-operate fully with the process.

The following purposive sampling strategies were used to identify the community-based organisations eligible for inclusion in the study:

**Criterion** - All participants in the identified sample groupings were involved in the leadership of groups which have successfully graduated from the full Barnabas Trust mentoring programme within the last three years. Of the 45 CBOs in the research population, 19 have graduated from the programme. All of the graduate organisations are still in existence.

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**Homogeneous** - Of the graduated CBOs in the sample, only 15 are currently working specifically in the combined fields of home-based care of HIV positive clients and crèche and/ or community-based care of orphans and vulnerable children. Out of these 15 graduate groups, eight are located in the Cacadu District of the Eastern Cape. This is the designated area in which the Port Elizabeth office of the Barnabas Trust operates, and it is the target area selected for the sampling process.

**Critical Case** - Because the findings of the study were intended for use to inform recommendations for the possible adaptation of the Barnabas Trust mentoring approach. The researcher verified that the four selected CBOs permitted logical generalization and maximum application of information to other cases.

**Typical case** - In addition, the researcher verified that the four samples selected, illustrate or highlight what is typical. This was done by surveying Routine Barnabas Trust monitoring documentation to verify the sample selection.

Once sample selection had taken place, quarterly reports, which provided a historical overview of each organisation’s progress through the mentoring process, were reviewed and the selection was discussed with the Barnabas Trust mentors and management to verify that the groups identified through the selection process showed the characteristics, which are consistent with the critical case and typical case sampling strategies. The Barnabas Trust staff were not involved in the selection process however, and no suggestion was made that any of the groups were unsuitable for the study.

CBOs undergo the Barnabas Trust mentoring programme in batches of four or five. Of the eight eligible CBOs, four were mentored simultaneously in the same batch and graduated at the same time. These four were therefore approached and asked for their permission to be selected as the sample for the study. A fifth CBO which qualified for inclusion in the sample, but which was not part of the selected batch was also approached as a potential pilot group for the in-depth face-to-face interviews. Once the CBOs were identified, the person who was in leadership of each group at the time of the mentoring process was approached and invited to participate in the study as an in-depth face-to-face interviewee. Refer to Appendix 4 for a detailed flow diagram showing the sampling strategies used with the research population. A

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**References**


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summarized version of the flow diagram is shown below:

The sampling strategy for the selection of CBO representatives for the face-to-face interviews:

The selected organisations were:

- The Masizakhe Community Project, KwaZakhele (urban, Port Elizabeth)
- Action and Outreach, New Brighton (urban, Port Elizabeth)
- Sanddriff home-based Care, Storms River (rural village)
- Ethembeni Community Organisation, Hankey (rural village)

Pilot Group: St Paul’s Outreach, Veeplaas (urban, Port Elizabeth)

The participants for the Focus group discussion were selected using the following criteria for eligibility:

1. They were current members of the selected sample CBO leadership team.
2. They were significantly involved in the leadership of the organisation during the period of the mentoring process.
3. They were nominated by the CBO to attend the Focus group discussion on their behalf.

The sampling strategy for the selection of CBO representatives for the Focus group discussion is shown as follows:

Figure 2.1: Strategy for sample selection of CBO representatives for face-to-face interviews

Figure 2.2: Strategy for sample selection of CBO representatives for focus group
Once the names of the nominated participants were given to the researcher, they were verified with the Barnabas Trust mentors to ensure that the nominated participants were involved in the group during the mentoring process. Importantly, the names were supplied by the CBOs themselves and not by the Barnabas Trust mentors. This reference to the Barnabas Trust was made after the groups supplied the names, as a means of verification that the subjects who were coming to the Focus group discussion fulfilled the criteria. All of the subjects, who were nominated by the sample CBOs, were subsequently verified as having been involved in the leadership of the sample CBOs at the time of the mentoring process.

2.6 Data collection

Interviewing is the predominant mode of data and information collection in qualitative research. This approach was selected because the researcher is attempting to “understand the world from the participant’s point of view, to unfold the meaning of people’s experiences and to uncover their lived world prior to scientific explanations.” The data collection process for this study was therefore an interview-based exploration and description of the experiences of leaders of community-based organisations. The CBOs involved in the study are involved in home-based palliative care of terminally ill people with AIDS and orphan and vulnerable child (OVC) care, and have received capacity-building assistance in the form of the full Barnabas Trust mentoring programme.

Data was collected using two different interviewing methods, in-depth face-to-face interviews and focus group discussions, so that the responses of the individuals in the unstructured interviews could be triangulated with the information recorded in the group discussions.

2.6.1. In-depth face-to-face interviews

In-depth interviews in qualitative research refer to “a formalized process in which a well trained interviewer asks the subject a set of semi-structured, probing questions, usually in a face-to-face setting.”

The main research objectives of this data gathering technique are:

1. To discover preliminary insights into what the subject thinks or believes about the topic of concern or why the subject exhibits certain behaviours.

2. To obtain unrestricted and detailed comments that include feelings, beliefs, or opinions that can help the interviewer to better understand the different elements of the subject’s thoughts and the reasons why they exist.

3. To have the respondent communicate as much detail as possible about his or her knowledge and behaviour towards a given topic or object.81

These objectives correspond well with the objectives of this study, which are to explore and describe the lived experiences of CBO leaders and key volunteers and to gain detailed insight into their perceptions of the impact of mentoring on their own lives, and on their organisations. Five subjects were interviewed using in-depth face-to-face interviews and a further 8 attended a focus group discussion.

2.6.1.1 In-depth face-to-face interviewing techniques

In this data collection method, the interviewer uses probing questions as a mechanism to get more data from the subject on the topic, which is being explored. This was done by taking the subject’s initial response to a general question and then turning it into a new question. In this way the interviewer was able to encourage the subjects to elaborate on their responses. In addition, this approach created natural opportunities for a more detailed discussion of the topic.82

With the consent of the participants, a tape recorder was used to record everything that was said at each interview. This allowed the researcher to obtain a much fuller record of the interview for analysis. A verbatim transcription (refer to Appendix 5 for a sample transcription) of each interview was then made from the recorded material as soon as possible after each interview; the finished transcriptions were checked by the interviewer and by the researcher against the original tapes for accuracy. At the beginning of the interview, the interviewees were given an option to use their first language for the interviews. All of them reported that they were comfortable with conducting the interview in English.

2.6.1.2 In-depth face-to-face interview questions

Because of the importance of the interviewer's role in face-to-face interviews, an interviewer with a good understanding of the CBO sector and previous experience of qualitative research interviewing, was selected for this study. In order to ensure that the findings of the study were the product of the focus of the inquiry and not the biases of the researcher\(^83\), the interviewer who carried out the interviews was neutral, having had no previous contact with the interviewees. This precaution was taken at the request of the Nelson Mandela Metropolitan University (NMMU) Ethics Committee, in the light of the researcher's previous contact with the sample CBOs.

De Vos recommends that “\textit{Prior to the interview, the researcher must define the information required. The information supplied must clearly relate to the specific questions that the researcher seeks to answer.}”\(^84\) The question and topics shown below were therefore used as a guide for each interview.

The interviewees were asked the following open-ended question at the start of the interview:

Tell me about your experiences while you were on the Barnabas Trust mentoring programme?

During the interview, the interviewer then used the topics listed below as an interview guide as the conversation developed:

1. The subject's feelings about the mentoring process.
2. The effects of mentoring on the subject's own life and work as a leader.
3. The effects of mentoring on the life and work of the organisation.
4. The areas of the organisation's life and work that remained under-developed after the end of the mentoring process.
5. The improvements that could be made to the mentoring process and materials.

During each interview, the interviewer tried to ensure that the subject was enabled to open up and express ideas clearly. In addition, they were encouraged to explain and elaborate ideas and to focus on issues at hand rather, than wander to unrelated topics. The wording of the questions used was the same for each

interview, and the questions were designed with the following characteristics:

1. **Open-ended**, thus allowing the subjects to express their thoughts and ideas as freely as possible.
2. **Clear and jargon free**, so that they were easily understood.
3. **Non-judgmental and unbiased**, to ensure that they are not leading and avoid prejudice.
4. **Specific**, so that they elicit information that is required for the purposes of the study.

In order to ensure that they were sufficiently compliant with these characteristics, the draft questions were shown to a subject matter expert who reviewed them before they were used in the interviews. In addition, the questions were reviewed again after the pilot interview, before they were used for the interviews in the main study.

### 2.6.1.3 Selection and recruitment of in-depth face-to-face interview subjects

The subjects for the interviews were selected from the sample CBOs using the criterion that they were in the founding or key senior leadership position in the selected sample organisations during the mentoring process.

Before any interviews and group discussions began, the leader of each selected organisation was formally contacted by telephone or visited personally by the researcher in order to explain the purpose of the study, and to obtain their permission to include their community-based organisation in the study. The potential subject groups were also informed that the Trustees of the Barnabas Trust and the management were fully aware of the study and supportive of it. In addition, the interviewees were asked to fill in a consent form before the interview, to ensure that they were fully aware of the aims of the study and their rights concerning the material and the process (see Appendix 6 for a copy of the consent form used).

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86 Currently studying for a PhD on CBOs at NMMU.
2.6.1.4 In-depth face-to-face interview locations

A time and place for each interview was arranged with the subject ahead of the interview. The priority was to find a quiet environment where interruptions were unlikely to occur, which was also comfortable and non-threatening for the subject. Most of the interviews took place in the subject's own homes or, where possible, in a private place in the offices of the organisation.

2.6.1.5 Pilot study

Before the main investigation with the leaders of the four selected sample CBOs was initiated, a pilot study was carried out with the leader of another CBO which fitted the selection criteria, but which was not part of the selected sample group. This small-scale implementation of the planned investigation assisted the researcher to refine the selected topic and to identify weaknesses in the design. The pilot also enabled the researcher to test and refine the wording of the questions in advance of the main study, to ensure that they were easily understood by the subjects. A further advantage of the pilot interview, was that it provided an opportunity for the interviewer to practice the interview process in order to ensure that the process provided an adequately probing exploration of the topics under study.

2.6.1.6 The advantages and disadvantages of In-depth face-to-face interviewing

The In-depth interviews allowed the researcher the flexibility “to ask questions and collect data on a wide variety of topics.” They also enabled the researcher to collect specific information on both the attitudes and the past, present and anticipated future behaviours of the subjects to the subject of study. In addition, the interviewer was able to obtain a large amount of in-depth data quickly, and due to the good rapport that developed with the subjects, they were willing to reveal their inner thoughts.

During the data gathering process the researcher was aware that, although interviews can generate a great deal of data, they may lack general applicability and reliability across different situations, and that the need

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to ensure accuracy and to identify areas of potential bias was extremely important. On the one hand, bias could have led the interviewees to say what they thought would please the interviewer. On the other hand, it might have influenced the interviewer's interpretation of the responses and lines of questioning during the discussion process. In light of this, a neutral interviewer with a good understanding of the CBO sector and the mentoring approach used by the Barnabas Trust, who was not previously known to the participants and had had no previous contact with them, was used for the interviews.

A further potential disadvantage of face-to-face interviews is that the quality of the data gathered from the interview depends heavily on the skills of the interviewer. An overly hurried approach which moves the participant along too quickly could have lead to a superficial result. Poor interviewing skills, poor phrasing of questions, or inadequate knowledge of the participants culture or frame of reference could also have resulted in little useful data. In the light of this, an experienced interviewer with a good understanding of the topics and of group dynamics was used for the interviews. The question topics were also tested and refined in a pilot situation as described in Section 2.6.1.5.

The co-operation of the subjects was essential to the interviewing process, and care was taken to ensure that a good rapport developed between the interviewer and each subject during the interview process. The interviewer was aware that a lack of attention to spending time getting to know the subject and too little attention to non-verbal cues could have resulted in the responses from the subject being misunderstood. In addition, a lack of trust could have led to false responses or a misleading “official account” of events.

### 2.6.2 Focus group discussions

After the initial individual in-depth, face-to-face interviews, a focus group interview was carried out. “Focus group research involves organised discussion with a selected group of individuals to gain information about their views and experiences of a topic.” The key factor that distinguishes focus groups from any other form of interview is the use of group discussion to generate the data. The group interactions, which occur in the context of a focus group discussion, promote self-disclosure among participants, enabling the researcher to obtain a multitude of viewpoints and responses on a specific topic and to “know what people really think and feel.” Generally, the focus group approach is useful for obtaining different perspectives

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93 De Vos, A. (2002), Research at the Grass Roots, 2nd Ed. Van Schaik, Pretoria
from the participants on the same topic, and for exploring attitudes, feelings, beliefs, experiences and reactions which are more likely to be revealed in the context of a social gathering and interaction.

An important function of focus groups is to provide data that enables a deeper understanding of the results of qualitative studies\(^97\) A phenomenological approach was selected for the focus group discussion in this study in order to understand and shed light on the qualitative interview data already collected about the participants’ lived experiences of, and opinions concerning the mentoring process. This approach also allowed ideas to emerge from the group which provided valuable insights, enabling the generation of recommendations for the improvement and development of the mentoring process\(^98\) (see section 4.3). In addition, focus groups create a process of “sharing and comparing”\(^99\) among the participants, which enables the researcher to explore the degree of consensus on the topic\(^100\). In addition, they produce large amounts of data around a well-defined purpose in a short period, which is of sufficient quality to allow the researcher “to find out why an issue is salient, as well as what is salient about it.”\(^101\)

Four basic steps\(^102\) were followed in the planning and execution of the focus group discussion for this study:

1. Planning;
2. Recruitment of the participants;
3. Conducting the group discussion;

### 2.6.2.1 Focus group discussion moderation and process

The focus group research was not restricted to a series of questions and answers. Its success depended on the dynamics of the group, the extent to which the group members were willing to engage in dialogue, and on the interviewer’s ability to keep the discussion relevant to the topic selected for discussion. The intention was to create a context where one participant’s comment sparked comments from the other group members spontaneously.\(^103\) The role of the interviewer was “to draw out as many ideas, attitudes, feelings

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and experiences as possible about a specific issue." An example of this is shown in Appendix 5.

An experienced interviewer with a good knowledge of group dynamics and significant experience and understanding of mentoring and the CBO sector, was used for this study. In order to ensure that the findings of the study were the product of the focus of the inquiry and not the biases of the researcher, the interviewer who carried out the Focus group discussion was neutral, having had no previous contact with the interviewees. This precaution was taken at the request of the NMMU Ethics Committee, in the light of the researcher's previous contact with the sample CBOs.

The interviewer’s role was to guide the group from one topic to the next as unobtrusively as possible, while maintaining the enthusiasm of the group and their interest in the topic. In addition, the interviewer ensured that the participants were put at ease at the start of the process and maintained an attitude of respect towards them, ensuring that everyone participated without pressurizing them to do so. Throughout the discussion the interviewer listened carefully to the participants and communicated clearly with them, while maintaining unobtrusive control of the discussion, moving from one topic to the next so that the emphasis remained on the information the researcher wished to obtain. She demonstrated interest in the participants ideas and the flexibility to identify and follow-up key areas of concern and promote debate by framing clear, specific and probing open questions, but avoided giving personal opinions which might influence the participants.

The participants were guided through an unstructured discussion process lasting approximately 2 1/2 hours by an interviewer, who was assisted by an assistant facilitator who acted as a recorder, observer and analyst, in addition to taking comprehensive field notes, operating the tape recorder and responding to unexpected interruptions.

Once the Focus group discussion was finished, a post-meeting analysis session was held between the researcher and the assistant facilitator to compare notes and share general perspectives and preliminary learning regarding the focus group discussion. The field notes included information on:

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1. Seating arrangements;
2. The order in which the participants spoke so that their voices could be recognised for transcription;
3. Non-verbal behaviour, including eye contact, gestures, posture, signs of strong emotion and signs of anxiety;
4. Salient themes.

2.6.2.2 Focus group discussion questions

Clear and thoughtful questions are the foundation of high-quality focus group research\textsuperscript{109}. In advance of the focus group discussion, the researcher ensured that the purpose of the study, a precise definition of the problem and the specific data requirements regarding the focus group discussion were clearly articulated. An interviewer’s guide, which outlined the topics for discussion, the questions and the sub-questions for the session, was then developed, based on the key themes identified during the in-depth, one to one interviews (see Appendix 7). Care was taken to ensure that the questions used were open-ended, allowing the participants freedom to respond from a variety of perspectives.

The principles below were used to guide the process of developing the questions\textsuperscript{110}:

1. The questions must be framed in a conversational manner to create and maintain an informal environment.
2. Effective questions must be clear, direct and simply worded, without jargon and in the language used by the participants.
3. Each question must be limited to a single theme or dimension.
4. Where possible, questions must be open-ended.

Because the questions used in a focus group are hard to separate from the environment of the group discussion, a pilot test on the questions was not done\textsuperscript{111}. Instead, the questions were tested and discussed with the interviewer and Barnabas Trust mentors.

After a period of socialising, the interviewer introduced the session and gave instructions. It was important to introduce the session with clear information about the purpose of the study. This was done to ensure that any assumptions they may have had about the session and its purpose were clarified and corrected. The instructions and introduction were kept brief, in order to avoid giving the participants the impression that the interviewer was there to tell the group what to do. In addition, the group members were reassured that there were no wrong answers and that each of them had an important and valuable contribution to make in the discussion process.

The questions used in the focus group discussion were of five different types: opening, introductory, transition, key and ending. The opening questions were designed to establish the group’s comfort zone. They were simple, factual questions to be answered quickly, which helped the participants to realize that they had common characteristics and a shared frame of reference. The introductory questions were used to introduce the topic of discussion and to enable the participants to reflect on experiences and their connection to and understanding of the topic.

The transition questions (in Appendix 7) were designed to direct the conversation towards the main issues of interest and to explore the group’s general feelings on these issues. The critical questions (in Appendix 7) were used to get to the heart of the study and to get the group to discuss the critical issues that underlie the main topics of interest and finally, the ending questions (in Appendix 7) brought closure to the discussion, allowing participants to reflect on their comments and feelings and summarize any closing thoughts.

After introductions, the group members were asked to discuss and answer the following questions:

**Introductory question**

* Can you tell us the story of how your organisation became involved with the Barnabas Trust mentoring programme?

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**Topic 1 – Perceptions of mentoring process/approach**

Transition question
- What was it like for you as CBO leadership team members, to be mentored by the Barnabas Trust?

Critical questions
- In what ways has mentoring affected the life and work of your organisation?
- If you were asked to be the mentor of an organisation like your own, how would you do it?
- In what ways would your approach be different from the one used by the Barnabas Trust?

**Topic 2 – Sustainability**

Transition question
- What factors do you think contribute to the survival of a CBO?

Critical questions:

What do you think are the most important things that CBO leaders should know and be able to do in terms of: (Please give examples)
- Coping with problems inside and outside the organisation
- Keeping the relationships good with management and volunteers
- Managing the day-to-day activities
- Monitoring and reporting to donors
- Administration and finance
- Setting up and following rules
- Doing fundraising

Do you think that your team were able to do these things by the end of the mentoring process?
- What were the reasons for this?
- What pressures are on the leaders of CBOs?
- What else could have been done to help your organisation survive and succeed?

**Ending question**
- Of all the issues we discussed about mentoring, which one is most important to you?
- Are there any other comments or recommendations you would like to make about mentoring?
- Have we missed anything out?
At the end of the session, the interviewer thanked the participants and briefly summarized the main points onto flipchart paper, seeking clarification where necessary.

2.6.2.3 Selection and recruitment of focus group discussion participants

The optimal number of participants for any type of focus group discussion is between 6 and 12\(^{114}\). Too many participants limit the opportunities for individuals to contribute to the process. Too few may result on one or two participants dominating the process or may create a situation where the discussion does not flow easily.\(^{115}\) There were eight participants in the single focus group discussion held for this study.

In order to enable free flowing conversation containing useful information, the group composition needed to be as homogeneous as possible, so that the participants would feel comfortable with each other. The sampling and selection process was therefore designed to ensure that the participants would perceive each other as having similar characteristics, experiences and levels of understanding about the topic.\(^{116}\)

Once the individual face-to-face interviews were completed, letters were sent to each participating organisation asking the leadership teams to nominate two representatives to come to the Focus group discussion.

The research population for the Focus group discussion represented the total number of 25 leadership team members in the four selected sample CBOs. (See Appendix 4 for details of the sample selection).

5 The Masizakhe Community Project, Kwa Zakhele – 7 leadership team members
6 Action and Outreach, New Brighton – 7 leadership team members
7 Sanddriff home-based Care, Storms River – 5 leadership team members
8 Ethembeni Community Organisation, Hankey – 6 leadership team members

Of the research population, only the 14 current leadership team members who were directly involved in the leadership of the sample CBOs during the mentoring process were eligible for selection for participation in the Focus group discussion.

\(^{114}\) Babbie, E., & Mouton, J. (2002), The Practice of Social Research. OUP, UK.
The sample CBOs were sent a letter well in advance of the planned date of the Focus group discussion (Refer to Appendix 8), asking them to nominate two representatives for the Focus group discussion. They were specifically requested to select representatives who were currently members of their leadership teams and who were significantly involved with the organisation before and during the mentoring process. The letters also outlined the general purpose of the study and the specific nature of the focus group discussion, in addition to the location, details of travel reimbursements, refreshments and the time.

Once identified by the CBOs, the nominated representatives were contacted directly by telephone in advance of the meeting, and the names supplied by the CBOs were crosschecked with the Barnabas Trust mentors to verify that the selected representatives did indeed fit the selection criteria.

The Focus group discussion took place at a conveniently situated neutral hotel venue close to the Barnabas Trust offices. A neutral venue was selected in order to avoid either negative or positive associations with a particular site or building.\footnote{Gibbs, A. (1997), Focus Groups, Issue 19 Social Research Update. University of Surrey, UK \url{www.soc.surrey.ac.uk/sru/SRU19.html} Accessed 30/10/2005}

\subsection*{2.6.2.4 The advantages and disadvantages of focus group discussion}

The focus group discussion approach allowed the researcher to obtain large, concentrated amounts of rich data on the topics of interest. In addition, the interaction in the group and the comparisons the participants made among each others experiences and opinions were valuable sources of insight. This was especially true when the participants were able to come to a consensus on an issue\footnote{De Vos, A. (2002), Research at the Grass Roots, 2nd Ed. Van Schaik, Pretoria. (adapted from Page 319).} like the value of the rigorous book-keeping training, for example. The security of being in a peer group and the opportunity to express their thoughts and ideas without fear of criticism, stimulated and uncovered important thoughts and feelings which shed light on the issues under investigation. In addition, new ideas and approaches, which could be used to contribute to the improvement of the mentoring intervention, were identified as the participants
collectively explored solutions. This was an important benefit in the context of community-based organisations, because it was empowering, acknowledging the expertise of the participants based on their own context and experience. Finally, the presence of a peer group seemed to encourage the expression of candid opinions on the topic under discussion.

During the data gathering process, the researcher was aware that the key weaknesses of Focus groups are similar to those found in all qualitative research methods. The data structures developed from the focus group discussion tended to lack representativeness with regard to the target population, which means that the results can not be generalized to the target research population. The interviewer also had less control over the data produced than in other forms of data gathering, because, apart from ensuring that the conversation remained relevant to the topics selected for discussion, it was not possible to control the conversation that took place, so the outcome could not be predetermined. In addition, the small sample sizes and unstructured nature of the data made it difficult to substantiate data reliability. The focus group discussion was therefore used in combination with the source data from the in-depth face-to-face interviews.

Despite the advantages of a peer group interaction, the researcher was also aware that the effects of interviewer bias could potentially have been a significant factor in the social environment created by the focus group discussion format. On the one hand, as in the face-to-face interviews, it may lead the participants to say what they thought pleased the interviewer and, on the other, it may have influenced the interviewer’s interpretation of the responses and lines of questioning during the discussion process. In the light of this, a neutral interviewer who was not previously known to the participants, and had had no previous contact with them, was used for the Focus group discussion. An additional risk identified, was that an unskilled or inexperienced interviewer may have failed to ensure that all the participants had the opportunity to contribute their thoughts and ideas to the process, and the passive participants may have been unduly influenced or inhibited by the active participants. In order to ensure that the process was as effectively handled as possible, an experienced interviewer with knowledge and experience of Group Dynamics was selected.

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A further potential inhibitor may have been the fact that focus group discussions were not fully confidential or anonymous because the material could be shared with other group members. This could not be avoided, however, the participants were assured of the confidentiality of the reporting process. They were also assured that their names, and the names of the organizations they represent, would not appear on the transcript of the discussion.

2.7 Data coding analysis

The data analysis process was a systematic procedure, by which the researcher took the individual responses and categorized them into larger theme categories or patterns. In order to do it, the transcripts of the participant interviews and the focus group discussion were reviewed and data structures were developed according to common themes or patterns\textsuperscript{124}, (these are recorded in section 3.1). Bogdan and Biklen suggest that “The process of data analysis is like a funnel: Things are open at the beginning (or top) and more directed at the bottom. The qualitative researcher plans to use part of the study to learn what the important questions are. He or she does not assume that enough is known to recognize important concerns before undertaking the research.”\textsuperscript{125} The process of analysis began with a review of the transcripts of all the face-to-face in-depth interviews. This was done using a series of five steps shown below\textsuperscript{126}. During the process it was also acknowledged that “analysis must be systematic, sequential, verifiable and continuous; it requires time, is jeopardised by delay, it seeks to enlighten, should entertain alternative explanations and is improved by feedback, and is a process of comparison”.\textsuperscript{127}

Step 1 Reframe

The process began with a review of the purpose of the study.

Step 2 Verification of transcripts

All the transcripts were verified against the interview tapes.

Step 3 Identification of themes

The interview transcripts were printed with wide margins for note taking, and re-read, noting trends


\textsuperscript{125} Bogdan, R & Biklen, S (1998), Qualitative Research for Education: An Introduction to Theory & Methods. Allyn & Bacon, Boston. (Page X)


and patterns that re-appear and broad “regularities” which could be developed into basic themes. “The researcher does not search for the exhaustive and mutually exclusive categories of the statistician but, instead, identifies the salient, grounded categories of meaning held by the participants in the setting.”

**Step 4 Development of detailed codes**

The transcripts were re-read, and increasingly detailed codes within the broader family themes were identified and colour coded, along with the relevant quotes that illustrate them. These codes are “Analyst constructed typologies” which were created by the researcher and are found in the data, although they may not have been explicitly described by the participants.

**Step 5 Collating the codes**

Once the coding process was finished, the colour-coded text relevant to each theme was collated by codes in a separate file.

These themes and codes were then used to inform the development of the questions for the focus group discussion and as the foundation for the coding of the focus group discussion in order to clarify, explore and validate them.

The transcripts from the focus group discussion were analysed using the same five steps. However, in the light of the complexity of group interaction involved, the researcher also considered the following additional factors when analysing the focus group discussion transcript:

1. The meaning of specific words used by the participants (bearing in mind that a selection of different words may have the same meaning and therefore be relevant to the same code).
2. The contextual comment or question that elicited a particular response and the tone used. If the tone indicates that the comment is of particular importance, it was highlighted and given greater priority in the coding process.
3. Note was taken when opinions or positions on an issue under discussion changed, and when there was consensus on an issue.
4. Special note was also taken of responses that were particularly frequent, emotional or forceful.

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131 The researcher was able to judge tone by listening to the tapes of the interviews.
The flow of evidence for the study is shown below:

2.8 Trustworthiness

Although the extent to which the findings from this study are transferable is limited by its nature and the small sample size. A range of different precautions were taken in the design and implementation to enhance its objectivity. These precautions included the use of sampling strategies; triangulation between the data arising from the in-depth face-to-face interviews, reviews of Barnabas Trust quarterly reports to the Department of Health and the Focus group discussion, and the use of a neutral interviewer for the Focus group discussion. The following questions, suggested by Denscombe\textsuperscript{132} were used as a guide to improve the validity of the findings:

- “Do the conclusions do justice to the complexity of the phenomenon being investigated and avoid oversimplifications, while also offering internal consistency?"
- Has the researcher’s self been recognised as an influence in the research but not a cause of biased or one-sided reporting?
- Have the instances selected for investigation been chosen on explicit and reasonable grounds as far as the aims of the research are concerned?
- Have alternative explanations been explored?
- Have the findings been “triangulated” with alternative sources/methods as a way of bolstering confidence in their validity?
- Have the research findings been fed back to informants to get their opinion on the explanation being proposed?
- How far do the findings and conclusion fit with existing knowledge on the area, and how far do they translate to other comparable situations?”

\textsuperscript{132} Denscombe, M.(1998), The Good Research guide for Small-Scale Social Research Projects. OUP.
2.9 Ethical considerations

The study was done under the guidance of a distinguished supervisor at the University and the Ethics Committee, to ensure that respect for the Barnabas Trust and for all the CBO representatives who were involved was maintained. They ensured that the research was carried out ensuring that “no harm should come to experimental subjects and/or respondents; that prospective respondents should give their informed consent; that respondents should not be deceived in any way; and that researchers should be competent and responsible.” In addition, the researcher made full disclosure of the aim and objectives of the study to the Board of Trustees of the Barnabas Trust and received their consent (refer to Appendix 3 an extract from the minutes of their February 2006 meeting). The Operational Management Team of the Barnabas Trust, including the CEO were also fully informed of the details of the study and of how the results will be published and used.

The researcher met with the leadership of the four-selected sample CBOs and the pilot group individually to explain the aim and objectives of the proposed research, and to explain how the participant's contributions would be used. In addition, every subject was given a consent form to sign, which explained the aim and objectives of the study and their rights regarding the process and the material (see Appendix 6).

Throughout the study, care was taken to ensure that the participating CBO representatives were not deceived in any way. In addition, once finalized, the findings of the study will be reported back to the Barnabas Trust and the subjects in a manner that is easily understood.

In the face-to-face interviews, the researcher ensured that the confidentiality and privacy of the respondents were respected. No names were written on the transcripts, and the identity of the individuals and groups interviewed was not linked to the specific information provided. In addition, all interviews were conducted by an experienced interviewer or interviewer with a strong knowledge of the CBO sector, who ensured that the participants were aware that their contributions in the focus group discussions would be shared with other group members and who encouraged the participants to keep what they heard in the group discussion confidential.

Buckingham, UK. (Page X).

2.10 Chapter Summary

This Chapter has presented details of the design and methodology used for this exploratory, descriptive and contextual study. The sampling strategy used to select the four sample CBOs and the pilot group from the research population has been presented in detail. In addition, the planning and implementation of the two different data collection methods used for the study, have been described, as has the approach used for data coding and analysis. At every stage of the process, precautions were taken in the design and implementation of the study, to enhance the objectivity and safeguard trustworthiness of the process.
CHAPTER 3

RESULTS AND LITERATURE CONTROL

3.1 Introduction

In this Chapter, the coded themes that came out of the analysis of the interview and focus group discussion data, are presented using the theoretical framework of the Ripple model, introduced in Section 1.3. Due to the qualitative nature of the study, an inductive process was used to transpose the data into the Ripple model framework, in order to allow the themes and codes identified in the data to be used for the assessment of the Barnabas Trust capacity-building model, and its impact on the sustainability of the four sample CBOs. The table below lists the themes and codes identified in the research process:

<table>
<thead>
<tr>
<th>The themes and codes identified in the data analysis process</th>
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| Theme 1 – The effects of mentoring on the CBO: The general growth and development of organisational activities. | Code 1: Evidence of networking activities  
Code 2: Evidence of community recognition  
Code 3: Evidence of increased competence and knowledge sharing and utilization |
| Theme 2 – The content and practice of the mentoring approach. | Code 1: Issues relating to direct contact with the mentor  
Code 2: Quality of information assimilation  
Code 3: Coverage of topics currently included  
Code 4: Topics to be added |
| Theme 3 – Issues relating to volunteers | Code 1: Volunteer motivational issues |
| Theme 4 – Sustainability and organisational learning | Code 1: Evidence of single loop learning – increasing the efficiency of existing activities.  
Table 3.1: Overview of themes and codes

| Code 4: Leadership role pressures                                      |
| Code 5: Evidence of shared leadership roles/responsibilities and team development |
| Code 6: Evidence of systems thinking - tracking the consequences of decisions and activities |

Where verbatim quotes are used to illustrate findings in this Chapter, they are presented as they are found in the face-to-face interview and focus group discussion transcripts. The references are given in the footnotes, showing the number or letters indicating the subject first, followed by the line or section number which indicates where the quote can be found in the transcript. For each finding, triangulated supporting evidence from other sample subjects and data sources is given either in a summarized form in tables, or as referenced quotes.

In his introduction to the Ripple model, James\(^{134}\) asserts that it is important to collect information at all the basic levels of the model. These levels include the quality of the capacity-building input, the resulting changes at individual level, the resulting changes in the client organisation, the resulting changes to the organisation’s service to the community and the ultimate impact on the organisation’s clients in the community and the community itself.\(^{135}\) The presentation of the information that has been gathered in this study, to explore the perceptions and experiences of leaders of mentored CBOs regarding the impact of mentoring on the capacity and sustainability of their organisations, will therefore follow this pattern.

### 3.2 Assessing the quality of the mentoring intervention

The first ripple in James’s Ripple model involves an exploration of the quality of the capacity-building intervention itself. A qualitative approach, which focuses on obtaining rich data about human action in its natural setting, through the eyes of the actors themselves\(^{136}\), is preferable in this situation. One reason for


this, as Morgan\textsuperscript{137} warns, is that mentoring may have few dramatic visible events that are covered by standard monitoring work programmes or checklists. As a result, some mentoring programmes may be judged “unproductive” initially, but they may eventually lead to dramatic results in unforeseen places and with unintended consequences. Among the critical aspects of an organisational development intervention that were identified by The Capacity-Building Unit for NGOs of Malawi, in a series of interviews with stakeholders, were a general satisfaction with the service provided in the client CBO, the quality of the client CBOs relationship with the capacity-building partner, and the quality of follow-through\textsuperscript{138}. All these aspects are explored below.

### 3.2.1 Perceptions of the mentoring intervention

All the CBO leaders interviewed expressed strong satisfaction with mentoring as an intervention.

“I think that the mentoring really did great work with every organisation and I think that we are all grateful to the Barnabas Trust for being with all of us”\textsuperscript{139}. And “I finally see how big or how big really, how important and big are the things that Barnabas Trust has taught us when I look in those pictures (?lists) and say ‘hey, we learnt a lot ‘mos, really’”\textsuperscript{140}.

This perspective was verified by the Focus group discussion participants who expressed strong consensus about the importance of mentoring as a way of strengthening the CBO sector.

“It’s very important, (yes) it’s building the, lying that foundation at the organisation, especially the CBOs. You can see in my place is an example (agreement). There’s an organisation there, it falls down, there’s no-one mentor there. There’s no guidance (agreement).”\textsuperscript{141}

| BM 42 | They (Barnabas Trust) have done a lot |
| JB 3b | We are working hard and they help us a lot |

The interviewees identified the mentoring relationship as a source of motivation, because it established a dynamic of accountability between the mentor and the group leadership.

| LM 3/TM31 | Importance of the relationship |
| TM 18/19 | Motivation and learning from accountability to mentor |

\textsuperscript{139} 8: 1286 – 1290
\textsuperscript{140} 8: 1475 – 1476/ 7: 1466 – 1471.
In addition, a strong theme from the interviews and the focus group discussion was the way in which access to the mentoring relationship promoted learning and problem-solving for all the groups, because it allowed for feedback and advice to be given directly into situations as they arose as part of the on-going life and development of the organisation.

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<tbody>
<tr>
<td>LM 3/TM 33</td>
<td>Value of access</td>
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<tr>
<td>TM8</td>
<td>Advice</td>
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<tr>
<td>TM 6</td>
<td>Problem-solving</td>
</tr>
<tr>
<td>LM 49</td>
<td>On-going access to the mentor and accessibility especially/Instant help/Sustainability after mentoring</td>
</tr>
<tr>
<td>BM 46b</td>
<td>Help advice and feedback /told when right and when wrong</td>
</tr>
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3.2.2 The mentoring relationship

According to Kaplan\(^\text{142}\), a mentor requires

“The ability to observe closely without judgement, sensitivity, empathy, an ability to penetrate to the essence of a situation, to separate the wheat from the chaff, so to speak, the ability to create an atmosphere of trust out of which an organization may yield up the secrets which it will normally hold back (even from itself) in defensive reaction, the ability to really hear and listen and see, the ability to resist the short, sharp expert response which is usually more gratifying to the practitioner than to the organization, and then, out of an accurate reading, to bring (or arrange for) the appropriate response.”

Regarding the relationship between the mentor and the mentee, Deans, Oakley and James note

“The relationship between the mentor and the mentee should be based on trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning”\(^\text{143}\)

The importance of trust was a significant theme that was strongly emphasised by the interviewees in both the face-to-face interviews and the focus group discussion.

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<tbody>
<tr>
<td>BM 37b</td>
<td>“They are good helpers, I am sure about them”</td>
</tr>
<tr>
<td>TM7</td>
<td>Value of the relationship/transparency</td>
</tr>
<tr>
<td>TM9</td>
<td>“I learnt to trust them”</td>
</tr>
<tr>
<td>LM40/41/42</td>
<td>Importance of trust and independent decision making</td>
</tr>
<tr>
<td>BM 14</td>
<td>Initial uncertainty followed by trust and pride</td>
</tr>
</tbody>
</table>

\(^{142}\) Kaplan, A. (1997), Capacity-building - Shifting the Paradigms of Practice. CDRA. Cape Town. (Page 7).
\(^{143}\) Deans. F., Oakley.L., with James.R. (2006), Demystifying Coaching & Mentoring for CSOs. INTRAC. Oxford,
Interviewees reported that they were significantly more likely to accept the mentors teaching and advice once a relationship of trust was established between the mentor and the group:

“I want to work with the BT because I know where they took me” 144

| LM 1 | Accepted mentors teaching because of relationship |

Where such a relationship of trust was in place, the interviewees from one group reported that they were extremely open to the mentors suggestions and assistance with problem-solving:

“So luckily we get Y (referred to mentor) as our mentor coming once a week to us on Mondays. So, from the volunteers there by us was a little bit afraid to speak English. So they used to say “You and Thandeka must talk to that lady” and so, but Alma said “no, talk Afrikaans I understand, talk to them and make them comfortable”, and what I like – there was not favourites. She treat everyone the same (unanimous agreement), she’s there for everyone and if there is some gossip she will not gossip with us. She will try to solve that problem out and talk to them both parties/persons.” 145

In contrast, a second group expressed anger and frustration with a mentor who did not take the time to establish trust before trying to assist the organisation with resolving a problem with their volunteers:

“So then shame X (referred to mentor) was coming to help us. Hey, he tried to help us. Then we didn’t trust him. We discussed alone, we as the organisation ‘hey people, do you see this man, what is he doing now, he is telling us what to do, hey uh uh’……and then we said as an organisation ‘no, we don’t like this guy. Uh um’. We wrote in the Minute Book “we are not happy with the way he is doing things with us now” 146

The same group went on to describe how the mentor’s supervisor identified the problem on a routine visit and gave the opportunity to talk about it:

“Then we explained everything that happened, and then X (referred to mentor) apologized for the thing he has done, if we felt unhappy. Then he said he was thankful that we opened up our feelings, not letting him do something we don’t like. So we started to know ‘mos, these people, it’s not they are telling us to do things. If we don’t like it we must tell them.” 147

This story highlights the perceived importance of the direct connection between the mentor’s supervisor at the Barnabas Trust and the group leaders. A second group member expressed dissatisfaction with the attitude of their mentor, who was aggressive and impatient with the group.

“someone who just lashes at you (tone angry:)you’re not doing it clearly, you’re not supposed to write it like this’, and he doesn’t tell you how to do it. (agreement) That was the problem we had. He used to put us in a situation that we felt I was not able to say

UK, (Page20).

144 BM 45
145 7: 505 – 512.
146 8: 393 - 395
147 8: 393 - 413
anything when he was around because I would know that he would put my self-esteem bottom low.”  

Two other interviewees in the focus group discussion reported that they felt that they were not getting sufficient visits and attention from their mentors, and this made progress difficult.

“One other problem that we have experienced is that we find, lately, we find that our books have been kept for a long time, Barnabas Trust by Stan because he’s occupied here and here and here, and then our books have been lying there for two months. Now we find and only to find that there is an error, there is something that was an error, you know there was a mistake somewhere, but which could have been discovered long time ago ok, but now we in problems.”

With regard to the management of mentors, the focus group members concluded that:

“There must be someone they report to, and I think that that person that mentors report to should have a follow-up on the work that mentors do in the organisations. Because you get to another organisation and you discover that they’ve had troubles with their mentor for a long time, and it is later discovered that it has been running for a while. But it gets discovered after a while. (agreement) So I think that the person that mentors report to should also be involved and should do follow up in all the organisations.”

3.2.3 The role of the mentor

It is generally agreed in the mentoring community that informal, unstructured processes encourage “creative thought and analysis, and provide a space for open, honest discussion.” However, Deans, Oakley and James admit that this approach can sometimes undermine the clarity and definition of the mentoring process. Both the focus group discussion and the face-to-face interviews appear to indicate confusion and wrong expectations associated with the mentor's role “we didn’t know what he (the mentor) was going to do”.

Two areas of confusion regarding the role of a mentor were indicated during the interviews and the focus group discussion. Firstly, a focus group discussion participant commented that at the start of the process “I didn’t know what they were coming with. I was thinking in my mind, I was thinking they would give something when we didn’t know where they took it from, just give us handout, handout, and then we would have to receive, receive, and that was about it. (laughter!)”
The participant went on to indicate however, that there was learning because she subsequently came to fully understand that

“They (the Barnabas Trust) didn’t want to give us anything, they wanted to put us, they wanted us involved in everything.”

A second key area of confusion regarding the role of the mentor was associated with the balance between on-going follow-through support and the development of dependency after the organisation has graduated from the mentoring process. There was a strong consensus in the focus group discussion that some system of on-going access to the mentoring organisation after the end of the mentoring period, for the purposes of advice, problem-solving and revision, was desirable.

“I think I would love to have an ongoing, you know, because the mentoring was much done long time ago when we attended. At least now there is revision of some of the things….. I’m, I’m old now and we forget…. I would love to have some revision on certain items.” And “Ja, it’s nice, ja, it can go on like, lot like mentoring, but I wouldn’t like it if they can just leave us alone.”

A participant in the focus group discussion also noted the fact that this is currently available to graduated groups with appreciation.

“Even though we’re not still being mentored, but we always feel free when we have a problem we know that we could come any time to the Barnabas Trust and we’re always welcome.”

The participants showed an awareness of the danger of dependency and an over reliance on the mentoring relationship in both the face-to-face interviews and the focus groups discussion.

<table>
<thead>
<tr>
<th>LM 33b</th>
<th>Awareness of over reliance on the mentoring relationship</th>
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<tr>
<td>JB 28</td>
<td>Awareness of over reliance on the mentoring relationship</td>
</tr>
<tr>
<td>LM 33/34/49</td>
<td>Showed signs of dependency if visited 4x per month</td>
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A significant dependency related difficulty was reported by a face-to-face interviewee in the area of decision-making.

“Then now, you don’t trust now your decisions…. Now, we think ‘Whew, I don’t know what to do, hey, this will affect this, this and this, and I will phone’. “Hey X (mentor’s name), this so and so did this. How, what, how am I going to sort this out?”, you see. Sometimes, you see, you feel dependent to the mentor. To your mentor, you trust, you develop your relationship then you depend totally, sometimes.”

154 3: 1267 – 1273 & 8: 1274 – 1275
155 8: 1286 – 1291
156 8: 662 – 670
The group which received weekly mentoring visits exhibited more dependency related responses than the more rurally-located ones, which received bi-weekly mentoring visits. The two rurally-based groups which received bi-monthly visits expressed the desire for more frequent visits however, and more face-to-face mentoring time in the form of longer visits to improve the assimilation of information, and a significantly longer mentoring period.

<table>
<thead>
<tr>
<th>JB 28</th>
<th>Desire for longer mentoring period</th>
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<tbody>
<tr>
<td>JB 37/38</td>
<td>Felt need for longer visits to check understanding</td>
</tr>
<tr>
<td>JB/TM 32</td>
<td>Slower work with less educated and request for more frequent visits if only visited 2x per month</td>
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3.3 The perceived changes in individuals involved in the mentored organisations

The second area of influence or “ripple” in the Ripple model relates to the effect of the mentoring intervention on the individuals in the client CBOs. In addition to improved skills like planning, management and problem-solving, Deans, Oakley and James report that all the mentees they interviewed in their own research indicated the significant impact that mentoring can have on the mentees:

“Particularly through increased confidence and self belief in their ability as leaders.”\(^{157}\)

They further noted: “Mentoring is also an instrumental way of helping an individual become aware of and responsible for their own actions which is central to leadership development”\(^{158}\)

3.3.1 The perceived personal growth of the mentees

There was a strong consensus among all the interviewees and focus group discussion participants, that the


\(^{158}\) Deans. F., Oakley. L., with James. R. (2006), Demystifying Coaching & Mentoring for CSOs. INTRAC. Oxford,
mentoring process was an opportunity for personal growth and that, in addition to the skills they have learned, it has significantly increased their self esteem and self confidence:

“My self-esteem was very low. Oh, I didn’t trust myself, but now I know everything. I know what to look and what to do.”

This perception was also emphasised by the face-to-face interviewees.

<table>
<thead>
<tr>
<th>TM 37</th>
<th>Personal growth</th>
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<tbody>
<tr>
<td>TM 40b</td>
<td>Personal strength and confidence</td>
</tr>
<tr>
<td>BM 41</td>
<td>“To me everything is done better I was blank before”</td>
</tr>
<tr>
<td>JB 8a</td>
<td>Everything is done better</td>
</tr>
<tr>
<td>LM 6</td>
<td>Freedom to go on with what she wanted to do</td>
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<tr>
<td>JB 4b</td>
<td>Had nothing before, dreams come true helping many</td>
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In addition, three of the face-to-face interviewees reported significant, positive attitudinal change among the volunteers of their organisations. These changes were expressed, firstly, as the perception of increased honesty and accountability among the volunteers of the mentored CBOs. And secondly, through more interest in acquiring knowledge and information about HIV and AIDS and TB in order to improve service delivery in the community, rather than engaging in the service provision activities primarily with the motive of accessing possible financial gain:

“I was not the person I am today (agreement) and I started off with Home-based Care, the Home-based Care training, and after a while I thought ‘Hey, no man, there’s no money here, I must come back to Uitenhage’ I was sitting there working with Jeanette and Joyce, and then I started off with the mentorings. I started, they give us trainings, house with the windows and doors and the foundations, and that’s where I changed my mind to stay in Tsitsikamma. (Laughter) ok and that changed me, the mentoring because I’ve learnt a lot and in all the workshops, the trainings, it really did change me and I am grateful and thankful for Barnabas Trust.”

<table>
<thead>
<tr>
<th>LM9</th>
<th>Volunteer attitudinal change to HIV</th>
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<tbody>
<tr>
<td>BM 45b</td>
<td>Honest/accountable - must be transparent for book-keeping</td>
</tr>
<tr>
<td>JB 7a</td>
<td>Hope for the future and knowledge to treat TB</td>
</tr>
<tr>
<td>BM 19/20</td>
<td>Empowered about HIV and AIDS knowledge it can’t rule you life</td>
</tr>
<tr>
<td>BM 44</td>
<td>Not getting money, getting knowledge and wants more</td>
</tr>
<tr>
<td>BM 39b</td>
<td>Empowered to seek more information and learn</td>
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Increasingly, the importance of spirituality is seen as a significant new dimension of management. Howard
notes that this explosion of interest is “probably the most significant trend in management since the 1950s”. One of the interviewees and a significant majority of the focus group discussion participants identified spiritual growth as a source of strength for leadership and compassion.

“And the spiritual support also. I grow as a leader now. I’m strong. I was very soft-hearted, I like to cry and so I have become stronger also. That’s my thing” and “I can say ‘thank you for Barnabas Trust, for that mentoring process we’re going through, for their support, and especially their spiritual support’. It made me so strong as the leader, and they are always there for us. …God is so good and so great for us.”

The data indicates that this was an important necessity for their own emotional survival and that of the group. They also pointed to spiritual support as a significant element of their own personal growth and emotional survival that was positively affected by the mentoring relationship:

“I grew spiritually. I cry a lot (interviewer’s name used). I still do, even now, I cry, and I learnt from many experiences about life. The mentoring helped me to be who I am in a way, because there are things I didn’t use to believe in that I believe in now. Yes I did know about the spiritual life of a person but I feel that I have really grewed on that side as well, and that helping a person is not about expecting a reward. It is about working, it is about dedicating yourself to what you are doing, it is about doing something that you are passionate about, and not expecting anything in return. It is about sticking to the real values of a person, to do things that people don’t look at them and see that there are fruits behind them. Yes. So, that’s good the mentoring, it helped me because now I stick to what I believe. That means something, you know.”

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160 9: 1417 – 1425
162 7: 621 – 623 & 7: 1386 – 1392
163 4: 1365 – 1376.
3.3.2 The issues and pressures associated with CBO leadership

All the leaders interviewed in the face-to-face interviews and in the focus group discussion reported that the work of leadership is highly pressurised and that leaders frequently burn out because they are overloaded:

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<tr>
<td>3: 1193</td>
<td>&quot;Burnout, burnout, that’s what I wanted to say&quot;.</td>
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<tr>
<td>LM 7/25/31</td>
<td>Overload taxing job</td>
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“It’s demanding to be a CBO leader, because you don’t have time even to be with your own family, you see. The other thing – you are afraid not to fail the organisation (agreement). You make it your own baby all one time. You are afraid even to take the time off because you don’t trust, “Oh, if I, who’s going to this, who’s going to run there’, you see.”

As the quote above suggests, the pressures appear to come principally from two sources. Firstly, from the internal organisational responsibilities, which are difficult to manage, especially when the organisation is in its early stages of rapid expansion. This is because the CBO leaders are still inexperienced in management and, in addition, the systems and structures that ensure that work and responsibilities are shared, are likely to be under developed.

“You feel satisfied when did things on your own, but they are doing it alright, but the pressure, you try to satisfy all the people, and then like, the staff, taking advantage, a lot of people taking advantage, the beneficiaries are not satisfied. Sometimes they become totally dependent to the organisation.”

Secondly, pressures come from the community and cause significant problems at home, because the leaders may fail to establish adequate boundaries to protect their time with family, which results in an inability to meet growing needs at home and eventually a family crisis:

“When you are not there it is affecting you at home, and yet you have to deal with your own problems that are at home. At the same time you have to worry about that person, you know that he is left in no good hands.”

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<tbody>
<tr>
<td>BM23</td>
<td>Boundaries directing people to office</td>
</tr>
<tr>
<td>TM10b</td>
<td>Care of self/boundaries</td>
</tr>
<tr>
<td>TM 13</td>
<td>Boundaries to protect the family</td>
</tr>
<tr>
<td>LM 26</td>
<td>Personal/family problems</td>
</tr>
<tr>
<td>BM 4</td>
<td>Personal/family problems</td>
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164 8: 1173 – 11176
165 8: 1179 – 1182
166 4: 1153 – 1155
In addition, the interviewees reported that the work in the early stages is more difficult for the organisation because it is done in an environment where there is less support for the work and less understanding of it. In the initial stages, the role of the volunteers may be misunderstood:

“And another thing though I think that the lack of family involvement, because when you are a volunteer you go to that particular home to assist. You want to teach them how to wash the sick person and they want nothing to do with that.”

and support from other key community stakeholders, like local government may be unforthcoming:

“We had a problem with local government, we have a small space, and we have a Day Care Centre, we have soup kitchen, skill development, counselling, we have After Care. Our house, our office is a four-roomed house. We cannot accommodate all those activities there. We got a donation of a container. We were not allowed to put that container because you first need to get a written something that says you are allowed to use that certain space for your container.”

3.3.3 Skills and information acquisition and utilization

The on-going availability of the New Tool Box manuals in combination with the mentoring process and as a source of reference after their graduation was noted as a significant factor in the acquisition and on-going utilisation of skills developed through the mentoring process:

“Then we started to do workshops and you see ‘mos the Tool books, and all these things, and we also work out of the Tool books, and when we have big problems he help us solve our problems and all that kind of things. So for me it was a good thing because we learn a lot, I’ve learn a lot from him.”

The participants noted a number of ways in which the mentoring approach enabled the effective acquisition of information. The use of the group's first language, the participatory workshop style, and the flexibility of the process, which allowed for slower work with the less educated group members, were all mentioned in the face-to-face interviews as being specifically helpful.

<table>
<thead>
<tr>
<th>LM 1</th>
<th>Ability to work in home language</th>
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<tr>
<td>LM 40/40b/41</td>
<td>Advantage of flexibility</td>
</tr>
<tr>
<td>JB</td>
<td>Slower work with less educated</td>
</tr>
<tr>
<td>BM 48</td>
<td>Appreciated participatory workshop style</td>
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167 4: 1150 – 1153
168 4: 1155 – 1161
169 9: 424-428
The way in which mentoring created space to work slowly and ensure understanding also came out in the focus group discussion:

“I’ve learnt, I learn a lot from him because I am a slow thinker. I can’t catch fast, I’m taking a time to catch something. Sometimes I think it’s far away, and then after that I say ‘Oh, I know how to answer that’. I’m just like that.”

In his exploration of the CBO sector, Ndlovu points out that “The lived experiences and real circumstances mobilise the poor to organise themselves into formations and organisations they believe will help them change their realities and improve their circumstances. Thus when CBOs form organisations they are in a sense forced “to build the plane while flying it.” The practical nature of the Barnabas Trust approach to learning, which gives the participants an opportunity to apply what they learn by working practically through real life complex processes like planning, decision-making and problem-solving with their mentor, seems to be appropriate in this situation. The focus group participants noted this approach as being particularly helpful:

“For me, we learn, as an organisation we learn a lot from the mentoring. They, X (referred to a mentor) even taught us how to solve our problems. We had some problems that we did sort out.”

Significantly, the focus group participants also indicated that the mentoring process maintained and developed their sense of ownership of their organisation, and its decision-making:

“In fact there was learning, because they didn’t want to give us anything, they wanted to put us, they wanted us involved in everything. They put, they put us involved in decision-making. They did not decide on behalf of us, everything had to go through everyone and we were, we had to understand everything before it was finalized… I wasn’t sure of how it would turn out. I was thinking maybe we came with the idea and maybe they were about to take over. But at the end it came out just right.”

The mentor’s approach to modelling working with the group as a team in problem-solving and planning, also appears to have fostered a more inclusive team-based approach to leadership, and the establishment of a culture of mutual respect in at least one of the organisations:

“What I have experienced with Barnabas Trust mentoring system is that you have to work together as a team. That’s Point #1. Work as a team. Share ideas. er, you have to have a situation where you sit down as, as, as a staff, discuss your problems, have prayers together, and, and, and share some ideas, um, and all

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170 2: 430-433
172 9: 588 – 596
173 4: 380 – 384
those things, and that helps me, especially as leader that time, helped me a lot, to, to, to know that as a leader, as much as they have to respect me I have to respect them back.’"  

A significant issue that was raised by three of the interviewees and the focus group discussion was the need for a more formal system of assessment and feedback on group performance at various stages of the mentoring process. The interviewees acknowledged that this was provided informally as part of the mentoring process:

“Because we couldn’t know how our success would’ve been measured if we were not being mentored right there. So it has brought a positive impact.”  

but they felt that a more formal process would have ensured understanding and led to increased accountability and higher levels of motivation in the group:

“Sometimes you were left with a task to do, then you don’t do it, then they will tell me this week ‘next week we are coming to you’, and then you run fast to do that thing (chuckles) that you are supposed to do, you see. But we learnt through that because they are helping us ‘mos. The people that you are making fools with us it’s not them.”

The focus group discussion even went so far as to suggest that the mentors should come and check the groups without warning.

“Now if I would be a mentor I won’t tell the organisation that I am coming. Then I think really now, sometimes, yes, it’s right to tell the people that you are coming, but sometimes they mustn’t say it. They must just come come and see and see if I’ve done right.” And: “I would buy her idea, if I have been a mentor and I keep on seeing that things are not being done properly, then I will just show up and then surprise them (general agreement), I want to see what is actually happening.”

3.3.3.1 Book-keeping skills acquisition and utilization

Because of the importance of financial accountability for organisational sustainability, the extent to which
individuals felt and reported that they were enabled to master the complex skills associated with book-keeping and financial management through the mentoring approach will be considered below (the extent to which a collective competence was established in the area of financial management and fundraising will be considered under Section 3.4.2).

All the subjects in the focus group discussion and in the four face-to-face individual interviews reported that the book-keeping training was extremely rigorous and demanding, and that the trainer was extremely strict:

“Yes, it was hard, because there, our trainer, was, was, was a little bit harsh on us, er, and mind you I’m not that much educated especially with, with, with money. I don’t know anything … You know, every time when we are going to Z (book-keeping trainer’s name), we have to pray, before we even knock at Z’s (book-keeping trainer’s name), door, we have to have a short prayer and said ‘Amen’, and when we are in, in that office hmm that hour seems as if it’s a whole day. The way Z (book-keeping trainer’s name),, you know, even a single cent, you have to know where it is”.177

A second interviewee expressed anger about this approach, feeling that it was harsh and showed a lack of trust and respect.

Interestingly however, the challenging approach and insistence on a high standard of work and accountability adopted by the Barnabas Trust book-keeping trainer, appears to have been appreciated and to have instilled a pride in their work and increased the self-esteem of the bookkeepers who worked with her:

One of the critical interviewees quoted above, went on to say that:

“That taught me a lot, that in each and every thing you have to account as a leader. Hmm it, it was good at the end of the day, because now I can, I can do, who- whoever wants me to go and help with the books, because of Barnabas Trust.”178

This was a view shared by the focus group discussion participants, which included some of the Barnabas Trust trained book-keepers, who said that they felt that the effort, difficulty and distress of building and maintaining a high standard of financial accountability was worthwhile, because the group’s financial systems are now strong.

“I was mentored by Z (book-keeping trainer’s name), and Z (book-keeping trainer’s name) teach me book-keeping course, doing e-books, and I’m doing

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177  TM 5a
178  TM 5b
e-books for Masizakhe now, and Z (book-keeping trainer’s name), I’m the one, she trusted me now, to help the other organisations the books. So I learn so much there.” And “I was also mentored by Z (book-keeping trainer’s name), for doing the book-keeping. That was also good for me. But I gained a lot of skills and knowledge. It was an eye-opener to me, so, as I said, look where we are today.”

In addition, the bookkeepers who were trained through the programme are perceived to be excellent: “We’d also like to give our thanks to Z (book-keeping trainer’s name) for being strict because today we have a perfect strategy for our books.” and “We are satisfied with everything that Barnabas has brought to us, with the mentoring and everything, because even though P (participant 5) always came back from Z (book-keeping trainer’s name) grumbling about how Z (book-keeping trainer’s name) is strict and is doing this and this (agreement) she is perfect now. She is perfect. So everything is satisfactory to us.”

When asked for suggestions, the interviewees who expressed anger about the severity of the training process, went on to recommend an even more pressurised approach to book-keeping, by suggesting that the groups should be encouraged to do their books on a weekly basis and not bi-weekly.

In addition, the fact that the groups received funding which they were expected to manage as part of the mentoring process was perceived to be a significantly helpful:

“For me it was so good because at that stage she starting with us doing budgeting and that was a skill I will never fade away like, by budgeting, because that time we start by getting amount of R3 000, monthly amount.” So she sit down with all of us, the executive and the volunteers, with the executive that were and the volunteers and tell us how we must budget monthly with that money, and so, and also for me it was grateful for me who was the treasurer that time for the books.”

This opportunity to learn using real financial resources appears to have strengthened the groups financial problem-solving.

“We learn a lot, and we had our difficulties, but now we can sort it out.”

An important theme that was raised repeatedly in the individual interviews and the focus group discussion

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179 5: 499 - 503
180 7: 518 – 520
181 4: 94-95
182 4: 1207 – 1212
183 7: 512 – 518
184 9: 596 – 598
was the issue of sustaining the financial systems and the difficulty of maintaining a high standard of accountability when book-keepers leave an organisation.

| LM 17 | Problem of turnover of bookkeepers |
| TM 17/28 | Bookkeepers leaving and new people not trained |
| JB 30 | Only one person left who is competent with the books |

The consensus among face-to-face interviewees was that more bookkeepers should be trained in each organisation, so that the capacity remains in the organisation even if some of the skilled people leave.

| LM 37 | Greater number trained in book-keeping/finance including leader |
| TM 28 | Greater number trained in book-keeping/finance including leader |
| JB 14 | Greater number trained in book-keeping/finance including leader |

3.4 The perceived internal organisational changes

Kaplan sums up the diversity in the CBO sector as follows:

“Generally in South Africa, community-based organizations are far less developed and sophisticated, organizationally speaking, than their NGO counterparts. In addition, within the organizational form of the CBO itself, a wide range of different capacities and competencies exists. There are communities, which lack any organizational representation at all. There are embryonic CBOs, consisting of little more than a (theoretically) rotating committee, without a thought through strategy, resources or clarity or roles and functions. Then there is the CBO with employees, differentiated strategies, and office space and equipment.”

In the Ripple model, James argues that the benefit of the capacity-building process should result, not only in the changes at the individual level which have been explored in the previous section, but also in changes at an organisational level. An assumption with all capacity-building processes is therefore, that they should bring about positive changes in the participating CBOs. The responses from the interviewees and focus

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group discussion participants regarding the internal changes perceived in their organisations, can be divided into three categories: 1) organisational competence and activities, 2) organisational culture and organisational structure and 3) sustainability.

3.4.1 Reported changes in organisational competence and activities

There was consensus among the face-to-face interviewees from all the sample organisations and among the focus group participants, that mentoring and the New Tool Box materials that were presented with it, have contributed significantly to the growth, diversification and development of their activities as organisations.

“So for me I can said “we did grow with the help of God” because it was that time we was in the baby phase but we really grow, yes, you can see if you visit our project.” 187.

<table>
<thead>
<tr>
<th>TM 4</th>
<th>Taught to establish organisation – use of NTB books</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 48</td>
<td>Organisational growth attributed to mentoring</td>
</tr>
<tr>
<td>BM 26</td>
<td>Project growing and diversifying</td>
</tr>
<tr>
<td>JB 3b</td>
<td>Project growing and diversifying</td>
</tr>
</tbody>
</table>

The respondents also showed a real pride in how much they have achieved towards their own vision and goals for their community because of mentoring:

“We started 2001. By that time, we didn’t have even an office, so in 2002 we met Barnabas Trust and then otherwise luckily we had a vision, and a mission, but we didn’t know how are we going to reach that. Then by the end of then we are here today where are we have got a stable organisation, a place of orphans and vulnerable children, because of them.” And “With the Organisation itself lots of, there was great achievement in there from the mentoring.” 188.

One of the interviewees also expressed the intention of starting work in a new community 189:

Another important theme was the way in which the subjects felt that mentoring had empowered their CBOs to work more effectively with their communities, by building up knowledge and vocational skills, improving networks and enabling strategy development and implementation:

“I think that the mentoring had a positive impact on our work. It helped us evolve our own strategies as the organisation, and in the way how, in a way how

187 7: 107-109
188 8: 114-118 & 3: 686 – 687
189 JB 22b
to approach, as how to approach the community we are trying to serve.”

<table>
<thead>
<tr>
<th>TM 39b</th>
<th>Equipped to help the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM 37b</td>
<td>Trained to deal with people</td>
</tr>
<tr>
<td>LM 5b</td>
<td>Empowerment and wider knowledge/understanding for community</td>
</tr>
<tr>
<td>2: 441 – 448</td>
<td>Given the confidence and skills to start a community garden</td>
</tr>
<tr>
<td>6: 456 – 459</td>
<td>Enabled to work effectively with child care training, community respect</td>
</tr>
<tr>
<td>3: 493-496</td>
<td>&quot;There was a lot that we gained where we did that garden we did it with all our might&quot;</td>
</tr>
<tr>
<td>BM 15</td>
<td>Knows new things new friends/knowledge and experience</td>
</tr>
</tbody>
</table>

3.4.2 Skills utilization in fundraising and financial management

The acquisition and utilization of skills in financial management is a particularly important and revealing aspect of this study. In Section 3.1.2.3.1, the transfer of book-keeping skills was identified as a significant contributor to individual development through the mentoring programme. However, book-keeping is a function that can potentially be outsourced by an organisation. In contrast, accountable and efficient financial management which includes managing and tracking the organisations finances, writing proposals, meeting donor reporting requirements and managing donor relationships, has to be developed as a collective competence within the leadership team of each organisation. This is a demanding and difficult discipline set to master, especially for people living in a context of poor literacy. Yet, it is such a significant factor in the financial sustainability of a CBO and its activities. As Marais points out:

“Community level organizations and institutions are particularly disadvantaged when it comes to financial resources, formal sector competencies and capacity. They tend to be less accessible to funders and they can seem “messy” in terms of both internal and external environments. They often have problems meeting donor requirements, even though their initiatives could be very worthwhile”.

Significantly, all the subjects in the focus group discussion expressed confidence with regard to their organisational financial planning and management and systems.

“We have learnt from the best how to budget and we are sure of our strategies because they have been approved by the best” (laughter and unanimous agreement). And “We also with the, we’ve learnt about budgeting. We learn about the financials, Gail taught us about….we learn a lot, and we had our difficulties, but now we can sort it out.”

190 4:600-603 /Future planning (BM 12) JB 3b
192 4: 603 – 605 & 9: 596 – 59
In addition, data from the interviews and the focus group discussion indicated that the subjects were using what they have learned.

“To them (the Barnabas Trust) for us to be able to take such a decision as to buy new cars and houses. It shows them that we are sticking to what they have told us, so they, I think from my personal perspective, they also see that they are heading towards the right direction because we are not putting what they have taught us down the drain, but we are putting the bit into action. So, it should be encouraging to them.” 193

Interviewees in the face-to-face interviews corroborated these observations.

<table>
<thead>
<tr>
<th>TM 8</th>
<th>Demonstration of an understanding budgeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>8: 928</td>
<td>Knowledge of “Drafting of a budget.”</td>
</tr>
</tbody>
</table>

Two of the face-to-face interviewees expressed concerns about their fundraising role and requested further assistance with it.

<table>
<thead>
<tr>
<th>JB 46</th>
<th>Fundraising issues/pressures</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 38/45</td>
<td>Fundraising issues/pressures</td>
</tr>
<tr>
<td>JB 25/27</td>
<td>Uncertainty about fundraising proposals and process</td>
</tr>
<tr>
<td>LM 45/46</td>
<td>Uncertainty about fundraising proposals and process</td>
</tr>
</tbody>
</table>

The other interviewees and the focus group discussion participants from all the CBOs in the sample showed an understanding of the funding cycle. In addition, they reported that because of their experiences with fundraising during the mentoring process, they have been able to establish funding relationships with donors and to write and submit funding applications for a variety of items and activities, which have been approved:

“I have been very happy with the group because we have learnt so much from the people who were mentoring us, Barnabas Trust … it’s very important issues. funding proposals, I gained a lot of experience with them, I would love to go on with the Action and Outreach“.

<table>
<thead>
<tr>
<th>BM10/33/34/37</th>
<th>Successful funding applications/knowledge of funding cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 45a</td>
<td>Describes successful fundraising</td>
</tr>
<tr>
<td>JB 3b</td>
<td>Obtained funding to buy an RDP house for crèche</td>
</tr>
<tr>
<td>7: 924 – 925</td>
<td>Able to write the funding proposals and reports</td>
</tr>
</tbody>
</table>

The focus group discussion participants also expressed an understanding of the need to show proactive

193 4: 733 – 737
194 3: 79 – 83
self-reliance when dealing with donors, as the extract from the focus groups discussion transcript demonstrates:

“And I think that it is best to all organisation to let them know that fund-raising is very important, even though we do have donors that we are sure of (agreement) but we mustn’t depend entirely on them, we mustn’t do that. For an example, in our organisation we bought a van on the money we fund-raised on our own, and they were so impressed. Our donors were very impressed with our (effort). That is an encouragement as well to the donors (that’s true what you are saying).”

“Ja, it’s true because, like, even us in our organisation, we were under pressure of the place. We didn’t have the money. Yes, we bought a house on the fund-raising. They were so impressed, the donors. And then they wanted, now they helped us to make it bigger, to, they helped us and what do you call, (renovations/extensions) to renovate it and put e-toilets for the kids, all that stuff. It’s true what she says.”

Although the subjects reported that they were progressing in the area of reporting.

<table>
<thead>
<tr>
<th>JB 32</th>
<th>Reporting – light comes able to do it</th>
</tr>
</thead>
</table>

Three of the four face-to-face interviewees raised narrative and financial reporting to donors as areas where they felt they still lacked confidence, and would benefit from more input.

<table>
<thead>
<tr>
<th>JB 13</th>
<th>Narrative Reporting uncertainty</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 25</td>
<td>Narrative Reporting uncertainty</td>
</tr>
<tr>
<td>TM 17a</td>
<td>Financial reporting uncertainty</td>
</tr>
</tbody>
</table>

Two of the focus group discussion participants expressed more confidence, however, pointing out that their reports were approved to go directly to the donors during the mentoring process.

<table>
<thead>
<tr>
<th>6: 1037–1040</th>
<th>Reports done well enough to go straight to donor unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>4: 1043–1045</td>
<td>Financial reports done well enough to be faxed into Barnabas Trust office, no need for a visit.</td>
</tr>
</tbody>
</table>

Gulati, Everatt and Kushlick argue that NGOs and CBOs cover many sectors, serve different purposes and have differing organisational needs. The multi-sectoral way in which CBOs work and their small, flexible structure often leads to the development of important difficulties when they are exposed to donor funding behaviour that was designed in the context of relationships with bigger, more established NGOs.

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195 4: 713 – 718
196 8: 721 – 725
Representatives from two of the groups at the focus group discussion raised similar concerns relating to the common donor practice of selectively funding some aspects of their work and not others.

In the first case, concerns were raised by one group about the pressure from a donor to move out of care for the elderly and home-based care, which was at the heart of their original vision as a group, and to focus on their secondary goal which was community-based child care, for which funding was available.

Encouragingly however, the participants also reported that they were sufficiently empowered because of the mentoring process, to negotiate a compromise with the donor which meant that they were able to develop and maintain a dual focus:

“Mentoring helped us in fund, to get a donor, you see. But there were, it was bad on the other side because we’ve got now, we’ve got the donor. Now the donor, did he look specifically to our side, to our point of view? Like now we were focused on old people, ne, yes there we were focusing for the children but the main aim was the old people, the sick people. Now the donor came and say ‘No, now, we don’t have the money for old people now, we are going to give money for the children’, and hey, we felt unhappy about this, but that was it. But at least, and then we said ‘no, we won’t leave our home-based care because it’s where, it’s how we started’. So, all the mentoring helped us to make a decision and then they said ‘no, there’s no need to leave e Home-based Care’.”

A second group reported a different problem arising from the same donor selectively funding practice. In this case, the group, which was initially doing both home-based care and child care, actually split acrimoniously into two separate organisations, one for child care and one for home-based care:

“We had some problems that we did sort out, and we, what happened when we started the Child Care, we work as one group, ne? we were working with the old people, and then all of a sudden now here’s this Child Care and here’s this Home-based Care. There was difficulties because the Home-based Carers didn’t want to work with us now because they weren’t interested, but as soon as the money did came, they were not so happy, because this side is getting money and now this side is not getting money. But they decided they didn’t want to be there.”

A further concern expressed by a focus group discussion participant from a third organisation was the way in which donor visits raise expectations in the community, and increase the tension and suspicion between the community and the CBO:

“Oh, and the other problem, it’s home visits of e-donors. Home visits of donors? Yes, people have ideas that when donors visit they leave money (agreement), and (it’s true) and the Organisation is getting money from their illnesses. So, the
pressure is on. Ok, it’s a problem.”

3.4.3 Reported changes in organisational culture

When describing organisational culture, Soal suggests that

“Together with the organisation’s mission, vision and strategy, the organisational culture constitutes an organisation’s identity. As the mission, vision and strategy express the outer purpose of the organisation, its work in the world, the organisational culture expresses its inner life and character – the way in which it pursues its work in the world.”

In the section below the subject’s responses regarding their organisation’s networking and learning activities will be explored, along with their perceptions of leadership.

An important outcome of the mentoring process that was reported by the interviewees and the focus group discussion participants, was an increase in various kinds of networking activities. They showed a strong awareness of the importance of networking:

“As I’ve said the mentoring was, it had a great impact on us because through our mentoring we start networking with other organisation and other donors.”

And

“They must also do network with other organisations thank you, very important, do networking (agreement).”

Interviewees and focus group participants reported networking activities with a range of different organisations including other CBOs, faith-based organisations, donors and at various levels in government.

<table>
<thead>
<tr>
<th>Reference</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 10/11</td>
<td>Networking with church</td>
</tr>
<tr>
<td>TM 13</td>
<td>Networking with other CBOs</td>
</tr>
<tr>
<td>LM 50</td>
<td>Visit from Anglican Church representatives</td>
</tr>
<tr>
<td>TM 14</td>
<td>Networking on a broader scale</td>
</tr>
<tr>
<td>JB 54</td>
<td>Interested in learning visits to other groups</td>
</tr>
</tbody>
</table>

They felt that they had benefited from networking because it enabled learning from other CBOs “because we get to know who is doing what, and how they are doing it, and how we can improve what you’re doing by learning from what the other person is doing.”

In addition, the subjects reported that mentoring improved the quality of their work because it allowed them

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200 5: 1146 – 1149
202 7: 615 – 616
203 8: 941 – 942
to form effective strategic partnerships, especially with government service providers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>LM 47</td>
<td>Strategic partnership with Dept of Labour</td>
</tr>
<tr>
<td>BM 27b</td>
<td>Collaboration with social workers re OVC</td>
</tr>
<tr>
<td>BM 32</td>
<td>Approached a social worker re OVC home visits</td>
</tr>
<tr>
<td>JB 5a</td>
<td>Networking with Social Development</td>
</tr>
</tbody>
</table>

The focus group discussion was also unanimous in affirming the perceived value of being part of a wider fellowship of CBOs on the Barnabas Trust mentoring programmes:

“Barnabas Trust has helped because it build, it had builded some sort of an umbrella (strong group agreement) so you get to meet the same people you met the last time you had a gathering, that sort of makes you relax (unanimous group agreement). Because when you meet new faces, and you’re tense, you don’t know how, how am I, how am I going to start this - you have been shy. So it really helped because now I am like, I know them, ok (laughter).”

In addition, the subjects agreed that exposure to other like-minded people in similar situations was a source of reassurance and emotional support:

“Now the other thing that I learnt today that the pressures I get is not only me in that situation, (full agreement) to be under pressure, and the other CBO leaders are having that thing.”

One sample CBO was particularly strong at lobbying local politicians in order to ensure that the rights of the community and the organisation were respected by them.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>JB 2b</td>
<td>Spoke to the mayor</td>
</tr>
<tr>
<td>JB 5b</td>
<td>Lobbying the police re child rights</td>
</tr>
<tr>
<td>JB 2nd 9</td>
<td>Lobbying at imbizo for clinic opening</td>
</tr>
<tr>
<td>4: 1161–1170</td>
<td>Problem with previous uncooperative councilor, but new one supportive of the work.</td>
</tr>
</tbody>
</table>

They were able to lobby for the local clinic to be re-opened at a community gathering, and they reported that after initial problems with a local councillor, they were able to build a relationship with the local mayor and a new councillor who is supportive of their work.

3.4.4 Organisational learning

When speaking of capacity-building initiatives, Allan Kaplan has observed that:

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204 4: 649–651
205 4: 637–643
“While all clients develop, none does so in quite the same way as any other. So developmental interventions are not “expert products or packages of resources” delivered as input to organisations. Rather they are processes, which are created and applied in response to particular situations. Whatever else they are, and whatever else they deliver, they are purposefully and specifically geared towards helping people gain an understanding of themselves such that, in time, they are better able to take control of their own future and to themselves arrive at effective solutions to questions, problems and concerns.”\textsuperscript{207}

In order to reach this point, it is vitally important that the lessons learned in the course of daily life in an organisation should be shared, remembered and used. Bakewell asserts that

“If learning is locked inside the heads of individuals, the organisation becomes very vulnerable if those individuals leave or forget.”\textsuperscript{208}

It is difficult to precisely define a “learning organisation” and to say what it should look like, especially when the principle is applied to the CBO sector. According to Swieringa and Wierdsma they are like a traveller on a journey\textsuperscript{209}. They know where they want to go (“the vision”) but they plan how to get from where they are to where they want to be step-by-step, constantly anticipating changes, responding to unexpected situations and to changing circumstances. In such a situation, the traveller’s survival depends on his or her capacity to learn, it is the same for learning organisations.

Like CBOs, learning organisations do not have a long-term, detailed strategic plan. Instead, they have one clear, overriding vision, which is their guiding principle\textsuperscript{210}. In addition, they “consciously learn” from their experience and ensure that this learning is disseminated throughout the organisation and that the insights gained have the potential to affect the entire organisation at every level if necessary. The critical issue with regard to learning as Swieringa & Wierdsma point out therefore, is not how much they experience, but what they do with what they are experiencing in their work with the community day-to-day\textsuperscript{211}.

In effect, then, learning organisations are organisations which are constantly learning and are then applying that learning “multilaterally” at all the levels of the organisation: rules, insights and principles in order to

\textsuperscript{8} 1473 – 1475
\textsuperscript{10} Bakewell, O. (2003), Sharpening the Development process. Praxis Guide No.1. INTRAC. Oxford
\textsuperscript{11} Swieringa, J., & Wierdsma, A .,(1992), Becoming a Learning Organisation – Beyond the Learning Curve. Addison-Wesley Publishers Ltd. USA.
\textsuperscript{13} Swieringa, J., & Wierdsma, A .,(1992), Becoming a Learning Organisation – Beyond the Learning Curve. Addison-Wesley Publishers Ltd. USA.
shape it. The different layers are described in the list below:\(^\text{212}\):

<table>
<thead>
<tr>
<th><strong>Principles</strong></th>
<th>What we want to be – Vision/Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Insights</strong></td>
<td>What we believe and understand about our structures, our roles, our priorities and the way we organize the work we do in the community</td>
</tr>
<tr>
<td><strong>Rules</strong></td>
<td>The established way we work and the rules we follow</td>
</tr>
<tr>
<td><strong>Organisational Behaviour</strong></td>
<td>Our daily activities with our target group</td>
</tr>
</tbody>
</table>

Figure 3.1: Organisational levels of learning

Hedberg suggests ‘knowledge grows, and simultaneously it becomes obsolete as reality changes. Understanding involves both learning new knowledge and discarding obsolete and misleading knowledge\(^\text{213}\). For learning to be applied effectively in an organisation therefore, it may be necessary for the people in the organisations to “unlearn” some of their knowledge and behaviour. The term “unlearning” has been used in a number of different ways in the context of organisational behaviour. Some theorists have referred to this concept in relation to individuals undergoing a process of relinquishing old ways and adopting new behaviours, ideas and actions\(^\text{214}\). Others have focussed more upon organisations, as a system, relinquishing previous methods and approaches in order to accommodate changing environments and circumstances internal to the organisation\(^\text{215}\).

Because the learning is problem and action-oriented, the learning processes start up when the present situation in the organisation does not match the desired situation as shown in the diagram below.

Lassey suggests that the levels of learning are successive from single, to double, to triple. The successful learning organisation is multilateral, it moves through the different levels, with the progression from one to another based on collective learning.\(^\text{216}\)


3.4.4.1 Single, Double and Triple Loop learning\textsuperscript{217}.

![Diagram of Single, Double and Triple Loop learning]

**Single Loop Learning**

Many of the problems, which cause poor performance of organisations, are simply the result of a lack of efficiency. A simple adjustment of the rules, (the established way the organisation is working), by introducing some new approach, method or tool, will improve performance and sort out the problem. Argyris and Schon call this single loop learning\textsuperscript{218}. All four organisations in the sample showed evidence of single loop learning.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Issue Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 21/28</td>
<td>Pressure - Work allocation roles/responsibilities</td>
</tr>
<tr>
<td>LM 15</td>
<td>Theft - Fence for veggie garden</td>
</tr>
<tr>
<td>BM27</td>
<td>Need for more space - container</td>
</tr>
<tr>
<td>JB 3</td>
<td>Need for more space – RDP house</td>
</tr>
<tr>
<td>LM 19</td>
<td>Volunteers overworking - divided clients by areas</td>
</tr>
<tr>
<td>LM 26b/LM31</td>
<td>Volunteers not doing reporting - designed of new reporting system for low literacy and volunteer training – adapted volunteer selection.</td>
</tr>
<tr>
<td>LM 27</td>
<td></td>
</tr>
<tr>
<td>TM 12a</td>
<td>Books work division</td>
</tr>
<tr>
<td>TM 23/30</td>
<td>Day care/after care shift system</td>
</tr>
<tr>
<td>TM 41b</td>
<td>Coping with volunteers who don’t perform – shift system</td>
</tr>
<tr>
<td>TM 10</td>
<td>Volunteer stress - Vol/client boundaries established and kept</td>
</tr>
</tbody>
</table>

One group found that the volunteers were not reporting on their work and, after identifying literacy as a cause, responded with more training and a new reporting system which enabled them to go on collecting information in a way that was more appropriate for volunteers with low literacy levels. A second CBO in the


A sample noted that volunteers were reporting that they were overloaded and experiencing stress. In response, the group divided the labour in the organisation more efficiently, introducing a shift system for the day care and after care activities and allowing the book-keepers to specialize in their role. In addition, counseling was arranged to assist the volunteers to establish appropriate boundaries between themselves and the clients.

**Double Loop Learning**

Argyris and Schon\textsuperscript{219} go on to suggest that if the problem does not go away and the mismatch between the desired result or situation and the existing one remains, it may be necessary to ask, “why is this still happening?” The answer may lead the organisation to make bigger changes. Existing services may be renewed or diversified, new products developed and there may be a new activity or strategy introduced. Something new is added to cope with the situation. This is double loop learning. Only one of the groups reported a range of activities, which could be considered as double loop learning. This group began by giving out high nutrition porridge, however after realizing that this approach was developing dependency among the clients, they changed their strategy and started encouraging clients to plant vegetable gardens in their homes. On another occasion, the same group reported that they were having difficulty raising funds from their craft activities. In response, they developed a new product strategy and identified a new market for their products. When the market was saturated, they then expanded their sales into the former Ciskei and then further expanded their operation by establishing a new partnership with a business in Port Elizabeth and by diversifying their product by introducing beadwork.

<table>
<thead>
<tr>
<th>LM 16 - LM 18</th>
<th>E-pap porridge provided led to dependency - Gardens at clients homes as correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 45 - LM 46 - LM 48</td>
<td>Fundraising problems - So found new markets for sewing products - Then new product strategy - Then new market in Ciskei - Then new market through partnership with the business in Kempston Road and big expansion - Moved to bead work</td>
</tr>
</tbody>
</table>

**Triple Loop Learning**

At the triple loop level, Argyris and Schon\textsuperscript{220} suggest that the organisation will need to change in order to survive in the environment. Something radical has shifted, and the organisation is going to need to develop in order to survive. The vision will remain, but the leadership team will need to take a fresh look at the mission statements that outline the nature of the business that the organisation is involved in, and they may change the nature of the business to match and reflect the changing nature of the needs in the community.

\textsuperscript{219} Argyris, C., & Schön, D. (1996), Organizational Learning II: Theory, Method & Practice, Addison-Wesley, Wokingham  
\textsuperscript{220} Argyris, C., & Schön, D. (1996), Organizational Learning II: Theory, Method & Practice,
Because of this triple loop learning, learning organisations are constantly adapting and changing to accommodate the changing situation in the community. However, they are able to do this without losing their vision and their sense of purpose.

Two of the organisations in the sample reported behaviour that could be identified as triple loop learning. Both organisations reported that they initially started with home-based care activities, but they changed their mission in response to the need they saw developing among the AIDS-affected children in the community. They both now focus their activities on community-based orphan care activities, day care centres and an after school care centre. A third group reported that they want to adapt their approach, having identified a significant problem with the rejection and abandonment of infected people in the community. They have applied to the municipality for a plot for a new centre, and they plan to formally establish these new activities as soon as they have access to a facility.

<table>
<thead>
<tr>
<th>TM 20</th>
<th>New plan to start work with OVC left behind after parents death</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM 24</td>
<td>Started vegetable garden for clients and OVC</td>
</tr>
<tr>
<td>JB 2</td>
<td>Started with HBC</td>
</tr>
<tr>
<td>JB 3a</td>
<td>People dying and leaving OVC so started creche</td>
</tr>
<tr>
<td>JB 3b</td>
<td>Then after school care and skills development</td>
</tr>
<tr>
<td>JB 5b</td>
<td>and finally a place of safety</td>
</tr>
<tr>
<td>JB 45</td>
<td>Requested a new site from the mayor and got it</td>
</tr>
<tr>
<td>BM 28</td>
<td>Want to build a centre for people who are rejected</td>
</tr>
<tr>
<td>BM 28a</td>
<td>Have applied to the Municipality for a plot</td>
</tr>
<tr>
<td>BM 31</td>
<td>They have promised to answer</td>
</tr>
</tbody>
</table>

3.4.5 Leadership and learning organisations

Myers suggests that an important aspect of sustainability should be sustainable growth, learning and continuing transformation\textsuperscript{211}. An organisation’s ability to learn depends on the learning of its employees and volunteers. It is the people in the organisation, who acquire new knowledge through their daily work, training and other experience. It is up to them to spread that knowledge around the organisation so everyone benefits from it and to use what has been learned so that the organisation innovates and improves\textsuperscript{212}. To turn employee and volunteer learning into organisational learning however, “bottom up”

\textsuperscript{211} Myers, B. (1999), Working with the Poor: New Insights & Learnings for Development Practitioners. World Vision, California, USA.

communication is essential, and for this to happen, Senge asserts that employees and volunteers must be empowered to suggest and implement improvements. This requires a model of leadership which redefines it away from a single, autocratic person at the top, towards what Block describes as a sense of community, partnership, and team which brings synergistic growth and vitality to an organization.

“True and faithful stewardship resides not with the few, but with the whole community. It calls for the redistribution of power in ways appropriate to the gifts, talents, and passions of the people.” Stewardship is “the exercise of accountability as an act of service.”

The literature indicates that three things are necessary for organisational learning to happen. Firstly, the groups must articulate a shared vision – picture of the future - and guiding ideas. Secondly, the leaders must build an operating environment within the organisation, which transcends “internal politics and game playing” and fosters openness and learning. Thirdly, the leaders need to learn to share their power and distribute the responsibility for the work more widely among the staff and volunteers, becoming stewards, co-ordinators and controllers.

The responses from the focus group discussion participants indicate that the intentionally team-based way in which the mentors worked, did build up a sense of self-reliance, team work and shared responsibility among the CBO leadership teams in two of the organisations in the sample:

“In fact there was learning, because they (the mentors) didn’t want to give us anything, they wanted to put us, they wanted us involved in everything. They put, they put us involved in decision-making. They did not decide on behalf of us, everything had to go through everyone and we were, we had to understand everything before it was finalised.” And “Ja, it was right, it was good, because they didn’t, they didn’t come to spoon feed, we were sat down and discussed this, they will, he will, they will say to us, I saw it right, right procedure, they will let us as a group to decide, you see, to make a decision of what we’d like to do.”

This appreciation of the value of shared decision-making was strongly corroborated in one of the face-to-face interviews, where the interviewee showed a very strong commitment to the development of teamwork, shared decision making and the development of a shared vision for the work, as a strategy for sustainability.

TM 19	Team work /evaluation

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224 4: 377 - 381 / 8: 416 – 419
This attitude was not universally transmitted through the mentoring programme however, because a second face-to-face interviewee, an ex nurse from a hierarchical hospital system, showed that she retained a strongly hierarchical understanding of her role and that of the other people on her team.

All of the groups showed an understanding of the importance of a shared vision for the work, and in the face-to-face interviews, three of the four interviewees described some initial role confusion which was resolved by going through a process of training, role clarification and the division of responsibilities.

The respondents from both the interviews and the focus group discussion also reported that training and role clarification led to changed attitudes and harder work at a higher standard from the volunteers.

"I mean everything was valuable, invaluable to me that I learnt from those people, because I really, it really changed my attitude, you know, towards a person with HIV and Aids, that's number one. I used to be so afraid because it was said 'You must stay away', you know, but when I saw these people myself you know, I got involved, and then it changed really, the, my attitude towards a person with HIV and Aids. I think that was very important."

| TM 2/3 | Working together as a team/sharing ideas |
| TM 35b | Weekly meetings for sharing ideas and communication |
| TM 2 | Mutual respect |
| TM 36 | Vision for work |
| TM 34/34b | Sustainability and developing successors |

| LM 1 | Hierarchical understanding of leadership from hospital work |

| LM 2/11b/18/21a | Work allocation roles/responsibilities |
| TM 41 | Role confusion - Work allocation roles/responsibilities |
| JB 9b | Work allocation roles/responsibilities |
| BM 4 | Had a vision but no experience at the start |
| BM 6 | Vision but no support, money and knowledge at start |
| LM 2 | Training volunteers to do the work |
| TM 3 | Need for role clarity |
| LM 2 | Volunteers don’t work because they don’t know role |
| | Poor understanding of role so no work |

| JB 9 | Work hard with clear roles and good training |
| LM9b | Volunteers learned a lot of helpful information for own situations |
| LM 11 | Knowledge and attitudinal change among volunteers |
The theme of the management of the volunteers was a significant one, which was raised frequently by all the face-to-face interviewees, and it was discussed at length in the focus group discussion. There was consensus in two of the interviews and the focus group discussion, that mentoring has enabled the CBO leaders to build trust and better relationships with the volunteers and to manage them more effectively:

“It has helped in capacity-building as well (group agreement) because now we do know the needs of our volunteers (agreement.). We try as much as we can to come across, even if we meet them halfway, they know what they are doing they are doing out of the goodness of their hearts (agreement). And we also try not to demand them, (ja) not to demand, and the workshops – they also helped a lot because we get to learn new tricks (laughter).”

<table>
<thead>
<tr>
<th>TM2</th>
<th>Trust building – feelings and awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM 35b</td>
<td>Weekly meetings for sharing ideas and communication</td>
</tr>
<tr>
<td>LM8b</td>
<td>Mentoring improved the relationship with the volunteers</td>
</tr>
<tr>
<td>8: 857 – 860</td>
<td>Mentoring helped management know how to handle volunteers.</td>
</tr>
</tbody>
</table>

The organisations depend on the volunteers, however in many cases donors will not allow grants paid to CBOs, to be used for volunteer stipends. In addition, where funding for stipends is available, it is usually very low, because they are a huge recurring cost, which most CBOs cannot sustain.

| 3:1112 – 1118 | Volunteers leaving because of lack of money and recruitment difficult. |
| 4: 1105–1108 | Money for volunteers runs out when grants end, difficulty sustaining stipends for volunteers. |

The volunteers seem to appreciate the training they have received, especially if a certificate is provided

“There is no money in our projects for salaries and everything, but I think if you provide with trainings people get very excited when they are given certificates of course, they become very excited because you know ‘Ok, I’m going there, I’m just dedicating myself to what I am doing, I’m not expecting anything, but at least I got a certificate’, because we all appreciate it when we go to institutions, to universities, to wherever, but we couldn’t afford to be there.”

However, keeping the volunteers in the organisation in a context of poverty, where they are receiving extremely small monthly payments or are unpaid is very difficult. The subjects reported that the volunteers are continually under pressure from their families to find paid employment and in addition, they may have sick relatives at home themselves. This at times is perceived to lead to theft.

| LM 7/22 | Pressure from family re time and money |

226 3: 1351 – 1357
227 4: 747 – 752
The continual loss of trained volunteers was identified as a key sustainability issue for all the organisations: "It is hard for the organisations to survive because in order for an organisation to survive it must have capacity, and no volunteers – no capacity. Volunteers come and go, volunteers come with their agendas, they come with expectations, and they come with dreams of their own. They are not aware of what is happening inside. They look at us and they see us going in and out of there everyday, and they know what is happening even though they are not there, and when they come inside the organisation they are disappointed and they leave. You get to recruit volunteers and you get 30, 35 volunteers. Two months down the line, there are three, (general agreement). It really is sad because you need them to be there. You need them to be there but you cannot please them."

A significant problem identified in the focus group discussion and the interviews, was that many volunteers have wrong expectations when they join the organisations. They join the organisations as volunteers hoping to receive money, because they see that the organisations are receiving funding and are able to buy equipment and other resources, so they assume that the money will also eventually come to them in the form of stipends.

"People see you buying cars for your organisation, gathering that you are using the money they are supposed to be getting (agreement). And sticking to your policies and your principles and your constitution is really hard, because you get to meet different characters of people, and it's hard to turn a person to go the
same route you once went through, because you get stubborn people, you get people who are the same level with you. They get influenced by the other people because they are working in the same area, in the same field.”

A further point that came out of the data is that, in the context of HIV and AIDS, psychosocial support to staff and volunteers is particularly important because of the severe pressures associated with the work:

“I mean, one would have to get up and go there and sit with them hmm whilst whoever it is is dying, and this became so traumatic, and I think a number of people couldn’t keep the trauma hmm of watching people die hmm, and please, it’s not a, a death of somebody who is fully yes physically fit, or whatever, it’s somebody who has definitely deteriorated hmm so I think number of them left because they couldn’t take it.”

Two face-to-face interviewees and the Focus group discussion participants discussed the extra pressure of providing pastoral support to the volunteers and concluded that establishing support systems for leaders and volunteers needs to be a priority:

“So, I think they must give us like, they must put in the budget for us like a amount there for (psycho-social support) for there to go out with your staff maybe for a weekend or so, and just build relationship with your staff, and share ideas and to come fresh, because you must be strong sometimes (something like retreat) (agreement)”.

3.4.6 Reported changes in organisational structure and sustainability

Once the aims, strategy and culture of an organisation are clear, Kaplan suggests that

“it becomes possible to structure the organisation in such a way that roles and functions are clearly defined and differentiated, lines of communication and accountability untangled, and decision making procedures transparent and functional.”

229 LM 12
230 7: 1184 – 1190
He goes on to suggest that form should follow function.

*"In the capacitated organisation, structures are put into place to protect, to support, to enable chosen vision, strategy and culture. They cannot replace them, but they can either protect of confuse them"* 232.

At the end of this section, we will explore the issue of “systems thinking”, a concept that describes the extent to which the members of a CBO are able to ensure that the different departments and functions of their organisation communicate and support each other in the pursuit of a common vision. Firstly, however, the subject’s responses regarding structure will be explored.

Although it was not one of the selection criteria, one of the common characteristics of all the CBOs in the sample, was that they have all demonstrated their ability to survive after the end of the mentoring process. As we shall discuss in the next section, one of the sample CBOs remained structurally very weak after the mentoring process. However, there was strong consensus from the focus group discussion participants representing the other three CBOs, that mentoring improved the organisational structure and stability of their organisations.

| 3: 676 – 677 | “We became organised through the mentorship.” |
| 7: 616 – 617 | “We are well structured, we are a stable organisation” |
| 4: 1207 – 1212 | Willing to learn more but also “we are satisfied with everything that Barnabas has brought to us, with the mentoring” |
| 3: 686 – 687 | “with the Organisation itself lots of, there was great achievement in there from the mentoring.” |

In addition, the participants showed an understanding of the link between stability and sustainability. One of the subjects also directly linked the information she learned during the mentoring process and the sustainability of her CBO.

*I learn a lot during the mentoring process because now we are, our CBO now can survive other organisations.* 233

The related themes of management, conflict resolution and problem-solving were developed during the discussion of factors that contribute to sustainability 234. The need for more training on the management and supervision of the volunteers, and for strategies, which can be used in situations where volunteers do not perform was raised:

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233 6: 1383 – 1384
234 4: 845 - 850
“You get dedicated volunteers, you get lazy volunteers. You have to treat them equally, and you know that this person is not supposed to be getting R100 as a stipend, because she is lazy, she comes whenever she pleases, she doesn’t come during the same time the other people are coming, but you have to give her that R100, you know. So dealing with people is a problem. (Vocation is a problem).”

Three of the subjects specifically identified an improved approach, improved strategies for working with the community and improved management skills when handling the community as contributors to the sustainability of their organisations.

“I think that the mentoring had a positive impact on our work. It helped us involve our own strategies as the organisation, and in the way how, in a way how to approach, as how to approach the community we are trying to serve. The difference it brought to us, we are today in some kind, some sort of independent.”

Another participant, who described her organisation’s more open, participatory, listening approach to the community with approval, corroborated this observation.

| 2: 886 | “She must have a way of approaching people.” |
| 3: 894 | “Must listen. Be a good listener” |
| 4: 857 – 861 | The importance of handling people well |
| 4: 898 | “Must have conflict management skills.” |

In addition, there was consensus that listening and the ability to analyse and resolve conflict in an organisation are important:

“The reason why I raised conflict management skills is that we had a conflict with our mentor. Beatrice, our Chairperson, took the matter to Camilla. Camilla did the workshop, ne? did a workshop for the both of them. The one about crossing the river. Ok it was very clear and it related to the problem that was there at the time, ja and that made Beatrice to be able to resolve some of the conflicts that were between her volunteers and maybe to some of her colleagues. Because we have had a few of those conflicts.”

All the groups mentioned the importance of governance structures for accountability and policies as a tool for use when dealing with the difficulties and conflicts that arise in the life of an organisation. In addition to the clarity and structure they provide, one possible explanation that was offered for this was that they prevent favouritism, which is very important in a small community. Having a constitution and sticking to it even when it is difficult, and using it, was seen as important:

“Even I, myself as a leader, I am knowledgeable about the Organisation’s policies alright, and the constitution. Like if there’s something that need to be
sorted out I go to the policies, I won’t even ask for the meeting or what, I will just go to the policy, and then the volunteer, ‘this, you see, it was wrong what you were doing, according to our policy, according to my policy’ hmm”.  

| 8: 710 – 711 | Need for problem-solving, root cause analysis, team building and governance skills |
| 7: 871 – 872 | “For me an organisation must have a good governance. Ok, and networking is also very important.” |
| 3: 906 | Needs to be “Responsible accountable” |
| 7: 904 | “Must be accountable”. |
| 3: 890 – 893 | Must be “Knowledgeable about the organisation itself, ok policies and all.” |
| 4: 943 – 944 | “And should not have favourites, (the face of the organisation) should not favouritism within the organisation.” |
| 4: 845 – 847 | “sticking to your policies and your principles and your constitution is really hard” |
| 7: 986 | “According to your Constitution, you can go back.” |

Developing a shared vision for the work of the organisation as a source of on-going motivation was also raised in the context of this discussion on sustainability:

“Concentrate on the vision of the organisation. Stick to the constitution, and don’t take decisions on behalf of the people that are concerned in the matter. Include them in decision making. Have continuous workshops and everybody should know the vision of the organisation, and should participate in whatever activity that is going on in the organisation.”

As an explanation for the volatility and lack of sustainability of CBOs, one participant suggested a lack of knowledge of how to fundraise effectively as a possible explanation. The ability to fundraise effectively was mentioned by three different CBOs as a key factor that has contributed to their sustainability.

Representatives from two of these CBOs went on to show a good understanding of the importance of diversifying the group’s funding base and of demonstrating the ability to think and act in a way that shows donors that the group have the technical skill to manage their finances accountably, while at the same time showing initiative and independence:

“And I think that it is best to all organisation to let them know that fund-raising is very important, even though we do have donors that we are sure of (agreement) but we mustn’t depend entirely on them, we mustn’t do that. For an example, in our organisation we bought a van on the money we fund-raised on our own, and they were so impressed. Our donors were very impressed with our/ (effort). That
is an encouragement as well to the donors (that's true what you are saying).”  

And

“Ja, it’s true because, like, even us in our organisation, we were under pressure of the place. We didn’t have the money. Yes, we bought a house on the fundraising. They were so impressed, the donors. And then they wanted, now they helped us to make it bigger, to, they helped us and what do you call, (renovations/extensions) to renovate it and put toilets for the kids, all that stuff. It’s true what she says.”

<table>
<thead>
<tr>
<th>4: 860 – 861</th>
<th>Lack of fundraising knowledge undermines sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>7: 1390 – 1391</td>
<td>“Our organisation is standing on our own feet now. I can write a funding proposal. I can help other organisations to do so”.</td>
</tr>
<tr>
<td>4: 733 – 737</td>
<td>Using the fundraising skills they have.</td>
</tr>
</tbody>
</table>

Alongside the issues of fundraising, general resourcing and policy development which have already been considered, one of the focus group discussion members also listed leadership development in general, the ability to chair meetings, functional literacy, team-building and monitoring and evaluation as important factors for sustainability.

### 3.4.7 Evidence of Systems Thinking in the Mentored CBOs

Every aspect and function of an organisation’s life is affected by all its other parts, CDRA suggest that:

“It does not help to train individuals when the organizational vision is unclear, organizational culture is unhelpful and structure is confusing and obtuse. It does not help to secure resources when the organization is not equipped to carry out its tasks. It does not help to develop information management systems when the basic organizational attitude is one which rejects learning through monitoring and evaluation in favour of frantic activity.”

The literature indicates that it is not enough to structure an organisation properly in order to ensure sustainability. In addition, the people involved in the organisation need to be able to look beyond the structures in order to track the consequences of organisational decisions, rules and activities through the various “departments” of their organisation. This learning behaviour is called “systems thinking” and such

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241 4: 713 – 718
242 8: 721 – 725
structural flexibility is an important characteristic of any sustainable “learning organisation”.

In sustainable learning community-based organisations, “learning is always related to the task, the work and the problem”. The leadership team and volunteers are committed to taking action, and then thinking about what has been done and asking questions like ‘why is it being done? In addition, what effect are these activities having in all the different roles, functions and systems of the organisation?’ These cross-cutting questions are asked, not to lecture or punish each other or to allocate blame and cover mistakes, but in order to learn from what happened and from each other. In addition, the answers that come out of these learning exercises are then used to shape the life and behaviour of the organisation at every level.

In general, there was very little sign of awareness of systems thinking in the focus group discussion, although it was evident in the responses of one of the participants that she was aware of the danger of leadership that is not adequately broad and multi-disciplinary in its focus. In the face-to-face interviews, evidence for systems thinking was weak, although there was some evidence of it in the responses of one interviewee, who described how her group established a petty cash system to meet volunteer needs. A second respondent who was faced with the same problem, however, showed clearly that systems thinking is most definitely not happening in her organisation. Her responses indicated that the needs of the volunteers are not being taken into account in the budgeting process of her organisation, because the individuals with leadership and financial responsibilities are not co-operating and communicating. In addition, she described how the rapid expansion of the organisation meant that everyone had sick clients to look after. As a result, there was poorly thought out division of labour, which led to overwork, and poor administration. This, in turn, led to a failure to develop clear policies and systems and as a result, there was a confused arrangement with keys and poor supervision of casual labourers, which created an opportunity for significant theft.

<table>
<thead>
<tr>
<th>4: 913 – 916</th>
<th>CBO leaders should understand every aspect of the organisation and be involved.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM 11</td>
<td>Evidence of systems thinking - Petty cash box for sundries</td>
</tr>
<tr>
<td>LM 36</td>
<td>Unclear financial system/policies and poorly defined roles</td>
</tr>
<tr>
<td>LM 38/39</td>
<td>Poor budgeting – allocations not taking volunteer needs into account</td>
</tr>
<tr>
<td>LM 36/38/39</td>
<td>Finance and leadership not communicating - silos</td>
</tr>
</tbody>
</table>


3.5 Changes in the quality and impact of service delivery in the community

"Capacity-building of NGOs is not just an end in itself. It is a means for NGOs to become more effective. This effectiveness is judged in terms of improving the well-being of poor people."  

As was discussed at the start of this Chapter, the issue of attribution is a difficult one, because mentoring is a complex, multi-faceted programme, which takes place over a number of years in the life of an organisation, in a context of changing personnel and a fluctuating political and economic environment. In the light of this, it is important to end this Chapter as Hailey and James suggest, with a look at the outer ring of the Ripple, which is the effect the capacity-building programme has had on the community, using the principle of plausible association as opposed to direct attribution. The results described in the section below therefore indicate whether the organisations in the sample are being recognised and respected by the communities they serve, and to what extent they are perceived to be making a meaningful contribution to the community. In addition, the extent to which the sample CBOs report that they are sharing the information and skills they acquired through the mentoring process with other CBOs and community structures will be explored.

One of the sample organisations reported an on-going problem with lack of community support and

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245 Hailey, J., & James, R. (2003), NGO Capacity-building: The Challenge of Impact Assessment. INTRAC. Oxford, UK. (Section 2.4)
246 Hailey, J., & James, R. (2003), NGO Capacity-building: The Challenge of Impact Assessment. INTRAC. Oxford, UK. (Section 5)
ownership for their work.

<table>
<thead>
<tr>
<th>LM 11a</th>
<th>Stigma remains with the uninformed</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 13b/15b</td>
<td>Lack of community ownership – theft</td>
</tr>
<tr>
<td>LM 11</td>
<td>Lack of community ownership/co-operation</td>
</tr>
</tbody>
</table>

In contrast, the other three organisations showed a strong positive consensus in both the focus group discussion and the face-to-face interviews, that after initial resistance and misunderstanding, there is now significant support for their activities in their host communities, and that community attitudes to HIV and AIDS have changed:

“So we are very confident about what we are doing and that everything we are doing for our community is being appreciated and is being valued (agreement) because we know how to, how to acknowledge that ‘ok, this service we are providing for the community is being accepted’, we know how to do that, thanks to the Barnabas Trust mentoring.”

<table>
<thead>
<tr>
<th>TM 21a</th>
<th>Community and client support for day care programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>JB 5a</td>
<td>Community come for help and advice</td>
</tr>
<tr>
<td>LM 10a</td>
<td>Stigma reduction in the community</td>
</tr>
<tr>
<td>8: 978 – 979</td>
<td>“the community are able, they are involved.”</td>
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</tbody>
</table>

Despite this disparity between the groups, all of the face-to-face interviewees reported that the community flock to their offices and volunteers for help:

<table>
<thead>
<tr>
<th>LM 28</th>
<th>Overwhelmed with clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM 39b</td>
<td>Community flock for help</td>
</tr>
<tr>
<td>LM 10b</td>
<td>Community come for help</td>
</tr>
<tr>
<td>BM 23</td>
<td>Office in demand because it helps the community</td>
</tr>
</tbody>
</table>

“From my side, the mentoring process was very good for our organisation. We are, yes, we as, united? We’re united, we are united and the community know us, and they support us with many things, and we’re helpful to the community. We learn a lot, how to approach the people, and how to approach the whole community. So we are now, I think we are now there (pointing upwards) ok, in the sky, (laughter).”

Three of the four CBOs also reported that the improved quality of their work in the community won the respect and trust of the community:

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247 4: 605 – 610
248 6: 624 – 628
“Masizakhe Community Project is one of the stable and most recognised local CBOs in the community and we owe that to the Barnabas Trust because we believe that it is best that we get a good foundation before you start building the walls and everything. And we give thanks to the Barnabas Trust for that because we have recognised within the NGO’s, local NGO’s and everything, and our funding proposals have been accepted in most places we send them to, thanks to Camilla and the Barnabas Trust as well.”

This respect, in turn, gave them authority in the community, and recognition as community leaders and resource people. In one case, this respect resulted in election as a local councilor.

“They (the Barnabas Trust) gave us a concrete foundation and that now, today, I am a community leader. If there, in my community, they want to mention, I am the one who has got the invitation to that because of that, because of the mentoring, you see.”

Despite their new standing in the community, however, one of the groups still identified on-going problems with local politicians as a significant problem with:

“lack of support from the local governments, because we had a problem, we have a small space, and we have a Day Care Centre…Our house, our office is a four-roomed house. We cannot accommodate all those activities there. We got a donation of a container. We were not allowed to put that container because you first need to get a written something that says you are allowed to use that certain space for your container”.

In Nevis, DiBella and Gould’s model for organisational learning processes, three stages are identified in the organisational learning process. The stages begin with knowledge acquisition, which describes the extent to which skills, insights and relationships have been developed by the capacity-building process. The second stage is knowledge sharing, which relates to the dissemination of what has been learned as a result of the capacity-building process. And finally, knowledge utilization, which describes the integration of learning so it is broadly available in an organisation and can be generalized to new situations. Evidence for

\[\text{TM 37} \quad \text{Election as councillor due to respect for the group's work}\]
\[\text{BM23} \quad \text{Pride in the ability to help community and their respect}\]
\[\text{TM 37} \quad \text{Use of acquired skills as local councillor}\]
\[\text{JB 5a} \quad \text{Pride in changes, community excited and respectful}\]
\[\text{BM 23} \quad \text{Office helps the community}\]

\[\text{4: 88-94}\]
\[\text{8:1476 – 1483}\]
\[\text{4: 1155 – 1161}\]
the successful transmission of skills to individual members of the CBOs in the sample, and their ability to use them, is given in Section 3.1.3.1. There is also some evidence from the face-to-face interviews and the focus group discussion, that information and skills have been integrated into three of the organisations and that it is being made broadly available. Additionally, that the groups are interested in using what they have learned with new groups in new situations.

| BM 17/23 | Pride in self can help/advice and mentor others |
| BM23    | Ability to help community                        |
| 7:1390-1391 | "I can write a funding proposal. I can help other organisations to do so." |

Two CBOs describe their own internal training activities:

"If Patience is not there at the office I would be able to take the money and I know how to explain what I did, and I know that I should have proof the money that I take, that I took out of the petty cash box. So, can I ask you this question, now how did it come about that you could also learn this? What happened? Did you teach her? Yes, she did. She, ok, she taught me, so maybe there's some value in there, for people to come back with their knowledge and share it with the others ja, and share it, sharing information. Sharing, because that point as well of sharing information, we trained five volunteers but we always have new volunteers, but they also as well do know how to sew, how to ok do beadwork, because each volunteer teaches another, each client teaches another client, the way it goes, thank you"\textsuperscript{253}.

In addition, both these groups express the desire to expand to a new community, and to introduce new groups with whom they are now working to the mentoring process.

| JB 10 | Volunteers training caregivers in HBC |
| JB 48 | Training new volunteers in the Tool Box |
| BM 51 | Wants to introduce new groups to Barnabas Trust |
| JB 22b | Wants to expand to work with a group in Thornhill area |

"You know it was a lot that a person could learn. And the practical part, it was a lot, but we really gained a lot, and then what we had, what I had was that I wish I could teach somebody else, teach those people, you know, it's making this awareness, a broaden awareness to each and everybody"\textsuperscript{254}.

\textsuperscript{253} 4: 1011 – 1021/ Volunteers training caregivers in HBC (JB 10) / Training new volunteers in the Tool Box (JB 48)
\textsuperscript{254} 3: 485 – 488
3.6 Chapter Summary

This study generated a large amount of rich data on the subjects’ experiences and perceptions of mentoring, covering a wide variety of related topics around the mentoring process and its outcomes. In this chapter, the data from the focus group discussion and the unstructured interviews was presented using the four levels suggested by the Ripple model. These levels included the perceived quality of the capacity-building input, the resulting changes perceived in the individuals who were directly involved with the mentoring process, the resulting situation and degree of sustainability perceived in the mentored organisations themselves, and finally, the resulting changes in the service and presence of the organisation in the community and the changes in the community’s perceptions of the organisation itself.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 Chapter Introduction

At the centre of this qualitative research study, has been the question, “What are the perceptions and experiences of leaders of mentored CBOs regarding the impact of mentoring on the sustainability of their organisations?” Sustainability can be defined simply as the ability of something to be “sustained” after outside support is withdrawn\(^{256}\). As was explored in the previous chapter however, in the context of capacity-building, not only does the mentoring organisation wish to see the effective continuation of the client CBO, it also wishes to see the continuation of the associated community strengthening social process beyond the end of the mentoring intervention, as described by the Ripple Model introduced in Section 3.1.

The principle of plausible association and the Ripple Model fits well with Sarriott's definition of sustainability as “a contribution to the development of conditions enabling individuals, communities, and local organizations to express their potential, improve local functionality, develop mutual relationships of support and accountability, and decrease dependency on insecure resources beyond a project intervention.”\(^{257}\)

This final Chapter contains a summary of the findings of the entire research endeavour, and the conclusions and recommendations, which can be drawn from them. The conclusions and recommendations relate to

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sustainability in that they address broad issues of functionality, the development of relationships of support and accountability, and a range of questions associated with decreased dependency, that were drawn out using the Ripple Model framework in the previous Chapter.

The structure of this Chapter is based on the three stated objectives of the study, which are listed below:

1. To explore and describe the lived experiences of CBO leaders and key volunteers in four CBOs that graduated from the Barnabas Trust mentoring programme before September 2005.

2. To gain insight into the CBO leader’s and volunteers’ perceptions of the impact of mentoring on their own lives and on their organisations.

3. Based on the insights gained, to develop recommendations for ways in which the mentoring process and approach can be adjusted to ensure that the CBO representative’s expressed needs are addressed in future.

The insights found in the data that relate to the first two objectives will be considered in detail and presented in conjunction with the recommendations that can be drawn from these insights in response to Objective three.

4.2 Conclusions regarding the lived experiences of CBO leaders on the mentoring programme

There appears to have been a strong consensus of satisfaction regarding the Barnabas Trust mentoring programme among the interviewees and focus group discussion participants. It was perceived to be a source of motivation and learning and some interviewees and focus group discussion members also suggested that it promoted a spirit of problem-solving and accountability within the groups.
4.2.1 The mentoring relationship

From the data, it emerged that both a central strength and key weakness of the programme was the importance of the mentor’s role. Where a strong relationship of trust and mutual respect was established between the mentor and the group members, the groups report that their mentors were given full access to information and group members reported that they felt willing to participate in change, planning and problem-solving processes.

Where the trust relationship between the mentor and the group members was not adequately established however, the subjects reported that the mentor’s presence was resented, important information and knowledge was not shared and the mentors activities were seen as an unwanted intrusion into the private business of the group. In situations where trust was reported to have failed to develop, the mentor’s attitudes were usually perceived as aggressive, arrogant or impatient at early stages in the mentoring process. The leaders of the two CBOs who experienced difficulties with their mentors also expressed frustration and a sense of anger and powerlessness, and they reported that they felt that they did not have sufficient direct contact with the Barnabas Trust management to ensure that the mentors were adequately monitored and held accountable for their behaviour with the group. The subjects did also report however, that both situations were eventually identified and dealt with acceptably by two different Barnabas Trust supervisors.

4.2.1.1 Recommendations regarding the mentoring relationship

Based on the above conclusions about the mentoring relationship, it is recommended that:

1. Trust and relationship-building appears to be an essential part of the early development of the mentoring relationship (although this is difficult to quantify). It is recommended that mentors receive comprehensive training in trust-building and listening skills, and that activities which enable the relationship between the mentor and the CBO to develop, could be given priority, especially in the early part of the mentoring timeline.

2. It is suggested that people with proven patience, humility and experience working directly in community situations with CBOs or faith-based Organisations (FBOs) should be recruited and developed as mentors.

3. In their training, induction and on-going professional development, the mentors need to be made aware, and frequently reminded of, the Barnabas Trust key principles for the development of
ownership\textsuperscript{258} and the need to avoid directly imposing their own opinions and suggestions on the group. In particular, they need to have clear guidance on allowing group members to participate in their own search for the solutions to the issues they face in the organisation and the community, and the skills to facilitate the associated discussion and decision-making processes in a way that ensures group participation.

4. Guidance could also be given on how information can be transmitted to groups in the context of a mentoring situation, so that it is done respectfully, in an accessible, participatory way and with full recognition of what the group already knows about the issue or situation.

5. There appears to be a need to intentionally develop the link between the mentored CBOs and the mentor’s supervisors. Due to the central role of the mentor in the capacity building process, it is vital that a good relationship is in place between the CBO and the mentoring organisation, so that the CBO leaders have access to a third party if something goes wrong. This allows them to express frustrations with their mentor and to ask important questions and highlight issues about the mentor and his or her work and role as they arise.

\textbf{4.2.2 The role of the mentor}

A second factor that appears to have made trust difficult to establish at the beginning of the mentoring relationship was the time needed to gradually challenge the CBO members pre-existing confusion and unrealistic expectations about the mentor’s role at the beginning of the mentoring process. The Barnabas Trust does explain their role and expectations to each CBO when a legal contract is signed between the two organisations at the start of the mentoring process. The participant’s comments suggest, however, that they took time to understand the role of the mentor and to realize that it was up to the CBO leaders to lead the process and be the primary decision-makers. This finding emphasizes the need for mentors to take time to develop the relationship and the group’s understanding of it at the start of the mentoring process.

The issue of dependency was also raised in connection with the role of the mentor. Urban groups that were visited on a weekly basis expressed what appear to be stronger feelings of dependency during the mentoring process than the rural groups, which received less frequent bi-monthly visits. All the groups expressed an understanding that the mentoring process would end, and seemed to accept this. Indeed, none of the participants in the study mentioned feelings of betrayal or desertion after their graduation. A possible reason for this is that they were warned that the mentoring relationship was a temporary one from the beginning, and they were given the freedom to go on accessing advice and information from the

Barnabas Trust staff occasionally after their graduation. The availability of a simple follow-up advice and support system was clearly important for the confidence of the group leaders, although they did not show signs of over dependency on it.

4.2.2.1 Recommendations regarding the role of the mentor

Based on the above conclusions about the role of the mentor it is recommended that:

1. Time needs to be taken at the start of the mentoring process, to ensure that the groups fully understand the role of the mentor and to shape their expectations of the mentoring process. In order to avoid the development of a dependency mentality, the mentored CBOs need to be continually reminded that mentoring is a temporary intervention and that they are expected to learn to rely on their own knowledge, judgment, decision-making systems, policies and structures in the daily life of their organisation.

2. Occasionally after graduation, complex new situations do occasionally occur in the lives of CBOs that may not have arisen during the mentoring process. In such situations it is helpful for the CBO leaders to be able to access reassurance and impartial advice from people with whom they have a relationship of trust. It is therefore suggested that where possible follow-up advice and support systems should be established for CBOs, who graduate from the Barnabas Trust mentoring programmes. These support systems should be low-level however, in order to avoid creating dependency.

4.2.3 Experiences in the community

All the participants reported that their HIV and AIDS-related community work was initially met with a lack of community support, and in some cases, frank resistance and misunderstanding. Three of the four CBOs in the sample went on to report however, that they are now experiencing significantly more community uptake of their services and significant general support for their activities in their host communities. In addition, the subjects also reported that perceived community attitudes to HIV and AIDS are gradually changing.

One of the groups directly attributes this change in community attitude towards them, to the increased stability and effectiveness of their organisation. Their improved performance has, they believe, won them community respect and the status as community leaders and resource people, with the right to speak on behalf of the community. Another possible factor that may have contributed to community attitudinal change, was the intentional development of a supportive network of key people in the community.
4.2.3.1 Recommendations for improving relationships between the CBOs and their communities

Based on the above conclusions about the relationship between the CBO and the community it is recommended that:

1. Initial community resistance and suspicion should be expected at the start of the mentoring process. It is suggested however, that the mentor should encourage the group to start to build and maintain their social, civil society and local political networks as early as possible in the mentoring process. In addition, basic social network analysis tools could be introduced to the groups.

2. The organisations would benefit from being encouraged to establish their identity in the community, and to develop their activities gradually, with an emphasis on building internal and external relationships, clear messages and effective communication with the community, consistency, transparency and a high quality of work.

4.2.4 Pressures experienced by CBO leaders

All of the participants in the study reported that they found their leadership role stressful, and that CBO leaders are generally prone to stress and burnout. In addition to the daily presence of bereavement and intense, multifaceted suffering associated with the HIV and AIDS epidemic, a number of other possible reasons for the stressful working environment emerged during the research process.

The issues around the management of volunteers and keeping them with the programmes, emerged as a key source of stress and a significant challenge to sustainability. In general, the participants reported that they found working with the volunteers very difficult. All the groups raised the question of volunteer stipends. On the one hand, paying stipends was seen as an unsustainable cost for the organisation, but on the other, the participants recognised that the work the volunteers are expected to do is extremely challenging and the vast majority of their volunteers are poor and need some form of income to survive. Where stipends were not paid, the groups reported significant difficulties with attracting volunteers to join their activities and with keeping trained volunteers. This appears to be the result of a range of different causal factors, the most significant of which are pressure from the volunteer's family members to generate an income and wrong expectations when joining the CBOs. This, in turn, led to sustainability problems in the CBOs.

More positively, the findings suggest that mentoring had a positive effect on the volunteers, in that it led to positive attitudinal change and personal growth of the leaders and volunteers. As the volunteers learned
more about HIV and AIDS and developed skills that could be used in the organisations, they appeared to show higher levels of commitment.

Another apparent source of pressure was the way in which the mentored CBOs expanded their volunteer base and activities very rapidly in the early phases of the mentoring process. This expansion appears to usually come before the CBO has put adequate systems and structures in place to cope with conflicts and management issues, and at a time when the leaders have underdeveloped personal boundaries and are still inexperienced in management. The result is that they become stressed, overworked and their family lives and family members are left neglected and unhappy. This situation is then exacerbated by the early lack of community recognition, understanding and support for their work, which was discussed in the previous section.

Later in the mentoring process, some interview participants suggested that donor relationships became a source of conflict and difficulty, especially where there was a mismatch between the CBOs primary vision and the donor funding priority areas. One group also reported frustrations with donor visits, which raised unrealistic expectations in the community and fuelled the community’s suspicions.

The key emotional coping strategies that emerged from the data gathering process were spiritual in nature. Faith appears to have been a significant source of compassion, motivation and emotional strength for the work, and some mentors were perceived as a source of spiritual encouragement.

### 4.2.4.1 Recommendations for reducing the pressures on CBO leaders

In order to address the leadership pressures identified in CBOs, the following is recommended:

1. The mentors would benefit by being equipped to address the psychosocial needs of the CBO leaders and volunteers as well as the technical needs of their organisations. Where appropriate, they could also be encouraged to engage with the CBO leaders for spiritual support and to encourage them to network with the faith sector for spiritual and psychosocial support.

2. The mentors need to encourage the CBOs to establish regular “spaces” in their daily lives which allow the volunteers to express their needs and concerns, and to feel that they are important and given priority in the organisation. Such fora could also be used to give the management an opportunity to share feedback, improve communication and give updates on different aspects their common life.

3. A sense of ownership can be fostered through the mentoring process by reinforcing the need to involve as many volunteers as possible in the development of a shared vision for the organisation,
and by ensuring that the vision once established, remains at the centre of the group’s life and work.

4. It is important that training in conflict resolution, setting emotional boundaries and volunteer management should be a priority for the earlier phases of the mentoring programme.

5. An additional strategy to build the commitment of the volunteers, could include the development of activities which enable them to support their families as part of the on-going activities of the organisation. This could include the establishment of micro-enterprise development activities which involve both clients and volunteers.

6. In addition, volunteers roles should be clearly defined and where training is given to volunteers it should, where possible, be certified by the Sector Education and Training Authorities (SETA) and relevant government authorities so that the volunteers qualifications are recognised. Where possible, the training given should be compliant with the requirements for inclusion in current and proposed government payment schemes.

7. The CBOs should not be encouraged to expand rapidly before policies, systems and governance structures that promote transparency and prevent conflict and accusations of favouritism are in place. A sense of ownership can be fostered through the mentoring process by reinforcing the need to involve as many volunteers as possible in the development of a shared vision for the organisation. In addition, it is important that training in conflict resolution, setting emotional boundaries and volunteer management and “political acumen” should be a priority for the earlier phases of the mentoring programme.

8. Donor visits that involve visits to CBO clients in the community may need to be discouraged in sensitive situations. Where such visits are necessary, donors should be briefed on the situation and requested to maintain a low profile.

9. In addition, it is suggested that donors could be challenged to adopt different funding approaches for CBO-based activities. This is because NGO-based thematic funding patterns are only appropriate in situations where an organisation has relationships with a range of different donors who fund different aspects of their activities. The same approach can cause significant conflict in small organisations where the grant in question may be the only donor funding they are able to access and other sources of core funding are not available for administration and for other activities. In such situations those other activities may collapse, destabilizing the organisation and compromising its focus and sustainability.

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259 SETAs are responsible for the implementation of the sectoral skills development plans & quality control of skill based training & development programmes in South Africa.
4.3 Conclusions regarding the CBO leaders’ and volunteers’ perceptions of the impact of mentoring

In this section the conclusions and recommendations regarding the perceived impact of mentoring on the CBO leaders at a personal level and the broader impact of the mentoring programme at an organisational level will be considered separately as outlined in Objective two.

4.3.1 The CBO leaders’ and volunteers’ perceptions of the direct impact of mentoring on their own lives

There was consensus among all the study participants, that the mentoring process has had a significant impact on them personally, in that it has been an opportunity for personal growth and development. In addition to the acquisition of new skills, the participants also reported increased self-esteem, increased self-confidence and spiritual growth. Where volunteers were given vocational training and practical skills and knowledge about HIV and AIDS, a significantly enhanced sense of purpose and changed attitude was noted. It was felt that they had become more committed, less interested in financial gain and more interested in meeting the HIV and AIDS-related needs of the community effectively. The subjects also reported that the relationships between management and volunteers seemed to be characterized by increased trust and better communication since the mentoring intervention. It was also felt however, that more training in management and the training and induction of new volunteers would be beneficial.

A number of specific aspects of the approach were perceived as being particularly helpful for the acquisition of information. Firstly, the flexibility of the process and the fact that it can go at the pace of the group was perceived to be important. In addition, the tailor-made nature of the intervention which can be made to fit the educational level of the participants and the changing needs of the CBO, meant that the impact of the training and other inputs were felt immediately at the point of need. The leaders felt that this was especially helpful in situations that involved problem-solving and decision-making, because they were able to apply what they had learned immediately, with the support of the mentor, in the context of their own organisation. In particular, the realization that they can share their ideas, set goals, make plans and reach them appears
to have enhanced their own sense of self-reliance and empowerment.

The expectation that they should use what they had learned immediately, especially in the context of financial management and decision-making, also appears to have helped the CBO leaders and volunteers to remember what they had learned and utilize their new skills effectively. Notably, although the approach caused controversy and stress during the mentoring period, the very high expectations for the standard of financial management and accountability, appear to have contributed directly to increased self-esteem among the Barnabas Trust trained book-keepers and enhanced feelings of confidence and satisfaction about that aspect of the work among the other CBO leadership team members. This may be because strong financial transparency and accountability prevents serious conflict and accusations of financial irregularities in the group, and enhances their image in the community. ‘Audits and how to prepare for them’, and ‘financial policies and rules’ were raised as areas of the financial training which the participants suggested could be covered more comprehensively.

The participants’ responses suggest that they found the participatory style of the mentoring approach helpful for the acquisition of information, and as a model for the development of a team-based leadership style. The use of the CBO leaders’ and volunteers’ first language in the process, and the ready, on-going availability of the New Tool Box manuals were also specifically mentioned as having contributed positively to the information acquisition and utilisation process.

One area that was particularly noted for improvement, however, was the absence of a meaningful personal feedback and a formal performance assessment process for the CBO leaders as part of the mentoring process. A number of the interviewees expressed the desire to receive specific, formal feedback on their leadership performance as a way of developing their leadership skills and building up internal and external accountability.

4.3.1.1 Recommendations for enhancing the effect of the mentoring programme at a personal level

1. The importance of a flexible, tailor-made approach to mentoring each separate CBO appears to be affirmed by the findings as an effective way of working with the CBO leaders. The induction of new mentors should therefore emphasise the importance of this as a central aspect of the Barnabas Trust approach.

2. Mentors need to be fully equipped to handle participatory learning situations, especially regarding problem-solving and decision-making with the CBO leaders and volunteers. Where skills are
developed, the mentors also need to ensure that they are used practically in the life of the group as soon as possible after initial exposure to the information, in order to ensure full assimilation and utilization of the information.

3. More training in management skills and the establishment of clear volunteer contracts, job descriptions and training and induction courses could be beneficial to the CBO leaders. In addition, mentors may be encouraged to continue to assist the CBOs to access accredited vocational training for the volunteers.

4. The data regarding the book-keeping training and the high expectations associated with that suggest that the expectation of rigour is important and beneficial, especially in the context of financial management and accountability. This approach appears to be having a positive effect on the individuals involved and the sustainability and efficiency of their organisations. It is therefore recommended that the rigorous approach should continue. More information on audits and financial policies and rules could also be included in the programme.

5. The data suggests that the ready availability of copies of the New Tool Box manuals is helpful for information assimilation, utilization and sharing, and these should, where possible, continue to be distributed to groups as a standard accompaniment to the mentoring process.

6. A simple system of regular personal feedback and leadership performance assessment would be beneficial for the CBO leaders on the mentoring programme, as a strategy for building up their own performance and sense of accountability.

4.3.2 The CBO leaders’ and volunteers’ perceptions of the direct impact of mentoring on their organisations

At organisational level, the study participants showed a strong consensus that the Barnabas Trust mentoring process and accompanying New Tool Box materials had significantly contributed to the accelerated growth, diversification and capacity development of their organisations. The subjects also reported that they felt that the mentoring enabled them to work towards their organisational visions more effectively, because it has resulted in more stable organisations, which are developing better strategies for working with their communities and this, it was suggested, has led in turn to more effective work with their communities. However, the monitoring and internal reporting systems that would capture data in order to prove this were perceived as weak, and there was a strong sense that more assistance with the establishment of monitoring and information gathering systems, especially effective monitoring strategies for use with low literacy volunteers, would be beneficial.

In the context of community strategies, a significant factor which is perceived to have enhanced the CBOs
effectiveness was a new awareness of the value of sharing skills and ideas, networking and the
development of strategic alliances with other civil society organisations, government and service providers.
These activities were seen as a source of both emotional support and practical learning, and as a way of
enhancing social accountability through lobbying activities. In view of the importance of these activities, the
CBO leaders suggested that more training should be provided on networking, advocacy and lobbying as
part of the mentoring or follow-up training programmes.

A most significant factor that the CBOs identified as an explanation for their own sustainability was their
ability to plan and manage their finances accountably and to establish and maintain strong funding
relationships with more than one appropriate donor. Such activities imply a good understanding of
fundraising processes and procedures and the ability to develop and present funding proposals and reports
of a standard that is acceptable to donors. Despite their success in this area, however, the groups
recommended that more training should be given on fundraising proposals and processes, budgeting and
narrative and financial reporting as part of the mentoring process.

A second factor that was identified as enabling sustainability was the establishment of effective governance
structures, foundational documents and policies, especially policies governing volunteer and client selection
procedures. The respondents reported that adhering to policies and the constitution of their organisations
was sometimes difficult and stressful, but that they made it easier to be consistent and transparent in the
day-to-day life of the organisation, and this was perceived to enhance the CBOs sustainability. The CBO
representatives also expressed the desire to learn more about the practicalities of developing policies and
working with their constitutions and policies for conflict management. It was suggested that more could be
done to assist groups to develop strong governance structures as part of the mentoring process.

Evidence of shared decision-making and a growing sense of shared responsibility, was found in two of the
groups. In these cases, the participatory processes of problem analysis and the common search for
solutions were reported to have enhanced the group’s sense of ownership and motivation. The extent to
which this team-based leadership model was apparent in the groups appeared to be significantly influenced
by the attitude of the main leader. The data also suggests that groups whose leaders demonstrated a more
participatory, less autocratic approach to leadership and decision-making, also developed a better
understanding of the mentor’s supportive, as opposed to directive, role.

In the groups where there was a shared vision for the work and shared decision-making, group members
tended to describe strong organisational structures, clear roles and responsibilities and high levels of
motivation. In contrast, the data from the group who were using a more hierarchical structure suggested lower levels of commitment, confused roles, under-developed systems and significant levels of mistrust and conflict between the management and volunteers.

Evidence of behaviour that promotes sustainability through learning and continuing transformation was not strongly represented in the data. “Systems thinking” (described in Section 3.1.3.2.1.), which is an important characteristic of organisational learning, tracks the consequences of organisational rules, decisions and activities through the different departments and functions of the organisation. The only examples of behaviour that could be described as “systems thinking” occurred in the data from subjects who were members of the more democratic groups.

Examples of “single loop learning” that was applied to adjust and correct the day-to-day practices of the organisations, in order to address simple problems that were identified in their day-to-day life and work, was apparent in the data for all the sample groups. Interestingly, the only group to report more sophisticated “double loop” learning behaviour, that led to changes in structures, roles, priorities and the way in which activities were organised on two occasions, was the most autocratically-led group. It was only the two most democratic groups, however, that reported maintaining their vision but making radical shifts in their mission and business principles in order to respond to the changing needs in their environment. This was identifiable as learning behaviour at the “triple loop” learning level, and in one case, a significant factor that led to the change may have had a stronger causal link with donor funding patterns than with an analysis of changing community needs. The ability to recognize when it is necessary to adapt the organisation at different levels of its structure in response to problem-solving and learning, is a vital sustainability skill for the CBOs, especially as they work in the ever-changing environment created by HIV and AIDS. In general, the weak evidence for different types and levels of organisational learning behaviour was a matter for concern.

4.3.2.1 Recommendations for enhancing the effect of the mentoring programme at organisational level

1. During the early phase of the mentoring process, it is suggested that very simple monitoring and internal reporting systems should be established alongside the organisational planning cycle. In addition, the groups could be encouraged to establish and track the indicators they develop for each goal, and to include this data in their routine reporting against each goal.

2. More information on networking and lobbying could be made available through the programme and in the New Tool Box materials. It is therefore recommended that a new module on networking,
campaigns and lobbying be included in the second edition of the books, and that this material should be used with the groups as part of their training.

3. The existing training on fundraising, budgeting and reporting could be supplemented with a stronger emphasis on practical fundraising from a range of different donors in addition to the funding that comes from the Barnabas Trust during the second year of the mentoring timeline. This would diversify the mentored CBOs donor base, and enable them to work with a range of different grants while the mentor is still visiting them regularly.

4. There is an expressed need for more training on the practical development and implementation of policies and the use of the constitution, especially for conflict management. If possible, it would be beneficial if this could be done in strategic partnership with NGOs that specialise in governance and policies, so that the CBOs can remain in contact with them after they graduate from the mentoring process. In addition, a more systematic approach to developing a board and its specific role would also be helpful for the sustainability of the groups.

5. The data indicates that team-based approaches to leadership appear to enhance the organisational characteristics that promote sustainability. It is therefore suggested that more team-based leadership approaches could be encouraged through an emphasis on different leadership roles and responsibilities as opposed to the current training emphasis, which is on leadership styles and which could potentially be misunderstood to promote a hierarchical perception of leadership.

6. Evidence for an awareness of systems thinking and the value of organisational learning and the ability to apply it correctly within the organisational structure, was weak. A simple, jargon-free way of explaining the concepts and a range of games and exercises that show the CBO leaders how to track the consequences of their decisions and apply their learning would therefore significantly enhance the mentoring programme. In addition, the mentors could promote and place more emphasis on the development of learning behaviour as the mentoring process unfolds.

Final Conclusions

The objectives of this study were to explore and describe the lived experiences of CBO leaders and key volunteers in four CBOs that graduated from the Barnabas Trust mentoring programme. And to gain insight into the CBO leader’s and volunteers’ perceptions of the impact of mentoring on their own lives and on their organisations, with the intention of using the insights gained, to develop recommendations for ways in which the mentoring process and approach can be adjusted to ensure that the CBO representative’s expressed
needs are addressed in future.

The qualitative approach to the study did, as anticipated, generate a large amount of rich data on the subjects’ experiences and perceptions of mentoring, in a short timeframe. The use of in-depth interviews and focus group discussions worked well for the study, because they allowed the researcher the flexibility to ask questions and collect data on a wide variety of related topics around the mentoring process and its outcomes. The approach also enabled the interviewer to explore the responses that came from the interviewees in detail and to collect specific information which could be used effectively, to directly inform the development of recommendations covering a range of different aspects of the mentoring process.

Community-based organisations are complex living organisms James suggests, involving groups of changing individuals working in a web of interconnected relationships, in the context of an ever-changing community. In the light of this, attempts at organisational capacity-building must address this complexity, involving processes of both individual and collective change, the effects of which should ideally spill over into the wider community. Mentoring is a supportive and multi-faceted long-term capacity-building intervention and generally, the findings of this study appear to show that it has been an effective strategy for capacity-building towards sustainability for the CBOs in the sample, bringing positive change at the individual, organisational and community levels.

The researcher is aware that the findings of this study lack general applicability and reliability across different situations and different organisations in the target population, because of the nature of the qualitative data collection methods used and the small sample size. However, it is suggested that this study could be used as a point of departure for a much larger study incorporating a larger sample of Barnabas Trust graduate CBOs, in order to evolve a mentoring model and programmes which could address the specific challenges of urban, rural and faith-based CBOs.


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APPENDIX 1 - The Barnabas Trust
Mentoring Approach

The mentoring approach combines the following components:

a) A two year relationship with a trained and experienced “mentor” who will visit the leadership of the organisation on a weekly basis to provide technical support and assistance with the establishment of action learning processes as part of the life of each organisation. The mentor also gives encouragement and practical support to the group leaders as they start to use and share the skills and insights they have learned during the training process and as they build up the structures and systems of the organisation.

b) A modest regular allowance to the CBO, which is initially given monthly and then, as their book-keeping and budgeting competence improves, in the form of lump sum payments in response to a budget that the group develop with the assistance of the mentor. The only financial rules are, that the group should budget, track and report on the money they receive. Otherwise they are encouraged to agree among themselves how they want to use the money. Usually part is used to fund their on going planned activities and the remainder to develop new innovations and ideas which will take them towards their vision.

c) A clear and comprehensive basic training in organisational management and development. This happens over two 3-day periods six months apart, and it involves 4 or 5 key people in the organisation. Including a volunteer representative along with the leadership team. It is the first real contact that the Barnabas Trust have with the groups, and the emphasis of the first workshop in particular, is on putting the ingredients of a Kolb learning cycle\textsuperscript{262} into place, thereby developing a culture of reflection, learning and planning alongside their action. This workshop and the early follow-up also ensures that the group have the basic skills to do use the training they have received practically in their own context. The work done in the first workshop is based on figure A.\textsuperscript{263}

\begin{footnotesize}
\begin{enumerate}
\item Symes,C. (2002), The New Tool Box, Vol 2 DFID/ the Barnabas Trust/SA National Dept of Health
\end{enumerate}
\end{footnotesize}
The different components of the training fit together into a planning and implementation cycle, based on the Kolb learning cycle\textsuperscript{264}, which incorporates opportunities for reflection and learning.

**The Barnabas Trust Workshops**

By the end of the Barnabas Trust training course the participants should be able to develop the following skills, organisational structures and associated capacities. \textsuperscript{265}:

**Workshop 1**

1. A shared picture of what they want to see and to be in their community, described by a clear, simple vision statement.
2. An ability to assess the strengths and weaknesses of the group.
3. A simple strategic plan based on the expressed vision; an analysis of the current situation of the organisation (internal) and the community (external); and some key problem-solving work.
4. A short term plan based on specific goals that are in line with the strategic plan.
5. A budget based on organisational running costs and a detailed costing for the short term plan
6. A basic understanding of indicators and how to monitor progress.
7. A clear understanding of the role of their management committee and each member’s function in it.

The work done in this first workshop is always purposely left unfinished, so that the group leaders can go back and repeat the process with their whole team, with the assistance of the Barnabas Trust mentor, to ensure that everyone has the skills and everyone is able to participate in the vision-building and planning processes.

**Workshop 2**

1. A clear understanding of fundraising, the stages of fundraising and how it works.
2. An understanding of the different types of donors and the ways in which their motives, funding sources and expectations vary.
3. A simple, clearly written draft project proposal containing the sections outlined in the New Tool Box, (Section 8.5.2 of Volume 4 of the New Tool Box).
4. A clear understanding of how to write a basic quarterly report and practical experience of using information to write a simple report as a group.

5. An understanding of how to apply for NPO and PBO registration.

Each organisation also receives the 4 Net Tool Box – a handbook for community based organisations manuals, for use during and after the mentoring process.

**Parts of a healthy Community-Based Organisation**

Every CBO is different, but in the healthy ones all have the same basic ingredients which can be shown as the parts of a house.

**Figure B - The House Model**

The house model (see Figure B) is a simple framework which can be used to help the leaders of a CBO, FBO or NGO to understand how the different parts of their organisation fit together and how they need to develop. Each part of the house corresponds to a key area of the life and work of a CBO. The house model is the backbone of Barnabas Trust mentoring model and of the New Tool Box – a handbook for community organisations.

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266 Symes, C. (2002), The New Tool Box – A Handbook for Community Based organisations, Vol 1 DFID/ the
based organisations, manuals that accompany the mentoring model.

The non specific goals of the Barnabas Trust mentoring process with each CBO are expressed in the boxes on the house diagram shown on the house diagram (Figure B). During the Barnabas Trust training and mentoring programme, the CBOs go through a process of looking systematically at the different parts of their life and work using this model. They use a combination of appreciative enquiry and a participatory situational analysis exercises\(^\text{267}\) to answer the questions:

1. “where are we?”
2. “where do we need/want to be?”
3. “what is preventing us from getting there?”

This process then takes them into a series of simple problem-solving exercises\(^\text{268}\) the outcomes of which are incorporated into the strategic plan. Regarding the strategic plan, “It is not possible to prescribe the route for every organisation in advance, because the people who make up the organisation need to be involved in planning their route to their shared goal/ vision.”\(^\text{269}\) The vision-building, analysis and problem-solving processes will yield a specific set of goals for each organisation.

Once these goals are established, it is against these goals and the benchmark provided by the CBO house model, that, in collaboration with the leadership team, the progress of each individual CBO is monitored and evaluated. In addition, the Barnabas Trust also uses a timeline (see Appendix 2), which lists key benchmarks, as a guide for the mentoring work with the CBOs on the mentoring programmes.


# APPENDIX 2 - Timeline indicators – The Barnabas Trust Mentoring

<table>
<thead>
<tr>
<th>Name of CBO:</th>
<th>Mentor:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase One</strong></td>
<td></td>
</tr>
<tr>
<td>Toolkit Reference</td>
<td>Allocated time</td>
</tr>
<tr>
<td>Identify Project (i.e. area of need)</td>
<td></td>
</tr>
<tr>
<td>Identify Project coordinator</td>
<td></td>
</tr>
<tr>
<td>Identify mentors</td>
<td></td>
</tr>
<tr>
<td>Call to organisations</td>
<td></td>
</tr>
<tr>
<td>Organisation Selection process</td>
<td></td>
</tr>
<tr>
<td>Mentors Training Vol. 1,2 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>Organisation 1st Training (Profile/indicators) Vol. 1&amp;2</td>
<td></td>
</tr>
<tr>
<td>1st Assessment (gap analysis – done at the workshop) Vol. 1</td>
<td></td>
</tr>
<tr>
<td><strong>Phase Two</strong></td>
<td></td>
</tr>
<tr>
<td>Weekly/bi monthly meetings start</td>
<td></td>
</tr>
<tr>
<td>Sign a mentoring contract</td>
<td></td>
</tr>
<tr>
<td>Open/have a cheque account with 3 signatories Vol. 4</td>
<td></td>
</tr>
<tr>
<td>2 full days of intensive book-keeping and budgeting training Vol. 4</td>
<td></td>
</tr>
<tr>
<td>Monthly Funding starts</td>
<td></td>
</tr>
<tr>
<td>For the first month of funding, 4 weekly book-keeping training sessions start, after which the sessions become monthly. Vol. 4</td>
<td></td>
</tr>
<tr>
<td>Constitution Vol. 3</td>
<td></td>
</tr>
<tr>
<td>Agreed vision/mission statement, list of core values. Vol. 1</td>
<td></td>
</tr>
<tr>
<td>Registration documents (NPO) Vol. 3</td>
<td></td>
</tr>
<tr>
<td>Strategic plans, annual business plan, setting goals Vol. 2, 4</td>
<td></td>
</tr>
<tr>
<td>Staff/volunteer contracts, job descriptions and codes of conduct Vol. 3</td>
<td></td>
</tr>
<tr>
<td>Skilled management and trained staff and volunteers Vol. 3</td>
<td></td>
</tr>
<tr>
<td>Supervisory tool in place</td>
<td></td>
</tr>
<tr>
<td>Financial systems in use and regular reporting, audits Vol. 4</td>
<td></td>
</tr>
<tr>
<td>Networking Vol. 2</td>
<td></td>
</tr>
<tr>
<td>Monitoring &amp; evaluation information, monthly reports Vol. 2</td>
<td></td>
</tr>
<tr>
<td>2nd mentors training Vol. 4</td>
<td></td>
</tr>
<tr>
<td>2nd Organisation training Vol. 4</td>
<td></td>
</tr>
<tr>
<td>2nd Assessment (mentors and manager)</td>
<td></td>
</tr>
<tr>
<td>Performance appraisal of mentors Vol. 3</td>
<td></td>
</tr>
</tbody>
</table>
### Phase Three

<table>
<thead>
<tr>
<th>Task</th>
<th>Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly / Monthly meetings</td>
<td>Vol. 4</td>
</tr>
<tr>
<td>Balancing books monthly</td>
<td>Vol. 3</td>
</tr>
<tr>
<td>Stable, equipped leadership team</td>
<td>Vol. 3</td>
</tr>
<tr>
<td>Functioning board that meets regularly</td>
<td></td>
</tr>
<tr>
<td>A funding strategy</td>
<td>Vol. 4</td>
</tr>
<tr>
<td>1st Proposal for 3 month funding (requested as a lump sum grant from</td>
<td>Vol. 4</td>
</tr>
<tr>
<td>the funder or mentoring organisation)</td>
<td></td>
</tr>
<tr>
<td>3 Month funding</td>
<td>Vol. 4</td>
</tr>
<tr>
<td>Narrative and financial report on 3 month funding</td>
<td>Vol. 4</td>
</tr>
<tr>
<td>Additional Training (Individual need)</td>
<td>Vol. 3</td>
</tr>
<tr>
<td>3rd Assessment</td>
<td>Vol. 1</td>
</tr>
</tbody>
</table>

### Phase Four

<table>
<thead>
<tr>
<th>Task</th>
<th>Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly/monthly meetings</td>
<td></td>
</tr>
<tr>
<td>2nd Proposal – 6 month funding as a lump sum grant</td>
<td>Vol. 4</td>
</tr>
<tr>
<td>6 month funding</td>
<td></td>
</tr>
<tr>
<td>Narrative and financial report on 6 month funding</td>
<td></td>
</tr>
<tr>
<td>Final Assessment with recommendations.</td>
<td></td>
</tr>
<tr>
<td>Final Event (Presentations)</td>
<td></td>
</tr>
<tr>
<td>Performance appraisal of mentors</td>
<td></td>
</tr>
<tr>
<td>Close contract - graduate to new phases</td>
<td></td>
</tr>
<tr>
<td>(Mentor or further basic development)</td>
<td></td>
</tr>
</tbody>
</table>

24 MONTHS
APPENDIX 3 - Permission to carry out the study

An extract from the minutes of a Barnabas Trust Trustees meeting on Friday 10 February 2006:

6.1 Mentoring Evaluation with CBOs

“Since an evaluation of the mentoring programme from the perspective of the participating CBOs has never been done, Camilla Symes’s priority for the coming year is to work with the new Training Manager to do a qualitative evaluation of mentoring from the mentees perspective with 4 graduate CBOs. The learning’s from such a study could then be used to improve the Tool Box and the timeline. The Trustees were supportive of the plan to do such a study and gave their consent.”
## APPENDIX 4 – Sampling Strategy

<table>
<thead>
<tr>
<th>CBO mentored by the Barnabas Trust</th>
<th>Sample 1</th>
<th>Sample 2</th>
<th>Sample 3</th>
<th>Sample 4</th>
<th>interview names</th>
<th>CBO leadership team members</th>
<th>eligibility for FGD</th>
<th>CBO Barn Trust focus gr nominated verified attended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Masizakhe Community Project</strong></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Name undisclosed</td>
<td>Nosipho Lucas, Patience Low, Pamela Maji, Siyanda Bill, Nonpliso Mbula, Linda Mxolo</td>
<td>Already interviewed eligible for FGD</td>
<td>nominated verified attended</td>
</tr>
<tr>
<td><strong>Action and Outreach</strong></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Name undisclosed</td>
<td>Nomalanga Njolaza, Freda Zondani, Bonelwa Mali, Ndomo Lubambo, Lena Hopa, Nomonde George</td>
<td>Already interviewed eligible for FGD</td>
<td>nominated verified attended</td>
</tr>
<tr>
<td><strong>Sanddrif Home based care</strong></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Name undisclosed</td>
<td>Jeanette Gawali, Herodene Summers, Andisiwe Khongoni, Charmaine Steyners</td>
<td>Already interviewed eligible for FGD</td>
<td>nominated verified attended</td>
</tr>
<tr>
<td><strong>Ethembeni Community Organisation</strong></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Name undisclosed</td>
<td>Shila Jacobs, Lisa Zansi, Rocky Kapa, Lindal Plaatjes, Buzelwa Mapu, Cynthia Alla</td>
<td>not eligible</td>
<td>nominated verified attended</td>
</tr>
</tbody>
</table>

**Elukhanyweni**

| x | x | y |
APPENDIX 5 – Sample Transcript

1

Ok, the first question. What were your, what were your experiences hmm of the Barnabas Trust mentoring process. Ok. Er – What were your experiences, what happened and, and how did you find it?

Ok, my, my experience first was um, I mean when you do things on your own you, you end up doing it wrongly, hmm but what I have experience with Barnabas Trust mentoring system is that you have to work together as a team. That’s Point #1. Work as a team. Share ideas. er, you have to have a situation where you sit down as, as, as a staff, discuss your problems, have prayers together, and, and, and share some ideas, um, and all those things, and that helps me, especially as leader that time, helped me a lot, to, to, to know that as a leader, as much as they have to respect me I have to respect them back, and um, how to work with them, that’s the other thing, because you know when you are working with people there are, they be, they differ in a way hmm, so you, you learn to know them, you, you learn to know what their feelings are, when, when, when maybe you are making a joke, does that particular person like that joke or not, and so, that’s, that’s one of the experiences that I have learned in this mentoring of Barnabas Trust.

2

When you say “them” who are you talking about, you talking about that, that are working with you at / ja / at the project? People that are working with me, yes, Ok.

And then, um you know, as as a leader then, there are many challenges, you know that you have to go through, sometimes you, you feel that people they, they don’t work, or they, you don’t feel that they are doing the right things hmm, whereas they are struggling to do their best hmm and, and that’s where now you have to sit down with them, have those meetings, and, and talk to them, so that at least they, they also learn what you like and what you don’t like, you know, and in, in that way we manage, you know we manage to, to overcome everything because we were together, as a team, we work together, everything we do, there’s nothing that I, I was hiding, I was doing alone without consulting, each and every time, in whatever cases, I consult, I go to them, we sit down and discuss and then come up with, with good solutions. Ok. Hmm. Alright.

3

Was that, were you taught that at the, at the mentoring I was, I was taught, ja, that was one thing that I wa- in, in our first meeting actually with Barnabas Trust, they, they taught us how to, to, to establish an Organization, and then, then we come up with, with um, what is it now, different ideas of, I mean when, when you are dealing with, with adult it is not like you are dealing with children children so they also have their own problems hmm and then we, we, they gave us these four books, ne? so that we may see, and then, and, and have something to lean on, whenever you come up, I mean you have a problem, if you go to the, what is the “Toolbox” book, you go to the “Toolbox” book, you go straight, and, and find the way of solving that particular problem ok hmm. Thank you XXXXXXXX.
## APPENDIX 6 – Consent Form

**NELSON MANDELA METROPOLITAN UNIVERSITY INFORMATION AND INFORMED CONSENT FORM**

<table>
<thead>
<tr>
<th>Title of the research project</th>
<th>An exploration of the experiences of the leaders of mentored Community-Based Organisations in the Eastern Cape.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference number</td>
<td></td>
</tr>
<tr>
<td>Principal investigator</td>
<td>Camilla Symes</td>
</tr>
<tr>
<td>Address</td>
<td>7 Godfrey Avenue, Charlo, Port Elizabeth.</td>
</tr>
<tr>
<td>Postal Code</td>
<td>6070</td>
</tr>
<tr>
<td>Contact telephone number</td>
<td>041 5852234</td>
</tr>
<tr>
<td>(private numbers not advisable)</td>
<td></td>
</tr>
</tbody>
</table>

### A. DECLARATION BY OR ON BEHALF OF PARTICIPANT
(Person legally competent to give consent on behalf of the participant)

<table>
<thead>
<tr>
<th>Initial</th>
</tr>
</thead>
</table>

| I, the participant and the undersigned |
| I.D. number |

OR

| I, in my capacity as |
| of the participant |
| I.D. number |

<table>
<thead>
<tr>
<th>Address (of participant)</th>
</tr>
</thead>
</table>

### A.1 I HEREBY CONFIRM AS FOLLOWS:

1. I, the participant, was invited to participate in the above-mentioned research project that is being undertaken by Camilla Symes
   of the Department of Sociology
   in the Faculty of Arts
   of the Nelson Mandela Metropolitan University.

2. The following aspects have been explained to me, the participant:
   2.1 Aim: The investigators are studying The Barnabas Trust approach to mentoring. They will explore the perspectives of the CBO leaders and stakeholders who have been through the mentoring process and successfully graduated from it.
   
   The information will be used to/for: To generate balanced recommendations for the adaptation of the
### Procedures

2.2 I understand that I will be interviewed and that the interview will be recorded and transcribed.

### Risks

2.3 The interview will only cover the period during which my CBO was involved in the mentoring programme. It will not explore the current situation of my organisation and will not prejudice current or future funding in any way.

### Possible benefits

2.4 As a result of my participation in this study the Barnabas Trust approach to mentoring will be improved for future CBOs on the programmes.

### Confidentiality

2.5 My identity will not be revealed in any discussion, description or scientific publications by the investigators.

### Access to findings

2.6 Any new information or benefit that develops during the course of the study will be shared as follows: To generate balanced recommendations for the adaptation of the mentoring timeline and approach used by Barnabas Trust and their partners in the Mentoring Resource Network, and for the new edition of the New Tool Box manuals.

### Voluntary participation/refusal/discontinuation

2.7 My participation is voluntary

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

My decision whether or not to participate will in no way affect my present or future care/employment/lifestyle

3. The information above was explained to me/the participant by

<table>
<thead>
<tr>
<th>(name of relevant person)</th>
<th>Valerie Dietrich</th>
</tr>
</thead>
</table>

in

<table>
<thead>
<tr>
<th>Afrikaans</th>
<th>English</th>
<th>Xhosa</th>
<th>Other</th>
</tr>
</thead>
</table>

and I am in command of this language or it was satisfactorily translated to me by

<table>
<thead>
<tr>
<th>(name of translator)</th>
</tr>
</thead>
</table>

I was given the opportunity to ask questions and all these questions were answered satisfactorily.

4. No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation.

5. Participation in this study will not result in any additional cost to myself.

### A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT

Signed/confirmed at

<table>
<thead>
<tr>
<th>Signature of witness</th>
</tr>
</thead>
</table>

on

<table>
<thead>
<tr>
<th>Signature or right thumb print of participant</th>
<th>Full name of witness</th>
</tr>
</thead>
</table>

### B. STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S)

121
I, ……………………………………………………………………………………………………………………………………………………………………………………., declare that

- I have explained the information given in this document to
  (name of patient/participant)
  and/or his/her representative
  (name of representative)

- he/she was encouraged and given ample time to ask me any questions;

- this conversation was conducted in
  [ ] Afrikaans  [ ] English  [ ] Xhosa  [ ] Other
  and no translator was used / this conversation was translated into
  (language) by

- I have detached Section D and handed it to the participant
  [ ] YES  [ ] NO
  Signed/confirmed at
  on
  20

<table>
<thead>
<tr>
<th>Signature of interviewer</th>
<th>Signature of witness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full name of witness</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 7 – Focus Group
Discussion Interviewer’s Guide

FOCUS GROUP DISCUSSION
19 June 2006
PROGRAMME:

A. WELCOME
Welcome participants
Thank participants

B. INTRODUCTION
Explain programme
Logistical issues: e.g. toilets, breaks, transport money to be reimbursed, R50 for lunch, to finish at about 12h00, etc

C. OVERVIEW OF TOPIC
Research for Barnabas Trust: The Primary aim is to explore the experiences and perceptions of leaders in community-based organisations that have graduated from the Barnabas Trust mentoring process. The Central research question is: What are the perceptions and experiences of leaders of mentored CBOs regarding the impact of mentoring on the sustainability of their organisations?

D. GROUND RULES
Mention tape recorder and ask permission from participants
Let group decide on rules (e.g. one speaker at a time); give guidance

E. QUESTIONS
Focus group discussion questions
The groups will be asked to discuss and answer the following questions:

Opening question
Please tell us you name, the name of your organisation and your role in it, and two other things about
Introductory question
Can you tell us the story of how your organisation became involved with the Barnabas Trust mentoring programme?

Topic 1 – Perceptions of mentoring process/approach

Transition question
What was it like for you as CBO leadership team members, to be mentored by the Barnabas Trust?

Critical questions [Allow participants a few minutes to think and take notes before responding]

In what ways has mentoring affected the life and work of your organisation?
If you were asked to be the mentor of an organisation like your own, how would you do it?
In what ways would your approach be different from the one used by the Barnabas Trust?

Topic 2 – Sustainability

Transition question
What factors do you think contribute to the survival of a CBO?

Critical questions [Allow participants a few minutes to think and take notes before responding]

What do you think are the most important things that CBO leaders should know and be able to do in terms of: (Please give examples)
Coping with problems inside and outside the organisation
Keeping the relationships good with management and volunteers
Managing the day-to-day activities
Monitoring and reporting to donors
Administration and finance
Setting up and following rules
Doing fundraising

Do you think that your team were able to do these things by the end of the mentoring process?
What were the reasons for this?
What pressures are on the leaders of CBOs?
What else could have been done to help your organisation survive and succeed?

Ending question
Of all the issues we discussed about mentoring, which one is most important to you?
Are there any other comments or recommendations you would like to make about mentoring?
Have we missed anything out?

F. CONCLUSION
Briefly summarise the main points, seeking verification where necessary

Thank the participants
11th May 2006

Dear

Greetings. As I discussed with you when I saw you, we have been doing some research recently to try to learn from the experiences of leaders in community-based organisations who have graduated from the Barnabas Trust mentoring process. This is being done to make sure that mentoring really meets the needs of CBO leaders in future and that it takes their experiences and concerns seriously.

This letter is an invitation for two members of your leadership team who were involved in your organisation at the time of mentoring, to come to a half-day workshop at the Barnabas Trust offices in Port Elizabeth on Monday 19th June. The workshop will start at 10.00 and we will also provide lunch for the delegates and we will cover their travel costs to come to the workshop.

Once we have finished this workshop, we will use the ideas and needs everyone has shared with us to improve:

- the Barnabas Trust mentoring process and approach
- the New Tool Box manuals.

We really hope we will see you on the 19th June so that you can help us to do a better job of mentoring in the future. Please let us know if you are available. My number is 083 453 0474.

Warmest regards and God bless you.