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Project leadership challenges in World Vision Lesotho

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PROJECT LEADERSHIP CHALLENGES IN WORLD VISION LESOTHO

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A research report submitted in partial fulfilment of the requirements for the degree of Master of Management in the field of Public and Development Management to the faculty of Management, University of the Witwatersrand, Johannesburg.

July 2006

DECLARATION

I declare that this report is my own, unaided work. It is submitted in partial fulfilment of the requirements of the degree of Master of Management (in the field of Public and Development Management) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other University.

'Manthethe Moipone B. Monethi

July 2006

DEDICATION

This work is dedicated to the following people.

Morapeli, my husband, for his immeasurable support throughout my studies and for always being there for me.

Tlhokomelo, our beautiful daughter who is a blessing that continuously inspires and motivates me to become a better person.

And, to the memory of my parents who always believed in me.

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The management of World Vision Lesotho for giving me an opportunity to further my studies. The people who participated in this study and those who have supported me in different ways during this research; World Vision Lesotho employees as well as Mapoteng ADP and Ts'episo CDP communities, without their assistance this research would not have been possible. Family members, friends, colleagues and Agile syndicate group; it would have been difficult to complete this study without their support and prayers. Most importantly, I thank God for His immeasurable blessings on my life; for continuous evidence that indeed I can do ALL things through Christ who gives me strength (Philippians 4:13).

ABBREVIATIONS

ADP	Area Development Programme
AIDS	Acquired Immune Deficiency Syndrome
AUSAID	Australian Government Overseas Aid Programme
CDP	Community Development Project
DFID	Department of International Development
FBO	Faith Based Organisations
HIV	Human Immune Virus
IGA	Income Generating Activities
IKS	Indigenous Knowledge Systems
LFA	Logical Framework Approach
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
NO	National Office
PIM	Project Information Management
PMBOK	Project Management Body Of Knowledge
PME	Participatory Monitoring and Evaluation
PRA	Participatory Rural Appraisal
TDI	Transformational Development Indicators
UNDP	United Nations Development Programme
USDA	United States Department of Agriculture
WV	World Vision
WVAUS	World Vision Australia
WVI	World Vision International
WVLSO	World Vision Lesotho
WVUS	World Vision United States

ABSTRACT

World Vision International (WVI) is an international Non- Governmental Organisation (NGO) that facilitates community development initiatives worldwide. The Lesotho contingent of WVI, World Vision Lesotho (WVLSO), aims to build the capacity of and to empower communities in Lesotho through development projects. Leadership challenges often hamper these community development initiatives of WVLSO. Community development initiatives are usually a multi-stakeholder responsibility. This makes development projects complex. Both project implementers and beneficiaries, i.e. the people, are important. Ultimately, leadership is about people, and hence the importance of leadership in the project environment. The success or failure of development projects depends on leadership. This study investigates leadership challenges that prevent World Vision Lesotho from achieving the goal of empowering the community to own and benefit from development projects in a sustained way.

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CHAPTER 1
INTRODUCTION

1.1 OVERVIEW

World Vision Lesotho (WVLSO) is part of World Vision International (WVI). It is a Christian, humanitarian, Non- Governmental Organisation (NGO) involved in emergency relief and community development projects and programmes in over one hundred countries worldwide. WVI was established in 1950 in Asia, with a mission to improve the well being of the people, especially children (WVI- Mission Statement).

World Vision (WV) implements "transformational development that is community based and sustainable, focused especially on the needs of children" (WVI- Mission Statement). WV defines transformational development as "a process through which children, families, and communities move towards wholeness of life with dignity, justice, peace and hope" (WV-TDI). Community participation, empowerment, and ownership are therefore core to the ministry of this organisation.

The following core statements guide the ministry of World Vision.

1.1.1 Vision Statement

Our Vision for every child, life in all its fullness.
Our Prayer for every heart, the will to make it so.

1.1.2 Mission Statement

World Vision is an international partnership of Christians whose mission is to follow the Lord and Saviour, Jesus Christ, in working with the poor and

the oppressed to promote human transformation, seek justice and bear witness to the good news of the kingdom of God.

1.1.3 Core Values

- We are Christians.
- We are committed to the poor.
- We value people.
- We are stewards.
- We are partners.
- We are responsive.

(WVI- Mission statement).

World Vision Lesotho (WVLSO) was established in 1987. Although World Vision Lesotho was registered in 1987, the ministry of World Vision in Lesotho dates far back to 1976 when World Vision South Africa began child sponsorship in two Methodist church primary schools in Lesotho. The main activities of these two projects were day- care, education (school fees payment), health, and nutrition. World Vision South Africa was responsible for these projects until 1986 when a decision was made to open independent World Vision offices in Botswana, Lesotho, and Swaziland. This decision was made mainly due to economic sanctions imposed on South Africa. World Vision Lesotho therefore began as an autonomous entity in 1987.

Since 1987, the ministry of World Vision Lesotho has grown largely. In 1993 and 1994 (See Appendix III), it was running 50 community development projects (Progressive Development Report of World Vision Ministry in Lesotho, 1976- 2001). World Vision Lesotho operates in seven of the ten districts of Lesotho. It executes nine Area Development Programmes (ADPs) as well as several emergency relief projects currently. Various Support Offices (donors) fund these initiatives.

World Vision Lesotho, like other donor funded NGOs, faces increasing and complex challenges in its mission of implementing community development projects and programmes.[1] World Vision Lesotho depends entirely on donor funding, and as Frimpong (2003: 1) states, it is a well-known fact that "funding from whichever source comes with several constraints or conditions making efficient resources use paramount." Donors are becoming increasingly concerned about management and reporting of projects and programmes (Frimpong, 2003: iv).

Since World Vision Lesotho implements its initiatives through projects and programmes, project management concepts and principles are crucial for managing resources used to generate the desired results within this organisation (Frimpong, 2003: 1). According to Frimpong (2003: 1), these principles and concepts enable organisations to manage work efficiently, adapt to change and respond to the dynamics of the complex NGO environment and to transform productive factors such as labour, land and capital (donor funds) onto ongoing improvements in people's lives (Frimpong, 2003: iv).

World Vision Lesotho works with a multiplicity of stakeholders, each holding diverse interests in and expectations from community development initiatives. It is paramount for the leadership of this organisation to always intensify learning on issues such as the project

[1] According to Frimpong (2003), these challenges facing donor funded organisations range from "donor fatigue syndrome, renewed pressure from donors to deliver tangible results, the trend of channelling aid through government (government- to- government), loss of leadership, high labour turnover, governance problems, limited managerial and financial expertise as well as the rapid rate of change of both technology and the marketplace." Frimpong goes on to say that, organisations need to implement sound project management principles if they are to retain donors, satisfy diverse stakeholders and most importantly achieve their vision and mission. He goes on to say that, NGOs have tried numerous "ad hoc strategies" that sometimes do not even match the mission and the vision of the organisation in order to address these challenges; however these strategies have impacted negatively on overall performance of the organisation. He therefore suggests project management as one of the workable possibilities to solve these problems by integrating complex efforts in NGOs (Frimpong, 2003: iv).

management concepts to deal with the complexity of projects and programmes environment while at the same time ensuring efficiency and effectiveness of these initiatives.

1.2 PROBLEM STATEMENT

World Vision in Lesotho has been involved in community development and emergency relief initiatives for the past 18 years. It started many community development projects in identified communities. These projects dealt with various issues in the areas of health, education, agriculture, economic development, etc, depending on the needs of the community as identified during the Participatory Rural Appraisal (PRA) process.

In the past, World Vision implemented smaller community projects with a lifetime of about eight years. These projects were referred to as Community Development Projects (CDPs). They covered a smaller population and had smaller budgets. The expectation was that the communities would be able to manage and sustain benefits from these projects after they had phased out. This did not happen. As a result, World Vision International came up with a new concept of facilitating community development through bigger programmes. It was aimed that long-term programmes would help in capacity building and empowerment so that in the post-project phase communities would manage their own development projects.

These new, long-term programmes are referred to as Area Development Programmes (ADPs). They benefit a larger population and have bigger budgets. They are long-term in the sense that they have a lifetime of a minimum of 15 years. In this way World Vision would spend more time in the community. It would have sufficient time to build leadership capacity. The expectation was that this new approach would achieve what CDPs

failed to achieve, since CDPs were allegedly not properly planned. The CDPs project lifetime was too short. It did not give the community enough time to learn and be in a position to manage their development without WV assistance. And, CDPs project staff was poorly qualified.

World Vision Lesotho planned to employ more qualified project teams to work in ADPs and relocate them from the National Office (Head Office), where CDPs Coordinators were based. (WVLSO ADP Concept Paper). The ADP concept also highlights use of participatory approaches in planning, implementation as well as monitoring and evaluation of projects. The new concept was introduced in order to intensify leadership development. This would address challenges that CDPs faced.

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However, most of the ADPs under World Vision Lesotho have now been operational for more than half their lifetime. They face similar problems that faced CDPs. ADPs have not really helped communities to own and manage their development projects. Communities do not yet enjoy benefits from development initiatives without World Vision assistance. This is a major challenge facing the leadership of WVLSO, and hence the focus of this study.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to identify leadership challenges within World Vision Lesotho community development initiatives, focusing on challenges that hinder community participation and ownership, as well as sustainability of benefits from development initiatives in the post-project phase.

1.4 RESEARCH QUESTION

The research question is: What are the challenges that hinder communities to manage development initiatives after World Vision Lesotho projects have phased out? Sub-questions include:

- Are World Vision Lesotho leadership development strategies sufficient? What are the strengths? What are the growth areas?
- What are the roles of the community in management of development initiatives? Do they understand these roles? Do they get enough training to carry out these roles? Is their participation meaningful?
- It terms of leadership development, community participation and sustainable benefits, what is the difference between Community Development Projects (CDPs) and Area Development Programmes (ADPs)? Did World Vision Lesotho learn from CDPs experiences?

1.5 CONCLUSION

In **chapter 1**, I discussed an overview of World Vision as an organisation. I also outlined the problem statement, purpose statement and the research question that guided this study. This study looked into leadership challenges facing community development projects and programmes within World Vision Lesotho. It is evident that the main challenge is development of leadership at the community level necessary for continuity of development initiatives and the ability of the community to take charge of their own development post projects phase out.

In **chapter 2**, I review literature relevant to this study, while the research methodology applied in this study is discussed in **chapter 3**. Profiles of two samples studied; Ts'episo CDP and Mapoteng ADP are outlined in

chapter 4, while **chapter 5** deals with presentation and discussion of data collected through in-depth interviews and the questionnaire. In **chapter 6**, I interpret and analyse major findings of the study in relation to the research question, assumptions and the literature. The final chapter; **Chapter 7**, focuses on recommendations as well as conclusions drawn from this research.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, "available body of knowledge" (Mouton, 2001: 87) is reviewed focusing on the following issues, as they are relevant to this study:

- Project and programme management and the project Human Resources management knowledge area.
- Project life cycle. The final phase of the project life cycle; project handover is discussed in detail.
- Project leadership and the role of the project manager.
- Community development projects and programmes, community participation and issues relating to sustainability of benefits from development initiatives.
- As well as monitoring and evaluation as tools used to measure efficiency and effectiveness of projects and programmes.

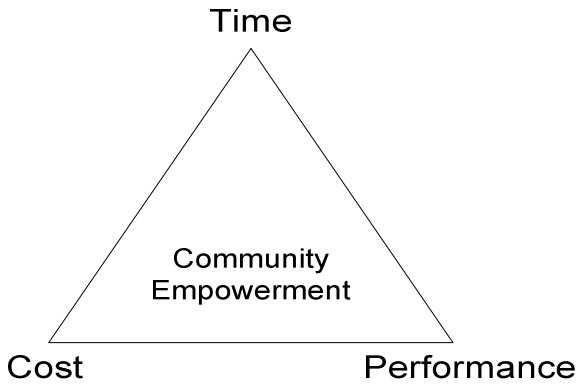
2.2 PROJECT AND PROGRAMME MANAGEMENT

Kerzner (2003) defines project management as better control and use of existing resources in planning, organising, directing, and controlling of these resources for a relatively short- term objective to complete specific goals and objectives. Project management is designed to manage or control company resources on a given activity, within time, within cost and within performance (Kerzner, 2003: 4-5).

Frimpong (2003) would concur with Kerzner because for him "a successful project is one that is accomplished within time, within cost at the desired performance/ technology and while utilising the assigned resources effectively and efficiently" (Frimpong 2003:10). Project management also includes additional responsibilities of sourcing funds from donors (Frimpong, 2000: v). Van Der Valt (1998) concludes, "project management represents a set of principles, tools and techniques for effective management of objective- oriented work in the context of a specific unique organisational environment" (cited in Frimpong, 2003: 8).

Projects are unique and complex, there is thus need for coordination and control in terms of timing, precedence, cost, and performance (Meredith and Mantel, 1989: 4), as illustrated in figure 2.1.

Figure 2.1: <u>Overview of Project Management</u>



Source: Frimpong (2003).

Turner (1993) defines a project as "an endeavour in which human, material and financial resources are organised in a novel way, to undertake a unique scope of work, of given specification, within constraints of cost and time, so as to achieve beneficial change defined by quantitative and qualitative objectives" (Turner, 1993: 8). Projects are specific developmental activities funded by programmes. They are unique with definite start and end date, and have a specific objective within

certain specification. They have funding limits, and consume resources, especially money, people, and equipment (Frimpong, 2003: 7- 8). A project is much shorter than a programme. A project involves considerable uncertainty and risks. The integration of the novel organisation is subject to the constraints of time, cost, and quality. Therefore, the project manager has to perform integration management (Frimpong, 2003: 8).

A programme is on the other hand defined as a large, long- term projects or a group of similar projects (Meredith *et al*, 1989: 4). Frimpong (2003: 4) concurs, a programme "represents a group of projects managed in a coordinated way to obtain benefit most available from managing them individually". A programme is a coordinated approach to explore a specific area related to the mission of an organisation (Frimpong, 2003: 4). According to Brinkerhoff (1991), programmes have following characteristics:

a) They are linked to existing public and/ or private organisations in the country.
b) They continue over time.
c) They integrate a wide variety of production and service delivery activities.
d) They operate in multiple settings.
e) They are the product of policy choices by various groups in the country at national, regional, and/ or local levels.

Projects are flexible and so they involve high risk associated with project management. Excellence in project management is defined as a continuous stream of successfully managed projects. Therefore, there must be strong and visible corporate commitment to project management (Kerzner, 2003: 6). The management style of an organisation has a major influence on the effectiveness, efficiency, and success of the projects (Brown, 1999: 33). Thus, management of World Vision Lesotho as an

organisation has a direct impact on the success or failure of its community development initiatives. According to Frimpong (2003), for organisations, programmes and projects to function well in a mutually beneficial manner, it is important to understand the operational and strategic focus of each. Since Projects and programmes are situated in organisations, they are governed by organisational rules, policies and procedures (Frimpong, 2003: 194- 195).

This is the case in World Vision Lesotho, where there are nine programmes, i.e., Mapoteng ADP, Sekameng ADP, etc, within the organisation. Each programme has several projects such as HIV/AIDS, water development, etc, depending on the needs of the community in that particular area (See an example of Mapoteng ADP in figure 2.2). World Vision Lesotho policies and procedures govern and guide all these community development initiatives.

Figure 2.2:

Linkages between Organisation, Programmes, and Projects

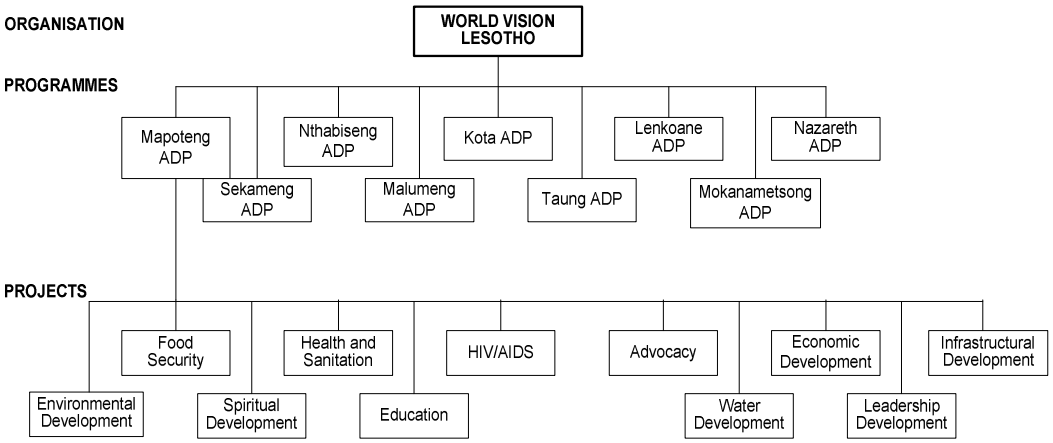


Figure 2.2: World Vision Lesotho: linkages between an organisation, programmes and projects. Adopted from Frimpong (2003: 5).

According to Pycraft, Singh and Phihlela (2000: 570- 571), projects are subject to failure or success depending on following factors:

- Clearly defined goals.
- Competent project manager.
- Top management support.
- Competent project team members.
- Sufficient resource allocation.
- Adequate communication channels.
- Control mechanisms.
- Feedback capabilities.
- Responsiveness to clients.
- Trouble shooting mechanisms.
- Project staff continuity.

Cloete (2000: 207) adds that reasons that lead to failure of projects can be categorised at two levels:

I. Failure to implement the project effectively in terms of its objectives, late implementation, and cost overruns.
II. Failure that is more obvious occurs after implementation when the facilities created fail to achieve the intended results.

The second reason is more relevant to this study, since the focus of this study is on sustainable benefits from development initiatives after implementation.

Cloete (2000) refers to projects as basic means for translating policies into programmes. According to Cloete (2000: 190,194), projects have five objectives: scope, organisation, time, cost and quality. Frimpong (2003: 1-2) agrees that projects and programmes can be a result of the national policy designed to respond to or address specific national policy issues.

Governments make policies and are translated into action through projects and programmes. He says policies are always "statements of intent" and must be translated into action through project and programmes. Projects are therefore mechanisms for implementing policies at the implementation level.

The Project Management Body of Knowledge (PMBOK) is a collection of processes and knowledge areas generally accepted as best practice within the project management discipline (PMBOK, 1996). PMBOK recognises five basic process groups and nine knowledge areas typical of almost all projects. According to PMBOK these basic concepts are applicable to projects, programmes and operations. The five basic process groups are Initiating, Planning, Executing, Controlling, and Closing. The nine knowledge areas are:

1. Project Integration Management
2. Project Scope Management
3. Project Time Management
4. Project Cost Management
5. Project Quality Management
6. Project Human Resource Management
7. Project Communications Management
8. Project Risk Management
9. Project Procurement Management

The Project Human Resource management knowledge area informs this study.

2.3 PROJECT HUMAN RESOURCE MANAGEMENT

Project Human Resources management knowledge area is about human capital at the project. It deals with processes required to make the most effective use of all stakeholders involved with the project. It is about:

- **Organisational planning**: Identifying, documenting and assigning project roles, responsibilities and reporting relationships.
- **Staff acquisition**: Getting the human resources needed assigned to and working on the project.
- **Team development**: Developing individual and group skills to enhance project performance (PMBOK, 1996).

2.3.1 Organisational Planning

For Frimpong (2003) an organisation is referred to as a group of elements, either human or non- human that is organised and arranged in such a way that the elements can act as a whole in achieving some goal, objective, or end (Frimpong, 2003: 3). Organisations depend largely on donors for their survival and for programmes that are identified, implemented, and carried out within them.

Strong institutions are needed to implement programmes designed to achieve developmental goals (Frimpong, 2003: 3). In addition, grassroots organisations are faced with a challenge of an "increasing demand for professionalism and accountability in the process of poverty alleviation" (Frimpong, 2003: iii). Therefore, it is paramount for these organisations to harness project management concepts and principles in order to address these challenges.

It is necessary for NGOs to understand the concept of project management as well as roles and responsibilities of the project manager and all stakeholders (Frimpong, 2003: v). NGOs should ensure capacity

and smooth functioning in terms of governance, organisation and management, human resources, financial resources, service delivery and external relations (PACT, 1994 in Frimpong, 2003: 3).

2.3.2 Staff Acquisition

According to Frimpong (2003), "people are the most important asset of an organisation. Competitors can copy your strategies and tools but not people" (Frimpong, 2003: 3). Therefore, project leaders, especially the manager, must handle people with absolute care for the project to succeed. When dealing with people, the project manager must embrace critical elements of good governance, namely, transparency, accountability, rule- of law, participation, fairness, and service orientation (Frimpong, 2003: v).

This is in line with one of the core values of World Vision; "we value people" (WVI- Mission Statement), which expresses that people are central to the ministry of this organisation. Project success depends largely upon the project leader who is responsible for managing key functions of the project (Frimpong, 2003: 195). Indeed, "sustainability of an organisation depends on the ability to manage people efficiently and grow talent and learn faster that the rate of change in the environment" (Frimpong, 2003: 193).

The skills required of the project manager include technical expertise, conflict resolution, planning, leadership, team building, administration, entrepreneurship, resource allocation, and management support (Frimpong, 2003: 200). Another important responsibility of the project leader is to motivate people (Brinkerhoff, 1991: 152). Therefore, organisations need to ensure that they get people with relevant skills to lead projects and programmes.

Training is one important aspect to achieve a fit between the tasks and the people to perform them (Brinkerhoff, 1991: 156). Technical and management training is necessary in order to solve human resources gaps for project implementation (Brinkerhoff, 1991: 156). According to Brinkerhoff (1991: 165), training is an important component of programme management. It should not be ad hoc but planned. He suggests following steps when planning for training:

A. Decide which kind of training objectives matches the needs of the people. Are the problems related to lack of conceptual or technical knowledge, practical skills, or attitude? There is a need to conduct training needs assessment in order to address the major problem facing many organisations of "failure to fit training to real needs and fitting the organisation needs to training".
B. Decide what approach to training will best achieve the desired objectives; whether formal training, on-the-job training, action training or non- formal training.
C. Identify and select the sources of management training (Brinkerhoff, 1991:158- 161).

2.3.3 Team Development

Frimpong (2003: 203) defines teams as a "collection of people who must rely on collaboration if each member is to experience the optimum of success and goals achievement" (Frimpong, 2003: 203). Team members have different and diverse backgrounds. It is the responsibility of the project manager to harness their expertise to achieve the project objectives. Therefore, team development and teamwork depends largely on the degree of commitment of both the leader and team members. (Frimpong, 2003: 203). Commitment increases if people are involved, know, and understand the vision of the organisation.

Team development is creating the opportunity for people to come together to share their concerns, ideas, and experiences, and to begin to work together to solve their mutual problems and achieve common goals (Frimpong, 2003: 205). The result of this is harmonious working relationships, quality performance, communication, trust, motivation, commitment and increased energies.

Organisations, programmes, and projects are mechanisms that accomplish their ends through the concerted efforts of people (Brinkerhoff, 1991: 147). This highlights human resources as an asset in an organisation. Hence, Frimpong (2003: 195) states, "human resources can make or break a project".

2.4 PROJECT LIFE CYCLE

All project phases defining beginning to end of a project are known together as project life cycle (Frimpong, 2003: 11). Different authors use different terminologies. However, the following is the basic life cycle for all projects:

1. Definition
2. Planning and Resourcing
3. Implementation
4. Handover (Briner, Geddes and Hastings, 1990: 9).

Turner (1993) refers to this four-stage project life cycle as germination- proposal and initiation, growth- design and appraisal, maturity- execution and control and death- finalisation and close out (Turner, 1993:271). Frimpong (2003) states that projects are divided into phases to provide better management, control, and coordination (Frimpong, 2003: 11).

He outlines the phases as follows:

Phase 1- **Conceptual phase**: Justification of the project.

Phase 2- **Feasibility study of definition phase**: Refinement of the idea described under the conceptual phase, this phase involves data collection, analysis, and assessment to prepare for project design.

Phase 3- **Project design phase**: Identification of the basic structure using the Logical Framework Approach (LFA) as a tool.

Phase 4- **Detailed planning or production phase**: Involves final standardisation effort so that implementation can begin. LFA serve as a useful tool for monitoring and evaluation during this phase.

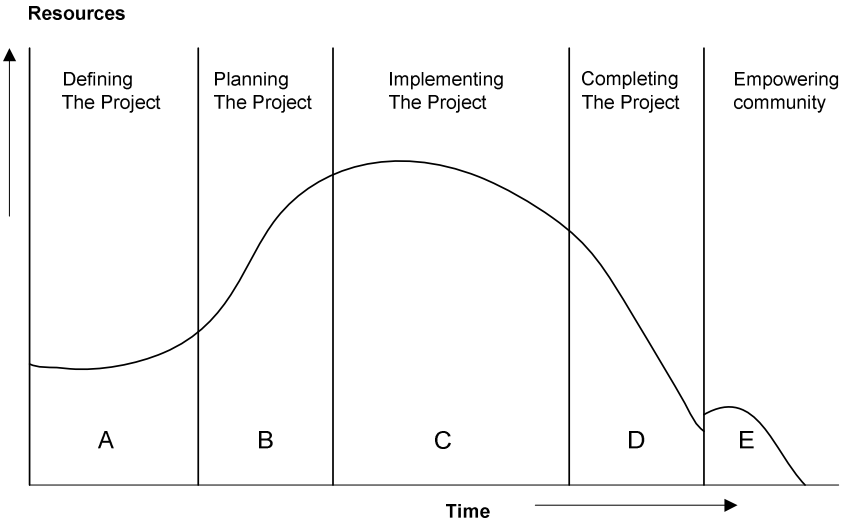
Phase 5- **Implementation or operation phase**: Practical execution of the project tasks.

Phase 6- **Closure:** Evaluation takes place at this phase (Frimpong, 2003: 11- 12).

According to Frimpong (2003: 12- 13), development projects go through five phases as follows:

1. Conceiving and defining the project.
2. Planning the project.
3. Implementing the project.
4. Completing and evaluating the project.
5. Empowerment or capacity building (See figure 2.3).

Figure 2.3: A Life Cycle of a Development Project



Source: Frimpong, 2003: 13.

Figure 2.3 depicts a life cycle of a development project showing resource consumption. Phases A to D represent conventional project cycle. Phase E represents the empowerment phase after the project completion. At this phase, the community is capacitated to use the product of the project and to sustain it (Frimpong, 2003: 13).

To run a project successfully, the project leader needs to understand the personal and organisational politics, operational at every phase of a project life cycle (Briner *et al*, 1990: 9). He must understand his role throughout the project lifetime (Briner *et al*, 1990: 11).

The life cycle of community development projects is similar to all other projects: Definition, Planning and Resourcing, Implementation and Hand over. The last stage, handover, is the most relevant to this study because it determines what happens after the donor leaves the community (See phase E in figure 2.3).

2.5 PROJECT HANDOVER

The afterlife of the project is just as important (Briner *et al*, 1990: 123). There are factors that hinder successful preparation for the afterlife of projects. For Briner *et al* (1990: 123), letting go is not easy, especially after building a sense of ownership over years. The project team may be reluctant to see it taken over. This often causes difficulties with clients who are after all real owners and beneficiaries.

Maintaining high performance to the last minute can also be a problem. That is, "keeping momentum going is tough" (Briner *et al*, 1990: 124). Therefore, team members who were very effective in the beginning at finding new ways of doing things are not nearly so interested in the detailed documentation necessary to hand over a workable system (Briner *et al*, 1990: 124). For Briner *et al* (1990), "It requires humility and patience to carry out the hand over effectively at a time when team motivation may be slipping a little" (Briner *et al*, 1990: 124).

For Briner *et al* (1990: 123), when handing over projects, project teams do not realise that users are a long way behind in their familiarity with the project and yet now they have to live with it (Briner *et al*, 1990: 124). After handover, the client becomes the actual user, operator, or consumer of project product or service. The client has to live with the results daily. Therefore, the client needs to know the details of how the project is going to work (Briner *et al*, 1990: 124). However, there are always genuine, interesting questions to be solved at the end, since it is impossible to think of everything on the way. Once the real users start to become active, they will surely find bugs, holes, gaps, or unsought problems (Briner *et al*, 1990: 124- 125). Hence, the focus should be on "how to reduce these shocks in number and severity" (Briner *et al*, 1990: 124).

Handover is the point in the life cycle where the uncertain areas between project team and client are more. Successful handovers are achieved by involving the user "earlier than you might have" (Briner *et al*, 1990: 125). Starting handing over early therefore reduces uncertainties leading to fewer critical issues left out. More importantly, it builds ownership and confidence in the client (Briner *et al*, 1990: 125).

For beneficiaries to gain depth of understanding, "they need to be part of the team, and not be seen as additional extras, or second- class members", and if this learning process is not started early enough and if not enough resources are invested in preparing people, then there will be a need to inject large quantities of resources to rescue the situation at the end (Briner *et al*, 1990: 126). To avoid this situation and to ensure successful handover processes there is need for effective multi-stakeholders participation at all phases of the project cycle.

In summary, for project handovers to be successful, Briner *et al* (1990: 125- 127) suggest the following:

- Have specific team members and clients' members managing the hand over process.
- Increase support services.
- Several short training sessions.
- Simulations of the actual work environment with all its pressures.
- One-on-one or small group training.
- Talk through problems.
- Build a resource of specialist backup to deal with unexpected results.
- Support and develop leading users with more experience therefore are more confident.

- Hold informal question/ answer sessions and create room for voicing complaints or hidden problems.
- Listen to the mood of users, ask them what help they need and react quickly and appropriately.
- Share best practices.
- Most importantly, write clear documentation, guide, and handbooks, which are user friendly.
- Frimpong (2000: 250) also adds that there is need for a project close out report for future learning.

Another important aspect for project hand over is evaluation, which is necessary once the project is complete. This is required to evaluate programme performance by measuring efficiency and effectiveness as well as capacity and sustainability (Brinkerhoff, 1991: 20-22). Frimpong (2000:248) agrees that it is important to evaluate the project performance and learn from experiences. Monitoring and evaluation are required throughout the project cycle not only at project closure in order to find out weak points for correction and strong points for replication (Frimpong, 2000: 248). This calls for strong leadership that is committed to quality in the organisation.

2.6 PROJECT LEADERSHIP

Depree (1987:136) defines leadership as "much more an art, a belief, a condition of the heart, than a set of things to do". Leadership is about understanding and appreciating people's diverse gifts, talents and skills and "the art of leadership lies in polishing, liberating and enabling those gifts" (Depree, 1987:8). For Packard in Kouzes and Posner (1987: 1), leadership is "the art of getting others to want to do something that you are convinced should be done".

Leadership is about recognising the leadership potential in people, helping them unleash that potential and having the ability to groom them into leadership. This can be done through capacity building initiatives (formal and informal training), delegating some leadership responsibilities as well as through decentralisation of decision- making powers and responsibilities.

Another important responsibility of a leader is to deal with obstacles that hinder growth of team members and to create an enabling environment for leadership development that will result in team members performing their jobs effectively and the organisation reaching its goals. It is the responsibility of the leader to give people an opportunity to develop their leadership qualities as leadership is learned over time and every person has the potential of being a leader if his leadership skills are developed (Kotter, 2001:2).

World Vision Lesotho must have strategies aimed at developing leadership at all levels of the organisation. The Human Resource Department has to ensure that it recruits people with leadership potential and skills into leadership positions. It should ensure that those leadership qualities are developed if community development initiatives are to be successful.

According to Kotter (2001: 2), leadership is different from management. Management is "about coping with complexity" while leadership is about "learning how to cope with rapid change". He outlines differences between management and leadership as follows:

Table 2.1: Management and Leadership

MANAGEMENT	LEADERSHIP
1. Planning and Budgeting	1. Setting **Direction**
2. Organising and Staffing	2**. Aligning** People
3. Provides Control and Solves Problems	3. Provides **Motivation**

Source: Kotter (2001).

However, Kotter (2001:2), concludes that management and leadership complement each other. Thus, an organisation needs leadership with both management and leadership skills.

According to Kotter (2001:9), leadership is responsible for developing a vision of the future and strategies that will ensure that the organisation realises that vision. Therefore, for an organisation to develop leadership it needs to include leadership development initiatives in its strategies. This would help the organisation to be able to make and implement effective strategies. It needs leadership with vision and commitment to realising that vision. Constant communication of the vision is very important in order for the leader to ensure that team members understand the vision as well as to keep them motivated and committed to realising the vision.

A vision of the future is not offered once and for all and then allowed to fade away. It must be communicated repeatedly. It must be incorporated in the culture of the organisation and reinforced through the strategy and decision- making process (Bennis, Parikh & Lessem, 1994: 60). Communication is very important in this regard as it creates respect and enables employees to do their work effectively while at the same time building relationships and creating an environment of trust.

According to Sarros and Moors (2001: xiii), leadership challenges of NGO leaders are generally more complicated that those faced by for profit

leaders; since in NGOs the primary mission goes far beyond profit maximisation into motivation of voluntary workers. They say leadership in non- profit organisations is often a very challenging task. It can be more complex than the leadership of for profit organisations. The leader of the non- profit organisation needs to be responsible to a wide range of stakeholders, such as government, local communities, donors, paid and voluntary employees as well as the disadvantaged people for whom the organisation is caring (Sarros *et al*, 2001: 70).

The leader of the non- profit organisation is accountable to all of these stakeholders. He must balance the needs of these groups in order to achieve organisational outcomes that are acceptable to all. Maxwell (2005: 45) refers to this scenario as "the multi- hat challenge".

Sarros *et al* (2001: 56- 61) outline the following as the characteristics of leaders:

- Drive and Responsibility.
- Creativity.
- Employee Empowerment.
- Team Participation.
- Emotional Literacy/ Intelligence.

In addition to these leadership capabilities essential for all leaders, NGO leaders must posses:

- Fundraising skills.
- Serving the led.
- Motivating volunteers.

(Sarros *et al*, 2001: 84- 85).

Similar to NGO leadership, project leadership is a high-risk role. Since, in any endeavour involving people there will always be inherent elements of unpredictability or the unknown (Brinkerhoff, 1991: 3). Central to project leadership is the project manager who is crucial to the success or failure of the project.

2.7 PROJECT MANAGER

The project manager carries the ultimate responsibility. He is responsible for the success or failure of the project (Briner *et al*, 1990: 4). Cloete (2000: 191) states that there is evidence that human failures such as bad project management leads to failure of most projects. The project manager has to be an individual with good communication and interpersonal skills, who will be able to work with diverse people (Kerzner, 2003: 9). To be effective as a project manager, an individual must have management as well as technical skills (Kerzner, 2003: 10). Additionally, this project leader has to be able to manage conflicting interests to achieve the different objectives of the various stakeholders (Briner *et al*, 1990: 4).

While technical knowledge is important, people skills are even more crucial; they are the "key to successful project management" (Briner *et al*, 1990: 4). The project manager is responsible for achievement of project goals. He negotiates resources and support from a wide network of people inside and outside the organisation. Most often he deals with unknown and unpredictable issues since project leadership is a high-risk role (Briner *et al*, 1990).

The project leader must "demonstrate desire to sustain purpose, direction and momentum by communicating conviction, a sense of urgency and a constant search for better or quicker ways of doing things" to sustain the project (Briner *et al*, 1990: 28). Since not everything can be predicted,

there is need for continuous planning and reviewing (Briner *et al*, 1990: 24). Regular reviews create a climate in which people face up to their mistakes and poor performance honestly. They learn from them and agree on what to do in future (Briner *et al*, 1990: 25).

Since projects are complex, teamwork is important. Motivation, purpose and direction are created by the way the project leader communicates own excitement, conviction and sense of mission about the project (Briner *et al*, 1990: 28). The project manager has to insist on quality and set high standards for himself and his team (Briner *et al*, 1990: 28).

When a team member is under performing the project leader has to address the situation speedily, explaining why the performance is unacceptable, and helping the person improve. He should create a supportive culture in order to maintain high performance in the team (Briner *et al*. 1990: 29). The project manager must maintain momentum by celebrating collective and individual achievements and success along the way (Briner *et al*, 1990: 30).

Programme management is not simply administrative but fulfils many roles. It is about the mobilisation of resources from various sources, expected to stimulate community participation, negotiate support from political elites, and elicit cooperation from other organisations in both public and private sectors (Brinkerhoff, 1991: 3).

Other functions of the programme manager are to:

- Contribute to the development content of programme design.
- Build the capacity of implementing organisations.
- Expand program resources and political support.

- Direct the collaboration and coordination of multiple organisations and groups.
- Provide proactive leadership (Brinkerhoff, 1991: 12).

Since the project leader carries the ultimate responsibility for the success or failure of the project (Briner *et al*, 1990: 4), he must be persuasive and influential; he must be able to look in six directions; upwards, outwards, forwards, backwards, downwards and inwards (Briner *et al*, 1990: 5). A project leader is an integrator of stakeholders, project life cycle, as well as people's performance (Briner *et al*, 1990: 18- 20). This responsibility calls for an individual with strong leadership qualities to lead even more complex community development projects and programmes.

2.8 DEVELOPMENT PROJECTS AND PROGRAMMES

Development projects and programmes are those designed to bring about developmental change (Frimpong, 2003: 203). Development projects and programmes are intertwined in several important ways. Activities that make up the content of a programme can be treated as a set of related concurrent or serial projects. Thus, projects can be thought of as one of the building blocks of programmes (Brinkerhoff, 1991: 11).

Components of project managers' jobs are equally needed for programme managers as well since both programme and project managers deal with operating and strategic tasks (Brinkerhoff, 1990: 11- 12). Projects and programmes share a common set of management functions and roles that need to be fulfilled to achieve successful development results. Both development projects and programmes usually blend indigenous and externally provided resources and assistance to achieve their goals (Brinkerhoff, 1990: 11).

In the case of World Vision Lesotho, projects are initiatives that are carried out within a programme. That is, a development programme consists of several development projects that are implemented within a certain area (WVLSO ADP Concept). The most important aspect of development projects is the partnership between the clients for the product of the project. The community and the promoter (government, agency, donor, NGO) as the supplier of projects interact in terms of various interests, activities and responsibilities in the management of the project (Frimpong, 2003: 10).

For Ferraz *et al* (1999), development programmes and projects are those that improve the capabilities and opportunities of people to be effectively involved in the production of goods and services. These goods and services continually improve the quality of their lives by combining the delivery of project outputs with mobilisation of local people so that they can take advantage and maximise their own development (Frimpong, 2003: 9).

According to Nel (1997) in Frimpong (2003: 9-10), developmental projects extend activities, outputs, and timeframes beyond the scope of conventional projects by:

- Encouraging and assisting the beneficiary community to participate actively in the project and to take ownership as far as possible of the assets created.
- Maximising the short, medium, and long-term benefits to alleviate poverty in a sustainable and replicable manner.
- Using the project as a vehicle for training and building the capacity of the local community.
- Enhancing employment opportunities through the use of labour intensive technologies.

- Minimising negative environmental impact, thereby enhancing sustainability.

An element of social dimension is crucial in development projects; they focus on "softer" outputs such as capacity building, empowerment of involved community members and sustainability through participative and social learning (Brinkerhoff, 1991 in Frimpong, 2003: 9). The role of NGOs in community development should therefore be an enabling and supportive one, resulting in people's capacity building.

In this way, people will enjoy ownership of development, which they will execute in a responsible and enlightened way. Community development must be a process in which the capacity of people is built so that they can take responsibility for their own development through which their human dignity is enhanced (Swanepoel and De Beer, 2006: xiv). In development projects, community participation is paramount and the community needs to participate throughout the project cycle (Frimpong, 2003: 10).

2.9 COMMUNITY PARTICIPATION

Community participation is central to the ministry of World Vision. World Vision defines community participation as a process where men, women, boys and girls actively participate in all aspects of their development and in all stages of the project cycle (WV- TDI). For Reid (2000); USDA article, active community participation varies from one community to another; there is also no one right way to achieve deep community involvement. He outlines some common characteristics of what he terms sound community participation as follows:

i. Many people are involved in the community activities. An elite knowledgeable leadership does not run business; rather it is the work of everyone.

ii. Power and responsibility are decentralised.

iii. There is openness to involvement by all groups. Responsibilities are divided in a way that draws on the special talents and interests of all stakeholders.

iv. Business is conducted openly and publicised widely. People are well informed by a variety of means about the community work and about opportunities for personal involvement in meaningful roles. This is done to avoid secrecy that could lead to suspicion, distrust, and ultimately to the death of community involvement.

v. There is no such thing as a bad idea; all ideas are treated with respect. The aim is to set a welcoming tone for fresh ideas and inspirations that might otherwise be hidden due to fear of ridicule. Value of all ideas is acknowledged no matter their source. In this way, people are encouraged to bring forth their best for the common good.

vi. Inclusive and diverse; all persons are actively welcomed into useful roles, regardless of colour, age, race, sex, prior community involvement, level of education, occupation, personal reputation, handicap, religion, or any other factor.

vii. Participating communities do not sit by passively, waiting for a diverse group of people to present themselves for involvement. They realise that past discrimination, inexperience, and individual reluctance can hinder full community involvement. They therefore actively reach out to invite active contributions to the community business.

viii. Participating communities operate openly and with an open mind. They operate so that it is clear to all that they are not controlled by any one organization, they do not represent any one group of people, and are not limited to any one philosophy or way of doing business. Their leadership is used to facilitate discussion of a diversity of viewpoints, rather than to push its own agenda.

ix. Leadership of participating communities is not ego-driven but focused on operating a high quality, open decision-making process; open in mind, and open in the way they carry out community activities.

x. Participating communities know and recognize that truly they are all made equal, that they have an equal right to share in the work and benefits of community enhancement, as well as in its costs.

Further, Reid (2000), suggests ways of building this sound community participation as follows:

A. **Welcome it-** People know when they are welcome, and when they are not. Where they are not truly welcome, few people will stay for long. Welcoming participation means more than a friendly smile; it requires opening the processes and inviting active participation in this matter.

B. **Create Real Roles-** Nobody wants to stand on the sideline; everybody wants to play a position in the game. In every community, there is more than enough work to be done. Assign participants something that gives them a sense of meaningful involvement, and help them understand how their contribution no matter how small advances the overall effort. Hold them accountable for their results. This helps them see their contribution to the big picture, and it assures them that their work has focus and value.

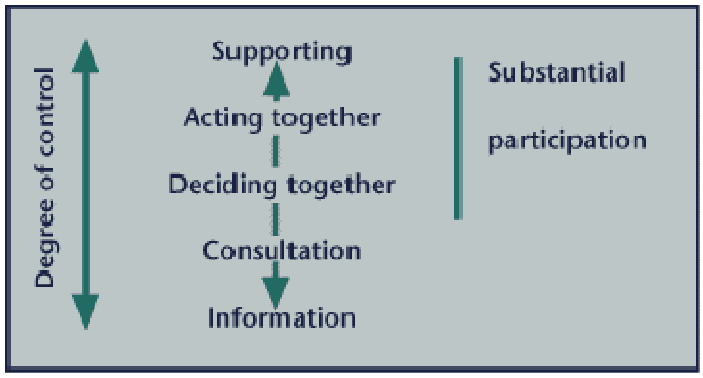
C. **Reach Out-** Because of past discrimination, or just the belief that community development is someone else's job; people may be reluctant to step forward. This is especially true for groups historically left out of community affairs. Outreach can take many forms, but the most effective techniques involve direct, personal contact that is offered in a welcoming spirit.

D. **Offer Volunteer Opportunities-** Volunteers are the lifeblood of rural community action. In an environment where paid officials are few and the resources to hire help are scanty, little happens without the leadership and labour of volunteers. Be sure to treat volunteers well. Help them understand the importance of their contributions. Make certain that their work is clearly defined, well organised, and well integrated into the overall community effort. Be sure to recognise and celebrate their contributions to community work in order to keep them coming back.

On the other hand, Wilcox (1994); The community participation and empowerment article, outlines a five- rung ladder of participation that relates to the stance an organisation promoting participation may take as follows:

- **Information:** Merely telling people what is planned.
- **Consultation:** Offering some options, listening to feedback, but not allowing new ideas.
- **Deciding together:** Encouraging additional options and ideas, and providing opportunities for joint decision-making.
- **Acting together:** Not only do different interests decide together on what is best, they form a partnership to carry it out.
- **Supporting independent community interests:** Local groups or organisations are offered funds, advice or other support to develop their own agendas within guidelines.

Figure 2.5: Levels of Participation



Source: Wilcox (http://www.jrf.org.uk/knowledge/findings/housing/H4.asp)

According to this article, many attempts at community participation fail because organisations promoting involvement are not clear about the level of participation on offer. Higher rungs are not necessarily better and different levels are appropriate for different situations and interests. Effective participation is most likely when the different interests involved in a project or programme are satisfied with the level at which they are involved. And, different levels are appropriate at different times to meet the expectations of different interests.

Understanding participation involves understanding power. The ability of the different interests to achieve what they want. Power depends on who has information and money as well as people's confidence and skills. The article concludes that, unfortunately, "many organisations are unwilling to allow people to participate because they fear loss of control; they believe there is only so much power to go around, and that giving some to others means losing their own" (Wilcox, 1994).

World Vision Lesotho needs to commit to active community participation if community development initiatives are to be sustainable. It is difficult for one person to develop another unless he wants that development to occur and actively engage in the process. People and communities need to be

proactive in their own self- development since unless they build up their own capacities they fall victim to the vulnerabilities of the circumstances in which they find themselves (Ferraz *et al*, 1999: 112, 140).

Participation is a process, not an event. The challenge is to promote the right type of participation at the right time throughout the whole project cycle (WV-TDI). Participation results in empowered communities and achievement of sustainable development, which is about meeting basic needs and continuously improving the lives of as many people as possible (Bujra and Buthelezi, 2002: 19-20).

2.10 SUSTAINABILITY

The AusGuide to programme management (AUSAID article), states that in the context of donor-funded development programmes, sustainability can be defined as the continuation of benefits after major assistance from a donor has been completed. There should be a deliberate effort to ensure that structures are appropriate, owned by the stakeholders, and supported on an ongoing basis with locally available resources. Managing sustainability is a process aimed at maximising the flow of sustainable benefits, which should be an ongoing process that needs to be reviewed and updated as circumstances change and lessons are learnt from experience.

According to AUSAID, key factors affecting sustainability include:

- Partner government and donor policies.
- Local participation and ownership.
- Management and organisation.
- Political, financial and economic factors.

- Awareness and training.
- Technology.
- Social, gender and culture.
- Environment.

The key indicator of success as far as sustainability is concerned, is maintenance and continuation of benefits after external assistance. Sustainability should however be planned for from the design phase. The AUSAID article suggests the following process:

i. Sustainability analysis- Sustainability analysis is the identification and analysis of the key factors that are likely to impact, either positively or negatively, on the delivery of sustainable benefits. It is closely linked to risk analysis and although there are differences, sustainability analysis can be considered as an extension of risk analysis. According to the article, sustainability is related to risk because many of the risks to achieving the objectives are also risks to achieving sustainability of benefits. It adds that the significant difference between managing risk and managing sustainability is that sustainability considers the long-term outcomes beyond the direct influence of activity management, whereas risk analysis and management is about threats to implementation and the achievement of objectives within the defined period of the activity.

ii. Sustainability strategy- The sustainability analysis leads to the development of a sustainability strategy. The aim of the sustainability strategy is to define the benefits to be sustained and specify how each of the main constraints to sustainability will be addressed in implementation. The main elements of the strategy should be fed into the design so that sustainability can be strengthened in a systematic and comprehensive way.

iii. Phase-out strategies- Phase-out strategies are central to the sustainability strategy, and should be prepared in a participatory manner with the stakeholders.

These strategies should be appraised, refined, and reviewed at least annually during implementation. This should be done through the annual planning process, reviews, and the updating of phase-out strategies. They should also be evaluated to learn from experience (AUSAID).

World Vision Lesotho must commit to managing sustainability through appropriate strategies. Participation of the community is core in drawing these strategies. Initiatives that integrate with and build on local resources and management structures have better prospects for promoting the sustainability of benefits than those that establish new or parallel structures (AUSAID). The organisation should also strengthen monitoring and evaluation, and be committed to learning from experiences.

2.11 MONITORING AND EVALUATION

Many organisations are becoming aware of the importance of monitoring and evaluation as quality measuring tools, which they accordingly incorporate into their management systems. World Vision Lesotho works with a variety of stakeholders and is thus faced with a high demand for accountability and quality assurance measures in order to successfully achieve its vision and mission while at the same time satisfying stakeholders' expectations. It is therefore necessary to strengthen monitoring and evaluation systems within this organisation.

World Vision Lesotho depends on donor funding. There is increasing pressure from donors to NGOs and governments to enforce monitoring and evaluation procedures (Wenzel, 2004: 3). In addition, World Vision

International has a set of agreed Transformational Development Indicators (TDIs) that reflect its holistic understanding of transformational development. These indicators are designed to support baseline surveys, programme design documents, and logical frameworks (WV- TDI). World Vision Lesotho is expected to use these indicators as well as individual programme indicators developed during the design phase to evaluate impact. Audits and periodic reports are used as some of the monitoring tools.

World Vision implements its ministry through programmes and projects. Monitoring and evaluation in projects is used to ascertain that the project delivers on its intended outputs through use of logical framework indicators developed during the project design phase (Frimpong, 2003: 122- 123). Monitoring and evaluation of development projects should not lose sight of these indicators. They should be used to track accomplishments and should contribute to the attainment of the overall project goal (Frimpong (2003: 124).

2.11.1 Monitoring

Eade (1997) defines monitoring as "an internal checking mechanism to enable adjustments to be made in a methodical way" (Eade, 1997: 131). Monitoring systems should be simple and effective, so that they can be readily incorporated in daily routines. Monitoring may be done by routine information gathering, or by other methods such as spot checks, visits, meetings, audit, and reports (Eade, 1997: 133). Monitoring is a continuous process (Randel, 2002: 13). It takes place through the entire period of project implementation and addresses questions relating to:

- How resources are used.
- What progress is being made.

- Whether the results of the project's work is being used by the target group.
- Whether there are any important changes in the project's context.

2.11.2 Evaluation

Evaluation is a periodic assessment of the relevance and performance of the project. It provides feedback to the project team on what it can do differently to accomplish its objectives. It is also used to assess the project's impact. (Randel, 2002: 13). Evaluation addresses questions such as:

- Is the project likely to achieve its objectives with its existing approach?
- Has the project made a lasting improvement in the issues it was trying to address? (Randel, 2002: 13).

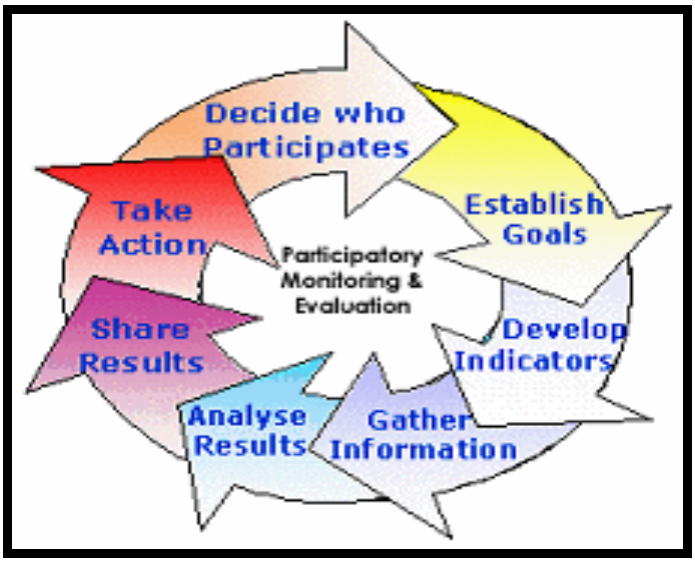
Evaluation is a process of gathering information and reporting in order to guide decision making by providing early, responsive, formative feedback (Roup, 1994: 24). It is used to assess whether knowledge, attitudes, or behaviour of group changed after exposure to an intervention (Burt and Harrell, 1997: 52). It is about the before and after or the intervention comparison. Hence, need for reliable baseline information for evaluation to be done successfully.

Evaluation should enable an organisation to assess achievement as well as failure, and learn from mistakes (Eade, 1997: 134). In a development and relief context, such as in World Vision, the aim of evaluation is to enhance efforts to overcome poverty and injustice (Eade, 1997: 136). Whatever the form of an evaluation, its purpose is to strengthen the capacity of the organisation (Eade, 1997: 137).

2.11.3 Participatory Monitoring and Evaluation (PME)

Randel (2002: 126) refers to Participatory Monitoring and Evaluation (PME) as an approach to monitoring and evaluation that emphasises the role and views of the project target groups and beneficiaries. PME principles follow a circular pattern as shown in figure 2.6.

Figure 2.6: Participatory Monitoring and Evaluation (PME) Cycle



Source: http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTPCENG/0,,contentMDK:20509330~menuPK:1278210~pagePK:148956~piPK:216618~theSitePK:410306,00.html.

PME is intended to reverse centralisation, standardisation, and top-down development. It enables and empowers local people to do more of their own analysis, to take control of their lives and resources and to improve their well being as they define it (DFID article). The major benefit of PME is that it builds sustained capacity for local learning and collaborative action. However, it needs human and financial resources as well as commitment in order to be successful (DFID).

2.11.4 Conventional vs. Participatory Evaluations

Participatory evaluation approaches were born because of the criticism that traditional evaluation approaches were conducted without the evaluators ever setting foot on the participating programme site (Fitzpatrick, Sanders, and Worthen, 2004: 130). These evaluations were focusing on numbers, figures, charts, and tables. They ignored "the human element reflected in the different perspectives of everyday reality, and the different perspectives of those engaged in providing services was missing from most of these evaluations" (Fitzpatrick *et al*, 2004: 131). This necessitated the introduction of participatory approaches to evaluation. Table 2.2 compares the conventional and the participatory approaches to evaluation.

Table 2.2: Conventional and Participatory Evaluations

Dimension	Conventional Assessment	Participatory Assessment
Who does it?	External experts.	Community members, project staff, facilitator (representatives of other stakeholder groups).
What indicators are used?	Predetermined indicators of success, principally cost and production outputs.	People identify their own indicators of success, which may include production outputs.
How is information collected and analysed?	Focus on scientific objectivity; distance of evaluators from other participants; uniform, complex procedures; delayed, limited access to results.	Self-assessment; simple methods adapted to local culture; open, immediate sharing of results through local involvement in assessment processes.
When in the life of the project is it done?	Usually upon completion, sometimes also midterm.	Merging of monitoring and evaluation, hence frequent small assessments.
Why is it done?	Comply with accountability agreement, usually summative, to determine if funding continues.	Empower local people to initiate, control and take corrective action (based on verifiable evidence).

Source: Sarma and Vicary (**www.gordon.edu/ace/sarma.doc**)

Participatory approaches to monitoring and evaluation have their roots in community based action research (Rappaport, 1987 in Fitzpatrick *et al*, 2004: 143). They empower people and teach them to conduct their own evaluations and thus become more self- sufficient (Fatterman, 1994: 3 in Fitzpatrick *et al*, 2004: 144). These participatory approaches "respect the community's story" (WV- TDI). They are based on following issues:

- Build on people's own resources, knowledge, skills, and ideas.
- The process and sequence of participation; participation is an iterative, evolving, step by step process which takes time, with different phases of participation throughout the stages in a development project cycle.
- Diversity and balance; participation should be inclusive of diversity, and should offset and address gender and other inequalities.
- A learning attitude; agencies and facilitators of participatory processes need to maintain a listening and learning attitude, rather than one of teaching.
- Transparency; mutual trust is the basis for constructive cooperation to avoid misunderstanding and suspicion.
- Flexibility; projects need to allow room for spontaneity and flexibility, rather than unchangeable pre-determined outcomes and activities (WV- TDI).

While PME takes time, is costly and is labour intensive (Fitzpatrick *et al* 2004: 148), it has more benefits since it puts more emphasis on the human element in evaluation and empowers powerless stakeholders who are often left out. This makes PME ideal for World Vision initiatives since community participation is central to its ministry.

2.12 SUMMARY

Brinkerhoff (1991: 1) argues that there is no single way to do development management; that different situations in different sectors call for different ways of managing and organising. The importance of human resources in the project environment cannot be overstressed. An organisation facilitating community development initiatives such as World Vision Lesotho needs to be committed to leadership development at all levels of the organisation since leadership is about people. There is need for meaningful community participation during all phases of the project cycle. Sustainability can only be achieved if the community is developed and given an opportunity to manage their development.

Review of literature resulted in more insightful understanding of project leadership challenges facing community development agencies such as World Vision Lesotho.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter, I discuss the research methodology applied in this research. Design and scope of the research, data collection and data analysis strategies, validity and reliability, as well as assumptions underlying this study are outlined using the case study methodology.

According to Yin (1994), in Tellis (1997), case study methodology is applicable to at least four situations:

- To explain complex causal links in real- life interventions.
- To describe the real- life context in which the intervention has occurred.
- To describe the intervention itself.
- To explore those situations in which the intervention being evaluated has no clear set of outcomes.

This study explored complex real- life interventions within World Vision Lesotho. It posed "how" and "why" questions. Another advantage for using case study strategy for this study was that insights were drawn from holistic in-depth information collected with maximum participation of all partners involved in the study (Yin, 1994: 3). Results of this study therefore represented views from different stakeholders.

3.2 DESIGN AND SCOPE OF RESEARCH

The unit of analysis in this study was World Vision Lesotho, a Christian, relief and community development, international Non- Governmental

Organisation (NGO). The researcher identified two research sites: Ts'episo Community Development Project (CDP) and Mapoteng Area Development Program (ADP), and compared issues of project leadership and sustainability of community development initiatives in those two sites. This was not a sampling research and selecting cases was done purposefully to maximise what can be learned in the period available for study (Tellis, 1997). T'sepiso CDP is a project that has phased out and the community has not been able to sustain its activities, while Mapoteng ADP is a programme that is ongoing and has been operational for about half its planned lifetime. Thus, this was a multiple- case qualitative research (Yin, 1994).

Yin (1994: 18) explains research design as "logic that links data to be collected and conclusions to be drawn to the initial questions of study". When designing a case study, it is important to adhere to the case study protocol, which highlights the importance of the ability to determine the required skills and to develop and review the protocol (Tellis, 1997). The researcher must ask good questions, be able to interpret responses, be a good listener, be flexible and adaptive so that he can react to various situations, have a firm grasp of the issue being studied and be unbiased by preconceived notions (Yin ,1994 cited in Tellis, 1997).

In this instance, as the researcher, I am an employee of World Vision Lesotho and therefore understand a good deal of it. I have also been involved in both counselling and communications training, which helped in the area of asking good questions and being a good listener. The researcher developed a draft protocol of questions for interviews (Tellis, 1997). The protocol was however flexible depending on the interviewee and the situation in the field.

3.3 DATA COLLECTION STRATEGY

Yin (1994: 78) recommends that for case study methodology, multiple sources of evidence (triangulation) converge in the same set of findings. These data collection sources are complementary and confirm findings for a case study to be reliable. The following data collection techniques were used.

3.3.1 Primary Data

The researcher requested twenty World Vision Lesotho staff members to fill in twenty copies of the questionnaire. The questionnaire had both closed and structured (yes or no) and open- ended questions (See Appendix I). Participants were part of senior management team, middle management; especially programme managers as well as other staff members who have experience of working in both CDPs and ADPs in the field.

I also conducted in- depth interviews with community members; ten community members from each site. Interviewees consisted of community leaders, members of the project/ programme management committee as well as other community members (See Appendix II). Prior appointments were made. I interviewed some people from their homes while others were interviewed at the project site depending on each interviewee's preference. Interviews were conducted in Sesotho, the local language.

3.3.2 Secondary Data

The researcher looked at literature from World Vision documents (design documents, Project Management Information documents, and reports) as well as books and the Internet.

3.4 DATA ANALYSIS STRATEGY

According to Tellis (1997), case studies have no fixed reporting format because every case is unique. However, Leedy and Ormrod (2005: 136) argue that a case study researcher often begins to analyse data during data collection process to avoid overwhelming data and because preliminary conclusions are likely to influence the kind of data he seeks out and collects in later parts of the study.

I used this strategy in this study, continuously analysing data during data collection by identifying patterns and underlying themes (Creswell (1998) and Stake (1995) in Leedy *et al* (2005: 136). In this way, data was not overwhelming at the end of data collection. Preliminary data was considered on subsequent interviews. This strategy ensured that all aspects of the research questions were covered in a meaningful manner by end of the data collection exercise.

This is a descriptive study. As a result, "developing a case description" (Yin, 2003: 114) strategy for data analysis was applied, while at the same time following the "pattern- matching" (Yin, 2003: 115) technique. The researcher examined the empirical evidence in relation to the research question, assumptions as well as the literature. The following themes emerged: Leadership Challenge, Capacity building and Learning, Community Participation, and, Project Handover and Sustainability. I therefore presented and discussed data in this study according to these themes.

3.5 VALIDITY AND RELIABILITY

Case study methodology is often criticised for lack of validity and reliability especially in that small number of cases cannot offer grounds for establishing reliability and generality of findings (Tellis, 1997). In response

to this criticism, Yin (1994: 10) argues that the case study does not represent a sample. The goal of the researcher is not scientific generalisation, but rather to expand and generalise theories (Yin, 1994: 10).

According to Tellis (1997), development of a formal case study protocol provides the reliability that is required of all research. For Yin (1994: 8), the validity of case study research is confirmed by using multiple sources of evidence. This results in the ability to deal with a full variety of evidence. Using multiple sources ensures accuracy and alternative explanations. This is done to confirm validity of the research process. While it is not looking for cause- effect relationship, the case study methodology is good at comparisons and it adds to the body of knowledge.

3.6 ASSUMPTIONS

The underlying assumption in this study is that World Vision Lesotho did not learn from experiences of CDPs. Consequently the following pitfalls still characterise community development in ADPs:

a) There is still not much difference between leadership challenges encountered in CDPs, and those facing ADPs.
b) Communities are still not capacitated and empowered enough to be in a position to sustain their development after phase out.
c) There is still lack of a two- way learning process between World Vision Lesotho and the communities it serves.

3.7 RESEARCH STRATEGY

In this study, the researcher followed a four-stage strategy as recommended by Yin (1994):

- Design the case study.
- Conduct the case study.
- Analyse the case evidence.
- Develop the conclusion and recommendations.

In addition, the strategy was guided by considering what questions to study, what data was relevant, what data to collect and how to analyse the results (Yin, 1994: 20).

3.8 SIGNIFICANCE OF RESEARCH

This study aimed at contributing towards the knowledge base on project leadership issues, with a specific focus on the sustainability of benefits from community development initiatives long after the donor has left the community.

Many agencies that are involved in community development, like World Vision, face similar challenges to the ones discussed in this study. Therefore, the aim is to share these experiences of World Vision with them, with the expectation that they will learn from this study. The expectation is that lessons learnt from this study will help in the design and implementation of projects in a way that will enable maximum community participation, and consequently sustainability. World Vision Lesotho, as an organisation, is expected to learn from this study. It should capitalise on strong areas and work on weak points in order to achieve the goal of transformational development, while at the same time

contributing towards the millennium development goal of bringing the world poverty down to half by 2015 (UN Millennium Development Goals).

3.9 DELIMITATIONS AND LIMITATIONS TO RESEARCH

Since the researcher is an employee of World Vision Lesotho it was relatively easy to get secondary data (reports and other documents) from World Vision Lesotho. It was also relatively easy to identify most relevant people who have experience in both CDPs and ADPs to respond to the questionnaire, and to gain access to the communities for interviews.

The flip- side of this is that working for this organisation could have worked as a limitation. As part of the organisation, the researcher could have been subject to preconceived notions. The communities knew that the researcher works for WVLSO; as a result, they might not have been as honest and open as possible during in- depth interviews.

3.10 CONCLUSION

In this chapter, the research methodology used in this study was discussed. I outlined overall strategies applied, including design and scope of research as well as data collection and analysis strategies. The case study methodology was used since it proved to be the most ideal for this study.

CHAPTER 4
SAMPLE PROFILES

4.1 CASE A: TS'EPISO CDP

Ts'episo Community Development Project (CDP) was started in 1990 and ended nine years later in 1999. It is located at Kolonyama in Leribe district, one of the ten districts of Lesotho. According to the Project Information Management (PIM) of 1999, about 6696 people benefited from this CDP, which covered eight villages. World Vision Australia (WVAUS) funded this project. The purpose of Ts'episo CDP was to "combat malnutrition in the under five population. Provide women with skills and supplies to improve their children nutritional status and increase their family income" (Ts'episo CDP 1999 PIM). The main activity of this project was sponsorship; characterised by assisting about 300 children annually with education; school fees payment at both pre- school and primary school level. Immunisation of children and primary health care in general was also core to this project.

Other activities included assistance to women to start Income Generating Activities (IGAs). Women were trained and thereafter given small loans. They engaged in sewing, knitting, poultry as well as rearing pigs and dairy cows. The objective was to create employment and enable them raise income for their families. The project also assisted the community with crop production; maize production, vegetables and fruit trees in order to ensure proper nutrition for the children. Other initiatives were provision of potable water, construction of pit latrines, spiritual development and leadership development through training of project committee members. The project committee of about ten people was elected by the community every three years to manage the project. They worked with the project team and the Project Coordinator who worked from the National Office (NO) and visited the project from time to time.



This is what is left of what used to be a shelter for dairy cows.



The entire project site is abandoned; grass grows everywhere, including on the land formerly used for vegetable production as well as inside the pit latrines that do not even have doors anymore.



Nobody takes the responsibility of maintaining the project office building; the roof is falling apart, windows are broken, and the floor and walls are full of cracks (above and below).



4.2 CASE B: MAPOTENG ADP

Mapoteng Area Development Programme (ADP) started in 1997, it is on- going and is planned to operate for 15 years, phasing out in 2012. World Vision United States (WVUS) funds this programme. Mapoteng ADP is situated about 65 kilometres northeast of Maseru, the capital city of Lesotho, in Berea district. Mapoteng ADP covers 115 villages, and the population benefiting from this programme is estimated at 62 000 people (Mapoteng ADP Design document). Mapoteng ADP is semi- urban; some areas of this programme are urban characterised by schools, churches, a hospital and few Government offices, while other parts are very rural and are difficult to access since there are no good roads leading to these places. Agriculture is very important in this area and most people earn their livelihoods mainly through subsistence farming.

The goal of Mapoteng ADP is "to achieve poverty alleviation through sustainable, participatory development that empowers the Mapoteng people spiritually and materially by 2012" (Mapoteng ADP Design Document). This programme deals with integrated development projects in various sectors such as health and sanitation, education, food security, economic development, environmental development, infrastructural development, HIV/AIDS, advocacy, spiritual development, water development and leadership development, designed to cover the needs of the community as raised during the PRA process. The logical framework, that forms part of the ADP design document guides implementation as well as monitoring and evaluation of these projects. The ADP works with many stakeholders including community members, Government departments, churches, schools, the local hospital and other NGOs operating within the programme area. The community elects the Executive committee of 45 members every three years to manage the programme on their behalf. They meet regularly to plan, implement and evaluate projects. They work with the project team led by the programme manager. The goal of this programme is centred on community participation and ownership that would result in the ability of the people to manage their own development without WV assistance.



The community of Mapoteng ADP is anxious that only powerful individuals will benefit from these assets in the long- run if clear phase- out strategies are not put in place.





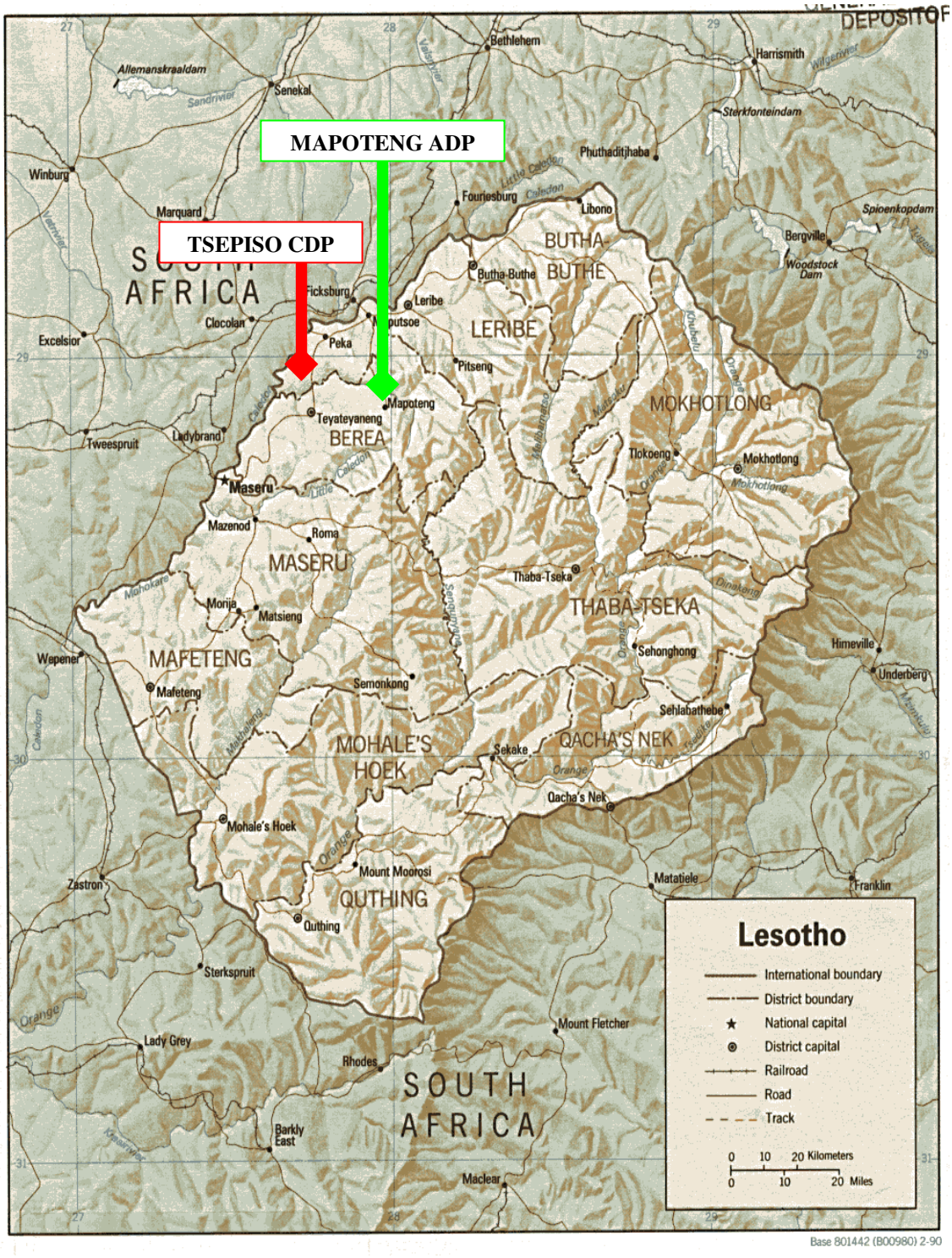


Food security projects are core to the Mapoteng community; they invest most of their time implementing these activities, and therefore aspire to sustain them beyond phase out for the benefit of their children (above and below).



Figure 4.1:

MAP OF LESOTHO SHOWING TS'EPISO CDP AND MAPOTENG ADP



CHAPTER 5
PRESENTATION OF RESEARCH FINDINGS

5.1 INTRODUCTION

The questionnaire and interviews were used as methods of data collection in this study. In this chapter, I therefore present and discuss data collected according to these two methods. Collected data was also classified into themes. Presentation and discussion of data in this chapter is therefore done according to these following themes:

- Leadership Challenge.
- Capacity building and Learning.
- Community Participation.
- Project Handover and Sustainability.

5.2 QUESTIONNAIRE

The researcher identified twenty employees of World Vision Lesotho to fill in the questionnaire. The respondents belonged to different areas of the organisation such as senior management, middle management, and field workers. Eleven males and nine females participated in this study. Respondents had experience of about three years in CDPs and six years in ADPs. The questionnaire consisted of closed questions and open-ended questions. Responses to the closed questions were as shown in Table 5.1.

Table 5.1: Responses: Questionnaire Closed Questions

QUESTIONS	RESPONSES (%)	
	YES	NO
Leadership of WVLSO development initiatives is satisfactory.	60%	40%
There are mechanisms put in place to show when programmes are not doing well.	65%	35%
There are reliable sources of feedback about how programmes are doing.	70%	30%
Project teams are clear about performance expected from them.	45%	55%
Senior management team is committed to support project teams.	55%	45%
The role of committee members is clear.	50%	50%
The role of community leaders (chiefs) is clear.	45%	55%
Communities know WV expectations.	55%	45%
WV knows communities' expectations	55%	45%
WVLSO takes sufficient time and effort to prepare communities for hand over.	35%	65%
Community development projects are not sustainable because the community is not interested in development initiatives.	25%	75%
Development initiatives are not sustainable because of poor management.	60%	40%
There is more community participation and ownership in ADPs that there was in CDPs.	70%	30%
WVLSO has learned from mistakes made in the CDPs.	80%	20%
WVLSO regard communities as part of project leadership.	95%	5%
When things go wrong, WVLSO is good at taking effective action to put things right quickly.	55%	45%
WVLSO is prepared for phase out of ADPs	25%	75%
Communities are prepared for phase out of ADPs.	15%	85%
WVLSO has a clearly developed strategy for project hand over.	10%	90%
Unlike CDPs, Communities will sustain ADPs.	25%	75%

5.2.1 Leadership Challenge

The purpose of this study was to investigate factors that hinder communities to sustain their development in the afterlife of projects. The study showed that there are diverse opinions with regard to this issue. Sixty percent (60%) of the respondents (See table 5.1) related this problem to poor management. Twenty-five percent (25%) believed that projects are not sustainable because the community is not interested in development. Sixty percent (60%) of the respondents showed satisfaction in leadership of development initiatives within WVLSO. Ninety-five percent (95%) of the respondents said that WVLSO looks at communities as part of project leadership.

Respondents stated that project leadership could be improved through:

- Training in leadership skills throughout the organisation (senior management, project teams and committee members).
- Enhanced teamwork in planning and implementation of activities.
- Community should identify and elect into committees people who are trainable and have community development at heart. Selection of committee members has to be because of their abilities and willingness to serve as opposed to status.
- Train committee members and empower them to engage in decision-making.
- Enhance community participation and ownership.
- Technical skills training, such as fundraising skills and bookkeeping.
- Diversify funding sources and train committee members in proposal writing.
- Capacitate project teams on issues relating to reporting (transparency), consultation, monitoring and evaluation, community facilitation and mobilisation.
- Project teams must be given an opportunity to practice what they learn.
- Improve support from senior management; provide clear policy guidelines and reduce top- down approach in decision-making and red tape.
- Improve communication throughout the organisation.
- WVLSO should play a guiding role to the communities. Communities should do most of the work.
- More research into problems within communities to intensify learning.
- WVLSO to consider committee members as partners in development, and not as passive participants.

5.2.2 Capacity Building and Learning

Eighty percent (80%) of the respondents indicated that WVLSO has learned from CDPs. To avoid shortfalls of CDPs the community is capacitated during the life of the project through:

- Training workshops focusing on leadership, development principles, basic financial management, ownership, sustainability, WV mission and vision as well as learning visits.
- Decision-making, management of the project. This was however mentioned to be to a limited extend.
- Leading community gatherings and meetings.
- Involvement in procurement.
- Facilitating programme activities.
- Participation in project design, implementation, planning and budgeting as well as monitoring and evaluation.
- The periodic instating of committees; new members learn from old members on project management to ensure continuity.

5.2.3 Community Participation

Seventy percent (70%) of the respondents said there is more participation and ownership in ADPs than there was in CDPs. However, although community participation has improved, seventy-five percent (75%) of the respondents believed that communities would still not be able to sustain ADPs in their afterlife.

5.2.4 Project Handover and Sustainability

Thirty-five percent (35%) of the respondents agreed that WVLSO takes sufficient time to prepare communities for project handover. Only 10% of the respondents believed that WVLSO has a clearly developed strategy for

project handover. Twenty-five percent (25%) of the respondents said that WVLSO is prepared for the afterlife of ADPs. A much smaller number (15%) said that the communities are prepared for the afterlife of ADPs.

Respondents mentioned that communities fail to manage their development projects in the afterlife because of:

- Failure on the part of the community to own development.
- Lack of resources, support, and skills on the part of the community to sustain activities.
- Failure to link communities to other service providers who will work with them after phase out.
- Lack of technical skills, WV staff does not train committee members (on- job training).
- Communities are not given enough time and opportunity to participate. WV staff does the work for the community, therefore the community members do not understand what has to be done and are unable to continue after phase out.
- Too much control by WV, complicated systems, procedures and unclear guidelines that are difficult to comprehend by the community.
- Too much reliance on WV funds, communities are not made aware of other ways of raising funds.
- As a result of inadequate rules and regulations governing programme assets, powerful community members take assets for their own benefit and not for the benefit on the entire community after phase out.
- Lack of integrity and greediness result in conflicts and cause divisions among the community.
- Poor follow-up by WV.
- Lack of communication between WVLSO and communities.

- Poor preparation of the communities at the initial stages of the project.
- The projects are donor driven and there is always rush to implement projects, this does not give the community enough time to learn.
- WVLSO does not have a clear phase out strategy.
- Lack of leadership skills and capacity of committee members who are expected to oversee the operations of the project after phase out.
- Too much WV involvement in decision-making; top- down decision-making.

It was stated that handover could be improved if the following are done:

- Start the hand over process early and then continue gradually until everything is handed over to the community.
- Involve some committee members fulltime.
- Ensure integration of project implementation process, multi-sectoral and multidisciplinary approach of programme implementation right from beginning.
- Let community members manage some of the projects and observe strengths and weaknesses in order to determine weather they can manage after phase out.
- Simplify complicated systems and controls to enable community participation and ownership.
- Intensify on capacity building in financial management, leadership and fundraising skills.
- WVLSO to continue supporting phased out projects with audits.
- WVLSO has to follow up phased- out projects after 3 to 4 years to ensure that projects are still operational and to prevent powerful community members to take programme assets for personal benefit.

- Introduce handover plans at design stage when WVLSO enters the community. There should be clear handover plans developed together with all stakeholders at the beginning of the project and reviewed from time to time.
- Handover projects as and when they are completed, community members can manage them with minimal supervision from WVLSO.
- Identify Faith based Organisations (FBO), Government departments or NGOs to partner with the community and take over the affairs of the programme when WV phase out.
- Respondents showed the importance of preparing the community well in advance by handing over the programme few years before actual hand over. In this way they said WVLSO will be in a position to supervise and monitor, and will be able to determine whether the community will be able to manage after actual hand over. Their suggestions were as shown in table 5.2.

Table 5.2: Handover Suggestions

RESPONDENT	SUGGESTION
Respondent 1	At least 4-5 years.
Respondent 3	At the tenth year.
Respondent 7	At least 4 years.
Respondent 10	5 years.
Respondent 18	At least 3 years.
Respondent 19	May be 2 years.

5.3 IN- DEPTH INTERVIEWS

The researcher conducted twenty in- depth interviews consisting of ten people in each site. Interviewees comprised of community leaders (chiefs, church leaders, and project committee members) and some community members.

At ***Ts'episo CDP,*** interviews focused on leadership challenges in general during the life of the project. I asked respondents how phase-out was prepared for and about the actual handling of the project handover. They were asked to explain their experiences (successes and failures) of the whole process to establish whether there are similar trends of what happened in the CDPs to what is currently happening in the ADPs, in relation to leadership challenges. During interviews, project leadership was divided into three parts; National Office leadership, project team/ staff, and project committee members who are community members elected by the community to manage the programme on their behalf.

At ***Mapoteng ADP,*** I asked interviewees questions relating to their opinions on project leadership in general. Questions in relation to preparations for handover and what could be done to ensure that the community benefit from the programme in the long- run were also asked.

5.3.1 Leadership Challenge

Ts'episo CDP- Respondents expressed satisfaction on the kind of support and leadership they got from WVLSO management. They said that the Coordinator visited the project often to support and advise them. They also mentioned that they worked well with the project team. However, some respondents showed dissatisfaction with the project team. Staff members were not transparent and accountable especially during the phase out period. They therefore believed project staff had something to hide. Other respondents said the insufficient reporting of project staff was due to lack of knowledge and skills. There were different opinions about the leadership of the project committee. Some respondents said that the committee was determined to work hard and serve the community. Other respondents said that committee members played gods to the community and that they were the only ones who benefited from the project afterlife.

Mapoteng ADP- Respondents appreciated the support they get from the National Office. They, however, said that they would like to see the National Office meet and communicate with them more frequently since they felt that the support from National Office was inadequate. They suggested the need for forums where senior management team of WVLSO, project team members and committee members can discuss issues relating to their work. These forums would facilitate two- way learning and open communication channels. Lack of transparency and accountability was another challenge. Respondents said that they felt WVLSO does not reveal the whole picture. This results in lack of trust; it disempowers them and undermines their self-esteem.

Committee members said that they do not have power to make decisions. They said WV does not want to release power and that it is difficult for the community to make mistakes and learn from them in preparation for handover. They mentioned that they do not have power over financial decisions and mentioned that they feel powerless now when they see less and less money reaching the ground because of an increase in administration costs. They feel that they are not part of the decision-making process and that the issue of community participation in WVLSO is rhetoric.

Need for team development initiatives between WVLSO senior management, the project team and committee members was expressed. Respondents felt that these parties were not working together in a satisfactory manner. The general opinion was that the community understood WV expectations. However, respondents believed that WVLSO does not understand their expectations as the community, and hence the need for effective communication. They identified communication as a challenge between the project team and committee members as well.

Respondents said that executive committee members are committed to work voluntarily to serve their communities and to contribute to development of their area. However, they said that constant change of committee members result in lack of continuity. This slows down the rate of development. People are not able to learn and implement what they have learned in three years. They suggested that a new committee should be elected after every five years to give people enough time to learn and practice what they have learned.

5.3.2 Capacity Building and Learning

Ts'episo CDP- Respondents said that WV equipped them with skills and showed them the way to develop themselves. However, since project handover was not handled properly, they are now unable to continue. They attributed this to lack of leadership and fundraising skills. They suggested that WVLSO work with all stakeholders and prepare for handover well in advance. If assets need to be sold, the whole process has to be done transparently to avoid misunderstandings and mistrust. Another important issue raised was need to build the capacity of people in leadership positions throughout the organisation.

Mapoteng ADP- Interviewees said both the executive committee members and the project team are going through a learning process because this programme is the first of its kind in this area. However, they said that there is progress in the way the programme is managed and in the way the project team is working with the committee in planning and implementation of activities as well as in daily administrative issues. Generally, respondents believed that WVLSO is committed to building their capacity. There is still need to intensify leadership as well as technical training in areas of fund raising, bookkeeping, as well as agriculture, since Mapoteng community want to capitalise on agriculture after phase-out. So

far, training is general. There is a lot to learn within a short period. Therefore, they are not able to master anything.

One respondent suggested that WVLSO should come up with a planned syllabus (in modules) to train community leadership. This is to ensure that they understand thoroughly. This kind of training will be taken seriously if WVLSO puts an element of formality by including exams, tests, assignments, and graduations. People who have successfully gone through this type of training should be the ones to undergo further training and empowered with technical skills. These should be the ones to inherit the management and leadership of the programme on behalf of the community when WV phases out.

5.3.3 Community Participation

Ts'episo CDP- According to respondents, community participation was satisfactory during implementation. They had planned to continue as an association after WV phase-out but those plans were not realised. They were still prepared to participate in development project afterlife. They expressed disappointment that the project is not functional anymore. One respondent expressed that she felt that the project put a strain on the community because of the amount of energy and time spent on project implementation.

Mapoteng ADP- Respondents indicated that the community is committed to their development and appreciates various interventions in their villages. However, they also said that since the programme started with high levels of intensity, people expected to see the difference in their lives immediately. When these expectations are not realised, people lose interest in participating.

Old committee members lose interest in the programme the minute they cease to be committee members. Sometimes people expect to make personal gains. When they fail to do so, disappointment sets in. These old committee members confuse the community and make it difficult for community members and the project team to work amongst the communities. This also affects levels of community participation in development activities. Most of the time levels of participation increase when people get direct benefits.

5.3.4 Project Handover and Sustainability

Ts'episo CDP- There were different opinions as to what happened when the project was handed over. The general feeling was that WVLSO did not prepare the community for handover. Only few meetings were held between the Coordinator and the committee. All decisions were made without consulting the rest of the community. The chief indicated that he was not involved when the project was handed over. He was therefore not able to protect the assets on behalf of the community. By the time he tried to meet the committee, it was already divided. Some members did not attend the meetings he called. Other respondents said that immediately after project phased out committee members shared some of the assets.

The project operated for up to a year after phase out and thereafter all Income Generating Activities (IGAs) were non- functional. Nothing (knitting and sewing machines, poultry, layers and dairy cows) was there anymore. Opinion was divided on what happened to these assets. Some respondents said that they were sold and money deposited into the savings account, since they were not making profit anymore. Other respondents on the other hand said that they suspected that committee members took them for their own personal gain.

There is no activity at the project now apart from one room that is rented to the Independent Electoral Commission (IEC), which pays rent of R200.00 per month. Another room has been rented out as a pre- school, at R100.00 per annum. Respondents said that this money is deposited into the savings account. At the beginning of every year, parents whose children were sponsored during project implementation are each given R50.00 for stationery. About fifty parents benefit from this initiative.

Some respondents including the chief said they do not know what happens to the money realised from rent. The respondent who holds keys to the project site stated that the community still benefit from the project. Anybody who wants to use the premises for training or any kind of development can do so. She went on to explain that women now use these premises for women traditional dance (*litolobonya*). This is a form of development since it enables women to meet, sing, dance, and advice each other.

Respondents appreciated development that took place in their area. They said that they gained knowledge in many aspects. However, they are not happy that they were not able to sustain their development after phase-out. There are various opinions on what went wrong. Some respondents blamed WVLSO for advising them to sell their assets to avoid conflicts. It was a mistake since they would still be benefiting from those assets. Others said that few people took project assets for their personal benefit. Still others said that the big mistake was to hand over the project to the committee and not to the chief. This is a challenge considering that some CDPs, which were handed over to chiefs, met the same fate, whereby chiefs took project assets for personal gain and not for the benefit of the community.

Another challenge was that the project committee changed when the project phased out. This was the biggest mistake because members of the

old committee had been working with WVLSO. They were trained in leadership as well as day-to-day administrative issues. Now, new people with no training at all replaced them. There were disparities in thinking between members of the old committee and members of the new committee, with each blaming the other. Lack of love amongst community members, lack of interest in development and dependency syndrome led to the collapse of Ts'episo CDP just months after phase out. My general observation at Ts'episo CDP was that some respondents felt the community benefited a lot from the project while others expressed dissatisfaction with the project.

Mapoteng ADP- All respondents felt that Mapoteng ADP was not ready for phase out. They said that the community of Mapoteng would not be able to sustain the program beyond phase out if nothing was done to address the current situation. Respondents expressed fear that there are people who are going to take community assets to benefit their families. They expressed need to prepare a detailed phase out plan with participation of all stakeholders and support from the National Office.

Respondents felt that they had learnt a lot from the programme; that they had acquired many skills from the programme. However, they felt that they have not been prepared for handover. One respondent said that if there were no proper planning for hand over, whoever would be left in charge would be victimised because of the value of assets in the ADP. Respondents said that they want to see the programme continues beyond phase out. People know the fate of CDPs and are therefore committed to addressing their challenges. On the other hand WVLSO must play its part in supporting them. However, it was interesting to observe how most respondents hinted in a subtle way that they felt they had to be part of the people who would manage the programme afterlife.

5.4 SUMMARY

The study attributed leadership challenges to lack of leadership and technical skills development. This entails lack of teamwork, communication, community participation and ownership, support from senior management, top- down decision-making. It also includes lack of transparency and accountability especially in finances.

Generally, respondents were happy with community development initiatives and believed that many people are benefiting from them. However, they felt that neither WVLSO nor the community was prepared for phase out and hand over of ADPs. There is therefore need for corrective actions if the community and their children are to benefit from development in a sustainable manner.

CHAPTER 6
ANALYSIS AND INTERPRETATION OF FINDINGS

6.1 INTRODUCTION

Developing a case description strategy (Yin, 2003: 114) was used for data analysis, as this was a descriptive study. The technique that was used followed the pattern- matching principle (Yin, 2003: 115); whereby the empirical evidence was compared with the research question, assumptions as well as the literature.

6.2 MAJOR FINDINGS

The following were major leadership challenges of community development initiatives within World Vision Lesotho:

- Leadership and technical skills development.
- Teamwork.
- Communication.
- Community participation and ownership.
- Support from the National Office.
- Top- down decision-making.
- Complicated systems.
- Transparency and accountability, especially in finances.

I herein analyse these issues using the following four thematic areas:

1. Leadership is a people business.
2. Capacity building.
3. Participation for community empowerment.
4. Sustainability; CDPs and ADPs.

6.3 LEADERSHIP IS A PEOPLE BUSINESS

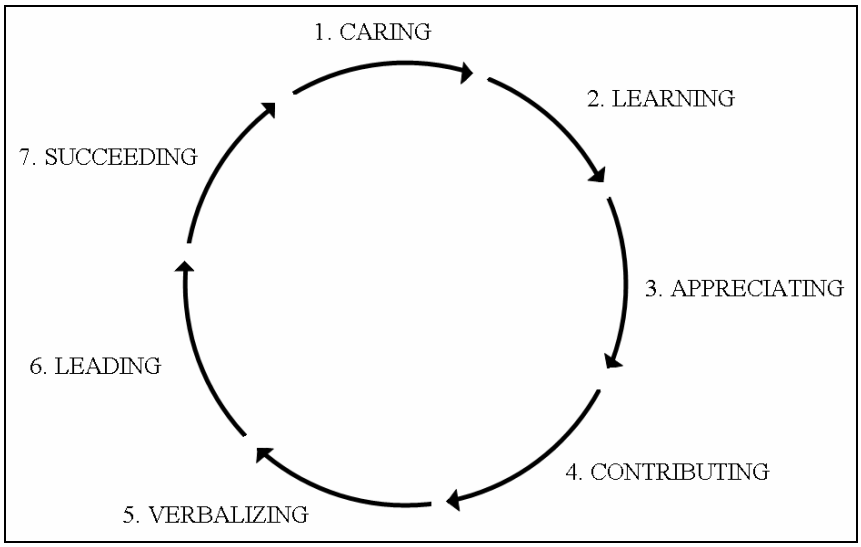
Leadership both on the side of WVLSO and of the community was generally identified as the main challenge that hindered sustainability of development projects in their afterlife. Even though it was felt that WVLSO leadership development initiatives were satisfactory, more needs to be done to address the problem of developing leadership within the organisation as well as within the community.

Ineffective communication, lack of teamwork, lack of support from senior leadership, top- down decision-making, as well as lack of integrity, accountability, and transparency hinder leadership development. These challenges have a negative effect on the level of trust among stakeholders as well as teamwork and learning from each other. Even though, WVLSO is committed to leadership development throughout the organisation, current initiatives did not respond to building leadership that would sustain benefits from development projects in the afterlife.

6.3.1 Leadership at its Best

Sarros *et al* (2001: xiii) argue, "different types of leadership fit different people's personal styles and different organisational cultures". However, the bottom line is that leadership is the art of leading and winning with people. Maxwell (2005: 161) talks of what he calls "the leadership loop", he says, to gain influence and credibility with people, it is fundamental not to take short cuts or cheat the process, rather to learn to understand, practice, and complete the leadership loop (Maxwell, 2005: 161). I therefore consider Maxwell's leadership loop as a tool that depicts leadership at its best. It portrays the leadership process necessary to lead, grow and win with people (see figure 6.1).

Figure 6.1: <u>The Leadership Loop</u>



Source: Maxwell (2005: 161).

The leadership loop (Maxwell, 2005: 162- 167) is about:

1. Caring- Take an interest in people.
2. Learning- Get to know people.
3. Appreciating- Respect people.
4. Contributing- Add value to people.
5. Verbalising- Affirm people.
6. Leading- Influence people.
7. Succeeding- Win with people.

Organisations seeking to develop leadership, such as WVLSO, need to take into consideration the fact that leadership is a process. They must be committed to see the process through without taking any short cuts. The study revealed strong as well as weak areas within WVLSO leadership. The organisation needs to capitalise on strong points and grow weak points to achieve the organisational goal of transformational development.

6.3.2 Positive Observations

Both at Ts'episo CDP as well as at Mapoteng ADP the community is very happy with World Vision development initiatives in their villages. The assistance of WVLSO ranges from tangible benefits such as improved infrastructure and accessibility to necessities such as clean water and health services. Communities also learn new methods of doing things that improve their lives, such as improved agricultural methods.

Another important factor brought about by WVLSO initiatives within communities is the awareness to take care of each other as community, especially now with the HIV/AIDS pandemic that is decimating adult members of the entire community, resulting in many orphaned children. The community also appreciates intangible benefits such as hope through the realisation that they are capable of fighting poverty and improving their livelihood. All these have motivated the community to take part in their development.

As far as leadership development is concerned, WVLSO turns out to have many initiatives aimed at developing leadership throughout the organisation. There are initiatives aimed at developing staff as well as communities in leadership. The only shortcoming is the short time of training, which is not properly structured. The commitment of WVLSO to leadership development is indisputable though.

However, the problem was identified as inability to let trainees practice what they have learned. In this way, training becomes useless and does not empower. Community members trained in leadership said that they are able to apply what they have learned through WVLSO in other areas. Their knowledge has enabled them to become better leaders in other areas such as community societies and churches. This has improved their self-esteem and confidence among other community members.

There are high levels of motivation within communities. Committee members are volunteers. They work tirelessly and most of the time they walk long distances in order to facilitate development projects. Motivated communities are a positive observation. WVLSO should capitalise on this already existing strength and address concerns such as lack of communication and trust in order to make the development work easy, since, self-motivation gives people energy to overcome their obstacles, and produce extraordinary results (Kouzes *et al*, 1987: 11).

6.3.3 Potential Growth Areas

Direction- as Kotter (2001: 2) argues, leadership is responsible for creating vision as well as strategies needed for realising that vision. World Vision as an organisation has a clearly stated vision, and each programme has goals stated in the design documents. It can be argued that although the long-term goals are clearly written, both WV employees and communities do not understand them. According to Maxwell (2005: 65), "people don't buy into a vision that they do not understand". This lack of understanding makes it difficult to buy into the vision. WVLSO leadership needs to commit to constantly communicate the vision using different kinds of communications media, until people understand it (Maxwell, 2005: 65).

Communicating the vision is not enough. Leadership also needs to articulate practical ways of achieving organisational goals in the end. As far as setting direction is concerned, the importance of constant communication cannot be underestimated. Maxwell (2005: 67) advises, "vision needs to be communicated clearly, creatively and continually".

Alignment- Another responsibility of leadership is to align people with the vision and long-term goals. Alignment involves choosing a structure of

jobs and reporting relationships, staffing it with individuals suited to the jobs and providing training for those who need it (Kotter, 2001:2). Alignment involves training and developing people as well as building teams. It is also about issues relating to credibility, integrity, and trustworthiness of leadership. Effective communication is crucial for successful alignment.

WVLSO needs to align people with vision and long-term goals. People will feel a sense of ownership resulting in empowerment and overall success of the organisation. Aligning people with the vision of the organisation adds value to the organisation and improves the bottom line (Maxwell, 2005: 69).

Motivation- Motivation is an inner strength that inspires people by satisfying basic human needs for achievement, a sense of belonging, recognition, self- esteem; a feeling of control over one's life and the ability to live up to one's ideals (Swanepoel *et al*, 2006: 103). Leadership needs to continuously search for better ways to motivate people to stay focused on realising the vision of the organisation.

It has been shown that involvement in decision- making processes leads to more personal commitment, hence increased motivation. Top- down decision-making was another challenge within WVLSO. It is important to decentralise decision-making to increase motivation levels within the organisation. Effective communication is central to motivation; Swanepoel *et al* (2006: 105) agree, "motivation is a result of good communication". World Vision Lesotho leadership needs to take into consideration motivation satisfiers that Swanepoel *et al* (2006: 105) is referring to in order to keep people interested in their development.

Discovering better and more effective ways to communicate appears to be the most important factor in leadership. This is one challenge that needs

to be given priority in World Vision Lesotho. All the other problems that were raised in this study seem to be products of ineffective communication within the organisation. Swanepoel *et al* (2006: 74) add that communication is even more important in development projects where a number of people are actively and emotionally involved in decision- making and executing those decisions. They conclude, "Community development projects stand or fall by the communication that takes place within them" (Swanepoel *et al,* 2006: 74). Although ADPs have different leadership structures from those of CDPs, ADPs face similar challenges to those CDPs faced. And, most of these challenges still emanate from lack of effective communication.

There are differences in leadership structures of CDPs and those of ADPs. CDPs were characterised by fewer members of committee and less qualified project teams. In ADPs, the executive committee consists of many members and WV is committed to employing qualified people to work in ADPs. These qualified people are relocated from the National Office to stay in towns nearer to the programmes, unlike Coordinators of CDPs who were based at the National Office and visited projects occasionally. Evidently, chiefs were not highly involved in CDPs. Participation of the community also focused mainly on parents whose children were sponsored. ADPs have included chiefs as members of executive committees, involving them in decision-making and development.

Leadership is about maximising the best out of the people, and "it is not one formula does all; you have got to be almost a psychologist" (Sarros *et al*, 2001: 61). The leadership challenge is about continuously challenging the status quo. WVLSO needs to commit to finding better ways of dealing with challenges that hinder communities to manage their development projects afterlife. There is also a need for the organisation to commit to continuous leadership development throughout the organisation.

Leadership is learned over time and every person has the potential of being a leader if his leadership skills are developed (Kotter, 2001:2).

6.4 CAPACITY BUILDING

World Vision Lesotho is committed to building the capacity of employees and those of the community. Many people are equipped with various skills through World Vision initiatives. However, it is obvious that more training is still needed. Training initiatives need to target the whole organisation; National Office, project teams as well as community leaders. Training should focus on project management, leadership, and technical skills such as fundraising, proposal writing, financial management, marketing, as well as other skills. These will enable communities to continue on their own without WV assistance.

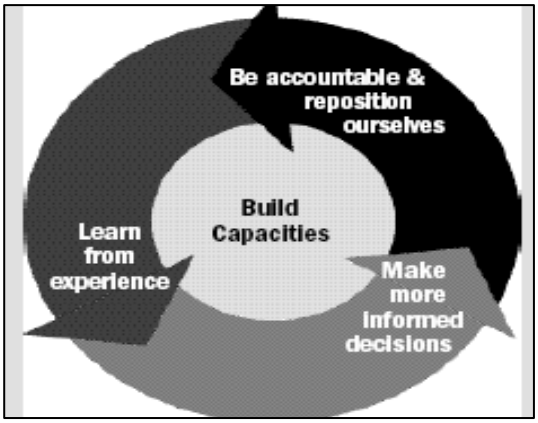
WVLSO has to intensify human resource development and structure training in such a way that it empowers the community and prepares them to manage their own development. Committee members are continuously equipped with leadership skills with the aim of building their leadership capabilities in order to prepare them for phase out. However, the study revealed that despite all these efforts neither WVLSO nor communities were confident about hand over of ADPs. It is evident that World Vision Lesotho needs to plan for capacity building and commit resources towards developing people. According to Swanepoel *et al* (2006: 94), capacity-building should concentrate on the group running projects, since "a project is usually as strong and successful as the group that runs it". WVLSO needs to review capacity-building strategies to ensure that they develop rather that equip communities.[2] In this way, capacity-building

[2] Maxwell (2005), talks of the difference between equipping people and developing them. He says when you equip people, you teach them how to do a job. And, that when you develop people, you are helping them to improve as individuals; that you are helping them acquire personal qualities that will benefit them in many areas of life, not just their jobs. He goes on to explain that developing people is harder to do, but it is worth the price; "developing people always pays higher dividends than equipping because it helps the whole person and lifts him to a higher level" (Maxwell, 2005: 229- 230).

initiatives will empower the people, who in turn will be able to manage their development on a sustainable basis.

Evaluations should be used to enhance learning. As shown in figure 6.2, learning from the past contributes to more informed decision-making. This leads to greater accountability to stakeholders, and consequently improved performance. Projects need to collaborate closely with key stakeholders throughout this process. This will promote shared knowledge creation and learning, transfer skills, and develop the capacity of projects for planning, monitoring, and evaluation. Stakeholders are supposed to provide valuable feedback that can be used to improve performance and learning (UNDP M&E Handbook).

Figure 6.2: Objectives of Monitoring and Evaluation



Source: UNDP Handbook on Monitoring and Evaluation.
http://stone.undp.org/undpweb/eo/evalnet/ docstore3/yellowbook/documents/full_draft.pdf –.

Unquestionably, participatory evaluations are the most ideal for community development initiatives since they maximise learning. However, predetermined evaluation tools such as TDIs in World Vision do not give much room for maximum participation. Since, evaluations have to follow a certain fixed system. The OECD/ DAC Report on NGO evaluations argues that while the purpose of evaluation is to assure donors that the funds allocated have been used effectively as well as to assess the impact,

it is insufficient and inadequate for donors to fund evaluations if this entails the NGO to buy into their methods as a condition for accepting funds. What is needed is a system of evaluation that is sufficiently rigorous to ensure that funds are well used and lessons learnt. It has to be sufficiently simple and small- scale to ensure that the tools used are appropriate and do not have a distorting effect. Perhaps this is what World Vision, as an organisation, should be looking into in order to maximise learning through participatory evaluation methods.

The complexity of community development projects cannot be underestimated; they therefore call for continuous capacity building initiatives in order to enable senior management, project team members, communities as well as other stakeholders to move along together with constant change and challenges of the project environment.

6.5 PARTICIPATION FOR COMMUNITY EMPOWERMENT

The community elects executive committee members whose responsibility is to manage development projects on behalf of the entire community. These committee members are equipped with leadership skills so that they can participate at all levels of the project cycle such as planning, implementation, as well as monitoring and evaluation. Executive committee members felt that the kind of training they get empowers them and enables them to hold leadership positions in other areas within the community.

However, they felt that WVLSO did not give them opportunity to make decisions regarding their development. They stated that they are not involved in decision-making especially on financial issues and that decision-making in WVLSO was top- down. They said that WVLSO did not show them the whole picture. They therefore felt that it did not trust them and that they were not considered as part of leadership. They concluded

that their participation in decision-making is rhetorical. As a result, they do not gain sufficient experience and acquire skills that would enable them manage the programme without WV assistance.

6.6 SUSTAINABILITY; CDPS AND ADPS

Generally, respondents felt that neither WVLSO nor communities were prepared for phase-out and handover of ADPs. Factors leading to the lack of sustainability of development initiatives after WV phase-out included lack of ownership and integrity on the part of the community, dependency syndrome, failure to link communities with other service providers, insufficient community participation in decision-making, absence of the handover strategy, ineffective communication, as well as lack of resources, support and skills. These are the same challenges that hindered CDPs to achieve sustainability.

6.7 SUMMARY

Analysis of data revealed that there was not much learning from experiences. Thus, ADPs were likely to encounter similar problems to CDPs. The study showed that community participation in WVLSO initiatives was rhetoric rather than practice. Effective leadership, communication and active community participation are core to the achievement of ownership and sustainability of benefits from development projects in the afterlife of projects.

CHAPTER 7
RECOMMENDATIONS AND CONCLUSION

7.1 INTRODUCTION

The purpose of this study was to investigate leadership challenges that hinder community participation and ownership, as well as sustainability of benefits from community development initiatives after World Vision Lesotho has left the community. In this chapter, I outline recommendations and conclusion informed by this research.

7.2 RECOMMENDATIONS

The following recommendations are made so that communities can benefit from community development initiatives that are aimed at empowering them to be self-reliant.

Leadership WVLSO should have strategies put in place aimed at developing leadership at all levels of the organisation. The Human Resource Department has to ensure that it recruits people with leadership potential and skills into leadership positions. It should ensure that those leadership qualities are developed through formal and non-formal initiatives.

WVLSO needs to develop leadership that will drive the vision and mission of World Vision as well as participatory strategic planning processes within WVLSO. It should continuously communicate the vision to team members to ensure that they own the vision, understand, and are accountable for the strategic planning and implementation process. It should provide technical and emotional support to team members. On the other hand, WVLSO needs to ensure that communities elect into committees, individuals with passion

for development and desire for service delivery on behalf of the entire community.

Generally, WVLSO needs to develop what Kotter (2001:11) refers to as "leadership- centred culture" whereby people understand the importance of strong leadership and work very hard to create leadership throughout the organisation.

Training- Training must be relevant, appropriate, and continuous. WVLSO needs to plan for training by identifying training needs and best ways to conduct training. There is need for project management, leadership, as well as technical skills training. It is necessary to have human resource management programme within community development initiatives. There is need for continuous staff training, implementation of effective performance measurement tools and transfer of knowledge throughout the organisation.

The organisation must focus on effective relevant training that does not only educate but also motivates trainees, by giving them opportunities to apply newly acquired skills after completion of training. To sustain skills, refresher courses should be offered from time to time. There must be initiatives to build local capacities within communities to deliver training (training of trainers) for empowerment and sustainability purposes.

Training is an important element of preparing for phase out. At phase out WVLSO should ensure that it leaves behind training materials in the local language. WVLSO should focus on holistic training that develops people rather than equips them (Maxwell, 2005: 229). In this way, training will result in empowered people who will be able to manage their development in the long-term.[3]

[3] WVLSO needs to be committed to principles of a "learning organisation" (Senge, 1990), which is "an organisation where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge, 1990: 3).

Team Building – WVLSO needs to be committed to team development since teams have proven to yield greater benefits. Community development projects call for effective team building since there is a group of people involved in decision-making. It is necessary for these people to work as teams in order to achieve the same goal. Decentralised decision-making leads to empowered and accountable team members. WVLSO has to encourage participation of team members in decision-making processes.

WVLSO leadership needs to delegate authority and responsibility throughout the organisation to raise responsible teams. There is need for decentralisation of power. WVLSO leadership needs to trust team members' capabilities through active involvement in various aspects. Trust involves taking risks and learning from mistakes. When leadership trusts team members, the latter will develop trust for leadership in return. Team members need to be empowerment by giving them both the authority and the ability to operate independently when necessary.

Communication – Communication is not a simple process. However, effective communication is core in community development programmes, where a number of stakeholders have to participate in decision-making relating to planning and implementing of initiatives. The Project Management Institute regards communication as 90% of the job of a project manager (Manas, 2006: 108). There is therefore need to explore ways to break barriers to effective communication within WVLSO through feedback, transparency, honesty and sincerity. This will improve interpersonal relationships throughout the organisation resulting in trust among various stakeholders. As trust develops, communication that is more effective will result. WVLSO should introduce forums, which community members suggested during this research.

Funding Sources- WVLSO depends on donor funding for sustainability of source of income. Due to uncertainties characterising the donor environment, WVLSO should explore other alternatives. WV serves communities that face huge problems of HIV/AIDS pandemic, deep-rooted poverty and chronic food insecurity (WVLSO 2004 Report). Therefore, this organisation has to ensure that bulk of funds reach the beneficiaries. WVLSO must have a business plan on funding sources diversification in order to raise more funds for the benefit of poor community members.

Phase-Out Strategy- Phase-out strategies should be introduced at design stage. They should be included in the original design document as part of sustainability strategies. WVLSO must have a phase-out strategy that will guide phase out plans of programmes and projects. Each programme or project needs to have a phase out plan prepared with participation of all stakeholders. Every programme must have a group of people responsible for handover preparations and phase out plans.

Since not everything can be predicted in advance, there is need for continuous review of phase out plans during annual planning processes throughout the life of the programme. The management of programmes needs to work with stakeholders at all times so that they are informed of any changes. Legal advice should be sought when preparing phase out plans in order to ensure protection of community assets after phase out. Even if programmes have detailed phase out plans, it is always advisable to anticipate problems and be on the look out for early warning signs of factors that might threaten sustainability. Active participation of all stakeholders in phase out strategies is core to sustainability of benefits from development initiatives in the afterlife of the projects.

Monitoring and Evaluation- WVLSO needs to strengthen its monitoring and evaluation. PME principles have to be used since they prove to be ideal for an organisation dealing with various stakeholders such as World Vision.

PME principles are useful in empowering the community and for capacity building. World Vision Lesotho needs a strong and effective monitoring and evaluation unit that will critically evaluate the work and impact of the organisation.

Community Participation – WVLSO should be prepared to negotiate greater degrees of community participation. Effective community participation requires formal and informal training to develop confidence and trust in each other. WVLSO must decentralise power and decision- making in order to create responsible and accountable leadership at all levels of the organisation. According to Kouzes *et al* (1987: 162- 164), "power is an expandable pie." Therefore, WVLSO leadership needs to give power in order to gain more power and consequently achieve desired results.

WVLSO must ensure that development benefits all members of the community, and not only few powerful ones. To ensure maximum participation from all community members, development facilitators have to understand and respect the story of the community. To achieve active community participation, the organisation needs to be able to understand power dynamics amongst various stakeholders and deal with them accordingly.

Power relations affect development. There must be a deliberate effort to empower less powerful members of the community so that they can fully enjoy benefits brought about by development. It is important that development facilitators design strategies that will ensure that development includes and benefits all community members during implementation as well as beyond phase out. This will result in ownership of the development process by all beneficiaries, and in empowered communities who are committed to taking charge of their lives and sustaining their development.

Knowledge Management - World Vision Lesotho works with communities, Government departments, donors, other NGOs and other World Vision offices. Because of these networks with various stakeholders, there is need for highly knowledgeable staff and up- to- date systems within this organisation, which will be able to satisfy various customers who have different needs and expectations.

To deal with these diverse customers and meet all their needs there is need therefore for World Vision Lesotho to be a knowledge organisation characterised by continuous learning and flexibility. For World Vision Lesotho to satisfy its customers and be sustainable there is need for an effective knowledge management strategy, which will assist the organisation to achieve its objectives and create more value to the bottom line of the organisation.

World Vision has to be able to create and store knowledge through research and documenting best practices so that they are applied to other parts of the organisation. It must also harness knowledge from outside the organisation. There are rich Indigenous Knowledge Systems (IKS) within communities for planning and implementing development initiatives. Indigenous knowledge should be incorporated in designing programs. It should place more emphasis on using local resources. Human and material resources must not look foreign.

Networks - WVLSO should identify partners in community development and facilitate networks between communities and other service providers who will continue working with communities after WV phase-out. WVLSO has to play a catalytic role and link service providers with communities. Identifying partners will not be difficult if stakeholder analysis is properly conducted at the beginning of the programme.

7.3 RECOMMENDATIONS FOR FURTHER RESEARCH

This research focused at leadership development challenges in NGOs-mediated community development projects. It left out another crucial stakeholder; the donor, who funds development initiatives. To understand clearly the problem of community participation, empowerment, and consequently sustainability, there is a need to look at the role of the donor in this partnership. The question is whether it creates a conducive environment for community participation, or whether donor assistance comes with predetermined set of standards that need to be adhered to in order to sustain funding.

Further research into donor expectations and the impact of donor funding would lead to the question whether leadership of intermediaries have power after all; whether they are in a position to empower the community they work with in return, since one cannot give what they do not own. The problem of sound community participation, which has proven to be the major hindrance to sustainability of benefits from development initiatives, needs to be understood within the broader context of donor, intermediary, and community partnership.

Power plays a major role in these relationships. Until all stakeholders commit to releasing power, community participation in decision-making will not be fully realised. There is need to release power throughout the entire partnership to turn community participation from rhetoric to practice. People need to realise that with power, the more you give, the more you get. Organisations facilitating community development need to appreciate the importance of investing in people.

7.4 CONCLUSION

This study showed that human resources could make or break a project. The success or failure of projects depends largely on people involved in the project, especially for community development initiatives, where leadership comprises of and is accountable to different stakeholders who participate in the development processes. Community development projects face many leadership challenges. These challenges can be addressed through commitment to active community participation, effective communication, and leadership development throughout the organisation. The ability of organisations and programmes to achieve their vision, mission, strategies, and goals depends largely on leadership in those institutions.

ADPs face similar leadership challenges as CDPs. Neither WVLSO nor communities are prepared for handover of ADPs. Capacity building throughout the organisation is equally important. Training needs to be planned for and be evaluated to ensure that it meets the purpose for which it was planned. Active community participation is core to sustainability of development projects. Development agencies such as World Vision Lesotho should therefore be prepared to negotiate greater degrees of community participation for empowering the community and equipping them with skills that will ensure continuity of initiatives beyond phase out. Thus, if WVLSO does not commit to delegating leadership with authority and accountability, community participation and sustainability of benefits from development will remain mere rhetoric.

Most of WVLSO ADPs are planned to phase out within few years. For instance, Mapoteng ADP phases out after six years. This calls for commitment to prepare for handover of these development initiatives for sustainable transformational development. Sustainable development calls for commitment and participation of all stakeholders at all stages of the development process. Community participation is critical for transformational

development. It opens doors for the community to learn from development practitioners and for practitioners to learn from the community.

The leadership challenge is about challenging the status quo. It is about introducing new ways of doing things. WVLSO needs to take up this challenge in pursuit of improving the quality of its ministry for the benefit of the poor people it serves. Regardless of past weaknesses, World Vision Lesotho can learn and consequently improve future performance.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Dear Participant,

Thank you for your time to respond to this questionnaire. Please be aware of the following issues as you participate in this survey:

- Participation in this survey is voluntary.
- All information provided will be treated with anonymity and utmost confidentiality.
- If you are interested to learn of the results of this survey, you can contact me at a number provided below.

The questionnaire is divided into two sections; Section A is biographical information, which contains of information that will assist in determining the experience of the interviewee in World Vision projects and programmes. Section B addresses how the interviewee perceives management of World Vision Lesotho development processes.

Thank you for your time,

_____

M. Monethi (Mrs.)

Tel: (0027) 0835393987/ (09266) 58856926
Email: manthethemonethi@yahoo.com

QUESTIONNAIRE

A. BIOGRAPHICAL INFORMATION
Please place a tick (√) in the appropriate box.

1. SEX:

Male	**Female**

2. AGE:

Under 21 years	**21- 30 years**	**31- 40 years**	**41- 50 years**	**51- 60 years**	**Over 60 years**

3. Involvement in CDPs, in years

4. Involvement in ADPs, in years

B. GENERAL INFORMATION:
Please place a tick (√) in the appropriate box.

1. **WVLSO development initiatives' leadership is satisfactory.**

Yes	**No**

2. **There are mechanisms put in place to show when programmes are not doing well.**

Yes	**No**

3. **There are reliable sources of feedback about how programmes are doing.**

Yes	**No**

4. **Project teams are clear about performance expected from them.**

Yes	**No**

5. **Senior management team is committed to support project teams.**

Yes	**No**

6. **The role of committee members is clear.**

Yes	**No**

7. **The role of community leaders (chiefs) is clear.**

Yes	**No**

8. **Communities know WV expectations.**

Yes	**No**

9. **WV knows communities' expectations.**

Yes	**No**

10. **WVLSO takes sufficient time and effort to prepare communities for hand over.**

Yes	**No**

11. **Community development projects are not sustainable because the community is not interested in development initiatives.**

Yes	No

12. **Development initiatives are not sustainable because of poor management.**

Yes	No

13. **There is more community participation and ownership in ADPs that there was in CDPs.**

Yes	No

14. **WVLSO has learned from mistakes made in the CDPs.**

Yes	No

15. **WVLSO regard communities as part of project leadership.**

Yes	No

16. **When things go wrong, WVLSO is good at taking effective action to put things right quickly.**

Yes	No

17. **WVLSO is prepared for phase out of ADPs.**

Yes	No

18. **Communities are prepared for phase out of ADPs.**

Yes	No

19. **WVLSO has a clearly developed strategy for project hand over.**

Yes	No

20. **Unlike CDPs, Communities will sustain ADPs.**

Yes	No

How are communities involved in capacity building during the life of the project?

_____

_____

How can leadership development of project teams and communities be improved?

_____

_____

What hinders communities to manage their development post World Vision phase out?

_____

_____

How can hand over process be improved?

_____

_____

(NOTE: You can use additional paper if necessary).

I appreciate the time you took participating in this study.

Thank you.

APPENDIX II: LIST OF INTERVIEWS

NAME	SEX	PROFILE
TSEPISO CDP:		
1. P. 'Nena	M	Chief.
2. M. Mere	M	Chief's Advisor.
3. M. Ntoi	F	Committee chairperson at phase- out.
4. M. Mapeshoane	F	Community member.
5. M. Polane	F	Previous Committee member.
6. M. Sekeke	M	Previous Committee member.
7. M. Tlaba	F	Community member.
8. M. Tsolo	F	Community member.
9. M. Mokhethi	F	Community member.
10. M. Polane	F	Previous Pre school committee member.
MAPOTENG ADP:		
1. L. Jane	M	Chairperson, Executive Committee.
2. M. Mokoatsi	F	Community member.
3. M. Ramaema	F	Vice secretary, Executive committee.
4. M. Rantso	F	Chairperson, Evangelism committee.
5. M. Cheeli	M	Vice chairperson, Executive committee.
6. K. Seema	M	Treasurer, Executive committee.
7. M. Chaka	F	Community member.
8. L. Cheleboe	M	Community member.
9. Rev. Mohapi	M	Local Catholic church Priest.
10. M. Mokhachane	M	Chief.

APPENDIX III: WORLD VISION LESOTHO PROJECTS (1987- 2005)

TYPE OF PROJECT/ PROGRAMME	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
CDP	0	9	19	35	44	48	50	50	39	32	28	18	10	7	4	0	0	0	0
ADP	0	0	0	0	0	0	0	0	0	1	2	5	6	7	9	9	9	9	9
TOTAL	0	9	19	35	44	48	50	50	39	33	30	23	16	14	13	9	9	9	9

APPENDIX IV: GLOSSARY OF TERMS

Projects:

Projects are unique initiatives with definite start and end date (Frimpong, 2003: 7). They are endeavours in which human, material and financial resources are organised in a novel way, to undertake a unique scope of work, of given specification, within constraints of cost and time, so as to achieve beneficial change defined by quantitative and qualitative objectives (Turner, 1993: 8).

Programmes:

Programmes are multi- activity endeavours (Brinkerhoff, 1991: 8). They are large, long-term projects or a group of similar projects (Meredith and Mantel, 1989: 4).

Organisation:

A group of elements, either human or non- human that is organised and arranged in such a way that the elements can act as a whole in achieving some goal, objective, or end (Frimpong, 2003: 3).

Community Development Projects and Programmes:

They are those that improve the capabilities and opportunities of people to be effectively involved in the production of goods and services, which continually improve the quality of their lives (Ferraz and Munslow, 1999).

Sustainable Development:

World Commission on Environment and Development (WCED) defines sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Elliot, 1994: 5). However, in this study sustainable development is referred to as a process whereby the community play a decisive and leadership role, allowing them to develop their own knowledge about themselves, their environment, their needs and resources which give them better chance to take more effective action, turning themselves into active agents of development (Ferraz *et al*, 1999: 141).

Sustainability:

In the context of donor-funded development programmes, sustainability can be defined as the continuation of benefits after major assistance from a donor has been completed (AUSAID).

Transformational Development:

World Vision defines transformational development as a process through which children, families, and communities move towards wholeness of life with dignity, justice, peace and hope (WV-TDI).