

**A Critical Investigation
of a Planned Organisation Change
Initiative within an
Educational Institution
in the Eastern Cape Province.**

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ABSTRACT

South Africa is living in turbulent times at present. Non-government educational organisations are challenged by changes in education policy and by scarcity of donor funding for their work. This study focuses on the management of organisation change in a non-government organisation (NGO) working in rural areas of the Eastern Cape Province. I undertook the research to gain a clearer understanding of the management of organisational change.

I used a third-wave change management approach, the future search conference, to conduct the process of change with the NGO. It focuses on the positive aspects of the organisation, its potential and its desired future. I conducted both the study and the future search conference as participatory action research, which involved the participants in the cycles of planning, action, observation and reflection and thus built ownership of the solutions they generated. I used the accounts of the activities arising from the future search conference, minutes of meetings, semi-structured interviews and observation of behaviour to gather data. I analysed the data using triangulation, and in particular, space triangulation, to minimise the impact of the differences in culture and language use in the facilitator and participants.

Analysis of the data collected revealed in the NGO that change and transformation are slow processes requiring ongoing support from the OD consultant. The staff defined organisational effectiveness, the goal of organisational change initiatives, in terms of fundraising ability. This ability embraces many of the qualities of a learning organisation and open systems thinking, two requirements for successful organisational change. In the NGO both organisation development and transformation were processes as well as products, and changes could not easily be measured until after the processes were completed. Organisational culture, and in particular the juxtaposition of the values of the organisation and staff and those of its partners and clients, played an important role in transformation. The differences lay in a 'being' and a 'task' orientation and the staff's responsibility lay in building connections between the two. The staff received the approach of the future search conference well and there was an equally good fit between the future search conference and participatory action research. This needs to be investigated further with regard to change management in South African organisations.

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ACRONYMS

CBO	community-based organisation
ECD	early childhood development
KCEDC	Khanyisa Community Educare Development Centre
OT	organisation transformation
OD	organisation development
NECTA	Network of Eastern Cape Training Agencies
NGO	non-government organisation
NQF	National Qualifications Framework
REC	Regional Educare Council

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CHAPTER ONE: THE CONTEXT OF THIS STUDY

1.1 INTRODUCTION

In 1995, an NGO working in the Eastern Cape Province asked me to conduct a change management exercise with them to consider their future direction (Irvine 1995). I had recently read Marvin Weisbord's book Productive Workplaces. Organising and Managing for Dignity, Meaning and Community (1987) and decided with some trepidation (because the approach was so different to any other strategic planning process I had had experience with so far), to conduct a future search conference, a third wave change management approach he described in Chapter Fourteen. The results were overwhelmingly positive for the NGO and for myself as the facilitator. This was mainly, I think, because the conference promoted organisational change and transformation by focusing on the positive aspects of the organisation rather than on its negative aspects, its potential rather than its present record, and its future rather than on its present problems. Over the past five years I have conducted several future search conferences with educational organisations looking for direction in these times of radical change within South Africa. In each case, the staff of the organisation (including one that was starting up in 1995) had felt that their organisation was at a crossroads in its existence and had needed to look closely at their and the organisation's future roles and goals. I began to reflect on my own experiences of change management and my role within this process of bringing about organisational change. The more future search conferences I conducted, the more I felt that I needed to investigate what others had found about change and change management to enrich my own experience and to understand better how to manage change effectively.

In February 1999 I took the opportunity to do this when I received an invitation from an NGO, Khanyisa Community Educare Development Centre (KCEDC), to manage their change process. KCEDC agreed that I could use the process as the basis of this study, because they would be able to use the research, to which they would contribute, to build their own capacity as part of the change management process, particularly since it would be conducted as participatory action research. I wrote a letter to the directors and staff requesting permission to do this (Appendix 7.1). This proposal was adopted by the whole staff at the first meeting with the staff (Seidman 1991).

The purposes of this study are to

- gain a clearer understanding of the management of organisational change in an educational context
- explore participants' perceptions of the organisational change process
- give opportunities to the researcher and participants to understand and therefore participate in future planned change initiatives

1.2 THE PURPOSES OF THE INTERVENTION

My own interests in working with KCEDC stemmed from my early involvement with the organisation. I helped to establish KCEDC in 1988 and to train and support the personnel for the first two years. I was again involved in the planning process in 1995 when the governing body asked me to set up the Section 21 Company and to help the staff to write a fundraising proposal. This assisted them in accessing funds from the Transitional National Development Trust (TNDT) in 1998.

TNDT had stressed that KCEDC undertake strategic planning before further funding would be released from them in this cycle of funding, so the Director of KCEDC approached me in March 1999 to assist them. She felt that she was still 'new in the NGO field' and needed support to manage the organisation. (Irvine 18 May 1999). This was corroborated by the Curriculum Developer in a preliminary interview (Irvine 27 May 1999) in which she explained that since the first evaluation of 1992 and the establishment of the company in 1995, there had been no planning done and staff meetings had been infrequent since then. She stated that the Director did not have a background in ECD or in NGO work and that support for the organisation was much needed. They were not sure of the direction they needed to take nor how to find direction. They felt that they needed to set goals and to plan a way forward. She said,

We need to look at our weaknesses and make a plan of action to sort these out. For example we have no transport so we can't support the fieldworkers and the practitioners. We have too many programmes to look after and not enough staff and we have no plan of action.

The records of the organisation bore this out. No financial audit had been carried out although a financial statement had been produced in 1998 and brief progress and annual reports were in evidence. Proposals for funding developed by the Director and Curriculum Developer had been

sent to various funders, but they did not include a statement of the rationale for the programmes that KCEDC ran.

In discussions with the Director and Curriculum Developer as well as in informal discussion with one of the company directors, we decided that we would run a future search conference with the organisation to assist them with organisational change and transformation. The purpose of the future search conference was to help KCEDC to produce a clear direction and plan for the future. The process would run from preliminary meetings to a conference held over two days with the full staff and as many company directors as could be available. We would hold a series of planning and review meetings after this in a cycle of action and reflection to ensure that change and development of the staff and the organisation continued.

I was interested in the way in which a Future Search Conference could assist KCEDC staff and directors to plan a vision for their organisation from their own past and present histories and from the values which they identified as important to them in their work.

1.3 THE ESTABLISHMENT OF KCEDC

'Khanyisa' is a Xhosa word meaning 'to light up the darkness'. The KCEDC was established in 1988 to provide training and support to educare practitioners in community-managed early childhood development programmes in the villages of the Central Region of the Eastern Cape Province in South Africa (see Fig. 1).

The educare centres with which KCEDC works are situated in rural areas in the Central region of the province approximately 60 kilometers north of the urban complex of East London. The population outside urban areas is scattered in traditional villages and resettlement areas (Oosthuysen 1989). KCEDC operates in six districts west and north west of King William's Town, including Zwelitsha, Peddie, Keiskammahoek, Middeldrift, Alice and Seymour.

These districts are made up of villages and resettlements within the former Ciskei homeland. In 1981, the Ciskei homeland had been declared an independent republic recognised only by the Transkei, Boputhatswana, Venda and South Africa, and financially a client state of South Africa (Whisson 1992: 2).

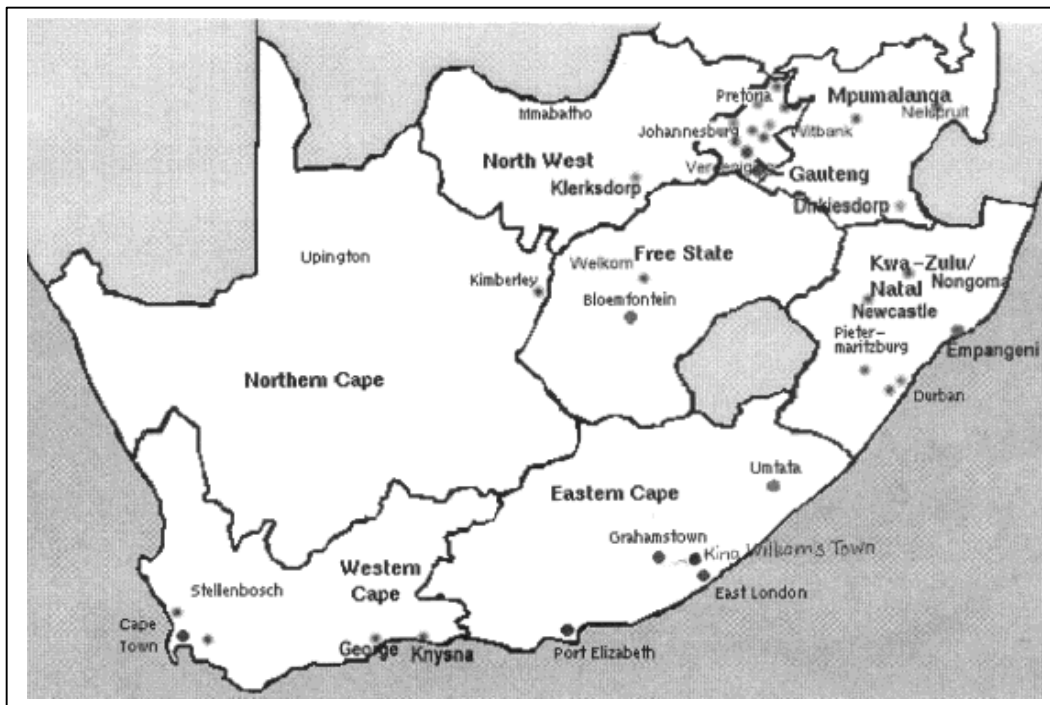


Figure 1 Map of South Africa showing the area in which KCEDC is situated, 60 kms north of East London by road (scale unknown).

Whisson described the establishment of educare centres in the region as follows:

During the drought which followed in 1985 and 1986, substantial funds were made available by the South African government for ‘drought relief’ to be administered by the Rural Development division of the Department of Agriculture. Much of the money was distributed to penniless women in work-making programmes of minimal value – such as clearing weeds from the soft shoulders of minor roads – at the rate of R3 per woman per day. Some, however, was used to promote the F.A.C.E. project, which stood for Food, Agriculture, Craft and Education. The plan ... represented a remarkable act of cooperation between local communities, the Rural Development division and South African non-government organisations. The Rural Development administration paid drought relief salaries to women selected by the local communities as pre-school teachers. The communities were asked to provide premises for pre-schools, which could be financed partly through the production and sale of craft goods and supported by vegetable plots cultivated on the school premises or in communal gardens.

Khanyisa Community Educare Centre, at that time called the Ciskei Early Learning Centre, was established in 1988 as a parastatal organisation by the Ciskei Small Projects Foundation (headed by an officer seconded from the South African Department of Foreign Affairs) and the Ciskei Department of Agriculture and Rural Development. It was funded by the South African Embassy in Ciskei and was established in response to the need to train and support the educare committees

which managed the educare centres and the women employed under the drought relief employment scheme as educare practitioners. The name of the organisation was changed in 1996 when it was registered as a Section 21 Company and became a non-government organisation.

A definition of terms

As the organisation is concerned with early childhood development programmes, a definition of terms is required at the outset in establishing the context for this study.

‘Educare’ is a term coined in the 1980’s to reflect a combination of education and care (primary health care including nutrition) and is used to describe programmes which are not registered as pre-primary schools with the Department of Education (Oosthuysen 1989:4). It is now used as a term referring to the provision of education and care of children from birth to age six and has been superseded by the term ‘early childhood development’ (South Africa. Department of Education: undated). Early childhood development (ECD) is an umbrella term which applies to the processes by which children from birth to at least 9 years grow and thrive, physically, mentally, emotionally, spiritually, morally and socially (Ibid.). The term ECD conveys the importance of an holistic approach to child development and signifies an appreciation of the importance of considering a child’s health, nutrition, education, psycho-social and additional environmental factors within the context of the family and the community. It is consistent with an understanding of the developmental process of children and in line with the international definition (Ibid.). Educare programmes in the context of KCEDC are however, programmes mainly run by village committees and by educare practitioners which cater for children from the age of two or three to about six or the age before formal schooling begins in grade one (Whisson 1992). A programme refers to any series of activities aimed at promoting the development of young children, either directly or indirectly. ECD services offered directly to young children by ECD practitioners can be established in a variety of locations, including primary schools, ECD centres, community centres, homes etc. (South Africa. Department of Education. Undated: 3). An ‘educare centre’ is usually a custom-built building or a borrowed building (e.g. a church, a room next to a clinic or a room in a private house) in which the programme is run. Children come to the centre from their homes for the programme each day, releasing their primary caregivers for other responsibilities. An educare centre is therefore not a home-based programme. Educare practitioners are generally women, non-formally trained and often with

less than a matric school qualification. They are employed by the educare committee from the fees paid (often sporadically) by the families of the children, and in some cases (very few in comparison with the numbers of existing programmes) supported by grants from the Departments of Welfare or Education or from donor organisations.

The purpose and main objectives of KCEDC

The purpose of KCEDC was described in their Section 21 Registration document (KCEDC 1995) as follows:

To educate families of young children and others in the community on primary health care and education of young children and related issues, to run workshops and courses for educare communities and to give support to and to co-ordinate the educare programmes.

The main object ...is:

- 3.1 To educate families of young children and others in the community on primary health care and education of young children and related issues.
- 3.2 To run workshops and courses for educare communities on the knowledge and skills needed for managing educare programmes.
- 3.3 To run workshops and courses for educare workers and reception year teachers (the pre-primary year).
- 3.4 To give support to families and committees involved in community-based educare programmes.
- 3.5 To put people in touch with services relevant to the education and care of their young children.
- 3.6 To communicate and network with related organisations.

KCEDC was established to run training and support programmes for ECD practitioners, their committees and the families they served. This set of purposes and objectives informed the process of developing and transforming the organisation described in this study.

The resources and work of KCEDC

The staff employed at KCEDC are ten in all: a director, a curriculum developer, a senior trainer, a trainer and two assistant trainers, two educare practitioners in the demonstration educare centre, an administrative assistant and a hostel manager. The Section 21 Company (not for gain) is managed by a group of directors drawn from the village committees and from sister organisations in the districts. This group had not however, met as a board of directors for approximately four years.

The staff works from prefabricated buildings belonging to the Ministry for Public Works in Zone 6, Zwelitsha (see photographs in Appendix 7.5). They do not have a contract for using the accommodation, but had recently been granted verbal permission by the MEC (Member of the Executive Council) for Public Works to continue to use the buildings free of charge. The accommodation includes offices, training rooms and dormitory facilities for twenty people. Furniture is provided by the Department of Public Works, which had just redecorated the building according to the requirements of KCEDC. Telephone and fax are provided by the Department of Agriculture. One vehicle, a Toyota Venture, bought with funding from the Transitional National Development Trust, serviced all transport needs until it was destroyed in an accident. It has been replaced through the insurance claim. A second vehicle had been bought by the organisation with funding from the Department of Welfare but was sold to provide funds for salaries. The demonstration educare centre is supported by the Department of Welfare through its child subsidy scheme based on a per capita per diem sum. The Transitional National Development Trust had allocated funding of R 348 600 to the organisation for administration including staff training and strategic planning, for salaries and for capital expenditure.

The existing funding and support from these sources enables KCEDC to carry out its primary work which is to run training courses for and to give support to ECD practitioners as well as to fieldworkers who support the ECD practitioners managing the village educare centres. In all there are twenty two fieldworkers in the five districts. The fieldworkers were paid by the Department of Education in the same scheme begun by the Department of Rural Development - R 12.00 per day for each day worked, although this payment had not been made over the past several months. The fieldworkers' responsibility is to travel to each educare centre in their circuit to give on-site support to the ECD practitioners and the ECD committees. Transport costs are not subsidised by the Department, nor by KCEDC. They are supported by KCEDC in their own districts in quarterly support meetings and an annual training course over two weeks. The fieldworkers report to KCEDC on issues to do with training and support, but they report to the ECD Directorate in their districts as employees of the Department of Education. The ECD practitioners are trained by the KCEDC staff in courses run at their premises in Zwelitsha. They paid fees to cover the costs of the training. The courses are being aligned with the National Qualifications Framework through a programme run by the provincial network of training agencies (NECTA), of which KCEDC was a member.

1.4 KCEDC AS AN ORGANISATION

According to Edgar Schein, 'An organization is the planned co-ordination of the activities of a number of people for the achievement of some common explicit purpose or goal, through division of labor and function, and through a hierarchy of authority and responsibility' (French *et al.* 1994: 5). French, Bell and Zawacki (Ibid. : 108) explained that organizations exist to accomplish specific purposes or goals – a mission, tasks, products or services. In this sense, KCEDC as an organisation exists to promote ECD through the training and support of ECD practitioners. It is an educational organisation, dealing primarily with the education of adults and secondarily, through the pre-school on the premises, with the education of some 40 pre-primary children per year. It is structured, without a clear 'organogram' (roles, lines of communication and accountability), into four 'departments': administration, management including fundraising and reporting, pre-school centre, and training.

A useful analysis of organisational structure was made by Porras and Silvers (1994: 85). They proposed that the organizational work setting is subdivided into four main streams of variables:

- (a) Organising Arrangements i.e. goals, strategies, formal structure, administrative policies and procedures, administrative systems, formal regard (appraisal) systems and ownership.
- (b) Social Factors i.e. culture, interaction processes, social patterns and networks, individual attributes and management style.
- (c) Technology i.e. tools, equipment and machinery, technical expertise, job design, work flow design, technical policies and procedures and technical systems.
- (d) Physical Setting i.e. space configuration, physical ambience, interior and architectural design.

These four variables can be used to describe organisations and to guide planning for development and transformation initiatives. Development can occur within any variable, depending on what is identified as of priority importance to the organisation. In the case of KCEDC, most of the organisation development required by the organisation's staff centred on organising arrangements (goals and policies and procedures) and social factors (culture, values and norms and interaction processes). Technology was also touched on (technical expertise in course design and content).

Schmuck and Runkel (1994: 20-21) identified several features of the educational organisation

which distinguish it from other types of organisation. These include the following points:

- the membership of students in an educational organisation is coerced rather than voluntary. This is however, not the case with KCEDC, which deals with non-formal education and whose student body is entirely voluntary. They are not coerced to enter programmes by law. They are encouraged to attend courses and to seek assistance. The rewards for attendance include a certificate of non-formal training but neither monetary gain nor recognition of status, other than informally by the ECD community which made use of the programme. This will change with the accreditation of training based on the ECD Unit Standards on the National Qualifications Framework sometime in the future.
- The funding of educational organisations is loosely rather than closely related to its performance. In most educational organisations, funding decisions are not made, at least in the short and medium term, according to the ‘good’ or ‘bad’ performance of the organisation e.g. schools continue to be funded regardless of the standard of education provided for their clients. This is however, not the case with KCEDC, which, as an educational NGO, is entirely dependent on donor funding for survival. It is accountable on an annual basis for the use of the funding and for the standard of training and support it provided. While participants on courses are asked to pay a nominal fee, this is underwritten by bursaries made by the donors. There is a high correlation between records of good performance (reports, manuals for training courses, audited financial reports) and funding. It is essential for its annual survival that KCEDC is seen to be managed well and to function well.
- Competition in educational organisations has little effect on the loyalty and stability of staff and clientele. They have a ‘near-monopoly’ on their clients. This is true with regard to KCEDC. There are two reasons for this: KCEDC is the only ECD organisation servicing rural ECD programmes working in the area and ECD practitioners, by virtue of their low economic status (very little money was available from communities or the state for salaries for them) were not geographically or financially mobile enough to choose other institutions, and often do not qualify to enter formal institutions of learning.
- Students are both members of the educational organisation in that they communicate in groups to carry out teaching and learning, and clients of the organisation in that they receive services from, but have little voice in the operation of the organisation. This is true of KCEDC, which offers participative, experiential workshops to ECD practitioners but excludes them from KCEDC staff meetings and business.
- Educational organisations e.g. schools, are highly permeable to the environment, compared

to other types of organisation. Clients can interact with the organisation to voice their dissatisfaction in many more ways. These include the voicing of complaints through board meetings and to staff members and the initiating of interest groups. KCEDC falls in line with this characteristic in that their clients are able to approach all staff through the training programmes, which offer ample opportunity for discussion of issues to do with KCEDC and its policy and operation. The board of directors is, in theory at least, able to offer this channel, since approximately half of the members are directly representative of the network of ECD programmes in each district served by KCEDC. The board, however had not met as a fully functioning entity for more than four years (interview with the Director, May 18, 1999).

- Educational institutions such as schools and colleges have multiple and unclear goals. They have differing visions of educational goals, in contrast to industrial or commercial organisations, whose goal may be to make a profit, for example. In the case of KCEDC, however, the goal, while related to educational outcomes, is to some extent also related to ‘making a profit’ or in this case, ‘making running costs’ in the sense that seeking funding is of high importance. ‘Fundraising’ had been of highest priority to all of the staff throughout the preliminary process of organisational change and development (Irvine 18 and 27 May).
- Educational institutions deal with information rather than goods. Information and values, according to Schmuck and Runkel (1994: 21), are the sole stuff of schools and colleges. This is true of KCEDC, but there is also the opportunity, through funding, for goods to be delivered to ECD programmes e.g. educational toys and funding for the running of the ECD programmes). Although funds for this had not been available for some time, the expectation remains with the ECD practitioners that KCEDC might raise funds for them.

KCEDC is an educational institution. It however, does not function in the same way as a school or a college, although it deals with education within the General (GET) and Further Education and Training (FET) bands (South Africa, 1997). KCEDC offers non-formal training rather than formal education. It has a voluntary student body, which receives little formal recognition or change in formal status as a result of attending courses. It is highly dependent on donor organisations for funding, and this is a driving force within the organisation. It is not sustainable without donor funding because its clientele can not afford to pay fully for services and it is not supported by the state other than in peripheral ways (e.g. with use of premises and telephone, and through per capita subsidies for children enrolled on the site-based ECD programme). This

might have driven KCEDC to think first in terms of raising money above other considerations such as quality or relevance of programmes (Irvine 18, 27 May 1999).

Further important characteristics of organizations which are pertinent to educational organisations were defined by French *et al.* (1994: 109). They included issues about the relationships between the organisation and the environment, and between people and teams of people. These elements are all connected one to the other and the organisation is connected to the environment. They impact on and are impacted on by the environment. Although the staff of KCEDC is small, there were four clear teams: administration, training and support, pre-school, and management (including fundraising and policy making). French *et al.* pointed out (Ibid.) that much of the work in organisations gets done by teams consisting of bosses and subordinates. Work teams are the basic building blocks of organizations. Good relationships between teams are therefore very important for organizational performance.

It was also clear that in a small organisation of this nature, each of the individuals was important in the development of policy and culture. While work teams or groups are cited by many authors as the basic element in organisations (e.g. French and Bell 1978, French Bell and Zawacki 1994, Schmuck and Runkel 1994), the individual is equally important as an element. This is borne out in individual-level perspectives on organisational transformation which assume that organisational transformation is dependent on individual workers radically shifting their ways of thinking and doing (Porras and Silvers 1994: 96). The issue of the individual and work group in organisational development and transformation is discussed further in Chapter Two.

1.7 CONCLUSION

In this chapter I have explained my own interest in researching issues to do with organisation change and transformation and my interest in working with KCEDC in particular. I have given an overview of KCEDC, its environment, its establishment and purpose, its areas of operation, staffing and strategy. I have described the specific terminology to do with KCEDC's main business. I have discussed KCEDC as an educational organisation. I now turn to a discussion of organisation change and its management through organisation development and transformation.

CHAPTER 2 ORGANISATION CHANGE, ORGANISATION DEVELOPMENT AND TRANSFORMATION

2.1 INTRODUCTION

In Chapter One I defined the terms ‘organisation’ and ‘educational organisation’ and described the establishment and work of the non-government educational organisation, KCEDC. In preparing to facilitate a future search conference for KCEDC which would enable them to identify and to manage the changes they may be required to face in the future, I first explain the nature of change and the organisational theory concerned with managing change. I describe organisational effectiveness and the learning organisation as a way of achieving organisational effectiveness, and I position this within open systems thinking. I then discuss organisational change, describe theories of and guiding principles for change, and some thoughts on measuring change. In the following section I describe organisational development and organisational transformation. I then look particularly at organisational culture and values and the use of the vision in transformation. I describe the Future Search Conference as a third wave method for promoting change and transformation in organisations. Finally I investigate the role of the consultant in planned change. In Chapter Four I describe the future search conference I conducted at KCEDC. I use the term ‘she’ throughout this discussion, since all of the staff at KCEDC and the consultant are women.

2.2 ORGANISATIONAL EFFECTIVENESS, THE LEARNING ORGANISATION, AND OPEN SYSTEMS THEORY

Organisational effectiveness

The goal of an organisation is to be effective in its business. Effectiveness means the ability to get things done and to accomplish goals. Schmuck and Runkel (1994: 276) suggested that organisational effectiveness means not only satisfied people; it also means improvement in the quality of decisions through participative decision-making and the increased likelihood of implementation of those decisions. This in turn means that in order to improve an organisation’s effectiveness we need to pay attention to and improve its processes or the way in which it does things (French and Bell, 1995: 6) and in particular, its group processes. Organisational processes such as communication, decision-making, problem-solving, and self-renewal or continuous

learning (French and Bell 1995: 5) as well as organisational culture¹ and organisational structures are crucial leverage points for intervening in a system to cause significant improvements, enabling the organisation to reach its goals (Ibid: 5). Becoming an effective organisation means not only developing effective communication channels, decision-making and problem-solving mechanisms, but also becoming a self-renewing or learning organisation working through group processes (Schmuck and Runkel 1994: 454, French and Bell 1995: 5, Senge 1996: 4).

The learning organisation

In a learning organisation, learning occurs at many levels of the organisation, ‘continually enhancing its capacity to shape its future, to produce the outcomes its members truly desire’ (Senge 1999a: 4).

There has been considerable interest (French and Bell 1995: 55) in the conditions under which individuals, groups and organisations learn. Debate is led in particular by Argyris, Schon and Senge, (Porras and Silvers 1994: 96) on whether group or individual learning is the basis of OD. Individual-level perspectives assume that organisational transformation is dependent on individual workers radically shifting their typical ways of thinking and doing. Organisational-level views examine the group processes through which organisations are able to change and learn (Ibid.).

Learning at both individual and organisation-level according to Argyris, is concerned with the ability to solve problems, to reflect critically on one’s own behaviour, to identify ways one often inadvertently contributes to problems, and then to change how one acts (Argyris 1991 in French *et al.* 1994: 343). These skills mirror those cited by French and Bell (1995: 5) for an effective organisation. Learning of this nature leads to change within the organisation. Senge argued that the changes or innovations that spread most naturally are small, incremental improvements achieved in ways that people more or less understand. “The dramatic quantum improvement, achieved by very new approaches, tends often to be seen as dangerous” (1996: 7). People learn mainly in small steps and through experience. People must therefore learn to learn from their experiences within the organisation if self-directed change is to be maintained and continued.

¹ Organisational culture was defined by French and Bell (1995: 5) as the values, assumptions and beliefs held in common by organisational members which shape how they perceive, think and act. The culture must be altered if permanent change is to occur. This concept is discussed more fully later on in this chapter.

This can occur if, for instance, a system of staff meetings, both formal and informal, is established in the organisation to reflect upon the planning and action taken. At KCEDC there had been no staff meetings over the past four years, according to the two preliminary interviews I conducted with the Director and Curriculum Developer (Irvine: 18 and 27 May 1999).

Kurt Lewin's research during the 1930s and 1940s showed the importance of active group participation in helping people to learn new skills and attitudes (Schmuck and Runkel 1994, Weisbord 1994). Lewin believed that people must participate in their own learning if they are to learn at all. These convictions led him to emphasize participation in groups as a medium of learning and re-education (Chin and Benne 1976: 119). Stata also saw organisational learning as the principle process by which management innovation occurs (French *et al.* 1994: 356). He proposed that organisational learning occurs through shared insights, knowledge and mental models. Change occurs only when all of the major decision makers learn together, come to share beliefs and goals, and are committed to take the actions necessary for change. Group learning in this view is imperative for organisational change and development. Group learning at KCEDC was therefore an important component of the future search conference since it might assist them to establish a pattern of reflective staff meetings.

Senge believed that individual learning is quite inadequate in an organisational setting. What really matters is how groups or teams² of people who need one another to take action and to produce results, are learning (1996: 9). Nothing happens, however, without personal transformations or basic shifts in how we think and interact. The only safe space to allow for this personal transformation is a learning community (Senge 1999: 1). I therefore had to create a 'safe place' at KCEDC for the individual staff to feel trustful enough of their colleagues to be able to embrace reflective planning and transformation. I shall discuss this in Chapter Four.

A learning organisation or community is constantly changing to more appropriately fit the present organisational state and to better anticipate desired futures. This occurs '...when an organization develops the capability for continuous self-diagnosis and change' (Porras and

² Schein (1999: 4) warned however, that the evidence for effective teamwork in developed countries is minimal. The cultural assumption is that society revolves around individual and individual rights so the concept of teamwork is given lipservice. Teamwork thus needs to be redefined to mean the coordination of individual activities for pragmatic ends, rather than the subordination of the individual to the group. In South Africa the culture of individual rights is a new concept (Human Rights Charter having been adopted in 1996) and the concept of teamwork in South Africa may need to be defined in the light of this.

Silvers 1994: 84). It requires committed practitioners, practical experimentation and testing to develop what Senge calls a 'deep learning cycle' (1996: 6). This 'deep learning cycle' involves changes in skills and capabilities,

...new ways of seeing the world, and ultimately shifts in basic assumptions and beliefs....learning to see the world more systematically takes months and years, because it usually takes a long time for any significant shift to begin to occur in how people structure the information in their heads (Ibid : 4).

In order for people within an organisation to develop a deep learning cycle, 'they need to get excited and committed, to develop new learning skills and to achieve improved results' (Senge 1996: 7). There are, according to Senge, two limiting forces which will prevent this happening. They are firstly the elements which initiate the cycle, including the time, patience, and leadership at lower levels to focus energies, and secondly the elements which sustain the cycle by diffusing or spreading it more widely in the organisation. The environment of the organisation – the 'organizational architecture' (Senge 1996: 7) needs to sustain practitioners in reflecting upon what worked and what did not and why. Time is very important in developing this reflexive skill, essential for a learning organisation. People need to develop trust within the organisation and once this is achieved it must be maintained (Ibid). Once a learning organisation exists, and trust is built, individuals, teams within the organisation and the organisation itself, can begin to think in terms of the whole system rather than only in terms of their own particular area of expertise when solving problems and planning for the preferred future, or in terms only of the presenting problem. Once the organisation starts to think in terms of the whole system (internal and external aspects of the system), relevant change is able to happen more easily. The open systems theory describes this concept.

Open systems theory

A system has been defined as 'an arrangement of interrelated parts' which are interdependent, interconnected and make up a whole (Hanna in French and Bell 1995: 89). Katz, Kahn and Hanna described organisations as 'open systems' (French and Bell 1995: 89). They identified the essential elements of an open system to include the following:

- open systems are input-throughput-output mechanisms. In the case of KCEDC, the input is in the form of funding (this is the site of the presenting problem for KCEDC), information about ECD and communities etc., people and energy. The throughput consists of the transformation of the input into ECD and other training and support programmes for

participants with a series of planned follow-up actions, using the staff and available resources to create a value-added service. The output consists of the presentation of the courses and follow-up programmes to the clients, the ECD practitioners and their committees.

- there is a permeable boundary between the open system and its environment. Input and output cross the boundary. The system is delineated because there is a greater exchange of energy within the boundaries than there is through the boundaries.
- open systems have purposes or goals which must align with needs within the environment. The purpose is reflected in the outputs, and there must be a flow of information from the environment through the boundaries of the system. This ensures that the output remains relevant and the system remains viable. KCEDC's purpose is to provide training and support services to ECD practitioners. There is a need for this within the rural communities they serve and they gather information on these needs from their constant communications with people and organisations in the area. They attempt to provide relevant services to meet the needs of their clients.
- open systems tend to strive to preserve themselves against internal or external 'disruptive' forces. This does not allow systems to embrace change easily.
- open systems tend to become differentiated, getting more elaborate, specialised and complex over time. As systems become increasingly differentiated, so is there a need for increased coordination and integration. Systems can be arranged into an hierarchy of more important through to less important systems and subsystems. This leads to increased bureaucratisation.
- There are many ways in which an open system can meet its goals - there are multiple paths to the goal. This explains why plans to reach the goal may fail at first but then succeed.

Ackoff (Jusela 1994: 370) stated that the essential properties of a system taken as a whole, derive from the interaction of their parts, not their actions taken separately. Therefore when a system is taken apart it loses its essential properties. Because of this a system is a whole that cannot be understood by analysis alone. Ackoff also explained (Ibid.) that the behaviour of each element of a system has an effect on the behaviour of the whole i.e. what happens in one section of the organisation will have repercussions within the organisation as a whole. Thus, at KCEDC, what happens in the administration of the project affected the quality of the training programmes offered to clients.

Using open systems thinking, problems are solved not by taking things apart but rather by

identifying the larger whole containing the element to be explained, explaining the behaviour of the containing whole and then explaining the behaviour or characteristics of the element in question in terms of the role or function it or they serve within the larger context. (Ackoff in Jusela 1994: 372). Decisions based on information at a local level in contrast, can be counterproductive to the organisation as a whole. Thinking in terms of systems therefore, requires one to identify the individual parts of a system and then to understand how they are connected. Weisbord described open systems thinking as ‘all things, somehow, some way link up and influence one another in all directions’ (1987: 158).

Senge has written extensively about the importance of open systems thinking (‘the fifth discipline’³) relative to organisations and the learning disabilities that plague organisations. These disabilities include an exclusive focus on one’s own job with little sense of responsibility for the collective product, and a tendency to blame others rather than to look inwards at oneself (French and Bell 1995: 54). Both of these disabilities are symptoms of a lack of systems thinking. At KCEDC however, there seems to be little evidence of these two disabilities perhaps because the organisation is so small and in such a funding crisis. The disability they may have is the inability to plan within the wider context of the organisation.

Open systems thinking is a powerful tool to facilitate both individual and organisational learning. Ackoff (in Jusela 1994: 386) outlined three operating principles for improving the whole system through group learning and planning:

- the participative principle: no one can plan effectively for someone else. It is better to plan for oneself
- the holistic principle: problems, no matter where they appear, should be tackled simultaneously and cooperatively from as many points of view as possible. Planning done independently at any level of a system cannot be as effective as planning carried out interdependently at all levels. The more parts of a system and levels of it plan simultaneously and interdependently the better. This concept of all-over-at-once planning stands in opposition to sequential planning, either top-down or bottom-up
- the principle of continuity: planning should be continuous and dynamic rather than a discontinuous and static process. ‘In the process of moving towards a destination, new

³ Senge believed that five disciplines must be mastered in order to create a learning organisation: personal mastery, mental models, building shared vision, team learning and systems thinking (Senge 1990).

information is gained. Plans therefore need to have the flexibility built in to accommodate new data and to allow the setting of new and more appropriate courses' (Jusela 1994: 386).

These three principles, when put into place, enable people to look at organisations in a different way and to approach change in a different way, through a process model rather than through the historical meeting paradigm. At one level, according to Jusela, (1994: 389) what we are attempting to accomplish is a new process model

We have designed a way of coming together with other organizational members whether in small groups or large, that encourages openness, dialogue, participation, and complex multilayer and multifunctional communication.

The outcomes of open systems thinking, according to Jusela (1994: 390), include improved organisational performance such as quality, profitability, customer and employee satisfaction. Open systems thinking results in increased teamwork across functional boundaries and with suppliers and customers, accelerated implementation of plans of action, broader awareness of the needs of customers, people below general manager taking more responsibility, greater awareness of mission, vision and plans of action amongst staff. Senge pointed out (1996: 4)

As this capability develops, people start to see the world as patterns of interdependency rather than isolated things. It leads to profound shifts in awareness. People just do not see the same thing anymore. They see a different world. Gradually, they are less inclined to believe that problems are caused by isolated events or by stupid or bad people, but rather that there are underlying patterns of interdependence, what we call "systemic structures" that cause certain types of behavior.

In this section, I have described the effective organisation as one which 'gets things done' and accomplishes its goals. Quality of worklife is high in part as a result of the group processes in place in the organisation. An effective organisation is a learning organisation where individuals have the opportunity to grow and change and the organisation and groups within the organisation are able to tackle problem-solving, planning and critical reflection in a continuous cycle of action-reflection. Open systems thinking facilitates the learning organisation through participation, holistic thinking and continuity of group processes. The effective organisation is the goal of organisation change and the desired outcome of organisation development and transformation processes. The concept of effectiveness had to be debated within KCEDC, and indicators of effectiveness developed by the participants so that they could work towards effectiveness and were able to measure their progress. In the effective organisation, organisation

change is dealt with in an open system as part of the life of the learning organisation. In the following section I discuss organisation change in more detail.

2.3 ORGANISATION CHANGE

Change means that the new state of things is different from the old state of things. According to French and Bell (1995: 3) and writers such as Alvin Toffler (1981), change is omnipresent and will be one of the few constants in the late 1990s and new century. Alvin Toffler wrote (1981) that the world has passed through a first great wave of change and revolution (the agricultural revolution), a second wave (the industrial revolution) and now the third wave (the information and technological revolution). In this third wave, 'the hallmark will be rampant change in virtually all institutions of society' (French and Bell 1995: 126). Senge proposed that in the 1950s and 1960s change was incremental and people adapted to it incrementally. In the 1970s and 1980s change was more rapid and people adapted by working harder and 'smarter'. More and better technologies were introduced to help cope with change, coming often from the outside in to the organisation through restructuring, cost-cutting, instituting various programmes and campaigns and articulating new strategies (Senge 1996: 2). Zawacki and Norman (1994: 310) believed that change in the 1990s is becoming more rapid and random and may seem to lack cause and effect for people in our society. The 1990s, particularly in South Africa, has been a decade of rampant change and radical paradigm shift, with the demise of the Apartheid system and the development of a democratic governance system and the changes and turbulence⁴ associated with this shift. KCEDC had to survive as an effective organisation within this time of turbulence in South Africa.

Weisbord explained that third wave change (producing 'permanent whitewater' in organisations) requires third wave management and consulting processes. The premise is that organisations move from transformation to transformation, with only brief periods of stability (characterised by efficiency concerns) in between and this needs to be taken into account when planning change within the organisation (Ibid.). Drawing on community development and research, and the practice of Lippitt and Schindler-Rainman, he described four useful practices he felt characterize this 'third wave' of management and consulting (Jusela 1994: 373-374). They are:

⁴ Peter Vaill described turbulence as 'permanent whitewater' (Jusela 1994: 374), denoting waves and breakers, rapids, swiftness of flow and danger.

- assessment of the potential for action by determining the presence of three prerequisite conditions: committed leadership, a critical organisation or business need that must be addressed, and energised people. He advised a thorough discussion with the key stakeholders about whether the client system should or should not proceed with the process.
- get the whole system into the room (all levels of the hierarchy)
- focus on the future (rather than on past and present problems)
- structure tasks that people can do for themselves.

I shall discuss these practices further in the section on the future search conference.

Zawacki and Norman (1994: 310) believed that out of extreme change was born second-generation organisation transformation (OT) with its experimental feel and self-designing emphasis where the development of a vision for the future is needed to mobilize the energy in the learning organisation for experimentation in the present. As Weisbord stated, ‘...the world is changing too fast for experts’ (1987: 106) and this accelerated the need for the risk-taking learning organisation to be in place. This was summed up by Zawacki and Norman (1994: 309) as follows:

...in the past, change flowed along a reasonably predictable course and individual contributors in the organization adjusted by working harder and smarter to stay ahead of the changes. Recently, however, organizations are facing high speed change that is frequently changing the direction and behaviors of individual contributors...the very behavior that has been reinforced by yesterday’s performance can become a liability in the organization of the future.

In times of high speed change, organisations, like people, exist in a state of ‘disequilibrium’. The underpinning belief is that turbulent conditions prevent organisations reaching equilibrium. The ‘disequilibrium’ model holds sway when change is the constant and transformation is the rule rather than the exception. Disequilibrium according to Schein (1999: 3) is however, a prerequisite for learning. He believed that ‘all forms of learning and change start with some form of dissatisfaction or frustration generated by data that disconfirm our expectations or hopes.’ (Ibid.) Old forms of organizing break down during a state of disequilibrium, and experimentation with many new forms occurs. KCEDC existed in a state of disequilibrium and found that it had not been able to change its behaviour in response to the high-speed change in its own environment. As a result KCEDC had not been able to survive as an effective organisation, i.e. with funding to continue its work effectively. This inability to raise funds, coupled with TNDT’s insistence on

strategic planning, resulted in the levels of dissatisfaction required to make the decision to ask a consultant to conduct a change management process with them.

Theories of change

Change itself can also be deliberate and planned or accidental and unplanned. It can be large- or small-scale, and can affect many or few elements of the organisation. It can be fast (revolutionary) or slow (evolutionary). It can be incremental (building on the status quo) or fundamental (French and Bell 1995: 251). Levy and Merry's theory of change (1986) described by French and Bell (1995: 252) posits two types of change: first and second order change. First-order change includes making moderate adjustments to the organisation, its people and its processes. It is mainly concerned with technical training which enhances job performance. With regard to problem-solving and cultural change within the organisation, French and Bell (1995: 252) described first-order or evolutionary change as

Business as usual plus modest shift in culture. Some managers and employees, in addition to technical training, attend various seminars and courses. Individual managers begin to shift towards a more participative, open, supportive leadership style.

Second-order change on the other hand, usually requires a multiplicity of interventions and takes place over a fairly long period of time. It is 'multi dimensional, multi-level, qualitative, discontinuous, radical organisational change involving a paradigmatic shift. It is synonymous with organisation transformation' (Ibid.). Transformation caused by changing the organisational 'paradigm' is accomplished by increasing the system's ability to analyze and to change current paradigms as well as to envision desirable future paradigms⁵ (Porras and Silvers 1994: 96).

French and Bell (1995:252) identified three types of change. They are

- evolutionary change (described above).
- incremental or mid-range change where OD assists with participative problem solving. Top management and other units hold periodic retreats to identify strengths and weaknesses and to make (mainly) technological plans. With regard to problem solving and cultural change, OD begins to have a significant impact on organisational culture. Participants start to look collaboratively at the positive and negative consequences of technological/task aspects of the

⁵ A paradigm is 'a prevailing worldview or collective belief system. The fundamental set of beliefs or organizing principles which are unquestioned and unexamined assumptions about the nature of reality' (Adams quoted in Porras and Silvers 1994: 86)

organisation as well as leadership, group process and team work. Process matters begin to be a legitimate part of any meeting agenda (French and Bell 1995: 252).

- large-scale systems change (in terms of number of organisational units involved, number of people affected, subsystems altered, and/or the depth of cultural change involved). This third type of change is equivalent to second-order change as described by Levy and Merry. In this third type of change, organisation transformation takes place. The organisation reconceptualises its business and engages in a comprehensive total quality management effort in line with open systems theory. It uses multiple OD interventions including a reduction in hierarchical levels, team building and development, survey-feedback and extensive use of task forces and intensive leadership training (Ibid. : 255).

Both Levy and Merry and French and Bell classified change on a scale from moderate to radical. Another attempt to classify change had been made in 1976 by Golembiewski (Porras and Silvers 1994: 82) who like French and Bell, proposed three types of change, in this case alpha, beta and gamma change. He proposed that with each of these cognitive changes there are corresponding changes in behaviour: the level and depth of the behaviour change will correspond to the shift in individual cognitions.

Alpha change is a perceived change in objective circumstances: a change in the perceived levels of variables within a paradigm without altering their configuration (e.g. a perceived improvement of skills). The change in cognition will lead to a change in behaviour. e.g. at KCEDC, further training in literacy would lead to a change in understanding of literacy at ECD level as well as greater training skills and therefore to a change in behaviour as trainers of ECD practitioners. Alpha change corresponds to Levy and Merry's first-order change or French and Bell's 'evolutionary change' in that it leads to technical skills-improvement only.

Beta change is described as alpha change coupled with changing standards of individual interpretation: a change in people's view about the meaning of the value of any variable within an existing paradigm without altering their configuration (e.g. a change in standards, where KCEDC would enhance their training skills in literacy and simultaneously their perception of the importance of high quality training for literacy at ECD level). This change in cognition results in a change of behaviour to meet these new standards. Beta change can be positioned between first and second-level change in Levy and Merry's categorisation of change type, and possibly as

incremental change in French and Bell's model.

Gamma change is defined as a radical shift in an individual's assumptions about causal relationships, the values attached to various dimensions of reality, and the interpretive frameworks that describe reality. i.e. gamma change describes a paradigm shift in organisational members' mental constructs (Porras and Silvers, 1994). It can be likened to 'second-order' change and to large-scale systems change. There are however, two classes of gamma change. Gamma (A) change is change in the configuration of an existing paradigm without the addition of new variables (e.g. changing the central value of a 'service-driven' paradigm at KCEDC from 'cost containment' to 'total quality focus', which would result in the reconfiguration of all variables within the paradigm). This change in cognition leads to a change in behaviour i.e. quality service rather than cheaper service. Gamma (B) change is the replacement of one paradigm with another that contains some or all new variables (e.g. replacing a 'staff-driven' paradigm with a 'community-responsive' paradigm). This would give staff a totally new way of thinking about their work and therefore a totally different set of behaviours.

According to this model, the level and depth of behaviour change will correspond to the shift in individual cognitions (Porras and Silver 1994: 86-87). The individual as well as the group is therefore important in the transformation of an organisation (I have discussed this to some extent in the section on the learning organisation in previous pages).

Theories of organisation change

Porras and Silvers (1994: 96) proposed two approaches to organisational change; individual-level and organisation-level approaches. The individual-level approach views vision change as decentralised. When enough people have changed their vision, the organisation will change. Organisation-level approaches however, view the top management as the catalyst – a 'top-down' approach. Everything happens once the top management (and therefore the organisational structure, vision and mission and ways of achieving the goals of the organisation) is changed.

They believed that these approaches work better together for greater impact and that each level influences and reinforces the other. They said (1994: 86):

Individuals need to change their on-the-job behaviors in order for the organization to change over a longer term. The complex environment surrounding individuals at work is the primary catalyst for behaviors on the job

(moderated by...cognitive change). Organizational behaviors are generated by individuals behaving in response to signals received directly from their work setting and indirectly from organizational vision. Therefore, successful planned change efforts must alter these two components of the internal organizational environment such that new signals influence individuals to produce new behaviors.

They identified two distinct approaches to individual consciousness change (1994: 96)

- reframing: organisational interventions that change an organisation member's perceptions of reality. It does not change current organisational reality; instead it alters the way individuals view the world. This new worldview leads to corresponding changes in attitudes and behaviours, and organisational transformation follows. At KCEDC this could occur when we pooled our perceptions and knowledge of the context of the organisation and analysed it.
- consciousness raising which makes the processes of transformation visible to organisation members. Thought is viewed as the source of both existing circumstances and potential change; therefore individuals with more awareness of transformative processes are better able to guide them. This could have occurred through the change process as an understanding of change and the process of change management deepened over a period of time at KCEDC.

These approaches (altering worldviews and understanding the transformation process) work together in promoting individual change. Schmuck and Runkel (1994: 8) noted that it is also important to know individual members' own goals, motive satisfactions and feelings when effecting changes as all of these have an effect on the change process within the group or organisation. At KCEDC I began the future search conference with an analysis of individual goals.

Change also occurs through work groups or teams. As I have stated earlier, work groups differ from a sum of individuals. The group develops goals, ways of working together and a personality which is not the same as the goals, abilities and personalities of individuals within the group (Ibid.). Therefore, theories of organisation change based on groups or organisations are important. One of the most influential theorists in OD has been Kurt Lewin and his model of the change process in human systems (Schein, 1999: 2). Two theories of change, developed by Lewin, underpin much organisation development and transformation work (Schein 1999, Weisbord 1994, French *et al.* 1994: 107) and form the basis of later theories on organisational change.

Lewin proposed that:

- what is occurring at any point in time is the result of a field of opposing forces, e.g. the level of morale at KCEDC is the *equilibrium point* in a field of forces, some forces pushing toward higher and some toward lower levels of morale. In order to understand a problematic situation the investigator or facilitator must know what major forces are operating in that particular instance. The technique called force field analysis, developed by Lewin, diagrams the field of forces and shows how to develop action plans for moving the equilibrium point in one direction or another (French *et al.* 1994: 107). Many of the restraining forces are often ‘personal psychological defences rooted in individuals or group norms embedded in the organizational or community culture’ (Schein 1999: 2) and therefore require intervention at personal change level as well as at group level (see above).
- change is a process which can be seen as a series of stages. Lewin saw the process in three stages – ‘unfreezing’ the old behaviour, moving to a new level of behaviour, and ‘freezing’ the behaviour at the new level. Thus at KCEDC, change would first be motivated and accepted (and new goals and behaviour identified), ‘old’ behaviour analysed and understood, plans of action made to implement the changes, and finally plans made and implemented to ensure that the ‘new’ behaviour becomes the norm for the organisation.

Lippit, Watson and Westley refined Lewin’s theory into a 7 phase model of the change process in organisations (French *et al.* 1994 : 107) as follows:

1. the development of a need for change (i.e. unfreezing)
2. the establishment of a change relationship. This is a crucial phase in which a client system in need of help and a ‘change agent’ from outside the system establish a working relationship with each other
3. the clarification or diagnosis of the client system’s problem
4. the examination of alternative routes and goals; establishing goals and intentions of action
5. the transformation of intentions into actual change efforts (phases 3, 4 and 5 correspond to Lewin’s moving phase)
6. the generalization and stabilization of change. This corresponds to Lewin’s ‘freezing’ phase
7. achieving a terminal relationship where the ‘change agent’ and the organisation complete their contract for a working relationship.

Cummings and Worley (in French and Bell 1995: 132) identified five sets of activities required for effective change management in organisations. They are also based on Lewin's three stages of change and include the following stages:

1. motivating change (creating readiness for change and overcoming resistance to change)
2. creating a vision (including mission, valued outcomes, valued conditions and midpoint goals)
3. developing political support (including assessing change agent power, identifying and influencing key stakeholders)
4. managing the transition (activity planning, commitment planning and setting up parallel learning structures to manage the change e.g. steering committees)
5. sustaining momentum (providing resources for change, building a support system for change agents, developing new competencies and skills and reinforcing new behaviours).

Most change processes follow the stages identified by these authors (French and Bell, 1995: 132) and although the steps may tend to overlap and to follow an evolving rather than a linear process, they build the basis for each following set of steps. The future search conference at KCEDC followed these steps.

Within this process of managing or promoting change there are guiding principles which assist the process. Benne and Birnbaum (French *et al.* 1994: 107-8) suggested some principles which form a strategy for effecting organisational change based on open systems theory:

- to change a subsystem or any part of a subsystem, relevant aspects of the environment must also be changed (all subsystems can only be viewed as part of a whole).
- to change behaviour on any one level of a hierarchical organisation, it is necessary to achieve complementary and reinforcing changes in organisation levels above and below that level.
- the place to begin change is at those points in the system where some stress and strain exist. Stress may give rise to dissatisfaction with the status quo and thus become a motivating factor for change within the system (all forms of learning and change are caused by a dissatisfaction or 'disequilibrium' within the organisation).
- if thoroughgoing changes in a hierarchical structure are desirable or necessary, change should ordinarily start with the policy making body (starting from the top down so that structures, vision and ways of operating are changed more easily).
- both the formal and informal organisation of an institution must be considered in planning any process of change.

- the effectiveness of planned change is often directly related to the degree to which members at all levels of an institutional hierarchy take part in the fact finding and the diagnosing of needed changes and in the formulating and reality testing of goals and programmes of change (i.e. participatory learning and action within the group are pre-requisites for effective change).

Thus at KCEDC, I needed to ensure that challenges identified as crucial (lack of funding has been identified so far), were seen as part of the whole system and that the changes decided upon by the staff pervaded the entire system, starting with the management structure but also involving all of the staff.

The theories on the process of change and principles for effecting change assist the OD practitioner to plan interventions for change at various levels. While plans are developed with the client organisation, issues of assessment of progress and depth of change need to be addressed, again with the client organisation.

Measuring change

The extent of change needs to be measured within the organisation as part of the process of OD. Measurement of change may be linked to two kinds of organisational outcomes within Porras and Silvers' Stream Organisational Model (Porras and Silvers 1994: 87). These outcomes are

- organisational performance, captured in such factors as productivity, efficiency, effectiveness and quality.
- individual development that occurs as individuals alter their world views, 'expand their repertoire of behaviours and/or improve their skills and abilities' (Porras and Silvers 1994: 87).

Measurement of change can therefore be effected by observing changes in organisational performance and in individuals within the organisation. This relates to the goals of an organisation which is 'to make a difference' in whatever business it is concerned. At KCEDC, the goal was perceived to be concerned with the training and support of ECD practitioners and raising enough funds to remain viable (see Chapter One).

Change however, typically takes from one to five years to take place (French *et al.* 1994: 10, 279) so a comprehensive evaluation of the extent of the change experienced at KCEDC is

beyond the scope of this study. I attempt however, to assess the level of change at KCEDC through the evaluation of plans of action made, through interviews with staff and by contrasting perceptions about the organisation and its role and the roles of its staff, before and after the OD process took place (Chapter Five).

Having addressed the issue of change and briefly the measurement of change, I will now address the issues of OD (organisation development) and OT (organisation transformation) in the following section as processes used to deal with change and to bring about organisational effectiveness.

2.4 ORGANISATION DEVELOPMENT AND TRANSFORMATION

Organisation change is both a process and an outcome of organisation development and transformation. Lundberg proposed a cyclical process of learning occurring at three successively deeper levels within organisations: organisational change, development and transformation (Porras and Silvers 1994: 96). The need for OD and OT, according to French *et al.* (1994: 1-2) has never been greater than now since it offers a way to achieve organisational and individual effectiveness in a turbulent world.

The roots of OD and OT

OD and OT have their roots in behavioural science. French *et al.* said (1994: 15) that OD is an ‘applied field in which theories, concepts, and practices from sociology, psychology, social psychology, education, economics, psychiatry, and management are brought to bear on real organizational problems’. They focused primarily on the human and social aspects of organisations. They viewed organisational behaviour as consisting essentially of the goal-directed activities of a number of people. Other possible approaches to understanding and intervening in organisations exist - one can focus exclusively on organisational structure and design, technology and task design, or organisation-environment congruence for example. OD programmes attend to these issues, but the principle emphasis is on *all* the human aspects of the organisation conceived as a social system (French *et al.* 1994: 15).

The overriding goal of OD and OT according to French *et al.* (1994: 13) is that the client organisation members learn to diagnose and solve problems and take corrective action

themselves (and become learning organisations). This derives from non-directive therapy notions suggesting that responsibility for improvement and change rests in the individual (organisation) that needs to change, and not in some outside agent. This is supported by most discussions of normalcy and maturity in psychotherapy that include the patient's ability to solve problems, adapt effectively, and cope effectively as criteria for a healthy organism (French *et al.* 1994: 13).

The knowledge of how organisations work comes mainly from basic behavioural science research and theory. It entails an understanding of the dynamics of individuals, groups and goal-oriented social systems. Knowledge of how change occurs involves understanding the processes of change and changing. It was progress in the theory and practice of change that helped launch the field of OD. Knowledge of how to intervene in an ongoing organisation relates to change but goes beyond it to investigate the consultation or helping process. Other applied disciplines, such as education, psychotherapy, and social work provide numerous insights about intervening in organisations. Knowledge about diagnosis and problem-solving comes from many sources. We must be able to classify problem situations accurately and select appropriate remedies. This competence in turn rests on the prior existence of two bodies of knowledge: valid diagnostic categories (having a good classification scheme for different kinds of problems) and an efficacious set of remedial treatments (Ibid. : 106).

Introducing change results in human problems of 'dealing with the resistances, anxieties, threats to morale, conflicts, disrupted interpersonal communications, and so on, which prospective changes in patterns of practice evoke in the people affected by the change' (Chin and Benne 1976: 111). The OD consultant therefore needs to know about human behaviour, individual and social, for dealing effectively with the human aspects of deliberate change. The change agent is also required to have knowledge about participative learning and attitude change (Ibid.). I shall continue to discuss the role of the change agent in a later section of this chapter.

Organisation Development

Organisation development deals with participative learning and change. Development has been defined by (French *et al.* 1994: 6) as

the act, process, result, or state of being developed – which in turn means to advance, to promote the growth of, to evolve the possibilities of, to further, to improve or to enhance *something*....development may be an act, process, or end state; second, development refers to '*bettering*' something.

Organisation development (OD) therefore involves a process of enhancing and promoting the growth of an organisation. It is used all over the world in the public and private and non-profit sectors (French *et al.* 1994: 1). Several authors (e.g. Weisbord, Schmuck and Runkel, French, Bell and Zawacki, French and Bell, Schein and others) have given excellent overviews of the emergence of OD. Weisbord (1987) described an evolution in the practice of management consulting and OD starting in the early 1900s with Frederick Taylor's scientific management up to the present. He characterised the first stage as experts solving problems for others. The second stage (from the 1950s to the middle 1960s) had everyone getting involved in the problem-solving process. This stage was particularly influenced by the work of Kurt Lewin. The third stage was characterised by experts working to improve whole systems. The fourth stage, which is happening now in the 1990s, entails getting everyone involved in groups, in improving whole systems (Jusela 1994: 373-374).

OD as a group process has therefore emerged since the 1950s as a strategy for change that intervenes in the human and social processes of organisations (French and Bell 1995: 25). It is triggered not only by current environmental mismatches (problems within the organisation and its environment), but also by an organisation's desire to fit into future desirable environmental niches (to continue to 'make a profit' and to 'make a difference'). This results in the creation of new modes of functioning and impacts substantial segments of the organisation (Porras and Silvers 1994: 84).

OD has been defined by many authors. Fullan, Miles and Taylor (1986 cited in Schmuck and Runkel 1994: 5) defined OD for educational organisations as

A coherent, systematically planned, sustained effort at system self-study and improvement, focusing explicitly on change in formal and informal procedures, processes, norms, or structures, and using behavioural science concepts. The goals of OD include improving both the quality of life of individuals as well as organisational functioning and performance with a direct or indirect focus on educational issues.

OD in this definition is concerned both with individual-level and organisation-level change. The most important assets in any organisation are its human assets - men and women who produce the goods and make the decisions. Finding ways to protect, enhance, and mobilise human assets makes good economic sense. The staff of KCEDC were its greatest asset (monetarily as well as from a programmatic point of view), and the change process needed to focus on them and their

perceptions of their roles, rather than on financial or programmatic concerns only. OD offers a variety of methods to strengthen the human side of organisations to the benefit of both the individual and the organisation (French *et al.* 1994: 1-2).

Porras and Silvers (1994: 84) also referred to the individual in organisation change in their definition of OD. They defined OD in terms of the changes that emanate from the process. These changes do not include the most radical type of change, gamma change. This they reserved for processes which can be defined as organisational transformation (see later). They stated that OD often occurs in response to modest mismatches with the environment and produces relatively moderate adjustments in those segments of the organisation not congruent with the environment. This form of OD results in individuals' experiencing only alpha and beta cognition change, with a correspondingly limited change in behaviours (1994: 84). OD, according to Porras and Silvers, helps the organisation adapt to its current environment or improve its fit into expected future environments. This approach to planned change produces appreciable, not radical, change in individual employees' cognitions and behaviours. Planned change in OD is therefore, according to this definition, of an incremental rather than fundamental nature. OD is concerned with doing things better. KCEDC and I entered into an OD process in order gradually to do things better at KCEDC (e.g. management of the programme, fundraising and reporting) and to enhance its effectiveness.

French *et al.* (1994: 1) defined OD as a powerful set of concepts and techniques for improving organisational effectiveness and individual well-being that has its genesis in the behavioural sciences and was tested in the laboratory of real-world organisations. OD addresses the opportunities and problems involved in managing human dynamics in organisations. It offers solutions that have been shown to work. It consists of intervention techniques, theories, principles, and values that show the organisation how to take charge of planned change efforts and achieve success. This definition again emphasizes the parallel importance of organisational and individual well-being and the practical real-world nature of OD.

French and Bell later (1995: 4) defined OD as 'A Process That Focuses on Organisational Culture, Processes, and Structure Utilizing a Total System Perspective.' In this definition they add the dimensions of systems thinking, ensuring that OD takes place within the context of the total environment of the organisation. OD is not only 'anything done to better an organisation', it

is a particular kind of change process designed to bring about a particular kind of end result. In the case of KCEDC, the staff had identified the particular end result as organisational effectiveness through their ability to raise funds, using a future search conference to facilitate this.

French *et al.* (1994: 10) identified eight characteristics which differentiate OD interventions from more traditional interventions:

- an emphasis, though not exclusively so, on group and organisational processes in contrast to substantive content. OD is a long-range, planned, system-wide process. The strategy may not seem obvious, and may emerge and change shape over time. This was the case at KCEDC as well. Consultants and clients together develop overall goals and paths to goals in OD programmes and these guide the activities. It is preferable and usual for the strategy to be developed out of the diagnosed problems and opportunities of the client system, the client system's desires and capabilities, and the consultant's capabilities and insights into client system needs (Ibid. : 11).

OD consultants fashion, conduct, or cause to happen, interventions - structured sets of activities and events in the life of the organisation designed to achieve certain outcomes. The nature of the interventions is that they are reflective, self-analytical, self-examining, proactive, diagnostically oriented and action-oriented. Further, they focus on the organization culture and its human processes (Ibid. : 13).

'Learning how to learn' as part of organisational self-renewal is therefore a desired outcome of OD interventions. The organisation must become expert in self-examination, diagnosis and corrective action taking. (Ibid. : 13).

- an emphasis on the work team as the key unit for learning more effective modes of organisational behaviour and on the collaborative management of work-team culture: people are configured into different groupings as targets of OD interventions- intact work groups, two or more work-related groups, subsystems of organisations, and total organisations (Katz and Kahn in French *et al.* 1994: 14). Schmuck and Runkel (1994: 27) stated that improving work group effectiveness and interpersonal skills constitute two of the core functions of OD. They described seven capabilities of an effective work group to include clarified communication processes, improved group procedures in meetings, established goals, managing conflict, solving problems, making decisions and assessing changes. Many of an individual's values, norms and perceptions of organisational reality and problems are derived

from contact with people with whom she works. A person's immediate work group, immediate superior and immediate subordinates are very important factors for an individual's effectiveness in the organisation. These groups have great power to determine individual and group behaviour and also contain many of the sources of organisational problems and opportunities. (French *et al.* 1994: 14). Intergroup functions are a major target of OD interventions; how they work and do not work together. At KCEDC I used the whole staff as one work team to begin with, not only because the organisation was small, but because it could assist us to build team work across all boundaries, particularly since KCEDC was not used to the staff meeting as a regular and integral part of the organisation's life.

- An emphasis on the management of the culture of the total system: another target of the OD intervention is the organisation's processes and culture. 'OD is a comprehensive long-term effort to collaboratively manage the culture of an organization since processes can be considered to be part of organizational culture.' (French *et al.* 1994: 14). Problem-solving, planning, self-renewal, decision-making, and communication processes are identified as important processes. This focus on culture and processes is part of the belief system that OD consultants have: culture and processes are important strategic leverage points in an organisation for bringing about improvement and change. OD consultants, because they are working with a behavioural science knowledge base, focus on culture, structure and processes. These are important ingredients in the process of planned organisational change (Ibid.). We concentrated particularly on the culture of KCEDC and its partners in the future search conference. I discuss organisational culture in a later section.
- An emphasis on the collaborative management of work-team culture: Many of an individual's values, norms, perceptions of organisational reality and problems are derived from contact with group members. Intergroup functions are the second major target of OD interventions; how they co-operate and do not co-operate (Ibid.).
- Attention to the management of system ramifications: the whole system needs to be looked at, rather than some of its parts.
- The use of the action research model: Lewin believed that man 'must participate in his own reeducation if he is to be reeducated at all'. These convictions led Lewin to emphasize action research as a strategy of changing, and participation in groups as a medium of reeducation' (Chin and Benne 1976: 119). I have based this study on the participatory action research approach and the future search conference itself hinges on the plan-act-reflect cycle of action research (see Chapters Three and Four).

- A view of the change effort as an ongoing process: ‘A major change typically takes five years or more, and is marked as much by management missteps as breakthroughs’ (French *et al.* 1994: 279). Changing a system’s culture is a difficult, complicated and long-term matter if lasting change is to be effected (Ibid. : 10). Assumptions underlying OD are that system members become better able to manage their culture and processes in problem-solving and self-renewing ways. Such complex learning takes time. The second assumption is that organisational problems are multi-faceted and complex. Once-off interventions probably cannot solve such problems and they definitely cannot teach the client organisation to solve them in such a short time period. Planned and sustained efforts are required, with sustained follow up, effort and energy needed to solve organisation problems and to achieve the required outcomes. As the consultant to KCEDC, I was involved with them beyond the requirements of this study.
- The use of the external change agent, or behavioural scientist-change agent.

OD therefore, as a particular kind of process characterised by these elements brings about a particular kind of end result. French *et al.* (1994: 15-16) defined some of the desired outcomes of OD as organisational effectiveness and health and better system functioning (indicators of these were defined in KCEDC’s future search conference according to their particular context). Organisation culture and processes would be changed so that the organisation continues to be reflexive and self-examining under newly established norms of continual self-study and proaction. Beer further listed the aims of OD as enhancing congruence between organisational structure, processes, strategy, people, and culture, developing new and creative organisational solutions, as well as developing the organisation’s self-renewing capacity (ability to conduct OD processes themselves and to identify the need for a consultant when appropriate). He pointed out that these self-renewing outcomes (‘learning how to learn’) seem particularly distinctive in the OD process (Beer in French *et al.* 1994: 15).

Organisation Transformation

Emerging from OD in the 1980s and 1990s as a response to the perceived ‘permanent whitewater’ of the environment as a result of political, technological and economic changes, organisation transformation (OT) began to be distinguished from OD. Organisations had to change fast to survive. Old ways of doing things and old belief systems were no longer good enough. Organisations had to be transformed in order to survive, not just ‘tweaked’ (French *et al.*

1994: 17). Paradigms had to be changed, not just adjusted. In the 1980s also, strategic management achieved prominence and considerable effort was directed towards defining the mission, purpose, vision and strategy of organisations. It was soon realised that a clear, articulated vision was a powerful component of organisational effectiveness. In the 1980s, articles and books appeared that describe change programmes designed to cause large-scale, radical and fundamental changes in organisations. These paradigm-shifting changes were referred to as OT. Some authors believed that it is an extension of OD, some that it is a new discipline in its own right. French *et al.* saw it as an extension of OD for the present and that it was too early to tell in 1994 whether it was a discipline in its own right. (1994:17). They stated that OT is a recent extension of organisation development that seeks to create massive changes in an organisation's structures, processes, culture, and orientation to its environment and is therefore 'second-generation organisation development' (Ibid. : 1). The demands on today's organisations for constant change and adaptation are so great that new behavioural science responses were required. OT represents one of those responses.

Porras and Silvers, however, saw OT as a distinct form of planned change. They believed that it is an advancement over OD owing to its focus on precipitating more profound change in organisations. This more profound change occurs because the variables targeted by OT approaches, organisational beliefs, purpose and mission ⁶, which are the components of organisational vision, affect a 'deeper' level in the organisation than those traditionally targeted for change by OD (i.e. work setting variables) (Porras and Silvers 1994: 95).

This can be summed up as follows:

Organisational transformations can occur in response to or in anticipation of major changes in the organization's environment or technology. In addition, these changes are often associated with significant alterations in the firm's business strategy, which, in turn, may require modifying corporate culture as well as internal structures and processes to support the new direction. Such fundamental change entails a new paradigm for organizing and managing organizations. It involves qualitatively different ways of perceiving, thinking, and behaving in organizations (Cummings and Worsley quoted in French *et al.* 1994: 17).

⁶ Mission means the definition of the business or reason for being (Jusela 1994: 380)

Organisation transformation has been defined as:

a set of behavioural science theories, value, strategies and techniques aimed at the planned change of organizational vision and work settings, with the intention of generating alpha, beta, gamma (A) and/or gamma (B) cognition change in individual organizational members, leading to behavioural change and thus promoting paradigmatic change that helps the organization better fit or create desirable future environments. (Porras and Silvers 1994: 84)

French *et al.* (1994: 1) explained that OT seeks to create massive changes in an organisation's structures, processes, culture, and orientation to its environment. It is the application of behavioural science theory and practice to effect large-scale, paradigm-shifting organisational change. It usually results in totally new paradigms or models for organizing and performing work to improve organisational effectiveness and individual well-being. Its outcomes are much the same as those of OD but achieved through more radical restructuring of the vision and culture of the organisation. In the preliminary discussions about change, KCEDC had not consciously sought to create massive changes in its structures or ways of working. The staff perceived effectiveness to be an ability to raise funds. I therefore had to measure change in terms of the outcomes of the process rather than in terms of the intentions of the organisation.

Other work on organisational transformation (Beer 1987) focused on creating organisations that understand how (and when) to initiate radical change and have strategies and structures (as a learning organisation) in place to produce this change. Successful change included the concurrent development of a vision for the future and a heightened dissatisfaction with the status quo throughout the whole organisation. These factors, coupled with a well-managed change process, lead to successful transformation (Porras and Silvers 1994: 96). Cummings and Worsley also suggested (French *et al.* 1994: 17) three interventions to facilitate organisational transformations: culture change, strategic change and self-designing (learning) organisations.

OD and OT theorists have stated that organisation culture (including values and norms) and organisational vision are extremely important aspects of OD and OT. I shall discuss these two aspects in the following section.

2.5 ORGANISATION CULTURE AND VISION

Organisation culture

I have mentioned in previous pages the importance of organisation culture to organisation development and transformation. Burke (French *et al.* 1995: 5) strongly believed that culture change is the primary issue in OD: ‘...organization development is a process of fundamental change in an organization’s culture.’ French and Bell believed (Ibid.) that organisation culture strongly influences individual and group behaviour and that the culture must be altered if permanent change is to occur. In the same way that visioning, learning and problem-solving processes are opportunities for collaboration, so is management of the culture. Organisation culture is therefore a group responsibility. In this section I will attempt to define ‘culture’.

Lewin in 1951 had written

A culture...is not a static affair but a live process like a river which moves on but still keeps a recognizable form.... (A culture)...does not occur in empty space. It is part and parcel of the daily rhythm of being awake and asleep; of being alone and in a group; of earning a living and playing; of being a member of a town, a family, a social class, a religious group, a nation; of living in a hot or cold climate, in a rural area or a city....somehow all of these factors affect (the culture) at any given time....(it) is the result of a multitude of forces, some driving and others restraining (in French *et al.* 1994: 133).

According to this definition, culture is pervasive and dynamic, constantly changing within its environment. Schein further defined culture as follows (in French and Bell 1995: 30):

Culture can now be defined as (a) a pattern of basic assumptions, (b) invented, discovered or developed by a given group, (c) as it learns to cope with its problems of external adaptation and internal integration, (d) that has worked well enough to be considered valid and, therefore (e) is to be taught to new members as the (f) correct way to perceive, think and feel in relation to those problems.

Culture is according to Schein, not only specific to the group and the group’s external and internal environment but once it is accepted, passed on from individual to individual and from group to group. The view that culture is passed on from group to group is endorsed by French and Bell, who defined organisation culture as the ‘prevailing pattern of values, attitudes, beliefs, assumptions, expectations, activities, interactions, norms, sentiments, and artifacts’ (1995: 30) held in common by organisation members which shape how they think, perceive and act.

This prevailing pattern of visions, values and deep beliefs form the philosophical cornerstones of 'organisational architecture'. They are needed to sustain the deep learning cycle and to help people to articulate the need for and the direction of change. People voluntarily choose values. One cannot enforce values. They need to be internalised and this takes a lot of time, and, according to Senge, they cannot be inculcated through training programmes alone. It takes years to change and internalise values and it takes a 'deep learning cycle' to assist in this change (Senge 1996). Culture does change but only slowly, according to Adler and Jelinek (1986: 86) and as the cumulative result of many individuals' changes within the group. In the context of this study, therefore, the measurement of change in the culture of the organisation will probably only be able to be fully carried out after this study has been written.

It is important however, that the change agent address the issue of values in any organisation change process, since they underpin the organisational culture and therefore the process of change. Lewin believed that reeducation is a normative change as well as a cognitive and perceptual change in that it incorporates changes in values and norms (Chin and Benne 1976: 119). The normative-reeducative approach therefore centres in the notion that

...people technology is just as necessary as thing technology in working out desirable changes in human affairs....it is obvious that for the normative-reeducative change agent, clarification and reconstruction of values is of pivotal importance in changing. By getting the values of various parts of the client system, along with his own, openly into the arena of change, and by working through value conflicts responsibly, the change agent seeks to avoid manipulation and indoctrination of the client, in the morally reprehensible meanings of these terms (Chin and Benne 1976: 120).

OD is considered to be a value-based rather than a value-neutral approach (Srinivas 1993: 18).

Golembiewski (in Srinivas 1993: 18) listed the values which underpin OD. They include openness, trust, and collaborative effort. He believed that OD values feelings and emotions as well as ideas and concepts. OD values the various groupings within the organisation as well as individuals in their ability to provide emotional support and identification, to create and enforce norms, to provide opportunities for people to interact and to generate, respond to and interpret data. Individual participation as action-researcher is valued as much as the immediate experiences of individuals and groups as they occur. Srinivas (Ibid : 20) concurred with Hofstede when he stated that OD (a process evolved in the developed world, using the values of

the developed nations and an instrumental ⁷ rather than a social view of the organisation) is based on the assumption that the organisation believes it should value truth, trust, love and particularly collaboration. This set of values will define how the ideal organisation will be structured. Truth, trust, love and collaboration must be given space to exist between individuals, in groups and between groups.

Srinivas pointed out however, that values in developing countries may be different from those listed above. They may tend more towards uncertainty avoidance, collectivism (as opposed to the individualism of developed countries), power distance (as opposed to 'flattened' western organisations), a greater need for nurturing and emotional support, context dependency (as opposed to developed countries' feeling of control over the environment), present and past orientation (as opposed to future orientation), and short-term orientation requiring little planning. Srinivas reported that people in developing countries tend to have a being orientation rather than task orientation. Being orientation focuses on experiencing life and upon the quality of life experience. He stated that people in developing countries tend to consider that success has to do with maintenance of the well-being of the family and the in-group, not achievement from endeavours. Organisational structures tend to be very rigid, hierarchical and status oriented. Planning is non-existent or based simply on precedence and decisions are made on non-rational criteria. Rewards are not based on performance but on other criteria (Srinivas 1993: 20).

There is therefore, according to Srinivas, and Johnson (1990: 7), a need to be extremely sensitive towards the values of the client organisation. It is the responsibility of the OD practitioner to ensure a 'fit' between the organisation's values and needs and that of the process that the consultant uses. I will discuss this issue further in the section on the role of the consultant.

While being sensitive towards the culture of organisations and their underpinning values, the consultant must be aware, however, that in order to change behaviour in organisations, the culture must change. Bernstein and Burke argued that we need to uncover basic belief structures held by individuals and groups within organisations to allow for their conscious change (Porras

⁷ In the instrumental view, the organisation is seen as a set of tasks to be achieved. The manager's role is defined by tasks and functions and the boss-subordinate relationship is impersonal, functional and specific with the authority coming from the role. In the social view, the organisation is seen as a collective of people. The relationships among people are what need to be managed. The manager's role is defined by social status and personal attributes and the boss-subordinate relationship is a personal one marked by loyalty and deference to the boss (Srinivas 1993: 20).

and Silvers 1994: 92). Changing a system's culture is a difficult, complicated and long-term matter if lasting change is to be effected (French *et al.*1994: 10) so the consultant must tread a fine line between 'unfreezing and moving' and 'going with the flow'.

Organisational vision

Considered to be equally as important as organisational culture in organisational change, organisational vision is 'a picture of the future one want to create' (Senge 1999a: 3). Senge said that a vision is powerful to the extent that it expresses one's underlying purpose. It is the vehicle for bringing purpose into the domain of acts and commitments. 'Most people who have done remarkable things in their lives have had a clear vision stemming from a deep and pervasive sense of purpose' (Ibid.). Organisational vision consists of three main factors: (a) the guiding beliefs and principles of the organisation; (b) the enduring organisational purpose that grows out of these beliefs; and (c) a catalyzing mission that is consistent with organisational purpose, and at the same time, moves the organisation towards the achievement of that purpose (Porras and Silvers 1994: 85). Vision, in this definition, is bound up with the organisation's values and beliefs. Chin and Benne believed that we need 'rousing and beckoning normative statements of what both can and ought to be in man's future...' (1976: 118). Vision is important because

inventing and designing the shape of the future by extrapolating what we know of in the present is to envision a direction for planning and action in the present. If the image of a potential future is convincing and rationally persuasive to men in the present, the image may become part of the dynamics and motivation of present action (Ibid. : 118).

Senge argued that without shared vision, significant learning occurs only when there are crises, and the learning ends when the crises end. This is relevant to KCEDC, where there was a crisis in funding and therefore of survival. As the consultant, I had to help the staff to develop a shared vision within the organisation so that the learning which occurred through the change management process continued, fuelled by the vision, once the crisis was over. Shared vision is therefore an element in the learning organisation. There is no substitute for shared vision. It promotes organizational resolve, conviction, commitment, and clarity of intent. These in turn create the need for learning and the collective will to learn (Senge 1999c: 2). He believed that shared visions should be based on encouraging organisation members to develop and share their own personal visions and that a vision is not truly shared until it 'connects with the personal visions of people throughout the organisation' (French and Bell, 1995: 56).

French and Bell describe the visioning process as those processes by which organisational members

Develop a viable, coherent and shared picture of the nature of the products and services offered by the organization, how those goods will be produced and delivered to customers, and what the organization and members can expect from each other. Visioning means creating a picture of the desired future that includes salient features of the human side of the organization and then working together to make that picture a reality (1995: 29).

Ronald Lippitt believed that one should begin with organisational change by envisioning the 'preferred future' or vision for the organisation rather than by listing all the problems that the organisation faces, a de-energising and depressing activity with which to begin (French and Bell 1995: 191).

Following on this idea, Marvin Weisbord 'stopped focusing on problems and sickness and began focusing on wellness, potential and desired futures' in a process he called 'the future search conference', in which organisation vision plays an important part (Ibid. : 151). Weisbord described the future search conference as a 'third wave' management practice-theory⁸. In the next section I describe the future search conference as a practice-theory based on improving whole systems from the inside, in preparation for the KCEDC conference.

2.6 THE FUTURE SEARCH CONFERENCE

'Looking together with an eye on the future at how the whole system works is the shortest route to solving handfuls of problems at once' was the way in which Weisbord described (1987: 263) third-wave change processes. He explained that focussing attention on valued aspirations, mobilising energy by involving others, and facing the unknown without answers, assists organisation members to enact (rather than talk about), dignity, meaning and community while navigating through 'permanent whitewater'. In the section on organisation change I noted Weisbord's four practical guidelines for enabling third-wave re-organisations. He explained them as

- Assessing the potential for action
- Getting the whole system into the room
- Focusing on the future
- Structuring tasks that people can do for themselves.

⁸ Peter Vaill described a practice-theory as one which resembles a formal theory but which is based on experience not systematic research (Weisbord 1987: 261)

In proposing that the potential for action needs to be assessed before a future search conference is embarked upon, he noted that we need to look for three prerequisites for change. They are committed leadership (committed to taking risks together with the workforce), good opportunities for furthering the business of the organisation (through cooperative action and chances to innovate products or services), and energised people. He explained that energised people have high levels of anxiety, are not content with the status quo, and not in denial with regard to problems and challenges. High levels of anxiety enable people to open up to new ideas and to want to learn. The levels of anxiety need to be assessed in order to ascertain readiness for change and readiness for a search conference. All of these elements were in place at KCEDC.

Weisbord recommended secondly that we should 'get the whole system into the room'. He proposed that people in an organisation need to get together to 'live the open system' (Ibid. : 273). He recommended that as many functions, levels, managers, operators be involved as possible, and that even customers and suppliers be included in the future search conference. This enables people to share their perceptions and to build dignity, meaning and community. This in turn enables new patterns of action to be carried outside the conference and implemented on a greater scale than is usually found in change management programmes (Ibid. : 275). Getting the whole system into the room helps to build an internal community within the organisation and to break down barriers between individuals, between groups, and between different function and hierarchical levels. He believed that change is so rapid that we need more not less, face to face discussion to make intelligent strategic decisions (Weisbord 1987: 285). One can also gain organisational alignment round a common strategic direction. Using the systems-thinking approach, one does not get different and incompatible directions (Jusela 1994: 378). The KCEDC staff decided that only they and the directors would attend the conference, so the whole system was unfortunately not involved in the process of change from the beginning. This however, was a conscious decision of the organisation, so we had to abide by and work round it.

Weisbord's third recommendation was to 'focus on the future', where the participants in the conference envision their preferred future two or three years from now. He warned however, that envisioning will not work is the absence of committed leadership, a business opportunity and some energised people who are neither in the phases of contentment or denial in Janssen's cycle of response to change (Weisbord 1987: 266). Weisbord believed that successful strategies – for quality goods and services, lower costs, more satisfying ways of working – come from

envisioning preferred futures (Weisbord 1987: 285).

His fourth recommendation was that the consultant should structure tasks that people can do themselves. He suggested that the future search conference be designed by organisation staff and consultant together so that it is task-focused in a learning climate and so that solutions are generated by the participants themselves rather than by the consultant (Ibid. : 277-8). He believed that solutions not generated by employees themselves are not democratic. The capacity of people to develop solutions to their own organisational problems is most important, and interventions should be designed to increase this capacity. Gustavsen and Engelstad viewed the future search conference as an ideal setting for the practice of democracy (Porras and Silvers 1994: 97). The aim of the consultant, therefore, is to create a learning climate in which participants can pose and solve their own problems (Merrilyn Emery cited in Weisbord 1987: 278). 'People will commit to plans they have helped to develop' is a principle that informs the future search conference (Ibid. : 285). This was the case at KCEDC.

Based on Lippit's and Lindaman's work on futuring and Emery's work on managing conferences using democratic values, Weisbord developed the future search conference as a way of building community, fully utilizing the skills, knowledge and interests of each of the participants and stimulating creativity and ownership of the problems and the solutions (Ibid. : 285, 292-295). I shall briefly explain the process that Weisbord used to structure the conference (Ibid. : 287-292). A detailed version of the future search conference that I used while working with KCEDC is attached as an appendix to this document (Appendix 7.3).

In designing the conference, which typically is conducted over two to three days, the consultant and a team from the organisation discuss the procedures and decide on participants, place, programme, group tasks and goal focus. Once the conference begins, the first step is to set norms for the conference (particularly those relating to communication), to explain the goal for the conference and to clarify the roles of the consultant and the participants. All participants then engage in an activity which 'maps the past'. This is a powerful community builder as people map their own pasts, that of the organisation and that of the society in which they live, over three decades (Weisbord 1987: 289). Participants analyse the output from this activity for patterns and meanings and for trends and values and come to terms with their shared meanings of the events and values of the past in terms of their own lives and the life of the organisation within society.

This task helps participants to overcome the resistance associated with denial of the need for change, and helps them to move on to the future. Stata noted too that learning builds on past knowledge and experience (Stata 1989 cited in French *et al.* 1994: 356) and that past learnings need to be surfaced in order to move on to new learning. It is thus important that the past is addressed in change processes so that people can confront the tendency to fight to remain the same, because change represents profound loss of identity, certainty and meaning (Weisbord 1987: 269). The OD consultant may find it very difficult to ‘unfreeze’ people, other than by encouraging them to ‘talk it out’ and by giving opportunities for people to address the past and come to terms with it. This process may take time, and it cannot be hurried. It may assist by helping to move people from a state of complacency, or denial of the need for change, into a state of anxiety to find solutions and a state where renewal of the organisation can take place.

Once the past has been confronted, participants then engage in the second task, which is to map the present environment (an environmental scan). The present is mapped from two perspectives: the external environment in which the organisation operates, and the internal environment of the organisation (all the aspects of the organisation that the participants are proud of – the ‘prouds’ and those aspects that the participants are sorry about – the ‘sorries’). Once these have been surfaced by the participants, they vote for the ‘proudest prouds’ and the ‘sorriest sorries’ and these are discussed and analysed. As Weisbord stated: ‘These lead to a shared appreciation of present strengths, needs and hopes. It also results in a mutual owning up to mistakes and shortcomings and builds commitment to do something about them’ (Ibid. : 291). In this task, the larger containing whole of the organisation is examined so that a clear understanding of the key stakeholders and trends within their industry are developed, as well as information about clients, trends, the environment as a whole. Internal management, including staff perceptions of organisational performance and the quality of work life are also included and examined and opportunities and challenges are identified as well as a ‘formulation of the mess’ as Ackoff calls the threats and opportunities of the organisation (Jusela 1994: 381). This step is linked to Lewin’s force field analysis.

The third task for the participants is to generate ‘preferred futures’ for the organisation, using an array of creative and imaginative methods, and working from a clear sense of the specific business mission of the organisation in order to be able to create preferred futures (Jusela 1994: 381). This approach works from the premise that the organisation members can define a realistic

and desirable future state for themselves and then build their plans accordingly. It also prevents people from jumping to fix a 'squeaky wheel' in the environmental scan. In the absence of a coherent set of strategic goals, organisation members are left to respond to whatever squeaky wheels they may happen to see and to hear, and as a result, the organisation strategy becomes a random assortment of independent actions which can lead to the dissipation of the organisation's energy (Jusela 1994: 381). Once the preferred futures or visions for the organisation are developed, they are presented to the whole group, and are reflected upon together. Commonalities are identified and agreed upon.

Finally, each participant makes a list of actions for themselves, for their function within the organisation, and for the organisation itself. An action plan for the entire organisation is prepared and agreed upon and task groups are set up to carry out actions. The plans translate the vision or preferred future, moving from the abstract to the concrete, to the practical first steps the organisation must take to achieve the vision. They are made on a cross-functional total organisation basis as well as on a natural work team level. Implementation and continual monitoring and evaluation of the plans then takes place doing what was planned and evaluating what was done (Jusela 1994: 381).

Throughout this process, the participants' role is to 'generate and analyze information, derive meanings, propose action steps, take responsibility for output' (Weisbord 1987: 288). The consultant's role is to manage the time, and structure the tasks, and to give input where relevant but only as another contribution to the discussion (there are no lectures).

2.7 THE ROLE OF THE OD CONSULTANT

My role at KCEDC was to conduct the future search conference and the follow-up meetings at least until the plans that the participants had made were on the way to being achieved. In preparation for this role I needed to explore the organisational theory pertaining to this.

One of the distinguishing characteristics of OD is that a consultant ⁹ (one or more) is used. That consultant establishes a unique relationship with the client system; she seeks and maintains a collaborative relationship of relative equality with the organization members rather than one of

⁹ The OD 'consultant' is often called a 'change agent', a 'facilitator', a 'practitioner' or a 'catalyst'. I shall use these terms interchangeably.

‘expert’ to the organisation (French *et al.* 1994: 15-16). The organisation may at first however, seek the services of an ‘expert’ and may not wish or expect to view the consultant as a partner in problem-solving (Johnson 1990, Srinivas 1993). This was the case with KCEDC who perceived me as an ‘expert’ in managing organisations and especially in raising funds. We discussed my role in some depth at the beginning of the process to ensure clarity on both sides.

French *et al.* (1994: 15-16) explained that the consultant seeks and maintains this collaborative relationship so that she can enable the client organisation to build its own capacity to solve problems (and to become self-renewing). She does not do all the work while the client system passively waits for solutions to its problems; rather the two parties come together as equals, each possessing knowledge and skills different from, but needed by the other. The client group is encouraged to critique the consultant’s programme and her effectiveness in terms of meeting client system needs and wants. In OD the consultant’s role is generally that of a facilitator, not an expert on matters of content. The consultant’s role therefore rests on three beliefs, according to French *et al.* (1994: 12):

- a belief in the division of labour and responsibility. The consultant structures activities designed to solve certain problems (she acts primarily as question-asker, and secondarily as answer-giver), and the client system brings its special knowledge and expertise to the problem and its solutions (acting primarily as answer-giver and secondarily as question-asker).
- the belief that the best solution lies not in the consultant as expert but in the clients. The consultant’s job is to structure activities so that these solutions emerge. Her expertise lies in her ability to offer effective ways to work on problems, not answers to problems.
- a belief that the responsibility for change lies with the client system not with the consultant. The members of the client system must ‘own’ the problem and the solution (Lewin believed that an individual’s ‘own’ forces were more powerful when brought to bear on a problem than those of an outside agent) (Ibid.).

The goal of the OD consultant, therefore, is to ensure that the client members are able to diagnose and solve problems, and take corrective actions, themselves. Consultants attempt to teach diagnostic skills, self-analytical skills and reflexive skills in organization members since they believe that both the problems and solutions abound in the client members (French *et al.* 1994: 13). The consultant tries to inculcate good management practices in organisations by

helping organisation members learn to manage themselves and others better, and to manage problems better. In order to do this, at least four kinds of knowledge are required of the OD practitioner who desires to create problem-solving self-renewing organisations; knowledge of how organisations work, how change occurs, how to intervene in an organisation to produce desired change, and knowledge of how to diagnose and solve problems (French *et al.* 1994: 105).

While this knowledge and these skills are essential to the OD practitioner, she also runs the risk, because of this competence, of being too growth oriented, according to Srinivas (1993: 20), or too 'expert-centred' rather than 'stakeholder-centred' according to Weisbord (French and Bell 1995: 151). Srinivas suggested that the OD consultant's desires for achievement and wish for significant contribution to increasing the quality of worklife for others may also tilt her in favour of greater than needed or wanted depth. He quoted Jaeger's suggestions that the problem may lie in the consultant's lack of consideration for the depth of intervention vis-à-vis the needs and preferences of the organisation. He recommended that 'the depth of intervention be no more than what the local cultural norms suggest, and, second, that they be slower in the speed with which they move from the formal and overt levels of intervention to the informal and covert levels' (Srinivas 1993: 20). Harrison (*Ibid.*) also cautioned that regardless of the OD site, the intervention should be 'at a level no deeper than that required to produce enduring solutions to the problems at hand and at a level no deeper than that at which the energy and resources of the client can be committed to problem solving and change. He advocated that the consultant should 'collaborate and follow' rather than push for depth and speedier change effort. French and Bell, however, (cited in Srinivas 1993: 22) held that the consultant needs occasionally but prudently to take minor risks in the direction of leading and pushing, so that change does occur.

The consultant's role therefore, is to work collaboratively in planning every step with the client organisation using her knowledge of process and change, but to remain sensitive to the needs and perceptions of the members while at the same time knowing when to take the lead in advocating action and change. This is a difficult role, requiring constant monitoring by the consultant herself. Chapters Four and Five deal in part with the way in which I manage this role while working with KCEDC.

2.8 CONCLUSION

In this chapter I have explained the theoretical context of change management and the future search conference in preparation for a future search conference at KCEDC. I have examined organisational effectiveness as an outcome of OD and OT, and the learning organisation as both an outcome of and a process of development and transformation. I have discussed open systems thinking as a prerequisite for organisation change. I have explored issues to do with organisation change, including change in turbulent times, and theories of change at individual and at organisation levels. The issue of the measurement of change was briefly touched upon before I explored the roots of OD and OT and the emergence of OD and OT as strategies for dealing with change (I find myself leaning more towards OT than OD). I then discussed organisation culture and vision as two important elements of organisation change strategies. I finally explained the model of the future search conference as a strategy for dealing with change in turbulent times, and the role of the OD consultant within this type of strategy.

Schein (1990 : 119) proposed that organisational change and culture is probably best studied using action research methods. Action research methods have been recommended by several authors as a relevant method for organisation development (French *et al.* 1994, French and Bell 1995). French and Bell (1995: 151) proposed that most sociotechnical systems theory change projects are conceptualised as action research, and that action research is a large part of contemporary OD, both OD and action research being variants of applied behavioural science. They are action oriented, data based, call for close collaboration of an outsider and insiders, and are both concerned with problem-solving. I discuss action research in the following chapter.

CHAPTER THREE: ACTION RESEARCH

3.1 INTRODUCTION

In this chapter I describe action research, the procedures and the plan of action used in this research project. In the first section I give definitions of action research and participatory action research. In the second section I explain the purposes of action research, comparing them briefly to those of organisation development. I then explain the characteristics of action research. In the fourth section I define the plan of action and procedures used during the research, namely semi-structured interviews and observations. Finally, I discuss the issues involved in using action research as they pertain to this particular study.

3.2 DEFINITIONS

Action research has been described as an interpretative, informal, qualitative, formative, subjective, reflective and experiential model of inquiry in which all individuals involved in the study are knowing and contributing participants (Hopkins *in* Gabel 1995:1). It is conducted in the interpretive paradigm which views the social world as being of a ‘much softer, personal and humanly created kind...which selects from...recent and emerging techniques – accounts, participant observation, and personal constructs for example (Cohen and Manion 1994:7).

Kemmis (*in* Gabel 1995: 1) described action research as

A form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively...sometimes in cooperation with outsiders.

Collaboration, reflection and transformation are thus key concepts in action research. They can be achieved through participatory action research (PAR) which is used in this study, involving practitioners in the research process from the initial design of the project, through data gathering and analysis to conclusions and actions rising out of the research (Foote Whyte 1991: 7). Wadsworth defined PAR as research which involves all relevant parties in actively examining together current

action, which they experience as problematic, in order to change and improve it. They do this by critically reflecting on the historical, political, cultural, economic, geographic and other contexts which make sense of current action (this approach is reflected in the 'mapping' activities of the future search conference). The approach arises from the world of multiple and competing versions of truth and reality as a way of assisting people both to come to the truth of their own reality, and also to embrace that of others. The urgency of such mutual understanding is to be found in the topics selected by PAR practitioners - situations of social change, the loss of ways to meet human needs, the rise of anxieties and fears as people become strangers to each other and are threatened by alienation (Wadsworth 1998: 14).

As a result, action research is characterised by a concern for the individual and a need to understand the subjective world of human experience - we need to understand the concrete reality (the 'facts') as they are perceived by the participants (Cohen and Manion 1994: 36, Freire 1982: 269). This demands the personal involvement of the researcher. Action research was defined by Cohen and Manion (1994: 186) as a '...small scale intervention in the functioning of the real world and the close examination of the effects of such intervention'. The role of the researcher is to lead the intervention and examination. This intervention can be concerned with 'consciousness-raising ...that precludes the involvement of an independent researcher' (Kemmis in Peters and Robinson 1984: 118). It can be a

re-educative or self-critical approach to social problems and practices ...an emancipatory form of social research. This seems to imply that as human beings become active in constructing social reality, they can also act to change it for the better (Ibid: 120).

My own role during the activities is that of an active-member-researcher, taking part in the future search conference as a facilitator and assuming a functional, not solely research role in the process (Adler and Adler 1987: 50).

In the case of Khanyisa CEDC, staff members are grappling with social change, the lack of a clear vision and plan of action and the resultant anxieties and fears arising from a paucity of funding (Irvine 18 May and 27 May). The activities of the future search conference hope to bring to consciousness and to light the perceptions of each of the participants about the world, the organisation and their own roles within the organisation through individual and group work and

discussions about these perceptions in plenary activities. Out of this collaboration between researcher and participants, a new vision and plan for the future is generated - transformation of the organisation through the transformation of the group.

3.3 THE PURPOSES OF ACTION RESEARCH

The principle justification for the use of action research in an educational context is, according to Cohen and Manion, improvement of practice. The processes undertaken during action research must lead to change and improvement in some way. It can be used as a spur to action, its objective being to get something done more expeditiously than would be the case with alternative means. Action research concentrates on problem-solving, another primary concern of organisational development and transformation. Cohen and Manion describe it as an ‘an on-the-spot procedure designed to deal with a concrete problem located in an immediate situation’ (1994: 192). In this sense the use of action research as a method is also a tool for organisational development and transformation.

At the same time, capacity is built within the organisation - also a purpose of action research - equipping participants with new skills and methods, including sharper analytical skills and a raised self-awareness (Cohen and Manion 1994: 186). Action research can be concerned with planning and policy making, as well as with innovation and change and the implementation of change in organisations (French and Bell, 1973 and Kemmis and McTaggart 1990). It also addresses itself to human relations and morale, job efficiency and professional functioning. In this way it is not only a means by which new approaches can be injected into the system but also a means of in-service training (Cohen and Manion 1994: 189). The use of action research as a method can be emancipatory. Hall pointed out (1979: 284) that

If one accepts Freire’s point that teaching methods have ideological implications then the same holds true for research methods. If one is concerned with increasing people’s capacity to participate fully and gain some degree of control over their lives, then research methods themselves can be part of this process.

In the case of Khanyisa CEDC, capacity building was stated as one of the primary reasons for conducting strategic planning. A staff member (Irvine May 27 1999) noted that they needed help with job descriptions and specifications as well as with general staff development, especially to do

with fundraising. The overarching problem stated by the staff was that Khanyisa CEDC did not have a vision or plan of action for the future and was therefore not sustainable (Irvine 18 May 1999).

3.4 THE CHARACTERISTICS OF ACTION RESEARCH

In a survey of eleven authors, Peters and Robinson (1984: 119) found that the characteristics of action research agreed upon by all included problem-focus, action-orientation, collaboration/participation as well as a cyclical process. The research hinges upon the statement of a problem to be solved and on action to be taken to solve the problem. The findings are applied immediately or in the short term as part of the process of action research. This process, a flexible method designed to include on-the-spot changes to procedures, is characterised by group interaction and co-operation in which a belief in the importance of the participants' values, beliefs and intentions is embraced (Peters and Robinson 1984: 120).

Kurt Lewin, widely recognised as the founding father of action research, first described the cyclical nature of action research (Peters and Robinson 1984: 114). He described it in the following terms: “Rational social management therefore proceeds in a spiral of steps, each of which is composed of a cycle of planning, action and fact-finding about the result of the action” (Ibid. : 115). The step-by-step cyclical process is constantly monitored over a period of time and by a variety of mechanisms, mainly qualitative, including questionnaires, interviews and diaries.

This cyclical and on-the-spot characteristic of action research informs the process: thus

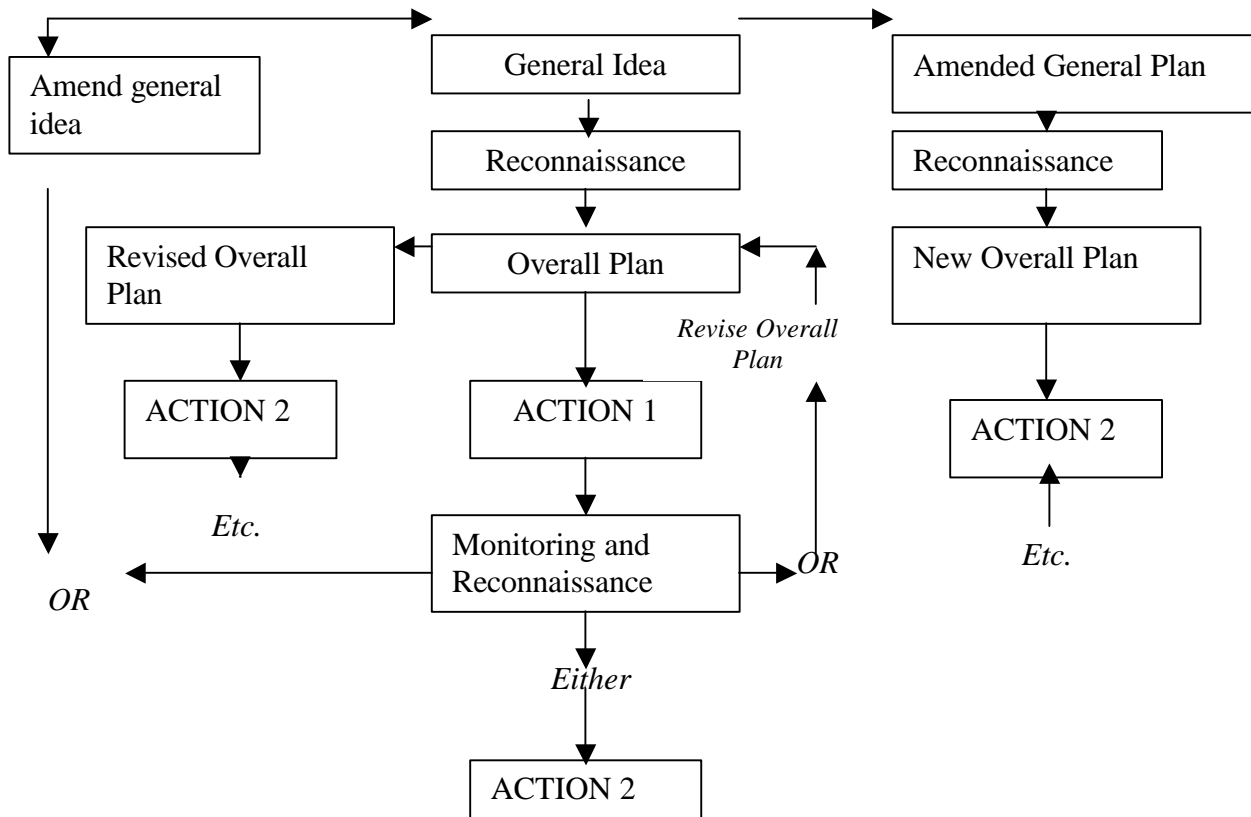


Figure 2: Action Research Protocol after Ebbutt (in Hopkins, 1985)

The cyclical process in the future search conference consists of six steps taken by the participants, but the way in which each step is organised depends on what happens in the previous step (action is followed by reflection in each case). At the end of this phase of the process, the draft proposal for plans of action are verified and then acted upon by various task teams for report back to the conference participants. Reflection occurs at intervals after each set of actions has taken place, so that the way forward is always charted from the reflections.

3.5 PLAN OF ACTION AND RESEARCH PROCEDURES

Plan of action

Working with Figure 3 above, Cohen and Manion’s eight stages in an action research framework, Kemmis’ protocol of plan-action-observation-reflection (Kemmis and McTaggart 1990), and Lewin’s description of the cycle above, the first stage in a plan of action for action research will

involve the identification of the problem (the General Idea). Questions are formulated to guide the research. They must be perceived to be important enough to warrant action and the time and effort required. Padak and Padak (1994: 1) require that a good research question be answerable, although it is possible with action research that

...there are times when the initial use of fuzzy methods to answer fuzzy questions is the only appropriate choice. Action research provides enough flexibility to allow fuzzy beginnings while progressing towards appropriate endings. (Dick, B. 1997: 4)

Khanyisa CEDC's organisational problem was identified firstly and very broadly in preliminary interviews with two of the senior staff (see Chapter One) and then again identified at each step of the future search conference in a cycle of action and reflection after each step. The process of identifying the nature and detail of the problem took time and some in-depth discussion. It was not possible to clearly state the problem at the beginning other than in broad terms because identification depended on a wide range of voices in the organisation being heard. This was only possible once the process of 'unfreezing', described by Lewin, began (Schein 1999).

The second stage in Ebbutt's protocol for action research is 'Reconnaissance' or data collection for planning. This includes preliminary discussion and negotiations among the interested parties as well as the collection of information to answer the questions posed. At this stage the objectives and assumptions underlying the action research are clarified, in order that this may culminate in a draft proposal for action (the Overall Plan) (Cohen and Manion 1994: 198). At this point the steps taken so far are reviewed, adapted and adopted. This process of reconnaissance stretched through the first five steps of the future search conference from the first interviews conducted with Khanyisa staff.

The third stage, according to Cohen and Manion, includes a review of the literature pertaining to the field of research, including comparable studies and their objectives, procedures and problems (Cohen and Manion 1994:199). The review of literature forms part of the reconnaissance stage and has been described in Chapter Two of this study.

The fourth stage may involve a modification or redefinition of the initial statement of the problem at stage one (Revised Overall Plan). This was achieved through reflection on each of the first five steps of the future search conference. The fifth stage is concerned with the selection of research

procedures including allocation of staff resources and tasks (Overall Plan). The sixth stage is concerned with the choice of the continuous evaluation procedures to be used (Monitoring and Reconnaissance). This was defined in the final step of the future search conference. The seventh stage includes the implementation of the project (Action) and the eighth stage involves the interpretation of the data, inferences to be drawn and the overall evaluation of the project. The evaluation of the project is carried out in the light of the General Idea and Amended General Plan. This will be found in the final chapter of the study.

The plan of action for the action research at Khanyisa CEDC followed these general guidelines. More detail is given in the following chapter, as the process of the Future Search Conference unfolds.

Research procedures

The findings in action research are empirical, namely, based on observation and behavioural data (Cohen and Manion 1994: 192). The research procedures that I have chosen to use in this study include observation of behaviour, the literature generated by the project itself - accounts of activities arising in the future search conference and task teams, a diary kept for the duration of the process, and semi-structured interviews.

Observation of behaviour

Observation of behaviour including actions and decisions made, takes place within the context of the process, which is in this case the future search conference and its task teams. The organisation's context includes time, place and the circumstances of the organisation, described in Chapter One. Behaviour within the interpretative paradigm is defined as intentional action, or action-with-meaning. It is based on shared experiences of the meaning of the behaviour (Cohen and Manion 1994: 36). The behaviour of individuals and their interpretations of the world are noted so that theory therefore emerges from the 'grounded' data collected during the action and the research (Cohen and Manion 1994: 37). Behavioural data includes observable and measurable behaviour and attitudes. Over the period of the action research project, information is collected, shared, discussed, recorded in some way, evaluated and acted upon (Cohen and Manion 1994: 192).

The information in this research study is concerned with the participants within the organisation, Khanyisa, their perceptions of their own environment and their perceptions of the way forward towards transformation. I noted particularly the decisions and the actions on decisions of participants during the future search conference, and the task team activities. I also noted attitudes, mainly in interviews with staff and mainly by exploring their opinions on the process and issues raised using unstructured questions. All observations are informal and noted in writing either while they took place, or more usually, in a 'diary' kept for the duration of the future search conference and subsequent activity in which I was involved. The 'diary' was written up each evening after return from Zwelitsha. The purpose of the observations was to note interactions between participants, their attitudes and actions both during the future search conference and task team activities.

Interviews

Interviews were semi-structured or focused and consisted of general questions with 'probe' questions to elicit more detailed responses from the participants with regard to particular issues. The 'probe' questions were devised during each interview as they were required. The schedule (see Appendix 1) was used with some flexibility. The advantage of using the semi-structured interview is the flexibility it provides which enables the researcher to ask more in-depth questions when required, while ensuring that the interview remains focused. The disadvantages include the fact that the interview, being a fairly subjective method, can be biased, both on the part of the interviewer and the interviewee (Bell 1993: 91, 95). In this particular study, it is possible that the interviewees are biased towards a specific vision of what is required since the future search conference is conducted to ensure that a strategic plan is developed for planning and fundraising purposes for a particular funder. As the researcher, I may show bias since I necessarily selected that information which I thought was pertinent to the study, rather than only to the needs of the funder or of Khanyisa CEDC.

I chose two participants with whom to conduct individual interviews. They were the director of the organisation and the longest-serving senior staff member. I purposely chose these two people - the director because she is pivotal in the change process the organisation undertook, having initially approached me to help the organisation to make changes, and the staff member because she has an overall understanding of the history of the organisation. Both are formal 'gatekeepers' in the

organisation (Weisbord 1987: 89, 91; Seidman 1991: 35-36). Other, mainly informal interviews were conducted with individuals or the full group of staff during tea and lunch breaks. These were recorded in the diary that I kept during the process. I conducted few interviews since they are time-consuming to record, and it is beyond the scope of the research to conduct a substantial number of reflections and interviews in successive cycles of action research. The duration of each interview was approximately forty minutes. Each of the semi-structured interviews was recorded on a tape recorder and then written in note form. Written notes were taken on the unstructured interviews. Informed consent was obtained for all interviews at the first meeting of the group.

Literature generated by the project

I kept minutes of the six conference activities, reflection sessions and the task team meetings in detail and I used them to refer to during the planning and reviewing of each step by the participants as well as using them as information for further research. I made the conference notes with assistance from the participants. All notes and minutes were verified at each stage and adopted by the participants. The minutes were used to compile the strategic plan for the organisation.

Triangulation

Triangulation, or the use of two or more methods of data collection in the study of human behaviour, attempts to map out the complexity of human behaviour by studying it from more than one point of view. Triangulation helps to limit bias in the interpretation of the data collected and to validate information collected (Cohen and Manion 1994: 233-234). Cohen and Manion described two types of triangulation which are particularly pertinent to this study (Ibid: 235-236): time and space triangulation. While time triangulation (comparison of data over a period of time, i.e. comparison of the decisions and plans made with the outcomes of these plans) would have been a most useful dimension to introduce, it was not possible to use this beyond a six-month period, although the project itself extends further, because of the scope and time frames of the research. Space triangulation (which attempts to overcome the limitations of studies conducted within one culture or cross-culturally) is an important element especially since I am of a different culture and language group to that of the organisation's staff. This is dealt with by contrasting observations with interviews and output of the conference and by referring all writings and understandings back to the participants for amendment and verification. This is called 'respondent validation' (Cohen and Manion 1994: 241). That the entire process was conducted in English, the second language of all the

participants, is a risk factor for the validity of the study. This was minimised by ensuring that respondent validation took place in as trusting and open an environment as possible. I attempted to build trust by listening carefully and equally to all participants, by being available for assistance and by remaining discreet about information given to me. This approach appeared to bear fruit, in that there was much communication at all stages of the process with most of the members of staff, including the period after the strategic planning process and the study was completed.

3.6 ISSUES INVOLVED IN ACTION RESEARCH

Action research has been accused by many writers of not being scientifically rigorous (Cohen and Manion, 1994: 193). It has been seen as being too situational and specific, with a restricted and unrepresentative sample and with little control over independent variables. Its findings have been considered to be restricted to the environment in which the research was carried out, rather than being generalizable. Dick however, maintained (1997) that rigour is inherent in the structure of action research in that its cyclical nature enables responsiveness and rigour to be built in. The early cycles are used to help decide how to conduct the later cycles and in the later cycles the interpretations developed in the earlier cycles can be tested, challenged and refined. Short, multiple cycles allow greater rigour to be achieved. The element of critical analysis within the cycles is therefore important in maintaining rigour. Dick recommended the following:

Use multiple cycles, with planning before action and critical analysis after it.
Within each cycle, use multiple data sources, and try to **disprove** the interpretations arising from earlier cycles (Dick, B. 1997: 5)

I attempted to do this throughout the process of organisational transformation within Khanyisa. In the future search conference, each of the six short action cycles was reflected upon and adopted before the next was embarked upon. Each following task team meeting was addressed in the same way. These were multiple cycles of action and reflection and multiple data sources were used in that at least nine staff were consulted throughout as well as the minutes of the action undertaken (which included the interpretation of the researcher to some extent). The interpretations were critically analysed by all of the participants together to ensure that they were valid for all participants. Freire said (1982: 273): ‘We have to understand the multiple implications that are discovered in the collective discussions....the people also need to be present.’

Apart from rigour, validity is a problem facing action research using observations, interviews and triangulation as their methods of data collection and verification. Validity is described as having been achieved when others, particularly the subjects of the research, recognise the authenticity of the research (McCormick and James *in* Cohen and Manion 1994: 241). This can be partly achieved when research data and findings are returned to the participants for comment and discussion and validation. Validity is, however, difficult to accomplish since it is very possible that participants may reject 'facts' and interpretations when they are confronted with them in written and official form, even when they themselves have generated them. Acceptance of sometimes unpalatable information requires a great deal of trust in the researcher/facilitator, self-confidence as well as confidence in the process being undertaken. The process of building trust must be assisted by the facilitator's own demeanour which values listening and questioning of the type that elicits responses leading to the participants' own interpretations of their perceptions and behaviour. Participants must see that they themselves have generated the responses and decisions rather than having had them imposed on them by the researcher. In this way the researcher must herself be a participant with responsibilities towards the process and the group.

Another element which may threaten the validity of the study is that of the perceived influence and expertise of the facilitator/researcher. This may prevent the participants from speaking out fully or may encourage them to slant their responses in some way. I am fully aware of this, having worked in an advisory position with some of the staff and with the organisation in the past. I attempted to minimise this attitude by keeping strictly to the role of facilitator (rather than overall 'expert') and continuously deferring to the group for decisions to be made. Thus, as Freire put it, '...in doing research, I am educating and being educated with the people' (Freire, P. 1982: 270). The setting of norms for the group's collaboration during the process (see the first step of the future search conference) by the whole group, including the facilitator, enabled the group to discuss their role and mine and the responsibilities of each in the process. Peters and Robinson (1984: 118) pointed out that collaboration 'must take place within a mutually acceptable ethical framework, governing the collection, use and release of data.'

The issue of ethics was raised in the preliminary discussions. I gained permission to use the process for my own research (see Chapter One). I conducted the consultation free of charge (I believe that it would not have been ethical to accept a fee while also using the work for my own purposes, and

particularly in the case of KCEDC where funding was a scarce resource). This consent was informed by an in-depth discussion of the probable difficulties we would encounter before reaching the hoped-for outcomes of the process. These difficulties included how to deal with sensitive information and how to build and maintain trust. It was agreed that while Khanyisa's strategic plan would not address any sensitive issues which might be faced by the organisation other than in general terms and in terms of practical plans of action to be made to deal with them, the research could include them where relevant, as long as confidentiality was respected. I undertook to do this.

The level of inclusion or participation in the action research is an issue which has relevance for this study. While the 'action' in the action research is dependent for its outcomes on participation by those involved in the research, it is more difficult to ensure that the 'research' component is participatory. Factors working against this include the control of the process of writing by the researcher (the participants are not involved in writing up the research) and the ownership of the research by the writer for purposes other than the action in which the participants were engaged - in this case as part of the requirements for the completion of my degree. In the case of this study, the KCEDC staff participated fully in the action (the future search conference), through the planning, action and reflection processes (including the decision making) but they participated to a lesser degree in the research aspect. They were neither involved in the writing of the chapters, nor in the final pulling together of the conclusion and summary of the study. They were, however, kept informed throughout the process of writing up the research. Each chapter was discussed with them and outcomes were considered and debated (called 'directed writing' by Atweh *et al.* 1998: 332).

'Participation' in action research has been defined as 'participation by the profession in implementing educational change' (Ibid. : 37):

It engages people in examining their knowledge (understandings, skills and values) and interpretative categories (the ways they interpret themselves and their action in the social and material world). It is a process in which each individual in a group tries to get a handle on the ways their knowledge shapes their sense of identity and agency, and to reflect critically on how their present knowledge frames and constrains their action. It is also participatory in the sense that people can only do action research 'on' themselves – individually or collectively. It is not research done 'on' others (Atweh *et al.* 1998: 23).

In this sense, therefore, this study is participative. That it was discussed with the participants while it was being written also assisted in demystifying the research process and made it more accessible and potentially more accountable to the participants (Atweh *et al.* 1998: 120).

The participants should develop skills both in planning for the future and organisational change (the ‘action’ of the action research) and in conducting action research themselves. They could also develop an awareness of the differences between their own organisation culture and that of the donor community which could help them to bridge the gap between the two cultures. In this sense action research is emancipatory.

It aims to help people to recover, and unshackle themselves from, the constraints of irrational, unproductive, unjust and unsatisfying social *structures* which limit their self-development and self-determination. It is a process in which people explore the ways in which their practices are shaped and constrained by wider social (cultural, economic and political) structures, and consider whether they can intervene to release themselves from these constraints – or if they can’t release themselves from these constraints, how best to work within and around them to minimise the extent to which they contribute to irrationality, unproductivity (inefficiency), injustice and dissatisfactions (alienation) as people whose work and lives contribute to the structuring of a shared social life (Atweh *et al.* 1998: 24).

As Atweh *et al.* (1998: 120) point out, however, the role of research in emancipation in contrast to ‘giving a voice’, needs to be examined.

3.7 CONCLUSION

In this chapter I have described action research, its procedures and the plan of action used in this research project. I have discussed definitions of action research and participatory action research and the purposes of action research, comparing them briefly to those of organisation development. I have explained the characteristics of action research, defined the plan of action and procedures used during the research and the issues involved in using action research as they pertain to this particular study.

In the following chapter, I describe the action research project that KCEDC and I undertook together in developing and transforming the organisation to meet the needs of its environment and staff.

CHAPTER FOUR: THE FUTURE SEARCH CONFERENCE

4.1 INTRODUCTION

In this chapter I describe part of the process I am undertaking with the conference participants in planning for the future of KCEDC. I base this description on the action research steps described by Ebbutt and others (see Chapter Three) as a plan-action-observation-reflection cycle. The phases of organisation development described by Lippit *et al.* also inform the process we undertook at KCEDC. It is of course not as clearly delineated as the theoretical set of steps to be taken, and I have attempted to show Ackoff's 'formulation of the mess' as multiple cycles of plan-act-observe-review (Dick 1997: 5). I therefore describe the process in terms of its linear progression through time, rather than as the set of issues that emerges from the process (e.g. the values of the organisation, development of the vision, the planning process). I will discuss these issues in Chapter Five.

4.2 FIRST ENCOUNTERS: IDENTIFICATION OF THE PROBLEM

As I stated in Chapter One, the Director of KCEDC contacted me in March 1999 to ask me to conduct a 'strategic planning' exercise with KCEDC. She explained that the present donors would not release further funding until they had received a written plan of action for KCEDC for the following funding period, and that in order to attract funding from other donors, KCEDC needed a new funding proposal or 'business plan'. She stated that it was vital for KCEDC to get more funding, and that fundraising for the organisation was a priority that they wished me to address. This force from an external source (donor demand for planning, threat of withdrawal of funding and lack of further funding) acted as the trigger for change and produced the state of anxiety described by Weisbord (1987: 266) and Schein (1999: 3) conducive to promoting organisation development. This stage has been described by Lippit as Phase One: the development of the need for change (see Chapter Two: page 25).

The Director then followed up this first telephone call with a meeting to discuss exactly what was required and to decide on a way forward. I have described the reasons for the contact in Chapter One. Her request again at this meeting was for me to write the business plan for them as quickly as possible. She showed me a copy of the current funding proposal, which consisted first of a list of salary costs and then costs of training programmes, but no explanation of the goals of

the organisation or rationale for the types of training and support given (Irvine 18 May 1999). She noted that the organisation had done no planning together for some years, and that there was a need for change in the organisation's plans since their funding proposals over the years had not been successful, other than the one to TNDT. She felt that they were failing to meet the needs of their client communities through the training programmes they offered, mainly because their programmes were not in alignment with the NQF requirements and because they had failed to carry out a support programme through lack of funding to do so. We discussed the need for organisation change and development in order to develop programmatic plans and skills to deliver 'marketable' community-based programmes to donor organisations.

I explained that we would not be able to raise funds for the organisation without first ascertaining future goals and plans. I explained that I could not help them to do this unless I worked with the organisation to develop the various aspects of the plan, and that it was vital that the organisation build the skills to develop plans and rationales for funding so that they did not have to rely on external consultants to do this for them. I noted that the TNDT funding contract asked for a strategic planning process to take place. The Director described her understanding of strategic planning as follows:

It is to plan logically with a sequence and time frames, so that we have some goals and work to do in the future. It helps with networking and communication skills in the project as well as outside the project. It will also help us by developing job descriptions and specifications so that we will know for example what the secretary must do. It will also be about staff development. (Irvine May 18 1999).

I suggested the future search conference as a way of dealing with the probable changes that KCEDC was facing, developing a vision for the future and making plans of action which could then lead to the development of a funding proposal or business plan. The Curriculum Developer was in favour of the future search conference and noted (May 27 1999) that there had been infrequent staff meetings since the last attempt at strategic planning five years previously and that the board of directors was inactive. She proposed the idea for an extended organisation development process on the grounds that the Director needed support in managing the organisation in these times of change in the country, and that the staff themselves required

support in determining their own way forward (Ibid.). She believed that they needed to set goals before they could write a further business plan since she felt there were no coherent plans or goals within the organisation at this time. These discussions reflected Lippit *et al.*'s Phase Three: the diagnosis of the problem (see Chapter Two: page 25). This stage, diagnosis of the problem, continued throughout the first part of the future search conference.

The preliminary problems were thus identified as lack of funding and lack of relevant programming. In 'unpacking' the problem, the Director and Curriculum Developer agreed that this problem was aligned to a secondary problem: that the organisation neither had a clear plan of action nor clear channels for accounting to and communicating within the organisation or with funders and their clients. They stated that there was a need for change within the organisation to bring this about, and therefore a need for discussion by the staff on these issues. The preliminary questions were thus 'What is KCEDC seeking funding for? How does KCEDC need to change to provide relevant programmes? How can we build trust with our funders?'

We discussed these immediate needs and ways in which we could address them (including the role for the facilitator as primarily an expert consultant who would listen to the needs of the organisation, read previous funding proposals and write a new business plan). We decided that the future search conference should be proposed as a vehicle for organisational change and development at KCEDC, and asked the Director to take these ideas back to the staff of KCEDC to discuss with them the feasibility of conducting a future search conference. The staff agreed to the process, and a date was set for the first two days of the conference. They also debated at length the suggestion I had made that, in order to ensure that all aspects of the organisation were represented, members of the KCEDC 'open system' be invited to the conference. They decided unanimously that they would invite the directors of KCEDC, but that they would exclude their clients, the ECD practitioners and village ECD committee representatives, on the grounds that they had nothing to do with the running of the organisation. All staff, whatever their role in the organisation, were to be present, except for the assistant teacher in the pre-school, who would continue to look after the children. The venue for the process was to be the KCEDC premises.

In Chapter Two I noted that Lippit *et al.* had identified (see Chapter two: page 25) the second phase of the organisation change process as the establishment of a change relationship between the client system in need of help and a 'change agent' from outside the system. This crucial phase establishes the working relationship between the two. I described in Chapter One how I

had negotiated my own role with the KCEDC as a facilitator so that I could also use the process as the basis of this study. This proposal was discussed at this stage with both the Director and Curriculum Developer. The proposal was then adopted by the whole staff at an internal meeting.

Once the date was set for the conference, I set about reading in some detail about the future search conference, and making the facilitator's guide. I discussed the process in some detail with the Director, so that she understood exactly what would be addressed, when, why and how. She seemed sceptical about the involvement of the staff in the process and asked several questions about it, and in particular how each step would enable the organisation to raise funds, her immediate concern. We finally agreed that in order to raise funds, KCEDC needed to examine its approach to its work. Surfacing the values of the organisation and contrasting them with the perceived values of the donors would be useful in planning for the future. We also agreed that addressing the past before addressing the future would enable us to plan together with greater understanding and meaning. The Director was very supportive of the idea that the vision for the future would bring the staff together and give a starting point for meaningful planning. She requested that we develop a mission statement for the organisation as this was something that donor organisations demanded (KCEDC Minutes 3 June 1999). This set of actions corresponds to the beginning of the Reconnaissance stage of the action research cycle noted by Ebbutt (see Chapter Three: page 53).

4.3 THE FUTURE SEARCH CONFERENCE

The future search conference constitutes Lippit *et al.*'s Phase 3 in their model of the change process: clarification or diagnosis of the client system's problem (see Chapter Three: page 25). Clarification of the problem takes up part of the conference and extends through the subsequent meetings, as people reflect on the organisation and its environment and gather more information through discussion. Phase 4 in the same model: the examination of alternative routes and goals; establishing goals and intentions of action, also informs the latter part of the conference, and this phase extends also to follow-up meetings as plans are modified and reviewed. This stage forms part of Lewin's 'unfreezing' phase.

The conference was held on 17 and 18 June at KCEDC. All staff were present. No directors were able to be present, in part because many could not be contacted. There were thus nine people

present from KCEDC. I have used the minutes of the proceedings of the conference to illustrate the following section.

I began the conference by explaining how I had been approached by the Director to conduct strategic planning and to write a funding proposal for KCEDC, but that after discussion we had decided that the lack of an effective funding proposal was a symptom of a larger challenge. The organisation in fact required a new response to the whole environment in which it found itself, including new approaches to the change in the ECD context since the government had embraced ECD as part of its mandate in education, health and welfare. The organisation therefore faced great changes in its environment and was required to respond to this. The future search conference was a way of responding to change. I also explained the way in which I would conduct the conference, as a participatory task-oriented workshop in which the participants would give all information and make all decisions together. I stated that I would be conducting the research component of the study as participatory action research, and asked the staff for their input into each chapter that I wrote. They asked how they were expected to participate. I told them that I would write down their output from the conference and follow-up meetings and actions from the minutes and ask them to read it and to comment and make changes to it after discussion amongst themselves. This would be the case for each of the chapters that I wrote, and in particular for the chapter on the issues arising out of the experience on change management. They agreed to this.

The next step consisted of asking each person to introduce herself and to state what her goals were for her own life. These goals included

- ‘to work with young children until death’. All of the staff of KCEDC spoke about continuing to work for young children in the future.
- ‘to involve myself in the upliftment of my community’ through sewing and gardening projects, conflict management, forming savings groups (*umgalelo*), and through the church. Five people described involvement with their communities and in particular with the upliftment of women.
- studying further in early childhood development. Three people mentioned this. ‘I wish to further my education. I visualise myself wearing a gown. I don’t wish to die not having a photo of myself graduating and having a big party.’

- Two people mentioned concerns about salaries. ‘Having a satisfactory salary so that I can have my own house’. ‘Starting a private educare centre to be in control of my own destiny’.
- ‘Have some means so that my children can study.’ (three people identified this as an important goal for themselves).

Norms and values

We then planned the norms for the conference. The norms agreed upon for the conference included those identified by Weisbord (1987: 288) (see Appendix 7.3 for the full list) and additional guidelines such as allowing no cellphones, although the secretary was to answer the phone in case a donor called with news on funding.

I then introduced an activity on the underlying values of the individuals and the project. This activity is not stipulated by Weisbord, but I have found it to be of value, because people tend not to have addressed values before, and they may be a source of conflict within the organisation or between the organisation and others in the environment (Schmuck and Runkel 1994: 330). Chin and Benne (1976: 120) have pointed out that clarification and reconstruction of values is of pivotal importance in changing and that it is important to get the values of various parts of the client system openly into the arena of change, and to work through value conflicts responsibly (See Chapter Three).

We began with a task asking pairs to discuss the values they espouse at home. These include the following:

A happy, loving environment, openness, kindness, respect for ourselves, problem-solving, peace and peace-making, sharing, appreciation for what people do, praise, encouragement, value for who we are, giving support to others, discipline in ourselves and in others.

We then went on to ‘unpack’ the values that the staff think underpin the work of KCEDC. These include

Team work, flexibility, helping each other with responsibilities, sharing information, encouraging others, love, tolerance, co-operation, listening, communication, time-consciousness, respect for each other, planning our work. We value other people and working together. We are all responsible and value our work.

The following, we thought, are valued by ECD practitioners (our clients):

Well-preparedness, planned programmes, good communication e.g. about cancellations of workshops, being told of new developments, relevant programmes, and certification and accreditation of the programmes.

We then explored from our own experience as children, mothers and ECD practitioners, what we thought children valued:

To be loved, given opportunities for development and education with interesting activities to do. Freedom to explore and discover. A sense of belonging and some responsibility. Trust in the adults who look after them. A healthy clean environment.

Finally we examined values that we thought donor organisations held. These included

Good administration including honesty about the programmes and the funding, time effectiveness and cost effectiveness. Are the programmes worthwhile for the communities? Our capacity – are we capable of doing our jobs? How many people does this project reach? Sustainability- that the project won't collapse. Financial effectiveness - clear reports on how the money is spent and transparency about problems.

We concluded that funders value good use of funding and reporting on funding (things) but that the staff at KCEDC value people and relationships. Therefore the project needs to be very aware of these differences in emphasis and to make plans to meet the needs of all groups it works with through the following

- respect for people and for ourselves
- good, timeous administration of funding
- children's rights and the responsibility of families and communities in which they live and work, to bring up their children as responsible and fulfilled citizens.
- high quality, relevant programmes (including materials, courses and follow-up programmes) which meet the needs of children and their families and those of the ECD practitioners.

At the end of this task, the staff evaluated the activity on values. They concluded that it is important to understand the values of the various role players in the organisation.

We have probed the minds of KCEDC and others. This will help us to deal with different groups, and to value what we have - we need to build on our respect we have for others and to see how we exercise this respect. We can see where our strengths and weaknesses are, and we have clarified our shortcomings - what we *need* to value in the future (KCEDC Minutes 17 June 1999).

Mapping KCEDC's past

Having begun to address the values in the organisation, we went on to the next task, which according to Weisbord is to 'map the past'. This took about an hour to do, with each participant walking round and writing on newsprint attached to the walls (see Appendix 7.3) and remembering and discussing events as they did this. Once they had finished, three 'teams' analysed what had been written and said during this task in the three areas of 'Myself over three decades', 'KCEDC over three decades' and 'The country over three decades'. They came up with the following:

On ourselves: we have been studying and upgrading throughout our lives and getting promoted. We have all gained many skills and understandings through our previous working experience in other places. Everybody is dedicated. We have had no salaries for months but we have endured.

On KCEDC: KCEDC has been networking with other NGOs and the government for years. We used to have very strong partnerships with government departments like agriculture, public works and health. In the past we concentrated on ECD but now we also are involved with farming and cooking courses as well to ensure that families can survive economically for the sake of their young children.

On the country: we have learnt that in order to get something, we have had to struggle and work hard and wait. We have had to be prepared lately to change in policy and practice, even though this has been hard to do. Job creation, the feeding of the poor, and schooling have ever been problems with us.

We then identified the values which had emerged in this task, which are hard work, dedication, endurance, partnerships, and the child as part of the whole family and community as opposed to the child as a learner only. These were added to the list we had made so far of issues to be taken forward for future planning.

Mapping the present external and internal environments of KCEDC

Having discussed these values, we carried on with the next task in Weisbord's future search conference, which was to develop an understanding of the external environment. This entailed group work on various aspects of the environment to elicit those issues which would have a bearing on KCEDC now and in the future, including the social, political, economic, educational, and health environments. The whole group then summarised the main issues arising out of the present external environment as follows:

- HIV/AIDS, the effect on families and their young children, as well as the effects on ECD programmes

- violence and crime and its effects on families and their young children especially with regard to violence against women and children (child abuse and rape), violence in the taxi industry, and the prevalence of guns
 - primary health care including nutrition
 - the need for literacy and numeracy and life skills at the child's level as well as at the level of adult basic education and training
 - the accreditation of ECD courses through the NQF
-
- those children not served by existing ECD programmes (the majority): home-based ECD programmes and babies and toddlers at home with their primary caregivers (who are especially grandmothers).
 - poverty and the need for food security
 - girls as leaders together with their brothers
 - the present need for organisations to form partnerships to meet needs e.g. government with NGOs and NGOs with colleges, churches.

These issues were carried forward for the envisioning process and final planning. We then went on to the next task, which was to 'unpack' the internal environment of KCEDC, the 'prouds' and 'sorries'. Once this had been done and each person had voted for their list of 'proudest prouds' and 'sorriest sorries', they were discussed and put forward as issues for planning later on. The list of 'proudest prouds' included the following in order of the voting:

- ability to work together as a team
- ability to raise funds so far
- support from the departments of Public Works and Agriculture
- hard working staff
- training according to community needs
- chances to upgrade ourselves

The list of 'sorriest sorries' included the following (also in order of voting):

- no benefits for the staff – pensions, medical aid, subsidies
- much work but little pay and salaries not paid because of lack of funding
- lack of funding
- lack of vehicles for support work
- understaffed.

Creating a vision for KCEDC

The next step was to develop a vision for the organisation. I have stated Porras and Silvers' definition (1994: 85) of the vision in Chapter Two as consisting of (a) the guiding beliefs and principles of the organisation; (b) the enduring organisational purpose that grows out of these beliefs; and (c) a catalyzing mission that is consistent with organisational purpose, and at the same time, moves the organisation towards the achievement of that purpose. I decided on the

spur of the moment to first concentrate on the vision for the organisation itself, however, rather than a vision for the work that the organisation should be involved in, since the staff was very much concerned with internal matters at this stage of the conference. I decided that I should revisit the vision for the organisation in a follow-up meeting. The vision was first addressed in pairs, using diagrams and pictures, in order to encourage people to think freely about the future and their ideal organisation. The question posed broadly was ‘ How would you like KCEDC to be in the future? The visions were presented to the full group and then analysed, so that the common points and other relevant points could be incorporated into a KCEDC-owned vision. The main points emerging from the task include:

- staff paid regularly and well with ongoing training and development programmes to enable them to keep on the cutting edge of training and meeting community needs.
- policies in place within the organisation, with effective administration in place
- active board members
- vehicles available to conduct vital village-based and neighbourhood-based support work.
- partnerships with local colleges, universities and NGOs to deliver programmes
- government partnerships to deliver the programmes
- training programmes aligned to the National Qualifications Framework

I decided at this juncture to address the issue of a mission statement for KCEDC, in order to enable the participants to think beyond the organisation’s problems to the work that it is concerned with. I used Jusela’s definition of a mission as the reason for being (1994: 380). This would in turn be re-addressed at the first follow-up meeting to ensure that the vision for the future is clear and whole. The participants raised the following elements for a mission statement:

- develop children and communities through adults working with children
- the children’s future should be based on security, health, good education foundations, problem-solvers, communication skills, able to enjoy their rights, future leaders, literacy and numeracy, education of girls.
- programmes which contribute towards the general health of children including emphasis on HIV/AIDS and primary health care, education against violence
- full participation of ‘parents’ (primary care givers) and local community

The development of ideas for the future of KCEDC took half a day to complete to this stage, with discussion on the feasibility of changing the focus from general education programmes round ECD to a focus on particular aspects of ECD including the need to equip staff with specific skills and knowledge on literacy and numeracy and HIV/AIDS and primary health care.

Making plans to implement the vision for KCEDC

We finished the future search conference by planning immediate action to be undertaken towards this new vision. This step corresponds with Ebbutt's step of Overall Planning in the action research cycle (see Chapter Three: page 53) and to Lippit *et al.*'s Phase 5 in their model of the change process (see Chapter Two: page 25), which is the transformation of intentions into actual change efforts (Lewin's 'moving' phase).

The action consisted of detailed steps to be taken to

- resuscitate the board of directors for the section 21 company. Time and energy should be spent on this as a legal requirement for the company.
- organise the structure of KCEDC to reflect the new work to be undertaken, and review job descriptions together (there was much emphasis on this. Staff had all identified confusion about their specific job descriptions throughout the conference). Lines of communication and responsibility both upwards and downwards from the Director, were to be clarified (i.e. who reports to whom and when).
- start to build staff competence in the newly - identified areas of expertise especially in literacy and numeracy training and health training, and begin to devise training and support modules for delivery to clients.
- ensure that the financial statement is completed, and the final reporting on the previous tranche from the donor is sent to the donor. Explore the possibility of registering as a Section 18A organisation which will allow funders to make tax-exempt donations. Write the business plan/fundraising proposal for the following year. This was to be done with my assistance, since it was part of the process of the future search conference. The staff made a request at this stage that I become the fundraiser for the organisation. I declined, but offered assistance to them to improve their skills.
- explore the possibility of partnerships with local organisations e.g. teacher training and community colleges, government departments and local NGOs - in particular those working with health issues.
- follow up on the insurance claim for the wrecked vehicle. This was of some concern to the whole staff, since the vehicle had been completely wrecked in an accident, leaving the organisation with no transport at all.

We completed the conference with a clear understanding of what steps were to be taken by whom. We then evaluated the whole conference in a final discussion. The staff considered that the conference had been altogether positive. Everyone felt that it had been a fruitful experience. Everyone, however, voiced the concern that if more funding was not obtained, even with this new approach, that the organisation would die:

What I fear for the future is that if by chance we do not get sufficient funds we will go back to square A. If the KCEDC collapses, what can be our future? I fear that if things can not be fixed quickly, all the exercise/process will not be worthwhile. We hope that all the recommendations will be implemented for the better future for KCEDC (KCEDC Minutes 18 June 1999).

With this caveat in mind, we decided to hold a follow-up meeting in ten days time, which would allow everyone time to start to carry out the steps in the planning and report back to the whole group on progress.

4.4 THE FIRST FOLLOW-UP MEETING (KCEDC Minutes 29 June 1999).

This meeting was attended by everyone. We began by briefly reviewing the conference (no changes in opinions or concerns) by going through the minutes of the future search conference which had been written collaboratively on newsprint at the conference as points emerged, and by planning the vision and mission statement in greater detail. This process took a long time, since people wanted to be quite sure exactly what work KCEDC was to be involved in in the future. There was a debate on whether the vision should include the way in which KCEDC should be run (this had been focused on in the conference, because it was the main concern of the participants at that time), or whether it should focus on the work that KCEDC is involved in. The staff decided that the way in which KCEDC was run should form part of the planning for organisational effectiveness and would indeed form an outcome of the planning and implementation process. The vision should therefore encompass the 'potential and desired futures' (Weisbord 1987: 151) in which KCEDC would be involved. The vision and mission were unanimously adopted at the end of the session, with the proviso that they would change as necessary. They are:

Our vision is of a future in which our children's security, health (especially HIV/AIDS) and educational foundations will be addressed. Literacy and numeracy will be developed through quality ECD programmes as well as at home, and girls will take a leadership role alongside their brothers. These issues will be addressed with the caregivers and with the children themselves.

Young children in the rural areas round King William's Town and Bisho do not enjoy their right to basic health and education. Khanyisa provides training and support programmes for adults working with young children so that they are able to contribute more towards the general health and good educational foundations of their young children and at the same time towards their own development.

We then reviewed progress in the implementation of steps in the planning. Reports were given to the whole staff on steps taken and further steps to be taken. This led on to a discussion on how we would know whether this had been a successful change process or not (Ebbutt's sixth stage: Monitoring and Reconnaissance: see Chapter Three: page 53). The staff identified the following actions which would show this:

- every action should be implemented in its time frame
- regular reflective meetings are held by the staff alone and with the facilitator
- everything is recorded
- vision and mission statements are reflected in all planning in the programmes
- board members are dedicated to KCEDC
- external evaluators can observe changes in us and the organisation
- we can see a change in ourselves: we are rectifying problems and we are no longer working alone but as a team with our partners
- we are developing and testing new programmes
- the funding proposal reflects the changes and
- we receive the funding from TNDT as a result of this process as well as funding from others.

We tried to identify the impact of this change on the children in the ECD programmes. The children should be able in the long term to

- work co-operatively with others on a task
- listen to instructions and concentrate on their work
- ask questions and explore problems
- speak confidently with their peers and with adults
- follow health routines confidently etc.

We agreed that these outcomes would tally with those in Curriculum 2005 and in particular with the Grade R and ECD policies (South Africa 1997b) and that they would eventually be reflected in the training courses over the next two years, as the process of alignment with the NQF takes place.

At the end of this meeting, the staff of KCEDC had reviewed progress made so far and had made a further set of actions to undertake before the following meeting, which was set to take place on 22 July. This date would give staff time to carry out a number of actions related to the plan of

action we had developed. We agreed that we would remain in contact through the telephone in the interim. It was agreed that I would begin to write the business plan in some detail now that we had finalised the vision and mission, and that this would be done in partnership with the staff.

4.5 THE SECOND FOLLOW-UP MEETING (KCEDC Minutes 22 July).

We decided to abandon the set agenda for this meeting, which was essentially to review progress made to set new plans of action, and to finalise the discussions on the organogram and lines of accountability. This was because both the Director and the Curriculum Developer were involved in meetings called by the present donor (TNDT) to discuss progress on the one hand, and the Department of Agriculture on the other, wishing to explore ways in which KCEDC and the department could work together. Both of these meetings were unscheduled, and took precedence over the planning meeting. The remaining staff decided to meet as a group with me anyway and to explore further the impact of the planning process on the organisation. In the course of this meeting with the staff, it emerged that a major problem facing them was the lack of transparency in the organisation. Information was not forthcoming about funding or about the way in which it was spent. They said

Change is a challenge to us. We are clearer now and we will be able to make a way forward. We still have a struggle. It is that when we get funds there should be transparency about how we use them. We should use them in the right way and for the real needs. In the old KCEDC we have the weakness of controlling the funds. We are still preparing for the new KCEDC. We can help by having regular meetings for the staff every week with the agenda beforehand. We must see the financial statement each month. We must have clear policies e.g. transport policy about the use of the vehicle....

This new KCEDC will have an active board in control of everything. They will be available for us, knowledgeable and interested. Everything will be transparent e.g. policies will be written down and exposed to everybody. Partnerships will be real and we will have partnerships with funders as well. We now have an organogram and everyone will know what she is supposed to do- where she is accountable and where to report. We did not know this before and we were not doing it. We will stop struggling. Everything will be done in order, in the right way. We can now discuss it and will know who to touch. We could not before because the cards were not on the table....

You are the facilitator. You are not one of us. You are temporary. We must form partnerships which will support our independence.

I followed up on this meeting with a telephone call the following day to the Director. She told me that TNDT had asked for a report on the planning process so far. On receipt of this they would release the second tranche of funding. I was also asked by TNDT to write a letter of recommendation for KCEDC. I did this immediately and posted them off the same day together with the business plan which they also required urgently. I also gave the writings that I had done so far on this study to the Director and Curriculum Developer to read and comment on. They did this and gave them back to me later with comments, particularly on Chapter One (correction of details about KCEDC and its history).

A further telephone call in early in August from the Director informed me of a training programme the staff were all attending with Small Projects Foundation and the Regional Educare Council on literacy using the Concentrated Literacy Encounter, an Australian model being tested in South Africa. The Director gave me information on their progress with the new board of directors and told me that they had managed to buy a new vehicle with the insurance money they had received. We arranged to contact each other again in September.

I contacted the Director again in September (KCEDC Minutes 17 Sept.). She told me that they had approached the new directors who were all willing to serve on the board. A first orientation meeting was still to be set up. Griffiths Mxenge College (about to become a community college) was working with them to promote ECD and to offer joint courses to ECD practitioners with funding from the Department of Labour. The literacy course was continuing and they would soon be ready to train practitioners. The financial statement was ready for auditing. TNDT, however, had still not sent the second tranche of funding, so they were unable to move on any of these issues since there was still no money. We agreed to set up a meeting in October to review the fundraising process and to get more proposals sent to potential funders for bridging funding.

4.6 THE THIRD FOLLOW-UP MEETING (KCEDC Minutes 13 October)

This meeting was held at KCEDC with the Director and the Curriculum Developer. All other staff were involved either in the training programme for 25 ECD practitioners at level 1 of the NQF, or with the pre-school. At this meeting I discussed this study (see Chapter Five) and the further progress made on the plans of action. The final tranche of the TNDT funding had recently been received and salaries had been paid for two months. The Director would apply for the

Section 18A tax exemption which would enable the organisation to raise funds more easily, the board of directors were to meet and the audit of the previous financial year was to be carried out. We discussed the level of team work in KCEDC (much better) and the level of 'transparency' over funding and management issues (much better). We held a meeting with the Griffiths Mxenge College staff who were interested in forming a partnership with KCEDC for training of trainers and training of ECD practitioners and agreed to meet again to further the partnership. The Director, Curriculum Developer and I agreed to meet with the rest of the staff to continue to follow up on progress in managing the change at KCEDC.

The process of planning and organisation change will thus continue until the staff feel that the goals of the project have been reached and in particular until the organisation has managed to raise more funds to keep going. Lippit *et al.*'s (see Chapter Two: page 25) sixth and seventh phases, the generalisation and stabilisation of change, (Lewin's 'freezing' stage: see Chapter Two: page 25) and the achievement of a terminal relationship where the change agent and the organisation complete their contract for a working relationship, will therefore not be completed within the time frame for this study. I envisage that this stage will only be achieved once the new board of directors is in place, once more funding has been raised, and once the new training and support programmes are in place, i.e. once the level of change identified by the KCEDC staff has been reached.

4.7 CONCLUSION

In this chapter I have described the process KCEDC and I have undertaken so far in organisation change and development. I have followed Lippit *et al.*'s phases of organisation development in describing the stages in the process and adapted Weisbord's model of the future search conference to the purposes of KCEDC. I have attempted to show the cyclical nature of organisation change at KCEDC and the way in which we have grappled with the challenges involved in organisation change. In the following chapter I deal with the issues of organisation change which arose from this process with KCEDC.

CHAPTER FIVE: MANAGING ORGANISATION CHANGE: ISSUES ARISING FROM THE PROCESS AT KCEDC

5.1 INTRODUCTION

The purposes of this study are to gain a clearer understanding of the management of organisational change in an educational context, to explore participants' perceptions of the organisational change process and to give opportunities to the researcher and participants to understand and therefore participate in future planned change initiatives.

In this chapter, I explore issues that have arisen from the KCEDC process so far which assist us to understand more clearly the process of organisational change at KCEDC and which will give us opportunities to participate with deeper understanding in future planned change initiatives at KCEDC. The process of organisation change at KCEDC is not yet complete. It is likely to continue for some months with my assistance as OD consultant, until further funding is in place and the work can continue with its new focus. The process itself will continue indefinitely, as KCEDC builds its capacity to deliver sustainable, relevant services to the ECD community in its areas of operation. KCEDC will require different skills depending on the issues to be resolved as the organisation faces further changes, and we envisage that many of these skills will be increasingly found within the organisation itself.

Several significant points arise from the results with regard to the management of organisation change at KCEDC. While raising them, however, I cannot imply generalisability outside the organisation. Cohen and Manion (1994: 14) pointed out that human scientists have to 'exercise great caution when generalizing their findings to the particular parent populations'. Greene (1990: 236) explained that the concept of generalisation shifts the researcher's (the inquirer's) responsibility

...from one of demonstrating generalizability to one of providing sufficient description of the particular context studied so that others may adequately judge the applicability or fit of the enquiry findings to their own context. The locus of judgement about transferability thus also shifts from the inquirer to potential users.

Guba (1987: 27) also emphasised the crucial nature of context, arguing that 'context not only gives meaning to a phenomenon but is the very basis of its existence'. I will discuss issues to do with organisational change within the context of KCEDC. The reader will infer generalisability where she or he wishes.

5.2 ISSUES CONCERNING ORGANISATION CHANGE

I first discussed the issues arising from the KCEDC process with the staff of KCEDC at a meeting, in keeping with participatory action research principles. All chapters have been discussed with them and copies given to them to peruse and comment on. The following points, arising from those I raised in Chapter Two, have therefore been processed with the organisation and form the basis of this chapter. They are organisational effectiveness and change, organisation development and transformation, the future search conference and the role of the consultant.

Organisation effectiveness: the goal of organisation change processes

In Chapter Two I defined an effective organisation as one which has the ability to get things done, and to ‘make a difference’ or to ‘make a profit’ by accomplishing its goals. The effective organisation is a learning organisation where individuals as well as groups have the opportunity to grow and to change. Groups are able to solve problems, and plan and critically reflect in a continuous cycle of action-reflection which helps staff to deal with change, so that they continue to meet their goals. The effective organisation is an open system, encouraging interaction between the environment and the internal workings of the organisation so that it continues to be relevant to the needs of the environment.

KCEDC has perceived effectiveness to lie primarily in an ability to attract funds and to ensure stable employment for themselves (minutes of the conference 1999). They do not consider KCEDC to be an effective organisation at present since they have been unable to raise sufficient funds to cover salary costs for the past five years. According to their ‘prouds’ and ‘sorries’, they regard the meeting of goals through effective training programmes and serving the ECD community, as secondary to the issue of fundraising. Their funding proposal lists salary and running costs but gives little information about goals of the programmes (KCEDC 1999). This may reflect Srinivas’ (1993: 20) perception that organisations in developing countries tend to have a ‘being orientation’ rather than a ‘task orientation’ (maintenance of the well-being of the group, rather than achievement from endeavours). This orientation stands in contrast to the requirements of donor organisations (KCEDC Minutes 17 and 18 June). In the funding climate prevalent now, where sister NGOs in the province with expertise and experience in raising funds are preparing to retrench staff, effectiveness amongst NGOs (as opposed to community based organisations which are often staffed by volunteers) can indeed be seen as the ability to raise

funds (Jefferies 1999, Hodgskiss 1999) with all the implications for change management that this embraces.

The fundraising team of KCEDC therefore needs to develop its ability to raise funds, not only because KCEDC needs to survive, but also because implicit in this skill lies organisational effectiveness. To raise funds on an ongoing basis, they must be able to write convincing business plans and progress reports. To be able to report convincingly, they need a deep learning cycle of action-reflection on the delivery of effective, relevant training and support programmes. They must be able to gather support for their programmes and needs at local community level as well as within the donor community, to contact and convince donors as well as to retain donor interest (through efficient budgeting, plans and financial and progress reporting) (TNDT 1998). Their management structures and management processes must be firmly in place and able to deal with these organisational needs.

The challenge for KCEDC seems to be that in order to become effective as an organisation at the level desired by donors i.e. to reach programme goals and to engage in a cycle of action-reflection about the programmes themselves, KCEDC must first receive funding to enable staff to focus on issues other than salaries. The donor community however, usually requires evidence of effectiveness before it will give funding. There is thus a tension between enskilling staff through the OD process to deal with funding to the satisfaction of donors and local communities, and getting funding as soon as possible to enable this to happen. I had to produce the organisation's business plan for example, before the staff was fully ready to embrace the skills required in writing it because of the urgency of the situation (TNDT refused to release the rest of the funding without it). This is not enabling for KCEDC in terms of skills and competence although it is of course enabling in the sense that funding is received, and this is a reason for the change and development processes to continue further.

There is another aspect of effectiveness that requires attention. KCEDC has survived as an organisation without regular donor funding for at least five years and has continued to offer training courses to ECD workers regardless of a lack of salaries. But the fact that the staff has remained fairly constant ¹², and members have continued to serve their clientele in however rudimentary a way in the face of such hardship and turbulence, may mean that the staff has the

¹² Staff may have remained with the organisation, however, because other paying jobs are not readily available for non-formally trained ECD practitioners in the area. Remaining with KCEDC may be their best option.

ability to solve the problems of survival and to support each other in times of difficulty. They may already be part of a learning organisation and part of a type of deep learning cycle. They have shown an ability to plan and to critically reflect on problems as well as an ability to work within open systems thinking, e.g. to look for alternative means of support – often informal - within the local community and to work with sister organisations within the province and particularly within the Zwelitsha area to deliver services to the ECD community. Chambers has pointed out (1997: 164) that the ingenuity and opportunism of people without monetary resources and the diversity and complexity of their livelihood and survival strategies are not sufficiently taken into account. This may be relevant also to KCEDC, an organisation without monetary resources. The ‘social energy’, reflected in statements such as ‘ability to work together as a team’ which is released when individuals and groups work for some common purpose (Ibid. : 195) may have assisted KCEDC to survive. In this way KCEDC is effective.

In working with KCEDC, I have found it important so far to establish in some detail with them what is meant by effectiveness. This has emerged in part through the work on mapping of the present internal environment (the ‘prouds’ and ‘sorries’) and the values and vision. In terms of future change management initiatives at KCEDC, we need to devote more time to discussion of this aspect of the OD process (the organisation’s perception of effectiveness), building on the work done in the future search conference, since it clearly helps to mark the level and areas of change required by the organisation.

A list of indicators of change occurring at KCEDC has already been started by the participants. They stated that the following would be in place in an effective KCEDC:

- Vision and mission statements are reflected in all planning of programmes
- Board members are dedicated to KCEDC, active, and in control of everything
- Organogram is in place and used to develop and implement job descriptions
- Each staff member is accountable to the group
- Clear lines of communication are regularly used by all
- New programmes are being developed and tested
- Every action is implemented in its time frame
- Regular reflective weekly meetings are held by the staff according to pre-distributed agendas and minutes of the meetings are kept
- There is clear communication on the use of funds with a monthly statement available

- Funds are used according to the contract and are managed properly
- A transport policy is in place and being adhered to by all members of staff (KCEDC Minutes 29 June 1999 and 22 July 1999).

These indicators are being used to monitor progress at KCEDC. New ones will be added as they emerge. It is important for KCEDC to develop their own list of indicators of change (and effectiveness) during the process because it enabled them to take ownership of the change process and goals of the change.

Measuring organisation change at KCEDC

In Chapter Two (pages 21 – 23) I described organisation change as a process which occurs in three stages. The first stage, evolutionary or alpha change, is mainly concerned with making moderate adjustments to the organisation through technical training, which enhances job performance. Incremental change (mid-range or beta change) includes making mainly technological plans but it also has a significant impact on organisational culture. People start to look collaboratively at technological processes as well as at leadership, group processes and team work. The third stage, large scale systems change (second-order or gamma change), requires a multiplicity of interventions and takes place over a long period of time. It is discontinuous, qualitative and radical and involves a paradigm shift of varying degrees. It occurs particularly through groups or work teams. I have also explained that change can be measured through organisational performance (productivity, efficiency, effectiveness, quality) and individual development (alteration of worldviews, change in behaviours and improvement of skills).

I shall attempt to discuss the organisation change process we have carried out so far at KCEDC in terms of these three phases of change. It is however, beyond the scope of this study to finally pinpoint the level of change since it typically takes from one to five years to take place (French *et al.* 1994: 10, 279) and this study will not extend beyond the first six months of the process.

The planned change process at KCEDC is small-scale in terms of the size of the organisation, but large-scale in that it spans the entire NGO from the structure of the board through to programme implementation, and has repercussions across all aspects of the organisation as I described in the plans of action in the previous chapter. The change process has started by being incremental, that is, building on the status quo (accepting without question that the organisation is involved with ECD and with adult education as its core business). It may become fundamental over the longer

term, if Senge's argument that change usually takes place in small, incremental improvements rather than in dramatic quantum leaps (1996:7) is true. This may happen as participants become used to and better able to question their motives and actions. This will be one of the changes in behaviour which we will be able to see over time. In this case, as KCEDC revisits its vision over the months and in particular the implementation of the vision¹¹, so it may become involved in organisation transformation rather than organisation development as the staff increasingly feel confident and able to take risks (Zawacki and Norman 1994: 309).

Many moderate technical adjustments however, are slowly being made in the organisation in the mean time, e.g. enhanced fundraising skills, more efficient administration and management of staff (including more frequent and regular staff meetings, policies developed and used, such as the vehicle policy), increased competence in curriculum areas (e.g. enhanced literacy and health education skills), and new partnerships with local organisations (e.g. Griffiths Mxenge Training College, and the Regional Educare Council). Some alpha change is taking place, therefore, in the technical changes taking place which enhance job performance. Further training in literacy for example will lead to a change in knowledge and skills as ECD trainers and therefore to a change in behaviour at a technical level. Further skills in fundraising, project administration and management will do the same. These changes will only be able to be measured in terms of the performance of the organisation and individual development within the near future.

Some mid-range or beta change is perhaps also beginning to occur. According to French and Bell (1995: 252), in mid-range change, collaborative, participative problem-solving takes place with a significant impact on organisational culture, and people start to look at leadership, group processes and team work. In the case of KCEDC, participation in the conference and following meetings as individuals and in small groups, helped people to collaborate and to solve problems together and build a culture of collaboration and openness. As one of the participants wrote,

Everybody was fully involved. What we discussed was agreed upon by all of us. This was just fruitfull. It is good to know you are part and parcel of the organisation....There had to be transparency in what we did not know, although the session was done in diplomatic, tactfull manner (sic) (KCEDC 18 June 1999).

¹¹ A change of focus may be starting to take place at KCEDC from centre-based ECD to family-based ECD, from generalised ECD training to specialised literacy and health education for children and their families and from large numbers of ECD practitioners across many districts to a small select number of villages. Another change of focus is concerned with the new openness experienced by all of the staff in meetings. I believe that these may be fundamental changes in that they represent major changes in focus from the past ten years and decisions were made about the changes after deep discussion and concern over implications for practice.

This behaviour will, however, probably have to be maintained (in part through my support in forthcoming meetings) for some time ahead for it to become second nature to the participants in their everyday life. This concern that the organisation should not fall back into its 'old' ways, was voiced by the participants in the second meeting held after the conference (KCEDC Minutes of 22 July 1999). They noted that a change had taken place in terms of the openness and transparency that was apparent in the process so far, and were concerned that it should continue. They also noted that the Director needs to run regular staff meetings every Friday with pre-distributed agendas and a financial report each month. One of the participants said:

Remember it is each person's right to communication and accountability but also it is each person's responsibility to contribute towards this. The organisation is only made up of the people in it. It is the people who are the greatest weakness or strength. If it is something that can build Khanyisa then we must do it, however hard (Ibid.).

Changes in cognition (knowledge that open communication however difficult, is to the benefit of the organisation, that leadership must be accountable to its members and that group processes need to be built over time) lead to changes in values held by the organisation members (that open communication is important and must be maintained). These lead to changes in behaviour (e.g. taking personal responsibility about speaking in meetings and taking risks in being open, 'transparent' and honest about 'sensitive' issues). I shall discuss this element of change management in a further section of this chapter. This type of change is beta change. Another example of beta change beginning to occur at KCEDC lies in having a functioning board of directors, which should lead to greater accountability (a change in the culture of the organisation) and a change in behaviour e.g. regular written and oral reports being given.

Both alpha and beta change may therefore be taking place simultaneously at KCEDC at this stage in the change process. In continuing to manage the process, I will use this information to identify and categorise changes in order to build confidence in the abilities of participants to manage change, and to promote further change.

The challenge that KCEDC faces at present, is funding for this sensitive bridging period when change is beginning to happen and confidence in organisation members' abilities to manage the change process is being built (TNDT had disbursed the final tranche of funding six weeks after they had received the documentation they had required from the organisation to do this). It is

important for funding to be gathered to enable essential plans to be carried out (e.g. funding is needed to pay the transport costs of directors to a first meeting unless alternative arrangements can be made to do this). Contact has been made with various funders and the business plan will be sent out to them within the next weeks.

My role as the OD consultant in the future will be to continue to give support to KCEDC. I will need to ensure that the staff of KCEDC keep the change process in the forefront of their minds regardless of the availability of bridging funding, and continue to work on the proposed changes and paths of thinking that were initiated in the future search conference. I plan to do this by holding follow-up meetings with the staff, building skills and holding further workshops on issues such as programme design over the next few months. KCEDC has asked me to assist them to continue to be reflexive and self-examining. I am collaborating with NECTA, which, as the umbrella body for programme development among ECD institutions in the province, is assisting KCEDC with programme design for inclusion of their training programmes in the NQF.

It is possible that large-scale systems change or gamma change in terms of the depth of cultural change and paradigm shift may take place at KCEDC. Any paradigm shift can only be measured later on, after plans of action stemming from it have been implemented and evaluated. Because of the large-scale nature of the change throughout the organisation, some of the changes may eventually be at the level of gamma change, but this cannot easily be measured at this juncture. I will address this issue in the section on OT.

Organisation development and organisation transformation

I shall first discuss the KCEDC process in terms of the characteristics of OD defined by French *et al.* (1994: 10) and noted in Chapter Two (pages 32-34), and then investigate some aspects which pertain particularly to OT in an attempt to ascertain whether the KCEDC change process fits within OT at this stage.

The KCEDC change process is a long-range, planned, system-wide process where the consultant and the participants are working together to develop overall goals and paths to goals. The participants understand change as an ongoing process:

...we have learnt that in order to get something, we have had to struggle and work hard and wait. We have had to be prepared lately to change in policy and practice, even though this has been hard to do.

Change is a challenge to us. We are clearer now and we will be able to make a way forward. We still have a struggle (KCEDC 22 July).

For Khanyisa to survive we know that we must struggle and suffer to succeed (KCEDC 18 June).

The staff is using an external change agent in the management of change and we are looking at the whole system rather than only at some of its parts. This includes setting up the board of directors, developing management and administration skills and reviewing training course content and areas of operation. This is being done simultaneously by different teams (there are of course many overlaps in the composition of the teams because of the size of KCEDC, and this helps to keep the process whole). There is a culture of working together in teams to solve problems, which may have pre-dated this change process but which have been strengthened by the future search conference. These work teams are informal because of the small size of the organisation, and will need to become more structured as we continue with the process and as job responsibilities are developed and refined. We are focusing on the processes and culture of the organisation by continually noting in the full staff meetings how the teams work together and in particular by concentrating on developing the values of the organisation. KCEDC is therefore conducting an OD process.

While OD is concerned with alpha and beta change and produces appreciable change in individual employees' cognitions and behaviours (with doing things better), OT is concerned with gamma or second order, large-scale change and fundamental paradigmatic shifts achieved through radical restructuring of the vision and culture of the organisation over a long period of time. I shall investigate to what extent organisation transformation is occurring at KCEDC at this early stage in the process of change management and in these times of 'whitewater' for the organisation.

One of the characteristics of OT is that change is large-scale or system-wide. This can mean either that the whole organization is involved or that the changes permeate all aspects of the organisation. The change process at KCEDC affects not only the board of directors, but also the administration and management of the project, and the training and support programmes. It is therefore system-wide. It is not however, system-wide with regard to participation. Neither the board of directors nor representatives of the KCEDC clientele – the community educare developers and ECD practitioners - were represented in the management process. Their voices

will however, add a vital dimension to the planning, particularly at this stage. I discussed this with the staff and we decided that we could invite them to join us in the meetings now. It will also offer a good opportunity for the staff to air their new philosophy and programme design to a wider audience and to receive feedback from their clients in particular on the relevance and ‘do-ability’ of the plans. As consultant my role is to ‘collaborate and follow’ (Srinivas 1993: 20), but equally I must encourage participants to take minor risks at the right time. This is one of those times, just as confidence in managing change is being built. System wide participation in this sense, needs to be built in to the change process although the timing for doing this rests on the readiness of the participants to do so. ‘Getting the whole system into the room’ was not viable at the outset, but it is viable now.

OT is paradigm-shifting. The paradigm described in the 1995 Section 21 document (KCEDC 1995) does not differ much in substance however, from the vision statement of 1999. The 1995 statement was

To educate families of young children and others in the community on primary health care and education of young children and related issues, to run workshops and courses for educare communities and to give support to and to co-ordinate the educare programmes.

The 1999 vision and mission statement is

Our vision is of a future in which our children’s security, health (especially HIV/AIDS) and educational foundations will be addressed. Literacy and numeracy will be developed through quality ECD programmes as well as at home, and girls will take a leadership role alongside their brothers. These issues will be addressed with the caregivers and with the children themselves.

Young children in the rural areas round King William’s Town and Bisho do not enjoy their right to basic health and education. Khanyisa provides training and support programmes for adults working with young children so that they are able to contribute more towards the general health and good educational foundations of their young children and at the same time towards their own development.

Both are concerned with the delivery of training and support in primary health care and education. The 1995 statement is centred on the organisation and what it can do. The later statement differs in that it begins by focusing on the children, their families and their rights to health and education. We could therefore say that the type of change that is implicit in the new statement, is gamma (A) change, that is, a change in the configuration of an existing paradigm without the addition of new variables. The paradigm at KCEDC is still service-driven, but the

central value has changed from ‘organisation-centred’ to ‘child- and family-centred’. The paradigm that seems to have been followed in practice over the past four years, however, is not the same as this written paradigm. According to the perceptions of the participants at the future search conference, (the list of ‘sorriest sorries’ generated, all of which pertain to KCEDC staff rather than to programming concerns), a staff-centred paradigm rather than a service-centred paradigm seems to have been the practice. This could be related to the level of poverty and stress experienced by the organisation (does the paradigm return to a staff-centred one of personal survival in times of stress and is it easier for staff to concentrate on the programme in times of plenty?). It could also be related to Srinivas’ point that in developing countries people tend to believe that success has to do with the maintenance of the well-being of the family and the in-group, not achievement from endeavours (1993: 20). This staff-centred paradigm is reflected in statements such as ‘If the KCEDC collapses, what can be our future?’ rather than ‘...what will be the future of the young children in this region?’ The new vision and mission statement is service-centred. There may also therefore be a paradigm shift between recent practice and the new vision for the organisation. This move from a staff-centred to a service-centred would be classified as gamma (B) change. The challenge for the future is to ensure that this new vision and mission statement is carried out in practice. This will require continuous monitoring by the staff.

Gamma change is beginning to be evident in a paradigm shift from organisation-driven to client-driven service, and, in practice, from a staff-centred to a service-centred purpose. Both of these paradigm shifts must be tested in practice, however, before we can state that they are indeed shifts. This will take time. In addition, the values of the organisation are being surfaced and discussed, including the task-oriented values that KCEDC perceives underpin donor decisions such as service delivery and good administration, which are in opposition to KCEDC’s own ‘being’ orientation.

In Chapter Two, I stated the importance of values in any change process since they underpin organisational culture and therefore change (page 38). In the future search conference, we discussed values with regard to the participants, the organisation, the donors, and KCEDC’s clientele. I did not discuss my own values explicitly with the participants at the outset of the process. I thought that this might lead them at the beginning of the process, a sensitive time, to believe that, as an ‘expert’¹³ consultant, my values may be the only ‘right’ ones. It was more

¹³ As an Anglo-South African, my power as a consultant may be perceived to be even stronger, given the history of education in the country.

important to establish the voices of the participants and of KCEDC at this stage. The potential for manipulation and indoctrination, I believe, in contrast to Chin and Benne (1976: 119) would be have been greater at KCEDC if I were to get my own values openly into the arena of change right at the outset. I could have done so at the end of the values activity (which I did not) or now (which I will), when participants are comfortable with their perceptions of their own and others' values and how they can work together.

The values underpinning OD and OT according to Golembiewski, and Hofstede (see Chapter Two: page 38), are openness, trust and collaborative effort, task-orientation, truth, love and feelings and emotions as well as ideas. This set of values will define how the ideal organisation will be structured. Srinivas (see Chapter Two: page 38) wondered whether these values are different from those in developing countries. I think that they are implicit in KCEDC's discourse, particularly in the statement on values at home and in the organisation (KCEDC Minutes 17 and 18 June),

A happy, loving environment, openness, kindness... sharing, appreciation for what people do.... Team work, ... helping each other... encouraging others, love, tolerance, co-operation....planning our work.... Well-preparedness...good communication.

Whether or not these values are put into action, however, needs to be observed over the next period of time. I noted, however, in the meetings that I attended with the participants that there was a fair degree of openness and support for each other, a high degree of team work as well as of love, and cooperation. Some of the staff, however, did point out at the second follow-up meeting (KCEDC Minutes 22 July), that they had doubts about some elements of team work within KCEDC including the degree of cooperation, 'well-preparedness', planning and communication in particular. This requires constant monitoring as part of the OD/OT process. It seems that these values and the struggle to implement them, however, may be part of the life of any organisation rather than a struggle to deal with the alien values of a developed country.

Srinivas described the values in developing countries as uncertainty avoidance, collectivism, power distance, a greater need for nurturing and support, context dependency, present and past orientation and short term planning. The values of KCEDC which I have observed in the meetings, may reflect some of these elements, particularly dependency on the consultant, and orientation to the present (short term) and context dependency, but these may very well be values of any organisation in times of stress. These differences, possibly reflecting conditions at

particular times within the organisation, make it all the more important to continue to address values throughout the process of change, rather than at one discrete time only. The sets of values of different organisations and institutions also differ, depending on their goals e.g. donors, ECD practitioners and NGOs. The main conflict at KCEDC seems to be between donors and organisation in the area of administration of funding and long term planning, as well within KCEDC between staff and management on the subject of ‘transparency’ about funding (KCEDC 22 July). This points the way forward for planning at KCEDC and for further OD/OT processes.

Organisation development and transformation are both processes and products. Both OD and OT are taking place at different levels and at different times at KCEDC. We can only say that KCEDC has been developed and transformed once the processes are complete, at least with the assistance of the consultant and we have ascertained the level of development and transformation in the practice of KCEDC. This again, will take time and is beyond the scope of this study. In addition, I could not, as the consultant, have entered the process with the goal of transforming KCEDC because this would have forced the process and the pace of the implementation. OD and OT should be participant-driven rather than consultant-driven, and the participants need to have articulated their own desire for development or transformation. They were not conscious of this at the beginning of the process. It was not an outcome for them. They were focused on raising funds for salaries and this was the catalyst for change and change management. Transformation is perhaps an outcome for them at this stage of the process, however, in that there are many references to renewal among the participants:

...at the end of the day we will see a new Khanyisa.
If we cannot review and renew our programmes, Khanyisa will end up dying.
Khanyisa has been overhauled and it has gained a new and lively life. (KCEDC
18 June 1999).

In conducting change processes in the future, I would spend more time explaining the differences between OD and OT with the participants before we began the process of change management, so that they have an understanding of change and the depth of change that can occur before they start the process. This perhaps would assist them to make decisions about the way forward for the organisation. In the case of KCEDC, I believe that the OD process should be factored into the business plan as an ongoing activity for the organisation.

The future search conference

In Chapter Two, I described the future search conference as a third-wave change process based on four guidelines – assessing the potential for action, getting the whole system into the room,

focusing on the future and structuring tasks that people can do for themselves. It was successful according to the participants:

...this is like a new thing to us. We worked very hard. We gained a lot.
This is very fruitful to us (KCEDC Minutes 18 June).

Most participants commented on the task on mapping the past:

I enjoy this exercise very much, like it is amazing to know everybody's experience, the ups and downs of somebody and the dedication of Khanyisa staff. Everything was enjoyable but there were times that you think deeply about the project.

I enjoyed that the past problems were faced

Things that happened during the past were dealt with so that we can know where we come from (KCEDC Minutes 18 June).

This is particularly useful in that it enables the participants to find common ground. It allows them to make sense of the past and to use it to plan the future. KCEDC staff used the opportunity to surface values and to build their own self-esteem as they realised their past strengths. I believe this is an important activity for KCEDC because it helps to build a sense of community and ownership as people see that the organisation is made up of people and that their history is bound up with that of the organisation. I will continue to use this task in future change management processes, either as a written task as we did here, or as an oral task (which takes longer but is richer). It is particularly relevant since it also took on overtones from recently completed Truth and Reconciliation Commission and Poverty Hearings (Sangoco 1999, and TRC 1999) as one of the participants pointed out.

In the task of mapping the present, particularly the internal present of KCEDC, participants were not able to dig deeply into their list of 'sorries' and to state their innermost fears and problems with the organisation. Some of these problems included the matter of a lack of vehicle policy and lack of communication. This emerged later on during the second follow-up meeting. KCEDC staff had to build trust among themselves to be able to articulate their innermost fears about the organisation and its management. At KCEDC the 'sorries' activity did not bring out these urgent issues, and will have to be revisited at a later stage in the process. This highlights the cyclical nature of the change management process.

The task of creating the vision was carried out in two parts because participants first felt that they had to concentrate on the vision for the organisation (the ideal organisation for which they would

like to work) before they could work on the vision for the role of KCEDC. This was a serious task and it was tackled seriously by the staff. I think that I would in future continue to separate the two issues - the organisation itself and its work - and make it more of a celebration of the rest of the planning process in an attempt to release more creativity. I would do this through song, dance and drama rather than through drawings and diagrams, so that we could get more participation in the activity. This would depend however, on the group and the way it is functioning at the time.

The task of making plans of action was effective in that we managed to make achievable plans for the organisation. I did not ask people to make plans for themselves because we ran out of time to do so. This would have been a good idea since we had started the process with an emphasis on individuals.

The future search conference is an organisation-friendly and people-friendly approach to change management, because the process is easy to explain and to follow and does not depend on a familiarity with the technical jargon of OD. It made sense to KCEDC staff to start with the past, then to analyse the present and to go on to the future starting with a vision of the ideal towards which they then made plans of action. The structure of the conference, where people do the tasks and make their own meaning enabled them to take ownership of the outcomes (they are not the consultant's plans imposed from outside but embedded in an understanding of their own and other's values). It has been relevant to KCEDC as an organisation in the Eastern Cape Province particularly at this stage in the country's history, straddled between the 'old' ways of doing things and the 'new' ways. A participant pointed out

I fear how will KCEDC be in future because of the new government. I think that the strategic plan we made would help us. When we got independence we didn't have something strong. I am sure it was because everyone was new and nobody was experienced. So fundraising went wrong. There were no difficulties before independence. We were visiting schools and everything. All of a sudden things were taken away from us and the struggle began. I enjoy this exercise very much. Everyone was fully involved in what we discussed and it was agreed upon by all of us (KCEDC Minutes 22 July 1999).

Role of the consultant

My role within the change management process is to manage the tasks and the process itself. I have to constantly be aware that I am the facilitator (making things easier) and not an 'expert' to the organisation (French *et al.* 1994: 15-16). I found this role quite easy to assume except for the

pressure on me to act as a fundraising expert (this reflects the anxiety under which KCEDC is working). My role as a consultant (someone outside the organisation) was threatened by the frequent requests to join the staff as KCEDC's fundraiser. I countered these pressures by offering to assist them to learn to write a business plan as part of the change management process, and by attempting to help them to meet the organisation's urgent needs first i.e. to receive the remaining funds from TNDT. I found that my role vacillated between being seen as an 'expert' when it came to issues such as fundraising, and curriculum, and as an equal when community development issues were discussed. I tended to move between these two roles, and managed to meet the needs of the participants by acting in either capacity where necessary. I learned that there were times at KCEDC when avoiding the role of 'expert' was time-consuming and in the end not worth it. I will continue to balance these two roles in my later dealings with KCEDC.

I have attempted to assist the participants to diagnose and solve problems and take corrective actions themselves (French *et al.* 1994: 13) by discussing problem-solving methods with them and by encouraging them to solve problems outside of our meetings together and to report back on the progress in this. This is process analysis. I found it very useful to ask the questions 'What did you do? How did you do it?'

From this experience of managing change at KCEDC, I found the following points useful guidelines for myself and for the KCEDC staff:

- Spend time paving the way for the process e.g. by discussing the meaning of change for the organisation, and clarifying the meaning of organisation development and transformation. I would do this in a series of meetings with different organisation members including board members and clients where possible (a type of survey-data-feedback) (Schmuck and Runkel 1994: 75). I need to ensure that the organisation leaders understand the processes involved.
- Discuss the effective organisation in greater depth with the participants
- Discuss the deep learning cycle and how this can be achieved within the organisation (e.g. through more frequent team meetings, and team process analysis).
- Ensure that my questions and tasks are very clear and simple and easy to do, and clarify the language I use at each stage, particularly when working with a group whose first language is not English. Ensure that I ask open-ended questions (especially for clarification and for probing e.g. those beginning with 'what', 'why', 'how', bearing in mind that this type of question can be perceived to be unmannerly and should be asked in a particularly sensitive manner.

- Be flexible about the route which the group needs to take and change the programme at a moment's notice when required but ensure that there are very clear plans of action, time lines and report back times and that these are all do-able within the frames of funding, time, and ability.
- Continue to give good support at all times. Support after the main work of the future search conference has been completed is vital, and needs to be given over a long period of time and so that responsibility for change lies with the organisation and not with the consultant.
- Gain participants' perceptions of the change process at every stage of the process. This enables the participants to hone their critical skills and their communication skills so that they can take the process of critical communication over to the organisation's structures.
- Give ample notice of the time when the consultant will withdraw from the process (Schmuck and Runkel 1994: 35). I have stated that I will withdraw once adequate funding has been raised.

5.3 CONCLUSION

In this chapter, I have discussed issues arising from the KCEDC process which assist us to understand more clearly the process of organisation change at KCEDC and which will give us opportunities to participate with deeper understanding in future planned change initiatives at KCEDC. I have defined effectiveness at KCEDC. I then noted the various types of change that are occurring at KCEDC at this stage, and note that change cannot be clearly measured at KCEDC until their plans have been fully implemented. I described the indicators of change that have been identified by the participants. I noted that OD is certainly taking place, and while OT may be beginning to emerge, this cannot be stated for certain yet, except for the changes that have taken place in the writing of the vision and mission statements. I also noted the importance of values in change and discussed the differences in values between KCEDC and their donor community. I have briefly evaluated the future search conference as a tool for managing change and have concluded that there is a good fit between this method and KCEDC's needs. I stated that my own role as consultant includes continuing to support the organisation through this crucial transition period.

CHAPTER SIX: SUMMARY AND CONCLUSIONS

6.1 SUMMARY

In this study, I have discussed the management of a planned change process in an NGO in the Eastern Cape. The environment for ECD in the country has changed radically within the past five years, as has the donor climate. KCEDC is working in turbulent times and is struggling to find funding. The purpose of the planned organisation change process was to enable KCEDC to position itself within the context in which it finds itself and to build its capacity to raise funds for its work. The purpose of the study is to gain a clearer understanding of the management of organisational change in an educational context, to explore participants' perceptions of the organisational change process and to give opportunities to the researcher and participants to understand and therefore participate in future planned change initiatives.

In the first chapter I described KCEDC and its context as an educational organisation working with adults in villages in rural areas of the province. I noted that it has many of the characteristics of an educational organisation but that because it is an NGO dependent on funding from the donor sector rather than from the government or from its clients, it requires fundraising and reporting skills. It offers non-formal training rather than formal education and has a voluntary student body, which receives little formal recognition or change in formal status as a result of attending courses. Its clientele cannot afford to pay fully for services and it is not supported by the state other than in peripheral ways. It is highly dependent on donor organisations for funding, and this is a driving force within the organisation. This is the context in which KCEDC required planned organisation change.

In Chapter Two I discussed organisational change and management. I defined an effective organisation as one which has the ability to get things done, and to 'make a difference' or 'make a profit' by accomplishing its goals. The effective organisation is a learning organisation where individuals as well as groups have the opportunity to grow and to change. Groups are able to solve problems, and to plan and critically reflect in a continuous cycle of action-reflection which helps them to deal with change, so that they continue to meet their goals. The effective organisation is an open system, encouraging interaction between the environment and the internal workings of the organisation so that it continues to be relevant to the needs of the environment. I described organisation change as a process which occurs in three stages. Evolutionary or alpha change is mainly concerned with making moderate adjustments to the

organisation through technical training, which enhances job performance. Incremental change (mid-range or beta change) includes making mainly technological plans but it also has a significant impact on organisational culture. People start to look collaboratively at technological processes as well as at leadership, group processes and team work. The third stage, large scale systems change (second-order or gamma change), requires a multiplicity of interventions and takes place over a long period of time. It is discontinuous, qualitative and radical and involves a paradigm shift of varying degrees. It occurs particularly through groups or work teams. I have explained that change can be measured through organisational performance (productivity, efficiency, effectiveness, quality) and individual development (alteration of worldviews, change in behaviours and improvement of skills). I described the future search conference as a third wave approach to managing change in turbulent times. I then discussed the role of the change agent or consultant in managing change, which is to work collaboratively in planning every step with the client organisation. She uses her knowledge of process and change, remains sensitive to the needs and perceptions of the members and knows when to take the lead in advocating action and change. This is a difficult role, requiring constant monitoring by the consultant herself to ensure that the clients take responsibility for changes, and effective problem-solving skills.

In Chapter Three I described participatory action research, its cyclical procedures and the plan of action I used in this study. I discussed definitions of action research and participatory action research, as well as the purposes of action research, comparing them briefly to the purposes of organisation development. I explained the characteristics of action research and identified issues involved in using action research as they pertain to this particular study. They include rigour, validity, the influence of the researcher/facilitator, ethics and the level of participation of the staff of the organisation. I concluded that validity is dependent on participation in the process by the clients, and that participation is confined largely to the 'action' of the action research through the planning, action and reflection processes (including decision making). There is usually a lesser degree of participation in the research aspect.

In Chapter Four, I described the process that KCEDC and I undertook over six months to institute and manage the change process. This process included the first contact from KCEDC, preliminary meetings with the staff, the future search conference and follow-up meetings. All of these were carried out with enthusiasm and motivation for change from all individuals involved in the process, although we did not manage to get the 'whole system into the room'. I pointed out

that this process of managing change is not yet finalised. My role will be complete once sufficient funding has been raised for KCEDC to continue to implement its proposed changes.

In Chapter Five, I analysed the process of change management at KCEDC. I have discussed issues arising from the KCEDC process which assist us to understand more clearly the process of organisation change at KCEDC and which will give us, the consultant and participants, opportunities to participate with deeper understanding in future planned change initiatives at KCEDC. We have defined effectiveness at KCEDC as an ability to raise funds, since this embraces a multitude of skills which are required for an effective organisation. I have pointed out that KCEDC is effective in that it has managed to remain active despite lack of funding. I then noted the various types of change (alpha, beta and gamma) that are occurring at KCEDC at this stage, and that change cannot be adequately measured at KCEDC until plans have been implemented. I described the indicators of change that have been identified by the participants, which they will use to measure their own changes and progress. We have not yet defined indicators of personal change amongst individuals. This will be done as a next step.

I noted that OD and OT are both processes and products of the managed change process and that OD is certainly taking place at this stage. While OT may be beginning to emerge, this cannot be stated for certain yet, except for the changes that have taken place in the writing of the vision and mission statements. I also noted the importance of values in change and discussed the differences in values between KCEDC and their donor community. They lie in the 'being' and 'task' orientation of the two communities.

I have briefly evaluated the future search conference as a tool for managing change. I have concluded that there is a good fit between this method and KCEDC's needs, mainly because of the use of everyday language by the future search conference, and because it concentrates on 'being' as well as on task orientation. I noted that because the needs of KCEDC and my own needs are balanced in this particular change process, (they require funding urgently and I require the opportunity to write this study and both of these needs are met through the change management process) the action research method worked well in this study.

6.2 CONCLUSIONS AND RECOMMENDATIONS FOR KCEDC

The findings that KCEDC and I have made so far about the process of change management are that change and transformation are slow and that it will take several months or years to complete the plans of action and to institute the changes that have been designed. We believe that the role of the consultant is pivotal in developing a learning organisation and that this is a long-term commitment. KCEDC will need to be aware of and adopt some of the values of its partners, and in particular of the donor organisations with which it works, to be able to meet the needs of all of its partners. It will have to continually monitor and implement plans of action in a continuing cycle of action-reflection, in order to survive in future. This will help to develop KCEDC as a learning organisation making use of open systems thinking. We found that KCEDC will become effective as an organisation as it becomes effective in fundraising, since the skills inherent in this ability are to do with project management and change management. We found that OD and OT are both processes and products at KCEDC, and the levels of development and transformation will only be able to be measured at a later stage, although preliminary trends may be identified now. KCEDC will need to measure these changes through organisational performance (productivity, efficiency, effectiveness, and quality) and through individual development (alteration of worldviews, change in behaviours and improvement of skills).

I believe that KCEDC will have to continue to find support for its own development through partnerships with local organisations. They will need to make use of a consultant's services especially during the critical transition period where changes have not yet become common practice and later on for specific developmental purposes. Regular staff meetings where each staff member gives reports on the progress made so far, and challenges to be faced are named, should be held. Regular financial reports and fundraising reports need to be given to all staff, directors of the board and donors. Representatives of all stakeholders should be encouraged to participate in planning and review meetings and an internal evaluation programme should be put into place to enhance KCEDC's ability to be a learning organisation. This is an ongoing task and will be difficult to implement without facing many more challenges. All participants in the organisation should therefore hone problem-solving mechanisms.

6.3 THE APPROPRIATENESS OF PARTICIPATORY ACTION RESEARCH AS A METHOD

I shall conclude this chapter by discussing the action research method that I used and the issues of validity and participation which arise when using an action research approach. I found that we quite naturally followed the action research cycle for this process, because action research is a characteristic of organisation development and there is therefore a good fit between them. Each of the steps in the future search conference in turn acted as an action-reflection cycle in that we carried out the task and then reflected upon the task outcomes and their usefulness for the change process. Part of the reason for the success of the action research procedure was that both parties had an urgent need which could only be fulfilled through collaboration in equal partnership with the other. The levels of collaboration and reflection were therefore high and practice, the principle justification for the use of action research in an educational context (Cohen and Manion 1994: 192), was improved.

The challenges that I faced in using this method lay in the validity of the findings and the levels of participation. Validity is described as having been achieved when others, particularly the subjects of the research, recognise the authenticity of the research (Cohen and Manion 1994: 241). This can be partly achieved when research data and findings are returned to the participants for comment and discussion and validation. I have discussed the study and in particular Chapters Four and Five with the participants at each stage of the writing process. While the participants have wholeheartedly accepted the descriptions and the findings, I am aware that there may be several factors at KCEDC which may work against validity. The first is that the participants, while they are all competent second-language English speakers, do not habitually read long dissertations in academic English and may have found this study difficult to deal with. The second is that they still tend to view me as an 'expert' and therefore to grant me the benefit of any doubt they may have felt. A third is that they themselves are grappling with the issues we have been discussing and may not have fully formed their opinions at this stage.

Participation was confined mainly to the 'action' aspect of action research in that I was responsible for writing this study, and the role of the participants so far has been to guide me and to comment on what I had written. Participants were not involved in the writing of the report, nor in the final writing of the conclusion and summary of the study, although we pulled together the conclusions in Chapter Five in discussions before I wrote it. Each chapter has been discussed

with the KCEDC staff and outcomes have been considered and debated. The study acts as an enabling tool for further development at KCEDC through participatory action research and therefore plays a role in the change management process. The study is not an end of the process but a part of the process which will help the participants to understand change, the change process and OD and OT.

As Atweh *et al.* (1998: 120) pointed out, however, the role of research in emancipation in contrast to ‘giving a voice’, needs to be examined. This study assists in the emancipation of the KCEDC staff in that it enables them to act in the light of the new knowledge and skills on change and change management that they have gained while reading and discussing the document and reflecting on their own experience of change and change management.

This dissertation has been written for two purposes: my own studies and the development of KCEDC. Because I entered into a contract with K CEDC to conduct a change management process, the results of the process must belong in part to them. The study, however, because it is to be submitted for examination, must remain as exactly this: a dissertation and therefore of KCEDC but not belonging to KCEDC. It cannot be an evaluation of KCEDC or a study of KCEDC itself. It is an investigation of a planned organisation change initiative within an educational institution in the Eastern Cape Province.

6.4 SUGGESTIONS FOR FUTURE RESEARCH

This study describes the first steps in managing a planned change process. Further research is required on the outcomes of the process at KCEDC, in particular with regard to personal change and OT. This would act as a device for monitoring the level of change at KCEDC (improving practice in the organisation). It would also shed further light on the process of organisation transformation and the elements which assist this process. In this study, the future search conference is conducted as participatory action research. There is a need to investigate further both the future search conference and participatory action research as tools for organisational transformation in South Africa, with particular emphasis on the articulation of organisational culture, development of shared values and organisational vision. This would add value to the body of knowledge we have in the country on organisational transformation in this turbulent time of ‘whitewater’ in South Africa’s history.

APPENDIX 7.1

10 Annandale Road
Nahoon
East London
5241

The Director
Khanyisa Community Educare Development Centre
Zone 6
Zwelitsha

Thursday, 20 May 1999

Dear Nomabhaso

RE STRATEGIC PLANNING

In February 1999 you asked me whether I would have time to conduct a strategic planning activity for the Centre. I do have time, in June 1999 and I would be delighted to do so. I should like to use the opportunity to conduct my own research towards an M. Ed. as we discussed in our meeting yesterday.

If this is possible, please will you provide me with suitable dates for a two-day workshop some time in June?

I look forward to working with you.

Yours sincerely,

Margaret Irvine

APPENDIX 7.2

INTERVIEW FORMAT

Preliminary interviews

1. What has Khanyisa achieved so far?
2. What is it that you want for Khanyisa? Why?
3. What do you see as strategic planning/organisational development/change?
Why do you think you need it?
4. Who do you think should be present at any workshops and procedures? Why?

Process interviews: reflection on action

1. What do you see happening?
2. Why do you think it happened?
3. What effects do you think it may have?
4. What do you think should be done next?

Planning a Future Search Conference

These steps are adapted for use in the Eastern Cape Province from the guidelines given in **Weisbord, M. R.** (1987). *Productive Workplaces. Organizing and Managing for Dignity, Meaning and Community*. San Francisco. Jossey-Bass.

PLANNING A FUTURE SEARCH CONFERENCE

GUIDELINES FOR ORGANISING THE WORKSHOP

TIME

Ensure that enough time is set aside before the Future Search Conference to plan together so that the conference runs smoothly

By the time the Future Search Conference begins, the following should be in place:

- a Conference task team will have been set up to plan and organise the Future Search Conference
- the logistics of the Conference, e.g. date, time, venue, tea, meals, scribes, etc. will have been finalised and carried out by specific working groups of the task team
- all role playing structures are represented at the Conference, e.g. the governing council, all staff (including all support staff e.g. caretaker, secretary, clerk, cleaner), and clients
- all have been invited to the conference in good time and will understand the purpose of the Conference
- the venues are fully prepared
- the facilitating team will have fully prepared the six sessions

PREPARATION STEPS

1. SETTING UP OF CONFERENCE TASK TEAM:

- a) The Director knows about the Future Search Conference and is prepared and able to motivate it to the Management Team and Governing Body
- b) After discussion of the concept, purpose and procedures, a list of tasks to be done (see above) is made by the discussion group and a small working Conference task team set up to co-ordinate the work to be done, e.g. invitations, venue, catering, planning of sessions
- c) Dates and times are made for the task team to meet after plans of action have been drawn up for each of them
- d) A preliminary date is decided upon for the Conference, as well as the invitation lists and information for the organisation community. The task team sets up whatever working groups it is found necessary in order to ensure that the Conference is well planned in good time.

2. LOGISTICS

The following needs to be planned

- Venue and dates and times the venue will be used
- chairs and tables and boards for writing on
- space for tea/meals
- catering
- finance
- scribes for the conference:
- notification and invitations:
- stationery and notices etc. e.g.
registers and pens on tables, notices for people to register,
name tags, sheets of paper, pencils, copies of the agenda on the wall,
no smoking signs, registration tables and materials, water and glasses at
tables, materials for writing on e.g. chalk board, chalk, 'Issues'
noticeboard at the front, Welcome sign at front

ACTIVITIES/STEPS

- As people arrive they are welcomed and asked to sign the register
- each person is given a name tag with her or his preferred first name on it
- the conference is opened by the Chairperson and the purpose given (very short opening) and a prayer given if acceptable

STEP ONE

TITLE WELCOME, OBJECTIVES, INTRODUCTIONS AND GROUP NORMS

OUTCOMES

At the end of the session, participants will be able to

- describe the reasons for the workshop
- name the role players involved in the process
- name the individuals involved in the workshops
- describe the format and logistics of the workshop e.g. venue, times
- develop and be able to abide by norms for the group while the workshop is in progress and
- during the whole further planning process
- express their expectations for the workshop in the light of the purpose of the workshop

TIME depending on the group, about three hours (perhaps more)

METHODS USED pairs, plenary, small groups

PREPARATION REQUIRED

- small strips of paper are available for writing group norms and a method to fix them to a wall chart is found
- yellow paper is used to make yellow cards for each person for keeping of group norms
- koki pens

STEPS

1. WELCOME

the chairperson welcomes everyone to the conference and asks for a prayer to be said for the conference and for the organisation and organisation community

2. PURPOSE OF THE WORKSHOP

The chairperson gives the purpose of the workshop: to plan **together** for the future of the organisation. Clarity is ensured on this point, by asking the participants for questions and comments.

3. INTRODUCTION OF PARTICIPANTS

The chairperson introduces the planning team for the conference and explains how it was set up and what its role is: to plan and to facilitate the workshop. Questions of clarity and information are invited from the participants.

The chair then gives the names of each of the role-playing bodies represented at the workshop and explains the role that each of them plays in the organisation and how they were invited. The chair invites questions of clarity and information on the attendance at the workshop.

c) Participants are asked to find someone whom they do not know well, to sit next to each other in pairs and to introduce themselves to each other (name, clan name, family members, interests in life and in the organisation).

d) Each participant is then given exactly 1 minute to introduce their partner to the plenary group. A time keeper is chosen from among the participants to keep the time (by tapping three times on an instrument e.g. a glass of water)

The purpose of this activity is to ensure that everyone gets a chance to speak, that everyone knows who is who, and that everyone speaks about issues which cut down on hierarchical status among the participants.

4. FORMAT OF THE WORKSHOP

The format of the workshop is explained:

- there are six steps to be followed in planning for the future of the organisation
- these steps will be followed by all the participants together, working in small groups and bringing all their thoughts and ideas together to plenary sessions
- all participants will be involved in working together to plan the future for the organisation
- after each step there will be a break so that people can move around and talk informally together

5. LOGISTICS FOR THE WORKSHOP

The chair gives the logistics or plans for the workshop:

- venues
- starting and ending times for the conference, for each day and break times for tea and lunch
- refreshments

6. FORMING SMALL WORKING GROUPS

- The facilitator asks all participants to come together into a large circle and to listen to the instructions and to do what the facilitator asks: each time an instruction is given, those whom it affects must come into the centre of the circle: instructions are e.g.:
 - all those who have one child come into the middle
 - all those who have three children....
 - first name begins with an N.....
 - like milk.....
 - are catholic....
 - are Methodist....
 - etc.
 - ending with "get into groups of six"....

An activity like this further builds knowledge of each other and an understanding of strength in diversity in the group, as well as getting the group to form small working groups which have a random grouping.

- The facilitator asks each group to find a table and explains that these groups will work together for this step

6. DEVELOPMENT OF GROUP NORMS

- The facilitator introduces this topic by stating that for the participants to be able to work well together for this common cause, there needs to be some common norms set by them all which are developed from the values we hold within the community
- Two facilitators enact a short (two minutes) role play in which they discuss the values they hold and where they come from and how they act upon them in their every day lives to show how each person has a set of values, but that often we do not understand the other's point of view e.g.

In my family we value respect for others and one of the ways we show this is by allowing others to walk in front of us when we go through a door...

In my family we also value 'respect for others' but we show respect for others by walking in front of them so that we can protect them from danger

- The facilitator asks the group for comments and questions on this to ensure that all participants understand what 'values' are and what norms are
- The facilitator then asks the small groups to discuss the values they hold as individuals and to make a list of these to write on small pieces of paper to put up on the wall
- All the same values are put together and one participant is asked to read the list out loud.
- The facilitator asks for synthesizing comments on the values developed by the group.
- The small groups then go back to make a list of not more than two norms coming from each of these values which will help the participants to work together towards the common goal of planning for the children in the organisation for the future. They should be written as clear and simple guidelines for behaviour by the participants.
- The groups then stick these up on to the wall grouping or categorise them as they do so e.g. all those about punctuality together.
- The facilitator asks for questions of clarity and for additions. The group is then asked to adopt these for the duration of the workshop.
- The group is asked in plenary how we can help each other to keep these norms, and after some discussion, the facilitator also proposes the system used in soccer of 'yellow cards' whereby participants wave a 'yellow card' as a warning that a group norm is being violated. A method for keeping norms is adopted by the group.

7. EXPECTATIONS OF THE PARTICIPANTS:

- Participants are asked to think about **ONE** expectation they have and to write it (or say it aloud in the group for writing by the scribe) on a piece of paper to place on the wallchart
- The facilitator explains that the expectations are reviewed during the Conference and at the end when making plans of action.

WATCHPOINTS

1. Ensure that the participants are quite sure of the purpose of the workshop and that all questions about participation, mandate, purpose, and roles etc. are answered.
2. Introduce an "Issues Board" to the group where issues are written which need to be carried forward to be addressed at a later stage or by another group. At the end of the workshop each issue is then given an action line for further investigation and report back.
3. Make sure that the following norms are adopted by the group (Weisbord: 1987: 288)
 - a) this is **not** a problem-solving conference. It is an **exercise in learning, awareness, understanding, and mutual support**
 - b) Every idea and comment is **valid**. Every contribution is written down as close to the speaker's words as possible
 - c) It is a **task-focused meeting**. Every task has an outcome and **all outcomes are recorded and discussed**.
 - d) We **stick to time**. Groups are responsible for completing tasks in time.
 - e) The **facilitators** manage time and structure the tasks.
 - f) **Participants** generate and analyse information, derive meanings, propose action steps, take responsibility for outputs.
 - g) There are **no lectures**.

STEP TWO

TITLEMAPPING THE PAST

OUTCOMES At the end of the session the participants will be able to describe their collective history in terms of the country, the organisation and their own lives and the bonds and ties between them all through a discussion of the emergent themes

TIME about two hours or much more depending on the organisation community and participants, and time periods used for the activity

METHODS USED individual work (written or oral) followed by group discussions and plenary

PREPARATION REQUIRED a set of newsprint papers for each of the three following areas (nine in all):

Myself:	1970's,	1980's	1990's
The organisation:	1970's	1980's	1990's
The country:	1970's	1980's	1990's

The time frames can be adjusted to fit whatever three times most suitable for the organisation: see watchpoints)

For a written activity: flip chart paper, pens and prestick

or

for an oral activity: a scribe to record inputs

STEPS

1. The facilitator introduces the activity by explaining that in order to be able to plan well and to work together well for the future, we need to come to a clear understanding of the past - our own histories as well as the history of the organisation within the context of the history of our country.
2. The facilitator asks each person to **think alone** for about five minutes about
 - what they were doing in each of the three times
 - what was happening in the organisation during these times
 - what was happening in the country during these times
3. Each person then takes a pen and writes down their contributions on the appropriate pieces of paper on the walls - people may start anywhere they wish and write whatever they wish as long as they keep within the time frames and the subject lines

If this is done as an oral activity, then the facilitator asks each person to think silently for two minutes about what they (myself) were doing and thinking in the first time frame and this is written down by the scribe. The same process is followed for each time frame until 'Myself' is completed. The process is followed for 'The organisation' and then for 'The country'.

4. When this is finished and everyone has had a turn to participate, the facilitator asks for comments on the process of writing this history and additions, making sure that everyone who wishes to, gets a turn to speak.
5. The facilitator then asks the participants to get into groups to look at themes and patterns emerging from the activity:
 - * myself
 - * the organisation
 - * the country
6. These groups then report back to the plenary on their findings: each pair of groups takes turns to report back one point at a time, so that both groups have an equal turn to report). A scribe writes down the comments for the group.
7. The whole group then notes the directions or trends that have emerged, especially with regard to change, and values.
8. All findings are noted and taken forward into the next activities.

WATCHPOINTS:

1. This activity gets everyone participating and quickly experiencing success (Weisbord 1987: 289). No-one can fail, and a common sense of history can be built up as well as a sensitivity to the viewpoints of others.

The facilitating team needs to be aware of and sensitive to the needs of individual participants, e.g. ability to write, to write quickly, to write in a second language etc. It may be useful to ensure that everyone feels free enough to write or speak in the language of their own choice (a group norm that needs to be discussed?)
2. The time frames can be as follows:
 - a) three times which reflect the age of the organisation, e.g. if the organisation is only five years old, the time frames could be:
 - twenty years ago, (1970 - 1980)
 - ten years ago (1980 - 1990)
 - five years ago (1991 - 1996)
 - b) education in pre-colonial times, in Apartheid times and in these times of political transition (very interesting indeed if the facilitating committee wishes to build on the strengths of the traditions of the community)

3. The activity can also be done in pairs, e.g. one scribe for every two people which can be helpful when there are people who are illiterate within the organisation community
4. There may be a need to counsel people as this can be quite an emotional activity.
5. The group may propose that the outcomes of the activity be written up as a history of the organisation and community. If this is proposed, a task team could be set up to do this for the group, and further research could be done within the community on interesting points as necessary.

STEP THREE

TITLEMAPPING THE PRESENT ENVIRONMENT OF THE ORGANISATION FROM OUTSIDE

OUTCOMES At the end of this activity, the participants will be able to clearly describe a common understanding of the events, trends and developments outside the organisation shaping the present for the organisation right now.

TIME about one hour, depending on the participants

METHODS USED small group work

PREPARATION REQUIRED

- papers for groups to write on (one paper per idea therefore each group needs several slips of paper) and a scribe to record all outcomes

STEPS

1. The facilitator links this activity to the previous one - developing further the "map" of the organisation by looking at what is happening in the present **outside the organisation** which affects the organisation:
 - * within the country
 - * within the community
 - * within the Department of Education
 - * economically, socially, politically etc.
2. Each group makes a list of all the factors outside the organisation which are affecting the organisation.
3. The group then prioritises these factors and writes the five main ones onto pieces of paper (one factor per paper) and sticks them up onto the wall, sorting them into categories as they do so.
4. A volunteer then reads all of the points out loud to the whole group and the group is asked to add or ask for clarity on any points.

5. The whole group then analyses these points and looks for important trends and themes which affect the organisation and cannot be ignored.
6. These points are all taken forward for the next steps.

STEP FOUR

TITLEMAPPING THE PRESENT FROM THE INSIDE

OUTCOMES At the end of this activity, the participants will be able to describe a common understanding of the events and trends inside the organisation which people feel proud of and value, and which people feel sorry about and do not value.

TIME about two hours depending on the group

METHODS USED group work, voting activity, plenary discussion

PREPARATION REQUIRED small pieces of paper for writing 'prouds' and 'sorries' on
Voting stickers: three per participant

STEPS

1. In the groups, people are asked to think alone first for about five minutes about things they feel proud about in the organisation, and things they feel sorry about - events, things going on right now in the organisation.
2. Each person in the small groups then takes a turn to give their 'prouds' to the group (one at a time) until all the 'prouds' in the group are written down.

The participants in the small group make sure that all is clear to each of them and all 'prouds' are written down.

3. Each person then takes a turn to give one 'Sorry' at a time to the group until all are written down by the group's scribe. The participants in the small groups then ensure that all 'Sorries' are clear and understood by all in the group.
4. All of these are then written up clearly on small pieces of paper and stuck onto the wall for everyone in the plenary to read. Questions are asked for clarity and information.
5. The participants in the plenary group then prioritise the "Proudest prouds" and "Sorriest Sorries" by voting for the "Proudest Prouds" and "Sorriest Sorries"

6. The votes are then added up and the priority lists are made for display. The group then discusses the "Prouds" and "Sorries".
7. The facilitators ask everyone to keep this information for the next activities.

WATCHPOINTS:

1. This activity brings people's values to the surface, and thus can be quite lively.
2. The list of 'Prouds' leads to a shared appreciation of present strengths, needs and hopes (Weisbord 1987: 291) .
3. The list of "Sorries" results in a mutual owning up to mistakes and shortcomings and can help to build commitment to do something about them. The facilitator needs to be careful that no individual is blamed and that the session does not therefore end in a conflict about blame.
4. The activity can lead to a productive dialogue across all levels of people, and the sharing of a great deal of information across the group. The facilitators need to ensure that group norms are adhered to all the time and that everyone listens respectfully and talks respectfully to each other.
5. This activity, together with the Norms and Values activity (of Step One) can lead to the development of a co-owned Code of Conduct for all role players in the organisation community and the facilitators need to be ready to elect a task team to carry this further during plans of action (step six) if necessary. It is also very important in defining the future for the participants and for the organisation.

STEP FIVE

TITLE ENVISIONING THE PREFERRED FUTURE

OUTCOMES At the end of this activity, the participants will be able to explain their own vision for the future of the organisation and the shared vision for the organisation.

TIME about two hours depending on the group

METHODS USED small groups and plenary presentations

PREPARATION REQUIRED large pieces of paper, pens, crayons etc.

STEPS

1. The facilitator states the aim of this activity and asks everyone to work together to develop a practical, attainable (do-able) vision for the way the organisation should be and what it should do in the near future.
2. New small groups are formed by using a 'warm up' activity e.g. a singing game, or by asking people to form their own small groups as they wish, or the steering committee can make small groups.
3. The participants in the groups are asked first to imagine the most desirable, attainable future for the organisation five years from now (do this alone in silence for a few minutes).
4. The groups are then asked to work together to produce a vision of what they would like in the organisation, using whatever creative method they wish to portray this (dance and song, poetry, drawing etc.).
5. All of these visions are presented to the plenary group.
6. The plenary then synthesizes the main points of the visions and agrees upon a vision for the organisation which can be achieved. This is then written down/discussed so that the whole group is clear about the vision.

WATCHPOINTS:

1. The groups should feel very enthusiastic about doing this activity and very creative. The facilitator's job is to ensure this.

STEP SIX

TITLE	MAKING PLANS OF ACTION
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OUTCOMES	At the end of the session, the participants will have made clear and attainable plans of action to achieve the vision for the organisation <ul style="list-style-type: none">• for themselves• for their own role in the organisation (as a sector e.g. students, parents, teachers, Management Team, Governing Body etc.)• for the organisation itself as a whole
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TIME	About two hours, depending on the group
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METHODS USED	small groups leading to plenary discussions
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PREPARATION REQUIRED: paper and pens

STEPS

1. The facilitator introduces this last step of the Conference by explaining that all participants now have a common understanding of the history and environment and vision for the organisation on which to base do-able plans of action to achieve the new vision for the organisation.
 2. The participants get into groups according to role e.g. students, teachers, parents, governing body, organisation management team etc. (not more than six in a group).
 3. Each participant first makes a plan of action for herself or himself (this is done silently) in order to achieve the vision for the organisation (This is like a personal mission statement).
 4. Participants are invited to read their personal mission statements to the plenary if they wish (volunteers only).
 5. The groups then make plans of action for their own sector, in small steps which can be easily achieved, with the step described, the person(s) responsible, the date, the proposed outcomes.
 6. The groups then state these plans in the plenary and discussion is held on each one as required. All must agree that the plans lead towards the enabling of the vision.
 7. The groups then discuss and propose any other plans of action for the organisation (about issues which need to be tackled by the Organisation Governing Body, the Organisation Management Team or other bodies).
 8. These are then stated in plenary, and discussed as necessary in the light of the vision.
 9. The facilitator then calls for task teams to be set up to carry these proposals forward (one task team per set of proposals as required) and the following are agreed upon:
 - * task
 - * task team convener
 - * secretary
 - * members of the team
 - * date for progress report back
 - * date for completion of task
- A date is set for the next plenary report back session of the group as a whole.
10. The facilitator then calls for reflections on the conference from everyone after discussion in small groups. Every group is given time to report back via their speaker.
 11. Thanks are given to all participants and the providers of all services for the conference.

12. The facilitating team then convenes to discuss progress and to ensure that the process is carried forward through a good system of communication and planning and preparation.

WATCHPOINTS:

1. Make sure that people plan a task by first breaking it down into smaller steps which are more easily achieved than a whole task.
2. Ensure that all steps are given a convener, a completion date, a reporter and someone to report to.
3. Ensure that all dates are clear and understood by all and that a back-up support system is in place for accountability purposes, so that teams do not lose heart and give up.
4. Ensure that regular reporting is done to the main bodies of the organisation.
5. Many plans of action fall down in the implementation stage. It is very important to develop a follow-up process to make sure that all the hours put into planning are not wasted and the credibility of the process and therefore of the participants and governing/management team is not damaged.

**KHANYISA COMMUNITY EDUCARE
DEVELOPMENT CENTRE**

BUSINESS PLAN

JULY 1999

**Zone 6
Zwelitsha
P.O. Box 293
Bisho**

**Tel: 040 654 3394
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Director: Ms N. Ndaki

KHANYISA COMMUNITY EDUCARE DEVELOPMENT CENTRE BUSINESS PLAN July 1999

Summary:

This strategic plan was developed over some weeks by all the staff of KCEDC with assistance from the facilitator, Ms Margaret Irvine. The action to be taken by KCEDC includes the development, presentation and assessment of new modules in literacy and numeracy and primary health care, and including HIV/Aids training for children and their families, as well as for their ECD practitioners within the National Qualifications Framework. Training of ECD practitioners and Community Educare Developers will be undertaken in areas round Zwelitsha.

The total budget for 1999 is R948 000 (including capital expenses), for the year 2000: R770 00, and for 2001: R847 000.

Introduction:

KCEDC was established in 1988 to help families of young children to establish and to develop ECD programmes and to train and support ECD practitioners and their committees in rural villages in the districts of the former Ciskei homeland. In 1995 KCEDC became a Section 21 Company. KCEDC is at present applying for a Section 18a exemption and registration as a non-profit organisation.

The organisation has gathered a good deal of experience over the years in various aspects of early childhood development through its staff. All of the staff are dedicated to ECD and they believe that in order to achieve something one must struggle and even work hard as volunteers when there is no funding to pay salaries. Three of the nine staff have been with the organisation since its inception in 1988, and a further three have been with the organisation for the past four years. All of the staff are involved in fundraising locally.

KCEDC's values

The staff value respect for others, regardless of age, gender and colour, and for themselves, continually upgrading their own skills and ECD knowledge. They value good administration of the funding they receive and the partnerships they have made with various organisations and government departments, in particular with the Department of Public Works, which has granted them the continuing use of their premises and furniture. They value children's rights and the family as the most important asset in the young child's life. They believe that high quality, relevant ECD programmes should be established and maintained through constant training and support. They value their ability to work as a team, to understand the needs of children and those of ECD practitioners in their areas of operation.

In addition to the general training which they offer in early childhood development to ECD practitioners, and to the wider community through radio programmes, the staff believe that they need to develop modules which concentrate particularly on the promotion of literacy and numeracy in the first years of life. Education on HIV/Aids and primary health care is becoming a priority, as is the promotion of resilience in children and their families. The role of girls as leaders in the community needs to be examined and promoted.

KCEDC's vision statement

Our children's security, health (especially HIV/Aids) and educational foundations will be addressed. Literacy and numeracy will be developed through quality ECD programmes and at home and girls will take a leadership role alongside their brothers. These issues will be addressed with the caregivers and with the children themselves.

Mission for Khanyisa CEDC

Young children in the rural areas round King William's Town and Bisho do not enjoy their right to basic health and education. Khanyisa provides training and support programmes for adults working with young children so that they are able to contribute more towards the general health and good educational foundations of their young children and at the same time towards their own development.

The context

65% of the population of the province live in rural areas in about 4000 villages. Of this group, nearly half are under the age of 15 years. Women total over half of the population (54%) but hold fewer than half of the available jobs. Female-headed households constitute a large proportion of households (the male absentee rate is 31% compared to the national average of 5%). Just over 40% of households have a monthly income of under R 500 per month. Compounding this poverty is the fact that 58% of rural families live over 5 kms away from and 81% over 30 minutes away from the nearest clinic. The highest mortality rates are in the Eastern Cape and this is exacerbated by the very high levels of HIV infection in the province (ECSECC 1997:3).

The people most affected by poverty are women. Women in rural areas have very limited access to productive resources and are traditionally responsible in rural areas for household chores of fetching water and firewood. 80% of the households in the province have to get water from sources other than taps and stand pipes. Women accounted for 62,7% of the social pension cases dealt with in 1997, reflecting an increase in the feminisation of poverty. Related to this is the increasing incidence of cases seen by advice centres on the issue of child maintenance and 'fathers who run away from their responsibilities'.

Of all the children entering grade 1, close to one quarter fail or drop out after one year. Repetition rates at primary level are high. The intention of the state is to reduce junior primary repetition and drop out rates among children from disadvantaged groups by providing holistic, child-centred development programmes in the early years of life. There are 167 state-supported pre-primary schools in the province and a series of educare centres supported by the Departments of Welfare and Education. The vast majority of ECD centres (about 2000 in the province at present, according to the Regional Educare Council) exist, supported by the fees paid by the parents themselves, but do not yet, according to the REC, provide quality educational programmes for the children or their families. These existing centres must form the basis for further development of quality literacy, numeracy and health programmes so that children are given a head start before they enter primary school.

Areas and scope of operation

KCEDC has been working in the rural districts of Zwelitsha, Alice, Middledrift, Keiskammahoek and Peddie. In each district there are approximately 90 ECD programmes supported nominally by KCEDC. So far, fortnight-long training programmes have been offered twice a year at ECD levels 1, 2 and 3 to 180 ECD practitioners in these districts, and workshops offered to their committees once a quarter. The training programmes have been offered at venues in each district and in Zwelitsha at the KCEDC. Support has been given to the ECD practitioners by KCEDC through the Community Educare Developers (C.E.D.'s), who are employed by the Department of Education

and trained by the KCEDC. In addition, courses in cooking and in agriculture have been offered to the same communities in partnership with the Department of Agriculture and the Department of Health. Both courses are delivered from KCEDC and the certificates are presented by KCEDC.

PLANS OF ACTION

The following action is planned:

	ACTION	AIM	STAFF	TIME FRAME	ASSESSMENT EVIDENCE
1.	<p>Development, presentation and assessment of the following new modules or part-modules</p> <ul style="list-style-type: none"> • HIV/Aids and primary health care training for ECD practitioners and for young children as well as building resilience in children • Promotion of literacy and numeracy in young children • Promotion of gender equity and leadership skills 	To promote quality ECD programmes for children and their families	6 staff	<p>Development of 3 modules x 60 days per module.</p> <p>Presentation of modules at decentralised venues for ten days per month x ten months</p> <p>Assessment of modules through site visits x 15 visits per district</p>	<p>Written modules</p> <p>Observation and reports</p> <p>Observation and reports</p>
2.	Alignment of level 1, 2 and 3 courses with the National Qualifications Framework to ensure recognition of learning within the new system [working with the Provincial Network of Educare Training Agencies (NECTA)].	To ensure future accreditation of courses and career path for practitioners	6 staff	One year	By NECTA through observation and reports
3.	Promotion of health and foundation phase education for caregivers of young children through village ECD programmes and committees.	To promote family involvement in ECD	6 staff	<p>Development of modules x 60 days</p> <p>Presentation of workshops x 20 days</p> <p>Assessment of modules by KCEDC through site visits x 15 visits per district</p>	Observation and written reports
4.	Further training and support for CEDs to conduct relevant support programmes for ECD within their areas of operation.	To develop skills of provincial ECD trainers	6 staff	20 days workshop meetings at KCEDC Site visits x 30 x 4 visits per year by CEDs	Observation and written reports

BUDGET: IN TERMS OF THE PROGRAMME OF ACTION

PROGRAMME OF ACTION	TOTAL COSTS 1999	TOTAL COSTS 2000 (10% inflation)	TOTAL COSTS 2001 (10% inflation)
Alignment of level 1, 2 and 3 courses with the NQF	R 100 000	R 110 000	R 121 000
Development of 3 x new modules	R 135 000	R 148 500	R 163 350
Presentation of 3 x new modules	R 250 000	R 275 000	R 302 500
Assessment of 3 x new modules	R 125 000	R 137 500	R 151 250
Staff development including consultancy	R 50 000	R 55 000	R 60 500
Administration costs including capital expenditure in year 1	R 308 000	R 66 000	R 72 600
TOTAL COSTS	R 968 000	R 792 000	R 871 200

Cost of training per participant:

Total number of ECD practitioners in training programmes:

150 (15 per training course x 10 full courses per year)

Costs of programme per ECD practitioner (three new modules)

R 6 453. 33c in the first year, R5280 in Year 2, and R5808 in Year 3.

Practitioners will pay the following towards costs of training:

R 450.00 per course, depending on the level of the course

Transport to training venues

Costs of being away from home for the training period (e.g. child and home minding)

Existing funders 1999:

1. Transitional National Development Trust
2. Nedcor
3. Southern Life Foundation
4. Department of Public Works (Eastern Cape)
5. Department of Agriculture (Eastern Cape)
6. Department of Welfare (Eastern Cape): subsidies for children attending the educare centre
7. Amatola District Council
8. Marley Carpets, East London
9. Various businesses in King William's Town and Zwelitsha

BUDGET: IN TERMS OF THE PROJECT EXPENSES

ITEMS	2000	2001 (10% inflation)	2002 (10% inflation)
SALARIES			
Management Staff: 1x Director and 1 x Deputy Director (Programmes)			
Training Staff: 1x curriculum developer, 1x senior trainer 2 x trainers and 2x ECD learning-site trainers	400 000	440 000	484 000
Administrative Staff: 1 secretary/bookkeeper and 1x housekeeper			
Totals (% of total budget)	400 000 (42%)		
PROGRAMMES			
ECD training programmes (delivery of three modules to ECD practitioners)	150 000		
Staff development	50 000	220 000	242 000
Materials development	20 000		
Totals (21% of total budget)	220 000 (24%)		
CAPITAL EXPENDITURE			
Vehicle x 2	240 000		
Computer and printer x 1	8 000	-	-
Totals (% of total budget)	248 000 (26%)		
PROJECT			
External evaluation	25 000		
Materials and resources	15 000	44 000	48 400
Totals (% of total budget)	40 000 (4.2%)		
ADMINISTRATION			
Auditors and accounting fees	8 000		
Insurance	8 000		
Petrol	20 000		
Repairs and maintenance	10 000	66 000	72 600
Photocopies and stationery	2 000		
Telephone and fax	4 000		
Lights and water	8 000		
Totals (% of total budget)	60 000 (6.3%)		
TOTALS	968 000	792 000	871 200

APPENDIX 7.5

PHOTOGRAPHS OF KCEDC



1. One of the KCEDC trainers with a group of Level 1 ECD Practitioners



2. The hostel manager in one of the dormitories



3. Girls playing 'house'



4. ECD practitioners on a course



5. The children of the demonstration pre-school playing outside



6. Boys playing 'guns' and 'cars'



7. Girls writing and drawing



8. One of the staff with girls writing and drawing

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