

Report on Nosa Interventions for MAMAS Alliance

14 April 2021



Report Authors:

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1. INTRODUCTION

Through one of its non-executive directors, Dr Gerard Heijkoop (Gerard), Phaphama Initiatives NPC (Phaphama) learned on 3 September 2020 from Ms Sylvia Mwila Luneta, the national coordinator of MAMAS Alliance that one of their child-care organisations, Nosa Early Learning Centre (Nosa) needed help urgently. Phaphama responded to this information with keenness and started to make contact with Nosa from 17 September 2020. Ms Mapula Joyce Morudi (Mapula), the MD of Nosa confirmed that Nosa was in need of an intervention that would address challenges ranging from staff attitude to communication.

Mapula founded Nosa in 1993. Nosa cares for around 400 children from 0-6 years (Early Child Development, ECD) and 7-20 years (After-school Care and Bridging Education for unregistered children). They have a staff of 23 members. They are situated on Plot 1454, Bushveld Road and Rooibos Avenue, Winterveld.

This report provides details of the activities that Phaphama undertook to seek to understand, design and implement a suitable intervention.

2. INTERVENTION PROCESS

This section details specific interventions that Phaphama implemented at Nosa between 18 January and 13 March 2021, as well as the scoping session that took place in October 2020. The enclosed preliminary report submitted to MAMAS Alliance on 12 February 2021 provides a detailed overview on the scoping, and the two first sessions of mediation and coaching. For the purpose of this report we provide a brief overview of these interventions in the first three subsections of this section. The ensuing subsections deal with leadership and management, organisation structural change, and conflict transformation and team building interventions.

2.1.Scoping the work

On 16 October Gerard and Mr Thamsanqa Mzaku (Thamsanqa), Executive Director and facilitator of Phaphama, held briefing discussions with Mapula. Thereafter they conducted a series of individual and group interviews in order to analyse the extent to which Nosa was affected by the given challenges, and to accordingly determine the scope of the required intervention. Guided by the principles of the pre-mediation process, they asked each interview participant to respond to the same set of questions: *What are the issues you want to talk about? How do these issues impact on you? What are your concerns? What goals do you have for the mediation process?*

The following staff and managerial members of Nosa participated in the interviews:

- Mapula Morudi (director/project manager)
- Venolia Motau (admin)
- Edwin (bridging and after-care supervisor)
- Maggie Chauke (social worker student)
- Simphiwe (volunteer)
- Rethabile (ECD staff)
- Angelina (volunteer)
- Bonolo Morudi (admin and granddaughter to Mapula)

This process provided us with a clearer picture of the management challenges in Nosa, central to which were Mapula's authoritative leadership style and her reluctance to affirm her staff, factors which Mapula herself made reference to.

This in turn led to demotivated, fearful and insecure staff, surly interpersonal relationships and stifled communication. It was also picked up that the family relations (grandmother, daughter and granddaughter in several positions) could be a problem concerning employer-employee relations.

Four different kinds of interventions were, therefore, proposed to help improve relationships between Mapula and her colleagues, and to begin to put Nosa on a trajectory towards growth and stability in its overall management.



Scoping the work - 16 October 2020: Gerard and Mapula

2.2. Mediation & Coaching

Mediation and coaching are two different yet interrelated organizational development tools. Therefore we implemented them concurrently. Whilst Phaphama facilitators, Ms Judy Connors (Judy), Mr Mosiwa Malula (Mosiwa) and Ms Patricia Ndlovu (Pat) were mediating conflict and potential conflict between Mapula and her colleagues, Mr Jabu Mashinini (Jabu) provided private coaching sessions to Mapula.

2.2.1. Mediation process

Judy, Mosiwa and Pat conducted a total of three mediation sessions on 21 January, 2 and 9 February 2021.

These sessions included pre-mediation individual interviews with:

- Mapula
- Venolia (admin)
- Innocent (ECD principal and daughter to Mapula)
- Bonolo (admin and granddaughter to Mapula)
- Edwin (Bridging and After-care supervisor)
- Nosa Bridget (ex-Powergirls coordinator and ECD supervisor and niece to Mapula)
- Tshepiso and Winnie (Bridging staff)
- Munoonei and Rosa (ECD staff)
- Nomvula and Rose (ECD staff)
- Lemmy (Chairman of the Board)

Mediations were conducted between:

- Bonolo and Mapula
- Venolia and Mapula

Follow-up interviews after a mediation, or after an initial interview, with:

- Mapula
- Bonolo
- Venolia
- Innocent

2.2.2.Coaching process

Jabu held three coaching sessions with Mapula on 18 and 25 January, and 15 February 2021. All these coaching sessions were held via the Zoom online platform.

2.2.3.Mediation and coaching abridged outcomes

As alluded to earlier, the enclosed report of 12 February 2021 discusses in detail the following twelve areas that, through observations, we deemed to be requiring priority attention:

- a) An unhealthy power imbalance manifested in Mapula's authoritarian power over everyone in the organisation, including family members.
- b) Section supervisors and the principal disempowered to take their leadership roles owing to Mapula's micro-management of them.
- c) Mapula's colleagues intimidated and subdued by her harsh interpersonal behaviour.
- d) A visible culture of passive aggressive disengagement that is attributed to Mapula's leadership style of publicly shaming attempts to suggest innovative changes to the organisation.
- e) Fear of job losses.
- f) Lack of recourse to alternative grievance procedures or dispute resolution channels.

- g) Incompetence by section heads as demonstrated by their lack of understanding of their leadership and management responsibilities
- h) Questionable labour practices that allegedly empowers the Department of Social Development to demand that each ECD teacher should have an assistant teacher with them in the class, and have part of their (the teachers') salaries deducted to pay for these assistants. This has been done without consultation or permission.
- i) Non-adherence to good governance practices — the first organogram drawn by participants positioned the director as the supreme leader that receives reports from the Board.
- j) Lack of quality management systems and standard operating procedures.
- k) No evidence of a reliable succession plan since Mapula intends going on retirement soon.
- l) Lack of clearly written job descriptions for each supervisory and management role.

Notwithstanding the conspicuous interpersonal conflicts between Mapula and most of her colleagues, the main issue is actually systemic conflict relating to the aforementioned twelve areas. Therefore, efforts to improve interpersonal relationship would be ineffective if people were to be subjected perpetually to dysfunctional systems.

Thus we made use of our final mediation and coaching sessions to prepare Mapula and her colleagues for systems coaching and skilling interventions. Both Mapula and her management team welcomed this with enthusiasm. It is worth noting that prior to these final sessions of mediation and coaching, Mapula had expressed unwillingness to let the rest of her staff participate in the full day conflict transformation intervention. However she later willingly agreed to reserve two consecutive Saturdays of 6 and 13 March 2021 for this intervention.

Before these Saturday sessions with the full staff, we focused on capacity building for the Board and management team on basic systems of management and leadership building, and organisational and structural coaching.

2.2.4. Building of Management and Leadership Systems

Leadership and Management systems building would require far more time than a day's workshop. This workshop session was, therefore, an introduction to leadership and management systems concepts and their application to a non-profit organisation. We believed that this would form a solid foundation for regular methodological coaching sessions in the future, and for individual development through institutions of higher learning at Nosa. The targeted group for this session was both the Board and the day-to-day management team of Nosa.

Workshop Details

Date: 25 February 2021

Venue: Nosa Workshop Room

Facilitators: Thamsanqa and Mr Simon Mothoagae (Simon)

Participants:

- Joyce Mapula Morudi - Project Manager
- Virginia Tsetsana - Board member

- Innocent Morudi - Principal
- Venolia Motau - Administrator
- Nosa Mabaso - ECD Supervisor

Absentees:

- Lemmy - Chairperson of the Board (Out of town)¹
- Edwin - Bridging and Aftercare Supervisor (Study leave)²
- Bonolo Morudi - Assistant Administrator (Maternity leave)

Methodology

Relying on Phaphama's tried and tested methodology of experiential learning, the session followed the plenary plus commissions format. In this format the following topics were tackled in order to add onto the already existing knowledge whilst carefully introducing new concepts.

Topics and activities

Check in: Remembering the first time I was given leadership responsibility.

This topic helped participants to self-reflect and think about the importance of good leadership in their everyday life.

Introduction and defining leadership

Participants were asked to ponder on the classical question of whether leadership is a gift of birth, whether it is developed or inherited genetically. Participants displayed a general understanding that even if leaders are born they should be provided with some leadership skills.

Participants were divided into commissions, whereby each commission used colour cards to write down words that they associate with leadership. Commissions reported back to plenary with their word choices. The following common words were identified:

Responsibility	Accountability
Hard worker	Power

To a plenary question on the importance of leadership, the participants gave various responses, including **to inspire people towards their full potential; for people to be organised; to monitor policy; to give direction to people; for supervision and monitoring.**

Out of these responses and the word association exercise undertaken by commissions, the following leadership definition was formulated as ideal for Nosa:

¹ Given Lemmy's senior governance role, the workshop was planned with due consideration to his availability. We therefore found it odd that he was reported to be out of town on the actual day of the workshop. We are, however, aware that Lemmy wishes to hand over this portfolio at the next election.

² Given Edwin's key supervisory role, the workshop was planned with due consideration to his availability. The set double bookings are unhelpful to Nosa's developmental efforts.

Leadership: word association plenary presentation

A leader is a hardworking person who provides direction to the organisation, and supervises and monitors the policies and activities of other people. The leader has the ability to teach and inspire people towards their full potential, and possesses the quality of selflessness. He or she uses power responsibly.

Leadership styles

Lewin's leadership styles (democratic, autocratic and laissez faire) were discussed, and how they relate to the applications of the three main theories of power (soft, hard and integrative). Although the participants accepted the combination of democratic and soft power as most ideal at Nosa, they also acknowledged that the other styles have their place in certain situations.

Leadership vs. Management

The differences between leadership and management were explored. At first participants believed that leadership and management was the same thing.

However upon defining the management process that includes planning, organising, leading and controlling, participants realised that leaders are not necessarily managers. Management is a learned skill. However managers also have a leadership role that they are expected to play. Also, there are good managers who are not necessarily good leaders and vice-versa.

One participant made a good point that management skills can also be acquired through experience, and not just through academic pedagogical methods.

Management Systems

Management systems are a big issue for the participants and it was mentioned several times during discussions. Most of them as managers or supervisors are struggling with either the non-existence of management systems or lack of understanding on how to implement them. This negatively affects their interpersonal relationships and job fulfilment.

According to the participants Nosa must have the following business functions:

Human Resources Management; Financial Controls and Management; Fundraising; Programmes; Compliance; Building management; Resources Management; Beneficiary and Stakeholders Relations.

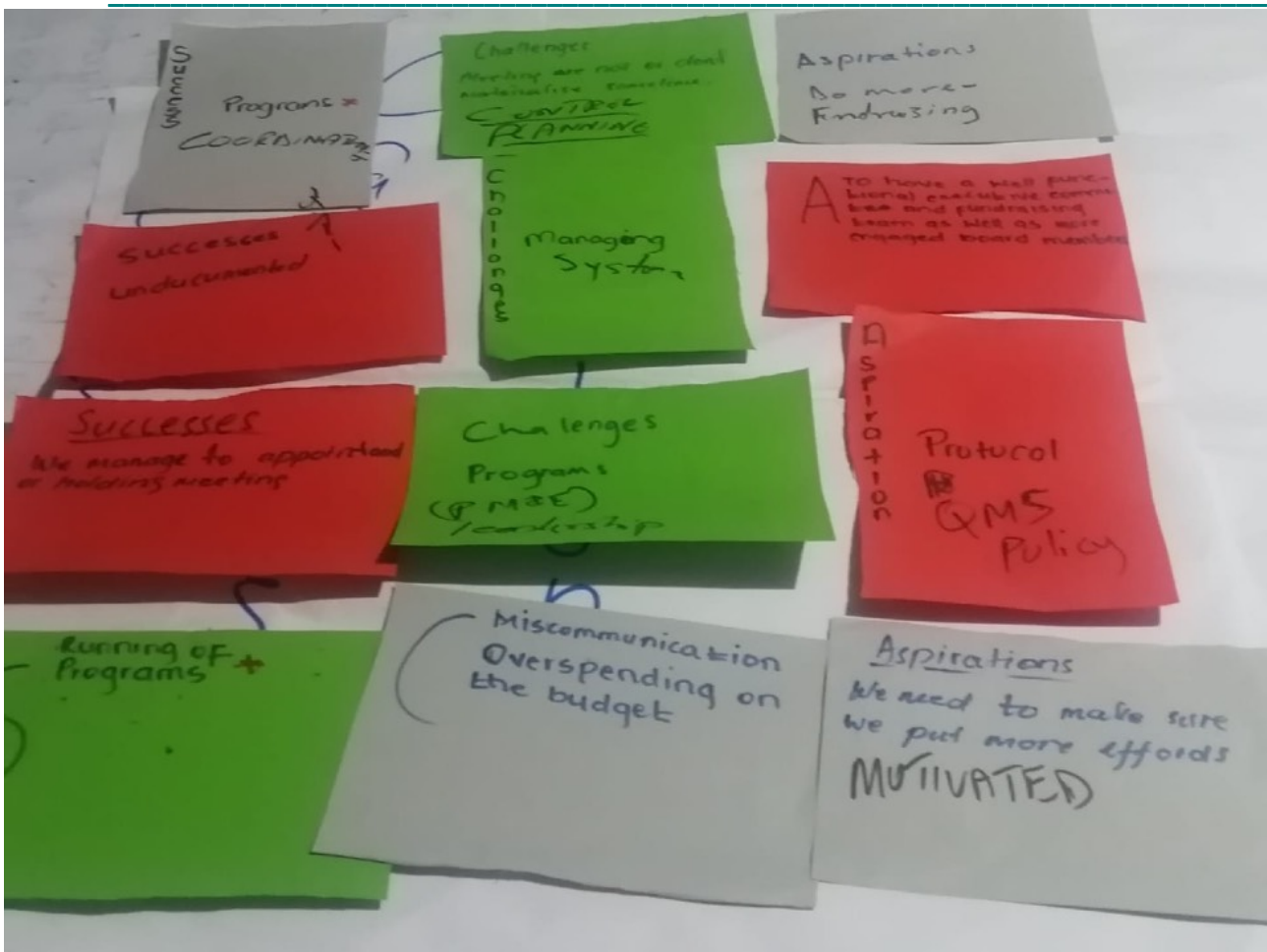
Based on this list of functions, each participant was given homework to reimagine a Nosa organogram that has these functions. This homework was to feed into the subsequent organisational and structural change workshops.

S-C-A Chart

This is both a reflective and forward looking tool. S-C-A stands for Successes, Challenges and Aspirations. In commissions, the participants were given colour cards to create a chart of what leadership and management systems they thought had worked well (successes), where they could do better (challenges) and what optimal systems they foresaw (aspirations).

It is noteworthy that the participants found Nosa to be successful in coordination. However they found lack of proper planning and monitoring a major shortcoming in the efficient coordinating of projects. They claimed that projects tended to take different directions before they concluded.

The following image portrays the S-C-A chart activity:



Conclusions

The glaring absence of functional leadership and management systems being the root cause of unhealthy interpersonal relationship at the Nosa workplace cannot be over-emphasised. The management and leadership session provided the necessary appetite to urgently develop proper systems at Nosa. This appetite must be immediately cultivated through a sustained systems coaching and mentorship process.

For Mapula, the session was a welcome refresher as she has undergone leadership and management training in the past but over the years had forgotten the importance of applying correct leadership and management principles.

Facilitators also observed relationship tensions between Nosa/Bridgette and Mapula. This was not surprising because Bridgette was not available during the round of mediation work. Attention should be given to this matter.

2.2.5. Change of Organisational Structure

The unusual character of Nosa's organisational structure as presented in their first organogram provides the rationale for this intervention. Knowledge of best practice models were explored in the workshop session. The real change to the organisational structure can be applied over time

through the proposed sustained coaching and support sessions, and future Board and Management meetings. The Board and Management were the recipients of this session.

Workshop Details

Date: 4 March 2021

Venue: Nosa Workshop Room

Facilitators: Thamsanqa and Simon

Participants:

- Mapula - Project Manager
- Miriam Mnguni - Board Treasurer
- Getrude Magugula - Board member
- Innocent - Principal
- Venolia - Administrator
- Nosa - ECD Supervisor
- Edwin - Bridging School and Aftercare Supervisor



Session

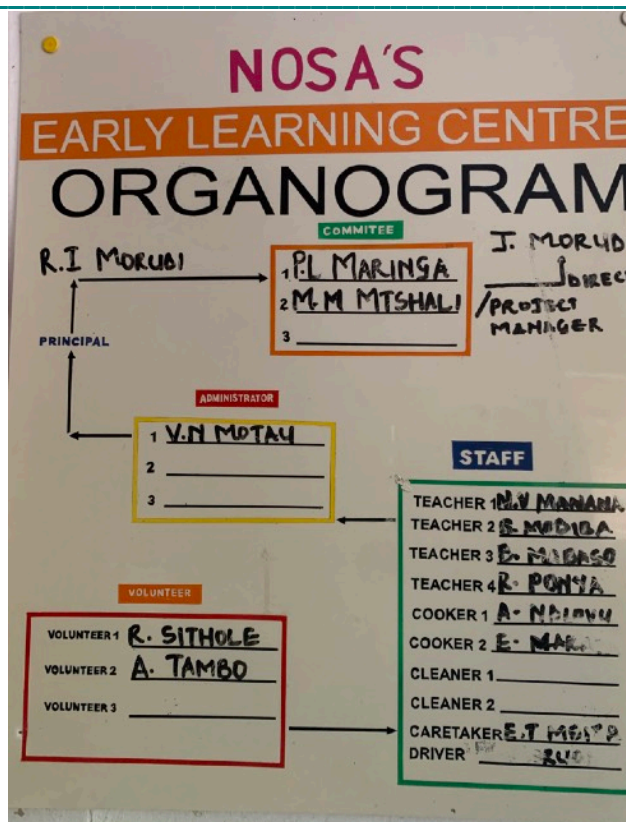
Interconnectedness of this session and the previous one demanded that we follow the same plenary and commissions format based on the Phaphama principle of experiential learning.

Organisations formations and legal registration

In commissions, the participants deliberated on the importance of an organisation by systematically answering four questions:

1. Why an organisation?
2. What makes an organisation?
3. What are different forms of organisations?
4. What are different types of legal registrations for an organisation in South Africa?

There was general consensus on the importance of an organisation. The common understanding that the workshop reached is that organisations are important for they provide collective strength to effectively respond to particular societal needs or problems. Also that programmes, policies and people are the key ingredients of forming an organisation.



Current Nosa Organogram

The session improved the participants' knowledge regarding the three philosophical formations of organisations, namely unitary, federal and authoritarian formations. The participants located Nosa as either federal or unitary. However they all agreed that they aspire to be unitary as a means to

promote cooperation and collective prosperity as opposed to encouraging unhealthy competition of siloed departments.

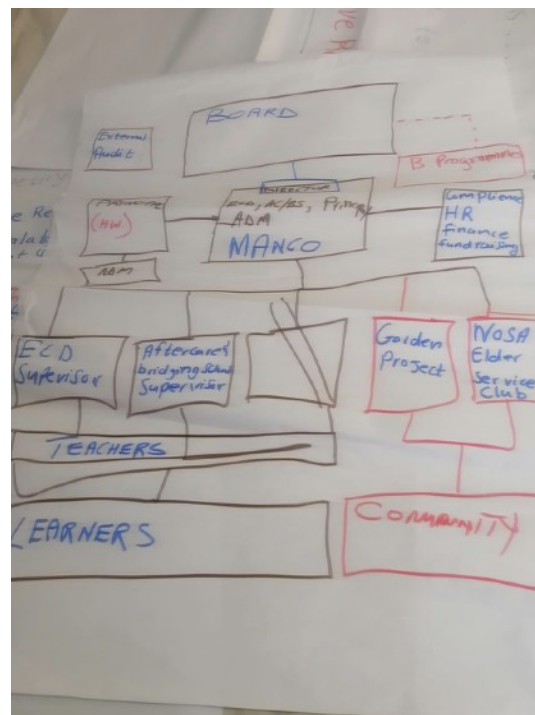
The participants' knowledge of different types of South African legal forms of registering an entity was complemented. Currently, Nosa is registered only as a Non-Profit Organisation (NPO) at the Department of Social Development (DSD) as provided for in section 12 of the NPO Act of 1997. However NPO is in fact a mere status to get organisations eligible for government funding, in the same way that a Public Benefit Organisation (PBO) is a status to exempt non-profit companies from paying certain taxes.

Notwithstanding the common practice in the social development sector whereby entities register only in terms of the NPO Act, the law requires that organisations should also be registered in terms of the Companies Act of 2008 before they can be recognised as formal entities. The most viable form of registration for NPOs in terms of the Companies Act is Non-Profit Companies (NPC). In future, Nosa should look into this possibility.

Practical Applications of Governance and Management in an NPO

As a continuation to the previous sessions that dealt with leadership and management, and the related conflicts, the participants presented their versions of the organogram of Nosa in relation to their own and colleagues' roles.

This exercise made the participants realise the extent to which they need to improve their understanding of the roles and relationships of Nosa leaders. To this end, the participants worked as a group to provide a basic definition of each leadership or management role and restructuring of their organogram to represent the Nosa that they all aspire to see. In relation to the Nosa functions that they worked on in the previous session, an interim organogram was drafted.



Draft Interim Organogram

Two fundamental questions have emerged when the newly drafted organogram was given a closer look:

1. What is the role of the two supervisors at the Management Committee (MANCO) in relation to that of the Principal?
2. What is the role of the Principal in relation to that of the Administrator and Director?

To respond to these questions, participants began by writing down on different cards their role, to whom they reported and from whom they received reports.

Presently the participants understand their roles to be as follows:

- **Treasurer: Board** — “My role is to report to the board and also to the community. I receive financial reports from the Director/Project Manager.”
- **Principal** — “My role is to oversee that everything in the centre is running smoothly and accordingly. I report to the Director/Project Manager and I receive reports from the admin.”
- **Office administrator** — “My role is to submit progress quarterly reports, send and receive emails, do general office work such as printing copies and sending applications. I report to the Principal and the Director. I receive reports from the staff in the absence of the Director and the Principal.”
- **Bridging and Aftercare supervisor** — “My role is to supervise both Bridging and Aftercare work conditions, give orders that I get from the Director to the staff, monitor the working progress from both programs to make sure things are in place.”

• **ECD supervisor** — “I am responsible for supervising teachers and report to the Management committee.”

• **Project Manager /Director** — “I oversee the running of the organisation and give direction, I report to the board, I receive reports from the management team.”

The team’s general understanding of their roles in the bigger scheme within the organisation requires improvement. Future sessions will have to look into writing proper job descriptions for each role.

The principal was given the task of convening an education subcommittee every Tuesday to plan and get feedback on academic activities. Other members of this subcommittee include the administrator, ECD and Bridging and Aftercare supervisors. The Principal is responsible to report the activities of this subcommittee every month. The supervisors for ECD and Bridging and Aftercare sections, on the other hand, provide their management-related plans, ideas and reports at MANCO that was planned to meet monthly. The formation of MANCO is a mandatory requirement in terms of the Nosa constitution.

Lastly, the workshop tasked the participants to use the coming weeks to research good model practices in similar education institutions that have both a director and principal, plus an administrator. Lessons from such institutions will inform how roles of a principal, director and administrator can be best positioned in a Nosa organisational structure of the future.

In summary the following tasks were agreed upon in the interim, whilst sustained systems coaching sessions are being finalised:

- a) Convene academic subcommittee meetings every Tuesday at 15:00. Phaphama commits to attend on these meetings as an observer.
- b) Convene MANCO meetings every last Thursday of the month at 13:00. Phaphama commits to attend on these meetings as an observer.
- c) Convene the next Board meeting no later than April 2021. This meeting should also agree on schedule for quarterly Board meeting and look into programming the next AGM.
- d) Research on how other organisations modelled like Nosa function.

Conclusions

At the end of this session we reviewed some of Nosa’s policy documents, albeit ones that were less about management systems and more about regulating the client-service provider relationship. Existing policies at Nosa include the following:

- (i) Constitution
- (ii) Admission Policy
- (iii) HIV/AIDS Policy
- (iv) Nappy changing Policy
- (v) Universal Precautions for use in Schools/ECD centres
- (vi) Glove Policy
- (vii) Medication Policy
- (viii) Hand washing Policy
- (ix) Voluntary Policy
- (x) Outing Procedure

- (xi) Complaint Procedure
- (xii) Development Plan
- (xiii) Staff Policy

In addition Nosa has the following:

- (i) Employment Contracts
- (ii) Tax Compliance - Good standing
- (iii) Public Benefit Organisation
- (iv) NPO Certificate

Participants Feedback

In giving individual feedback on the two sessions, the participants have expressed their appreciation for the session and found them to be enlightening. Some of the feedback provided is given below:

“I enjoyed learning about different types of leadership and that Thami and [Simon] gave us the opportunity to express our opinions about the types of leaders.”

“Leadership is not about bossing around your workers but to unite and work together ... the skill that I have gained is that communication and commitment bind people to trust each other at the work place.”

“Phaphama should know that they have done a very great job that brought positive change and has expanded our knowledge especially regarding management and running the centre.”

“I gained knowledge on forms of organisations, about why we have them, what makes them and types of organisations.”

“I gained better knowledge about the organogram and how it should be followed.”

In their feedback, the participants also expressed the desire to improve their workplace and interpersonal relationships through follow up sessions:

“If you could help us fix the relation between the manager and supervisors because we are still considered as volunteers or staff members especially financially. There [are] more secrets that would also destroy the organisation”

“I learned and I need Phaphama to assist us with the following: business plan, organogram, profile, contracts and constitution.”

“I suggest that Phaphama Initiatives interview every staff member one on one asking them what their role in the organisation is and why they are fit for that role and how they will grow the centre.”

2.2.6. Conflict Transformation and Team Building

The final part of the planned intervention was a two session conflict transformation workshop. Notwithstanding the reprioritisation towards the systems-related interventions, conflict management and team building skills remained necessary. Taking into consideration the limited time we could have with the entire staff, this workshop contained a few meticulously chosen

Alternatives to Violence Project (AVP) exercises with a sharp focus on building teamwork and a sense of community; inclusiveness; appreciation of good within everyone; personal nonviolence choices; consensus decision-making and transforming power principles.

Workshop Details

Date: 6 & 13 March 2021

Venue: Nosa Workshop Room

Facilitators: Ms Thulisile Ndlovu (Thuli), Thamsanqa, Ms Makhosaza Hlongwane (Khosi) and Simon

Participants: Management team and 17 (first session) and 11 (second session³) staff members

Session on 6 March

Introduction, Gathering and Boundary Agreement

As a way of introduction, the facilitators shared the purpose of the workshop and requested everyone in the room to say their names and designations. Participants were further given the opportunity to express what they would like to see happening at their work place post the workshop. Among other things, the participants expressed the desire for more cooperation, respect, time management, dedication, motivation and affirmation.

In order to create a safe space in which to encourage open and free participation for the entire duration of the workshop, the participants formulated the following boundary agreements:

- *Respect each other*
- *Maximum participation*
- *All equal*
- *Create a friendly work environment*
- *Have FUN*
- *Phakamisa Khonjwa Khuluma (raise your hand, wait until you are recognised before you can talk)*
- *Confidentiality*
- *No side talks*

Adjective name game

Adjective name game requires that each participant find an adjective that best describes them. It should be a positive adjective and should also start with a first letter of their name. This is an affirmation exercise that enables a participant to honour the idea of seeing good in him or herself. To 'affirm' is to recognise and give strength to. When we recognise the good of the human spirit in all of us, we strengthen confidence in that spirit.

Participants really enjoyed thinking positively about their names and said this is important to uphold even after the workshop, as they do not often think this way about themselves and others. The participants loved it and said it took away their shyness.

³The 11 in the second session included the two leaders that were not present in the previous session Innocentia (principal) and Venolia (administrator). Also this second session had only 1 male as compared to the 3 that attended the previous one.

Concentric circle

This is a communication exercise that is meant to begin breaking down barriers by getting participants talking authentically to each other. It gives participants an opportunity to practise deep listening and build trust in the group.

Participants enjoyed sharing personal information without being judged by people they never thought could listen to them. Some participants needed to be reminded not to give advice when they were meant to just listen. They were able to relate this exercise to their work environment in the sense that they hardly listen to each other.

I-Messages

Through a role play "I" messages show how one can own and express feelings when faced with a challenge. This can transform a conflict by arousing understanding and empathy in the other party.

Although the participants felt that this was not a normal way of communicating, they found it to be constructive as it addresses undesirable behaviour rather than attacking a person.

Broken squares

The exercise is meant to foster cooperation amongst the participants and is significant in demonstrating how much can be achieved through teamwork. Participants realised how important it was to be observant and offer help where needed to make sure that your team succeeds. Sometimes it was hard for participants to work as a team as individualism prevailed.



Team Building through the Broken Squares activity

Check- Out / Commitments

The day ended with participants making commitments to themselves on how they wished to act differently in the workplace, based on this session's learnings. These commitments included:

- Not to undermine other people's ideas
- To help others
- Time management
- Sharing of information
- Ask questions for clarity
- Normalise and neutralise emotions
- Build trust
- Be more patient
- Do my work without being told
- Be willing to help
- Complete my tasks
- Uphold the image of the organisation
- Focus and commit to my work
- Motivate others

Session on 13 March

Four Toxins

The four team toxins (blaming, defensiveness, contempt and stonewalling) were shared with the participants to get them to realise their role in the escalation of conflict. Each participant identified themselves with one or more of these toxins.

The session then took the participants through the process on how to apply antidotes as means to counter these toxins.

Decision-making and consensus building

The participants were divided into two groups whereby each group underwent a decision-making process. This process involved them having to select and agree on a topic to discuss and ultimately decide on how the topic could be tackled and presented.

This exercise exposed some staff members' lack of confidence when it comes to expressing their thoughts. For others, on the other hand, their domineering personalities showed.

Those who lacked confidence in expressing their thoughts gave various reasons for this. Some, for instance, felt that their views were not important and that they did not have as much knowledge about their work.

One group presented a powerful incident that exposed an important dynamic in their work environment. Some staffers found the principal's quiet demeanour frightening, which makes it difficult to approach her and report issues. The principal apologised for having created a hostile impression. She reassured everyone that she was accessible.

All the participants made the commitment that they will have open communication and be considerate of other's views.

Transforming power

This exercise helped participants understand that they do have choices when faced with conflict and violence. It also helped them understand that they have the potential to change situations to be less violent. Ultimately, it gave guidelines on how to do this.

Participants were requested to share a conflict that they had resolved non-violently. Their level of interest was very high as they reflected on the incident shared on the previous exercise involving the principal. The participants felt this was a demonstration of a potentially destructive outcome being prevented and resolved before it could escalate.

The non-violence choice was further demonstrate through the Mandala for Transforming Power Participants were able to acknowledge that they have challenges in handling conflicts. The process made them to think about the importance of respect, care and transforming power.

Observations

At the beginning of the workshop, most participants were reserved. They eventually started to loosen up even if they were not as talkative as they could be. It was a case of being uncomfortable to talk openly, especially about the issues that they were facing in the workplace. To further encourage openness and free speech, we let the participants express themselves in their home languages.

As the workshop progressed, most of them were able to voice their opinions and got a chance to be listened to by the others. Some said they had been scared to express their opinions because of their less important position at work. They had thought that their opinions would never be valued by their superiors.

This session was a good start towards working with the AVP pillars: communication, affirmation, community building, corporation and transforming power, on which stronger organisational systems and healthier interpersonal relationships can be built and cultivated.

Selected participant evaluations of the workshop:

What did you enjoy about this workshop?

✓ I enjoyed learning more about the four toxins and how they affect our lives at work or people who we are engaged with.

✓ It was informative and an eye opener.

✓ The fact that we have managed to raise our issues that were causing conflict and resolved them without pointing fingers.

✓ The sharing about the challenges we are facing at work and what we have done to others.

What was the most important thing you learnt on this workshop?

✓ To always listen while someone is talking or telling you his/her problems.

✓ Communication; self respect; teamwork; be willing to help.

✓ That withdrawal and defence mechanism is also toxic.

✓That the most important thing that I learned is that you must be open to issues causing conflicts. Deal with things that can be toxic to your life.

What did you not enjoy or what did you not find valuable in this workshop?

✓I did not get the chance to write down the information.

✓Nothing

✓Everything was important.

✓It was valuable and enjoyable.

What are your feelings about the facilitation of the workshop?

✓They made me feel free to talk.

✓I am happy because I was able to voice out how I feel and they were willing to help me.

✓They were calm and patient.

✓It was good and they did take our feelings into consideration.

What suggestions do you have to improve this workshop?

✓Follow-up sessions to check if implementation was done in the correct manner and protocol was followed.

✓Nothing, the workshop was successful and I think the goals they were aiming to reach were reached.

✓More time and maybe once in four months.

✓If the workshop can be during the week because most of us are studying and working on weekends

3. CONCLUDING REMARKS

The overall intervention at Nosa contained a total of ten complementary sessions. Before redirecting the focus from mediation and coaching to systems coaching and skilling, we had gained some important insights about the general state of the organisation. We had our doubts about the willingness of the leadership to genuinely undertake the difficult yet necessary process of change. It however became a refreshing surprise to witness the ever-growing interest by the entire leadership in this process aimed at organisational growth and improved interpersonal relationships.

This has allowed for fairly good cooperation and an honouring of the process by the Nosa team. Taking from the participants' feedback on each workshop, it is clear that the intervention was received well by the participants. It has given them a fresher outlook for a brighter future at Nosa, albeit there will always be a few cases of skepticism.

The positive progress made though is not a reflection of a changed Nosa that is devoid of challenges. It is a mere planting of a seed of transformation. With careful cultivation, it shall bear the desired fruits of a healthier organisation.

Despite the impressive evidence of the existence of some policies and procedures, there is a dearth of management systems and control policies. Most of the existing policies are regulating the relationship between the organisation and its clients, and are compliance based in accordance to statutory and donor requirements.

The existing staff management policies are limited to employment contracts, some parts of which, such as the disciplinary procedure, are unsound. The will to address this was also unambiguously expressed.

Whilst the management team displayed a lack of confidence in their ability to raise funds, Nosa displays no signs of an ECD and aftercare centre that is in financially dire straits. It seems to have the long-term support from the MAMAS Alliance and the Department of Social Development to remain sustainable. Nonetheless, fundraising skills should be cultivated.

Overall we are encouraged by the developmental state which Nosa has currently reached. It has come a long way since our first intervention session. The existing institutional wisdom that has built it in the last twenty years should always be embraced.

Therefore, a long-term and sustained intervention is necessary. This should be in the form of organisational coaching and mentorship and team building. Some of the deep-seated issues between Mapula and some of her colleagues, especially her younger family members may still require a mediation session or two over time. Also, this kind of intervention must be aimed at supporting the process of developing a reliable succession plan, since Mapula has repeatedly expressed her wish to retire soon.

4. RECOMMENDATIONS

The combination of the unequivocal cry for help and progress made justifies the absolute necessity for a sustained intervention. Thus we recommend the following steps for ongoing support of the organisation.

- 4.1. We have already committed to attend one provisionally established education subcommittee and one MANCO meeting. In line with the recommendation already made in the enclosed preliminary report of 12 February 2021, the Phaphama team should schedule to attend a maximum of three randomly selected management and governance meetings in order to provide further coaching and mentorship, and to monitor and cultivate the progress.
- 4.2. The Phaphama team to facilitate short team-building sessions between the supervisors and the staff in their own sections and between the members of the management committee.
- 4.3. The Phaphama team to provide coaching sessions on developing quality management systems policies, procedures and controls, and to ultimately improve the organogram. In the process a reliable succession plan has to be developed.

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- 4.4. The principal is earmarked as someone to take over the running of Nosa when Mapula ultimately retires. Therefore we recommend that she goes for a leadership training at an institution of higher learning.
 - 4.5. Phaphama team to provide coaching on the remuneration of the ECD teacher assistants.
 - 4.6. Jabu to provide at least three more online coaching sessions to Mapula so as to nurture her newly acquired skills of managing conflict and to also come to terms with the reality of empowering the new layer of leadership.
 - 4.7. The Phaphama team to provide further aftercare mediation sessions for those who participated previously so as to assess the progress in interpersonal relationships.
 - 4.8. The Phaphama mediators to hold a mediation session with Nosa/Bridget and Mapula. Nosa was not available during the first round.