CHAPTER 1: BACKGROUND AND SOCIAL PROBLEM

1.1 INTRODUCTIONS

This chapter deals with the geographical and political background of South Africa before and after the apartheid era. It shows aspects that indicate why projects were not popular in former homelands to bring about community development. The chapter indicates that projects within the community infrastructure help to create employability and to eradicate poverty. The skills such as agriculture, horticulture, art and crafts, health care, and needlework are necessary ingredients to eradicate poverty within communities. This chapter gives the aims and objectives of the study, and the research questions that quided the researchers activities.

1.2 South Africa during apartheid

1.2.1 Geographical Background

The study took place in South Africa. South Africa is a country situated at the Southern tip of the African continent, flanked by the Indian Ocean on the east and the Atlantic Ocean on the west. This location at the southernmost end of a long journey by ship between Europe and Asia undertaken since the fifteenth century was a primary factor in the country's early settlement by a large number of Europeans, which has had a profound influence on the history of the country.

South Africa is bordered by six Southern African states, namely Lesotho, Swaziland, Namibia, Botswana, Zimbabwe, and Mozambique. Before the first non-racial democratic elections in 1994, South Africa was divided into four provinces, namely Cape Province, Natal, Transvaal, and Orange Free State. The "national states" of Transkei, Bophuthatswana, Venda, and Ciskei (the TBVC states) were nominally independent but were reincorporated into South Africa in 1994. The number of "self-governing territories", namely Gazankulu, KaNgwane, KwaNdebele, KwaZulu, Lebowa, and QwaQwa were also reincorporated into South Africa in 1994.

1.2.2 Historical and political background

The country's history in and before 1948 chronicles how the policy of separate development (apartheid) was introduced and abused when in the hands of the National Party government. During South Africa's apartheid era, development was far from being people centred. Development became a tool of exploitation and disempowerment, and millions of people were made poor through social, political and economic engineering called development. The National Party's policy of separate development or apartheid assumed that development could be promoted by dividing the population into separate racial groups, each with a different political and social position within the system. Theron (2005: 18) indicates that, the National Party believed only through separation could the interests of each racial group be promoted within its own delimited area. This system of segregation brought about hardship for the majority of South Africans classified as "non white" to develop themselves.

The separate development brought about a situation in which white privilege existed alongside black poverty and deprivation in every aspect of life: in the ownership of land and other economic resources; in access to amenities; and in the provision of health, education and welfare services. All of this illogical as it may seem, was done in the name of development. The separate development formulated by whites brought about the enforcement of discriminatory laws such as Group Areas Act (1950 and 1966), the Native Land Act (1913), the Rural Coloured Act (1963), and the Asiatic Land Tenure Act (1946).

1.2.3 Aspects of the South African history on community development

Community projects were not popular in South Africa during the heyday of the international boycotts. This was mainly because of skepticism and mistrust in government circles about potential change. Attempts in some of the former homelands also known as Bantustans at the time, to bring about community development were briefly discussed. Although various community projects and efforts were mentioned, it

should be borne in mind that these were undertaken on a rather small scale. In none of the former homeland was community projects adopted by all departments as a general approach to rural development. At most, some commitments were made to community development as underlying "principles" for rural development, which meant that more attention should have been given to grass-roots participation.

Community development, although not very popular, was acknowledged and pursued at various levels in the former homelands. One such level was that of the local self-group. In most cases this did not require policy decisions at central level. Local officials used local groups to start projects that accorded with the goals set by the officials. Extension officers demonstrated agricultural techniques to groups instead of going from homestead to homestead. In certain circumstances the role of the groups became so broad and successful that the government incorporated them into a formal structure, arranged to finance some aspects of their activities and expanded either the groups or the activities of the groups.

A large number of community-based organizations are found in the rural areas, which comprised the former homelands of South Africa. By far the largest proportion of these groups was formed spontaneously. Community-based organizations include burial societies, sports clubs, choirs, savings club, women's groups, and independent churches. The strongest of these groups was the Zenzele Women's Association, found in all the former homelands and more particularly in the Nguni-speaking areas. The main purpose of the association was to spread knowledge of home economics among its members and to improve their living standards.

The predominance of women in the rural areas has resulted in women assuming leadership roles in many fields. This is especially so in respect of community-based organizations, most of which are women's associations or are dominated by women. These associations form a network of cooperation and assistance and can play a vital role in meeting the challenges of rural poverty.

The care groups and other community-based organizations with a community development approach can play a major role in rural development generally. A few of these groups, however, play a role outside their own membership. Groups involved in activities such as sewing, knitting, gardening, and home making are usually exclusive and any improvement in lifestyle takes place among their members only. So, apart from the demonstration effect these groups may have, they are not geared to serving their community by passing on their knowledge and skills. The Black Consciousness Movement (BCM) was perhaps the most important exponent of radical community development empowerment in South Africa. Its actions were closely tied to the struggle against apartheid. Biko (Stubbs, 1978: 108) provides a philosophical principle of the movement:

> *The philosophy of Black Consciousness therefore expresses group pride and the determination of the black to rise and attain the envisaged self. Freedom is the ability to define oneself with one's possibilities held back not by the power of other people over one but only one's relationship to God and to natural surroundings.*

Biko was involved in community development projects in King William's Town and, through his involvement in the Black Community Programmes (BCP), also in the other parts of the country (Gran, 1983: 115).

Wilson and Ramphele (1989: 267) relate the potential capacity of different types of organizations in South Africa "not only to make a real difference to people's lives now but also to help shift the balance of power towards the poor". The genuine development work is that which empowers people; which enables them to build organizations that, like a hydro-electric dam, pool their resources and generate power where previously there was none.

1.3 Post-apartheid development

After the first democratic election on 27 April 1994, the four provinces and homelands of South Africa were replaced by nine new provinces, namely Gauteng, North West, Kwazulu Natal, Limpopo, Free State, Eastern Cape, Western Cape, Northern Cape and, Mpumalanga. These provinces differ greatly in physical size and character, population density and economic productivity. As South Africa is striving to overcome the social, economical and political devastation caused by separate development and its psychological impact, the concept of development has been redefined and the term, "integrated people-centred development", has become the most important national buzzword in development circles. The White Paper on Reconstruction and Development (WPRD), (1994: 7) indicates that:

> *The government policy following South Africa's first democratic election in April 1994 reflects the integrated people centred development approach in its intent to promote a democratic, non-racial and non-sexist society.*

Against the background of South Africa's apartheid history of disempowerment and top down decision-making, South Africa's first democratically elected government deemed it necessary to embrace people-centred development through its 1994 socio-economic policy framework. The people centred development was believed to provide a starting point in addressing the injustices of the past development efforts. Consequently, the principles of people centred development through the building blocks of development such as public participation, social learning, empowerment, and sustainability have become an integral part of policy-making in post-apartheid South Africa.

In the constitution of South Africa, the Bill of Rights indicates that, the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, ethnic or social origin, colour, belief, culture, language and birth. The constitution also indicates that, everyone has the right to a basic education, including

adult basic education and to further education, which the state, through reasonable measures, must make progressively available and accessible.

Quality education is required for a growing population, and for adults who have had limited education, or who need retraining because their skills have been deteriorated. Community development will help families, individuals and various groups to cope with challenges of modern living, such as the cultural shock, various socio-psychological problems, intimidation, family breakdown, violence, unemployment and poverty. The lack of skills was indicated by Lessing (1994: 48) when he states that, there is scarcity of skills in South Africa, despite unemployment at lower levels. In fact, skilled people and entrepreneurs are needed to create job opportunities and to train the millions of unskilled people.

The South African government encourages people who have been deprived of the right to education to engage themselves in the adult education and training centres with the aim of building a bridge between formal and non-formal education and training. The adult centres help to promote and improve employability through projects implementation. In order to be employable or to create their own jobs, people need to have skills and competencies. The skills, which adult learners accumulate from adult centres, will allow them to create, keep, find, and enrich their jobs.

Given the history of South Africa, this is unfortunate as it had been widely hoped that all the people of South Africa would by now be in a better position to take advantage of the opportunities afforded by the transformation in the country. Despite the considerable emphasis on human resource development, the shortage of skills in the country remains an area of considerable weakness. There is insufficient education and training for individuals operating in critical positions. Many workers are not multi-skilled and this impacts on their ability to cope with complex situations. It remains a challenge for the community to communicate effectively with their elected representatives and government officials.

The steady progress has been made in the delivery of services since the advent of a democratic and development state in 1994. While progress has been widely acknowledged, the government is acutely aware of the challenges facing local government regarding reengineering service delivery, particularly in the rural areas where service delivery has been slow. The government service delivery at national, provincial and local levels is not always appropriate or always reaching the intended recipients effectively. One of the causes of a lack of service can be attributed to the shortage of skills and expertise at local government level. The harsh reality is that in many cases, officials who are employed at this sphere of government often do not know how to engage communities in the wide spectrum of government-sponsored programmes and projects which aim to better the lives of the disadvantaged.

1.4 Limpopo Province

The Limpopo Province is one of the poorest provinces of South Africa. The majority of people live in rural areas where poverty and unemployment are very high. The Province was formed after the 1994 democratic general election, being an amalgamation of the three former homelands, better known as Venda, Gazankulu and Lebowa Bantustans. The Limpopo Province is found in the northern part of South Africa and it is bordered by three neighboring countries, Botswana, Zimbabwe and Mozambique. In the Limpopo Province, projects within the community infrastructure sector are in great demand. The demand for such projects originates from backlogs in the provision of basic services such as domestic water supply, community access to roads and basic sanitation.

The projects within the community infrastructure help to create employability and to eradicate poverty. Community poverty is associated with factors such as poor housing, lack of safe water supply, poor educational facilities, a lack of sanitation services, and few opportunities for employment. In a poorly developed community disease is prevalent, the infant mortality rate is high, the incidence of malnutrition is rife and there is a lot of ignorance. Community development greatly strengthens a community. This strengthening takes place at both the abstract and concrete levels. People become more

self-sufficient and self-reliant, which does much for their dignity. The skills such as agriculture, horticulture, arts and craft, health care and needlework are necessary ingredients of a self-sufficient community.

The Limpopo Province has five districts, which are Waterberg, Vhembe, Mopani, Capricorn and Sekhukhune. The Capricorn District is divided into five municipalities, namely Aganang, Blouberg, Lepelle-Nkumpi, Polokwane and Molemole. In Polokwane municipality there are quite a number of projects, which aim to create jobs and to generate income. Projects also have a direct bearing on overcoming unemployment and antisocial behavior. Some of the income generating projects in the Polokwane municipality are Moletjie-Matlala poultry, Thogwaneng People's Bakery, Moletjie Rural Women Club, Baitapishi Bricks Making, e.t.c.

Among the given number of projects, Moletjie Rural Women Club (MRWC) is the project found in the village of Moletjie (Moshate) in the Capricorn District under the Polokwane Manucipality and it is about 20 kilometers in the Western direction of the city of Polokwane.

1.5 The Social Problem

There was a social problem among the existing projects in the Limpopo Province, and that was the unsustainability of projects. This study was to evaluate how the Moletjie Rural Women Club (MRWC) project sustains itself among the income generating projects within the Province. The project is for needlework, pottery, cooking, flower arrangements, baking, and catering. The project was initiated by women from Moletjie (Moshate) community through the skills and knowledge they accumulated from the Adult Basic Education and Training (ABET) centre with the aim of alleviating poverty and unemployment.

1.6 Aims and objectives of the study

- The main aim of this study is to evaluate the sustainability of the Moletjie Rural Women Club (MRWC) project and to understand the strategies that are effective in developing the project.
- It is the objective of this study to evaluate how the MRWC project is sustainable among the income generating projects in the Limpopo Province.

1.7 Research Questions

1.7.1 Main research question

- How is the Moletjie Rural Women Club project sustaining itself?

1.7.2 Sub research-questions

- To what extent is the MRWC project sustainable?
- What are problems affecting the sustainability of the project?
- Who are the main role players in the project?
- Which factors influence the project to sustain itself?

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 Introduction

Based on the readings of relevant literature, it appears that for any project to succeed there must be some factors that influence its sustainability. The sustainable basis of the project within a community is about empowering people and the community with skills, knowledge and capacity on how to produce the goods needed in the project. A project should have clearly defined objectives and follow an organized process to meet a goal. Projects start with an idea and progress through planning and execution until they are completed. Projects are subjected to time and cost constraints, but project managers and teams must overcome them to meet the project's goals, which are based on quality standards. Typically, a team assigned to a project will spend time, money and other resources allocated specifically for the project.

Wilcox (2006: 2) indicates that:

> *A well-defined project consists of project manager and the participants. The project manager is someone who manages the project. Other individuals or groups that can be considered as project participants include people assigned to work on the project; the public, if they are affected by the outcome of the project; and customers, if they use a product created by the project. Any individual, group, or organization involved in a project or whose interests might be influenced as a result of project achievement can be considered project stakeholders.*

A project entails goals and objectives that should be accomplished. A clearly defined objective enables the project manager and stakeholders to know exactly what to accomplish. Regardless of how hard you work at project management, if the project does not accomplish the intended goals, the project fails. Most people have been exposed to poverty alleviation programmes such as projects, and there are "process groups" that can

enable the project to finish on time, within the budget, with reduced risk, and with reasonably predictable results. The process group has five stages, which are:

- Initiating.
- Planning.
- Executing.
- Controlling.
- Closing.

2.2 Project Initiation

2.2.1 Introduction

This process group is the formal recognition that a new project exists. In this process the project manager must typically set the project goals and objectives. A project is initiated when an individual or group recognizes a problem or opportunity and decides to take action. After an idea is developed, time and effort must be invested to develop the concept into reality. The information from finished projects is often used during project initiation. This information can include performance reports objectives, documents of the past decisions, and documents of the results of completed projects. Historical reports are a good source of information for project managers. They can refer to these reports to find benchmarks for a current project, or to learn how another project managers solved problems similar to what they might face.

Brown, (1992: 16) states that the key to Project Initiation is the **term of reference** documents. This may manifest itself in a number of guises- such as the recommendations of a feasibility study or project definition report- but it is important that it is given a proper attention.

2.2.2 The terms of reference

In many ways, the terms of reference represent the Project Manager's contract with the users and with the project's sponsor. As such it serves to define the context of the project, what is expected and when. The Terms of Reference is the first point at which a form of structure is applied to the project; it is given shape, size and direction, even if only in general terms.

The key elements of the terms of reference are:
- Authority and project sponsor.
- Customer.
- Objectives.
- Scope.
- Constraints.
- Costs/budget.
- Resources.
- Deliverables.
- Project phases and timescales.
- Risks.
- Roles and responsibilities.

2.2.2.1 Authority and Project Sponsor

This needs to be more than a simple statement describing who has asked that the project be carried out. Depending on the position of the project in the organization, there may be times during the life of the project where you have to seek a decision from a higher authority, for example to resolve conflicting priorities. It is as well to have this higher authority, and the authority, which is delegated to the project manager, defined at the outset.

2.2.2.2 Customer

Over and above the project sponsor, it is important to be quite clear as to whom you are doing this project for; and as to who is the project's customer. This will usually be the final user of the product.

2.2.2.3 Objectives

A key aspect of retaining the support of the organization is to ensure that the objectives of the project coincide with the business objectives of the organization. This alignment of objectives should be explicit, and describe precisely how the project will contribute to the business. Objectives come in a variety of shapes and sizes: they can be strategic or tactical, technical or procedural, open or secret, long-term or short-term, applicable to the organization or very personal, so it is difficult to generalize about them.

2.2.2.4 Scope

Unless clearly defined at the outset, an ill-defined scope is one or the areas likely to cause most trouble during the course of the project. The scope can be defined in a number of ways and rarely can a single line be drawn to say what is inside and what is outside of the project. The scope can be thought as the "Who, Where, When, and What", of the project. A well-defined scope will stop you from trying to solve the wrong problems, or wasting time on work, which is not relevant. During the course of the project there will usually be pressures to change the scope. For this reason, your original scope should be clearly defined at the outset, and in this way you can easily assess the impact of any change in the scope.

2.2.2.5 Constraints

Constraints are very similar to scope, but express what areas are outside of the scope, or what boundaries you may not cross. Time and cost limitations are common, and these

invariably have an impact on the third factor, quality. Constraints may also be the result of external forces over which you have no control, such as the law, geography, and organizational etiquette.

2.2.2.6 Cost

At the initiating stage of the project you may have a vague idea as to what the costs of project will be. However, there should be a budget for the project, and this should be reflected in the Terms of Reference.

2.2.2.7 Resources

Again, you will not know precisely what resources will be required. You should, however, state from where you intend to staff the project- internal or external, for which departments- and any particular resource or needs which are already apparent.

2.2.2.8 Deliverables

Project deliverables should be explicitly defined so that there is no doubt in the minds of senior management, users or the project staff, on what is expected. It is not enough, for example, to say that you will deliver a computer system: you will be delivering software, hardware, manuals, and training. Interim deliverables have the benefit of being tangible evidence of progress during the course of the project. As such, their production usually coincides with the end of a significant project phase or milestone.

2.2.2.9 Project phases and timescale

Phasing a project allows the work to be seen in more understandable components. Particularly in the case of projects, it is easy for both project staff and senior management to lose their sense of commitment if the project end date is a very long way off. It is, of course, difficult to state at this stage exactly how long any phase will take. The further

down the road into the project, the less information you have now, and the less reliable any estimate can be. Typically you will confine yourself to committing to a date for your first phase, and providing indicative dates for subsequent ones.

2.2.2.10 Strategy

Having defined the objectives, scope, deliverables, phases and timescales, the project is already beginning to take on shape. However, you have yet to define how it is that you intend to pursue the project. It is important that this is agreed upon in advance. Although you may be given a fairly free rein, senior management will need to have a degree of confidence in the approach that you are taking. Likewise, the project staff will require some high level guiding principles for the project.

The strategic principles are:
- The use of any particular techniques or methodologies.
- The adoption of any recognized standards.
- Relationships with other parts of the organization.

2.2.211. Risks

It is an opportunity to consider what may be the major problems in the project, and what can be done at this stage to ameliorate their impact or likelihood. Risk is a major subject in its own right. However, for the purposes of project initiation it should suffice to be able to do the following risk analysis:

- Identify the risk.
- Assess the impact on the project if the risks do occur.
- Identify measures, which can be taken to prevent them from occurring.
- Identify contingency arrangements, which can ameliorate their effects if the risks occur.

2.2.2.12 Roles and responsibilities

Establishing who decides is a major prerequisite for any project. If clear decision-making responsibilities are not defined then either crucial decisions will not be made and the project will suffer from inertia, or the project team itself will take decisions, resulting in alienation and reduced commitment from the users. As a general rule, decisions should be made by those who usually make them within the organization, or have some accountability for the consequences.

The establishment of sustainable development project is crucial for everyone. At present most development projects operating in South Africa share a range of common principles and criteria in respect of development programmes. Kotze (1997: 18) indicates that when initiating a project the following qualities should be included:

- The project should be initiated by the community itself and should therefore, be demand driven.
- The project should be environmentally suitable.
- Progress should be financially affordable for communities.
- Benefiting communities should be able to sustain and maintain progress.
- The project should be owned and managed by their benefiting communities.
- Technology employed by the project should be appropriate and in line with the capacities of benefiting communities.
- The cost of the project should not exceed its envisaged benefits.

The most important means to secure the sustainability of a development project is through community participation. Communities have to aim at sustainable ownership and local management to projects. The development should be driven by the communities and to ensure that the project is appropriate to the needs of the people it is meant to benefit and that they agree with the project's objectives. There should be a fit between the project and the social environment in which it will operate, by taking into account the community history, including the gender division of labour. To be able to participate

meaningfully, the community needs to be fully informed and be able to transmit its views, wishes and interests to all bodies charged with arranging the development project.

The experience with projects implementation has shown that a two-way communication process is essential. The communication processes need to be in place right from the start of a project, when it is identified by communities, through the process of planning, designing and preparation, to its eventual implementation. These communication processes need to ensure that sufficient community mobilization for inclusive community decision-making has taken place, and that communities have access to a free flow of information in order to secure informed planning and decision-making.

For community development purposes the organization involved in project management must have the attitude and the capability of a learning organization in Kurten's (1980: 498) terminology. The organization must have the capacity for responsive and anticipatory adaptation, must embrace error, and must plan with the people and link knowledge building with action. The development organization that wishes to be responsive must have as its main aim the facilitation of self-determination for people among whom it operates. The people must be seen as independent initiators of activities. Therefore, such a responsive organization's primary assumption would be that, if left to their own devices and provided with some basic support, the people can and will identify and act on their own needs appropriately (Rondinelli, 1983: 127).

However, it seems that most people agree that a community development project starts with the identification of a need or the realization that there is a need. In an empirical study of Nigerian projects, Adejunmobi (1990: 226) mentions that the process starts only after the local people have identified their needs. Du Preez (1981: 222) sees the first task as identifying the problem or need clearly, isolating it and describing it. Jeppe (1985: 28) regards the community's needs as the aspects that will elicit a commitment from the people to continue with the process of community development. Erasmus and Erasmus (1988: 163) state that to approach a community for the first time and to identify its needs at the same time cannot be regarded as sensible. They warn that the human being is more

important than his/her needs. They also add that, too much emphasis too soon on his needs can lead to our being burdened with his needs, while we may lose him or perhaps may never have had him. Morris (1990: 186) is in total agreement when he talks of establishing communication and exchange before anything else.

In community development it is very important that the presence of abstract human needs is acknowledged. The whole philosophy behind community development is that people will gain in self-reliance, self-sufficiency and eventually human dignity through community development (Swanepoel, 1997: 3). That means that while people are striving towards fulfilling concrete needs they gain in abstract human attributes that are the lasting and enduring results of community development. This brings community development directly in line with the current emphasis of people being central to development.

The needs of people are a very important starting point for community development. Wileden (1970: 278) sees the whole community development process as being governed by sets of principles. The first set he calls the "principle of need". It consists of steps: starting with a problem; understanding the problem; developing a concern for doing something about the problem; and expressing solutions in terms of felt needs.

Parts of the management process such as planning and evaluation often receive attention, but in only a few instances the process is viewed as an entity. Seen as a whole the process can be termed project management. Project management consists of four elements, namely, planning, implementation, evaluation, and control. From the literature it is not clear where planning begins and ends. Some works try to present planning as a narrow, generic process, while others include almost the entire management process under planning. Cary (1970) identifies common themes in the process. Nevertheless, it is not at all clear whether there is any agreement among authors on the details of this process.

Chambers (1998: 78) also indicates that, the community development occurs when people form their own organization to provide a long-term capacity for problem solving.

People face a variety of socially caused problems, and these and many other problems such as poverty and unemployment can motivate the community action. Community organizing is when bringing people together to combat shared problems and to increase their say about decisions that affect their lives.

Swanepoel (1996: 13) indicates the guidelines for initiating a successful project. The guidelines are as follows:

- The community project should be as simple, small and short as possible.
- Only a small group of people should be involved in the project and one need must be tackled at a time.
- One of the most important tasks during contact making is to break people's negative attitude and encourage them to believe that they are capable of doing something about their needs.
- Do instill in the people the idea that they must take responsibility for their own development and that they will be the owners of their community development project.
- Decide on the objective in terms of the available resources that will address the identified needs. Make sure that all resources have been identified and that the participants are aware of the constraints on their use.
- The task of the project leader is not to drag or to force people into a project, or to decide for them on how their needs should be addressed. The people should identify their needs themselves and decide what they are going to do about them.

The guidelines given by Swanepoel show that community development is a learning process and through participation, people gain the ability to improve their project. The community development can be a learning process only if people really participate. Participation does not mean that people should be brought into a project when physical labour is required. There is no other stage for people to participate rather than right at the start of a project. Only if they participate can they learn to improve on their own action and take initiatives. The characteristics of an ideal community project are good

communication, feeling of togetherness, good human relations and participation at all levels. Atkinson (1998: 81) indicates that:

> *Local government can also play an important role in promoting job creation and boosting the local economy. Local economies can be promoted in a variety of ways by local authorities, such as effective policies, speeding up building approvals, providing customer-friendly, supporting local investment, providing small business support, and providing training and placement service.*

2.3 Planning

This process group includes defining resources and developing a schedule for achieving the project objectives. The project planning is considered as the most important step of the project management process. Wilcox (2006: 72) indicates that, when done correctly, planning has the greatest impact on the success of the project. During project planning, the project manager and stakeholders define the project's goals, and then define how to meet those goals.

Planning helps to avoid costly changes during the process of completing the project by ensuring that the work is done correctly at the first time. The project management involves using specific knowledge, processes, tools, and methods to make sure a project meets or exceeds the project's requirements. The goal of project planning is to achieve predetermined objectives for the scope, quality, time, and cost of a project. Project planning also involves striving for participant satisfaction.

For project planning to be successful, it requires a group of individuals dedicated to achieving the project goal. In striving for participant satisfaction, project managers must address the needs of team members and stakeholders. The project manager should consider some aspects of general management and project management, such as planning, staffing, setting expectations, and organizing people and information.

Abdalla, (1977: 157) maintains that planning in itself is meaningless, since everything depends on how it is put into practice. Vente, (1970: 101) agrees that plan formations and implementation are inseparable and that these two functions together constitute the planning process. There is a tendency to want to separate these two functions because plan formation is seen as a clear-cut and rational exercise, whereas plan implementation is seen as irrational and subject to the vagaries of politics and other circumstances (Hoyle, 1972: 45). Although Swanepoel, (1997: 149) maintains that planning means bringing together three elements-the need, the resources, and the objective-and relating them to a fourth element, action. The identification of a need and the decision on an objective in terms of available resources can thus be regarded as part of the planning process.

Young, (2006: 94) indicates that success planning does not just happen and many projects induce potential failure because of a perceived need to "get on with doing the work". Planning is a process of creating order out of apparent chaos, made complex by the environment in which you are operating. Give time to the planning process to avoid significant re-work later.

Planning is about asking questions such as:
- What actions need to be done?
- When are these actions to be done?
- Who is going to do them?
- What equipment and tools are required?
- What is not going to be done?

The purpose is to convert the contents of the project definition documents into a time-based plan of action that everyone understands. This enables you to achieve the results on time, to the budgeted cost and to the desired level of quality.

Project planning is carried out to:
- Identify everything that needs to be done.

- Reduce risks and uncertainty to a minimum.

- Establish standards of performance.

- Provide a structured basis for executing the work.

- Establish procedures for effective control of the work.

- Obtain the required outcomes in the minimum time.

Planning is a dynamic and continuous process to enable you to remain proactive throughout the project. Before you start your first planning session, review the skills and experience of the team members. If appropriate, invite experts from other departments to join you, stressing this is not committing them to project work, but later you can value their inputs. Persuade your project sponsor to attend and open the planning session, explaining the project strategic context, relevance and priority.

The communities that lack the technical skills to plan, design and implement infrastructure projects independently, have to rely on consultants to get physical implementations going. The consultants are the knowledgeable ones during implementations, since they assume responsibility for guiding implementation tasks so that the project can be realized as planned and designed. The knowledgeable ones are community development workers who are employed by the government to help community members in the implementation and development of projects. The community development workers are community-based resource persons who collaborate with other community activist to help fellow members to obtain information and resources from service providers with the aim of learning how to progressively meet their needs, achieve their goals, realize their aspirations, and maintain their well-being.

The Community Development Workers (CDWs) intervention is based on the announcement by President Mbeki in his State of the Nation Address on 14 February 2003 where he stated that:

> *The Government will create a public service of multi-skilled community development workers who will maintain direct contact with the people*

where these masses live. We are determined to ensure that government goes to the people so that we sharply improve the quality of the outcomes of public expenditures intended to raise the standards of living of our people. It is wrong that the government should oblige people to come to government even in circumstances in which people do not know what services the government offers and have no means to pay for transport to reach government offices.

A successful community development movement would bring about better childcare, better health care and improved social relations. It would help to bring in local business and jobs, and it would help to create better living conditions. The community development organizers should look for projects that are non-exploitative, that help those in need, and that have a chance of surviving in the marketplace. These projects should symbolize the energy and capacity of the participants and the pride and renewal of the community.

Issues can be fought as a group, when individuals within the community have the support of their fellow members. Individual capacity is increased when people belonging to the same community support one another to bring about local businesses and jobs. Illiterate people within the community are afraid to take part in job creation, thinking that they cannot make any worthwhile contribution. They think that innovations must come from educated people or from the rich, while community development specifically wants to involve the ordinary person. Rahma (1993: 11) also indicates that:

> *The objective of the project should be discussed with the target groups. The people within the target group should be asked to formulate their own immediate objectives. The people should evaluate their own experience and review their progress collectively, draw lessons from successes and failures. They must also formulate a future course of action based on the past experience. The people should be encouraged to document, store and disseminate their ongoing experience for progressive*

advancement of their collective knowledge based on their collective effort.

The context in which development takes place is directly dependent on the degree to which development initiatives are supported by aspects such as policy and regulatory framework. Community development should address factors such as job creation and poverty alleviation. Community poverty is associated with factors such as poor housing, a lack of safe water, a lack of sanitation services, poor educational facilities and few opportunities for employment. In a poorly developed community disease is prevalent, the infant mortality rate is high, school dropouts figures are high, the incidence of malnutrition is rife, and there is much ignorance.

2.4 Execution

2.4.1 Introduction

Executing involves coordinating personnel and resources to achieve the project goals. Wilcox (2006: 18) states that:

> *In a given project, the participants will include the project manager and other individuals or groups that can be considered as project participants. The project manager must identify and determine the participant's expectation. Managing participants' expectations reduces conflict and leads to project success.*

The project manager has several responsibilities to the project organization. He/she must work in conformance with the parent organizational culture, which involves abiding by the organizations' rules and standards. The project manager must learn about the culture and environment inside and outside the project, as well as the laws and customs that can affect the project.

Young, (2006: 26) also states that for the project to achieve a successful outcome the project manager needs to identify the principal roles of all the key players in the business and their responsibilities both for operating and project activities and how they will work together. The execution of duties and roles among key players avoids confusion and clarifies where authority exists to make decisions and avoid unnecessary delays in the project.

2.4.2 For every project, the followings are needed:

- Someone who needs the benefits – the company senior manager.
- Someone who wants to use, influence or is affected by the outcomes – the customer, the stakeholders.
- Someone who is accountable for achieving the benefits – the sponsor.
- Someone who is accountable for the project work – the project manager.
- Someone who is responsible for the project work – the project team.

Together this whole group creates an infrastructure that is based on the functional hierarchy, and their behaviour collectively can determine the degree of success that is achievable with all the projects.

2.4.2.1 The project sponsor

The project sponsor for any project, usually a senior manager, is accountable for the overall performance of their projects to provide the organization with the benefits promised in the approved business case. The project sponsor must openly commit to the role and demonstrate a concern for success.

The responsibilities include:
- Ensuring project objectives are always aligned to business needs.
- Approving the project definition.
- Sustaining the project direction.

- Approving project plans, changes and status reports.
- Demonstrating support to the project manager and team.
- Reacting promptly with decisions on escalating issues.

2.4.2.2 The project manager

The project manager is accountable to the sponsor for the day-to-day management of the project work from the initial kick off through to its closure.

The responsibilities of the project manager are:

- Identifying and managing the project stakeholders.
- Planning the project and securing stakeholder approval.
- Identifying and managing the risks.
- Controlling changes and updating the business case.
- Solving the problems that interfere with progress.
- Informing stakeholders of the progress status.
- Managing the performance of everyone involved with the project.

2.4.2.3 The project team

The team members are responsible for the timely completion of all the work set out in the plan and schedule. Any individual team member may be accountable for a package of the work when delegated authority by the project manager. The project team remains part of the team right through the project and is often dedicated to the role full-time.

The responsibilities of the project team are:
- Supporting and assisting other team members when appropriate.
- Resolving issues or escalating them to the project manager.
- Monitoring and managing progress of their assigned work packages.
- Liaising and working with other team members to get their work done.

- Contributing to the project documentation.

- Participating in planning and risk management.

- Identifying potential risks, issues, and opportunities.

2.4.2.4 The customers

The customers expect the project manager and the project team to serve them with professional competence. They should behave in a cooperative manner and demonstrate a real concern to meet the customer's expectations. It is essential to recognize that customer expectations directly relate to customer satisfaction. Success is very dependent on the customer understanding and accepting the process and integrate this with the way they work with the project manager to avoid potential roadblocks.

The project manager is responsible to the project team. The common responsibility includes providing a safe and positive environment, establishing communication channels, and resolving problems and conflicts. Team building is an ongoing process that continues throughout the project's life cycle. The project manager needs to monitor the project quality and team performance to identify any changes that might need to be made.

The project manager must develop an environment that promotes effective teamwork. To do so, participants must be aware of common barriers to the project team development. Barriers to project development include poor communication that can lead to unclear project objectives, poor project control and lack of coordination. A lack of clearly defined reporting structures can prevent team members from understanding their responsibilities. Conflicts and confusion over individual roles can obstruct team efforts.

The project manager must match each job description to the individual he believes to be most appropriate for it. Using people from within the organization can be beneficial because the manager already has information about their strengths and weaknesses, and it is easy to contact them. The project manager should determine each individual to be part

of the team, and if someone prefers not to be involved in the project, it might be better off without that person on the team.

2.4.3 Defining the collaborative venture in execution.

Collaboration will work best if a clearly identification team can be developed. As this team comes into existence, it must be able to show that it can act independently of the several organizational loyalties its members carry. As they learn to work with one another, the group begins to draw up a social contract of their collaborative venture.

Collaboration begins with a vision or an idea of how something can be improved if two or more organizations work together. Without this vision collaboration will not materialize. Communities realize the need for coordination and collaboration. At the local level, efforts are afoot to organize all interest groups in some communities in a manner, which will ensure coordinated action. It is usually the civic association that takes the initiative in, for instance, getting a community development forum off the ground. However, the need also exists to establish coordination structures with other communities within the local area.

2.4.4 Community development coordination

Some vagueness surrounds the coordination of projects at community level. Those concerned agree on the importance of a holistic approach to development. All seem to sense that in terms of this view and their community development policy, the community must be the coordinators and, if not, they must be enabled to become coordinators of development. Most of the members of these committees who lack basic skills such as meeting procedures, planning and bookkeeping, are sometimes provided with appropriate training. However, that the committees usually do not have the capacity or the knowledge that will enable them to coordinate.

The tragedy is that training is not always provided or inappropriate training is provided in a haphazard way. Unfortunately, some agencies think that skills will come in time without a formal effort and that a community will suddenly be empowered. They tend to see empowerment not as a slow and often arduous process, but as something to be acquired in a time.

2.4.5 Identifying target groups

Training for community development is directed at project staff or community workers, at trainers, at communities or at a combination of these. It is becoming increasingly clear that, in addition to the above target groups, senior officials and policy-makers need to be exposed to the same type of input as lower level officials and community members. Mumtaz (1986: 74) argues that training programmes should be used not only to identify "skills", but also to identify "policy gaps".

According to Sheng (1987: 79), training that focuses only on the community without training project staff "can raise expectations without that community which may not be met due to opposition from the staff". Likewise, a lack of involvement by senior officials results in their not fully understanding the operational needs of implementing a community development approach.

Nturibi (1982) describes the development of a training course in popular participation and regards extension staff from various professions, for instance health and agriculture as providing the bulk of future trainee trainers. Since the demand is so high, and capable professional trainers in Third World countries are in short supply, there is a need to train trainers for training. Training requires special skills and talents that are not common, and competent persons with a fair deal of practical experience are required. It is often difficult, however, to attract such persons to the job of training and to reward them sufficiently to keep them on the job and improve their performance.

According to Kilian (1988: 122), empowerment of communities is the objective of people-centred development; therefore, training of communities simply becomes a tool in the process. A trainer or official who trains in the interest of empowerment should of necessity experience a reduction of his/her power. Trainers and officials must be equipped to be able to deal with such a loss of power. Project staff and community workers need skills and attitudinal training.

A syllabus addressing their training needs is required to meet, inter alia, the following objectives:

- To enable trainees to apply their professional skills and knowledge.
- To understand community development
- To apply the principles and techniques of community development.
- To acquire the attitude needed to do their work.
- To improve problem-solving abilities.
- To acquire psychosocial skills needed to work with poor communities.
- To understand the milieu of poverty in which communities exist.

Since trainers are supposed to train project staff or communities, they must have the skills and the experience to deal with the type of topics indicated above. A syllabus containing the themes for the training of trainers should include the ice-breaking techniques and exercises, problem-solving approach, teaching skills, the use of teaching aids, planning and presentation of a course.

A handbook on community development by the Department of Provincial and Local Government (DPLG) (2003: 16) states that:

> *Community development is about placing individuals at the centre of the development process and helping them realize their potential. It acknowledges that the best solution to a problem comes from the communities that experience challenges.*

Community development emphasizes people's participation. This approach is based on the principle that, through raising awareness, individuals within a community will become motivated to take control and solve their own problems. Once motivated, individuals can develop skills so that they will be able to build a collective community response to an issue.

Some of the most important characteristics of community development are:

- A learning process in which people participate and take initiative from the start.
- An action at grassroots level, which requires committed people to participate.
- A strategy of creating awareness among participants about their situation focusing on their ability to address the situation.
- A step-by-step progression that invariably leads to further development efforts either by the same group of people or by other groups.

The implementation of community projects should result in empowering people, deepening and strengthening of democracy, and restoring people's dignity to become good and responsible project managers. At present in South Africa, the small community based development projects in the community infrastructure sector are in great demand. The demand for such project originates from backlogs in the provision of basic services such as domestic water supply, community access to roads and basic sanitation. The implementation stage of community infrastructure projects requires the careful coordination of activities and responsibilities between the ranges of role players. The role of the community facilitators is to carry the responsibility of assisting the project committees in managing the project and to ensure the day-to-day communication between project committees and other role players involved in the implementation process.

2.5 Control

2.5.1 Introduction

This process group's task is to complete project activities, measure progress toward project objectives, and take corrective action when necessary to bring the project back within the stated goals and objectives. Controlling also involves updating the required project documents to make sure they contain accurate information. These updates include adjusting the project plans accordingly

Since control requires knowledge of the project status, the project manager and the team must continually monitor the project. Comparing the project's progress to the original plan enables a project manager to identify deviations from the plan and take corrective actions to put the project back on plan. The control system should provide methods on how to evaluate the benefits, how to communicate changes to the necessary people and how to monitor the implementation of changes.

The first factor in any project management scenario is the issue of control. In project management this word is used in two ways. Control yourself through exercising restraint and directing influence over the project control, and the control of tool, technique or artistic medium to help you maintain your authority over the project. Controlling tasks and their successful completion is the foundation for effective project and outcomes. Setting up controls should be part of the project plan and should have a great deal of transparency. Control set levels in place for quality, materials and cost estimates versus actual cost, time frame and standards; each should be clear to those involved. It is your role as project manager to construct this framework for management and control.

2.5.2 Controlling projects is about ensuring that the project objectives are met; specifically those objectives of:

- Cost.
- Time.
- Quality.
- Progress report.

2.5.2.1 Costs

During the planning phase of the project, cost is one element that affects many others. Because cost has many characteristics and variables, it is important to ensure they are clearly understood before adding cost controls into the project. Some variables on cost that need to be tracked are:

- Fixed costs (labour and materials).
- Variable cost (labour and materials).
- Time-sensitive costs (weather conditions, delivery, other dependencies).
- Unexpected costs and variables.

Wherever possible, highlight the ones moving out of control and ensure that suppliers and vendors maintain "not-to-exceed" limits. That is even more important if this is the first project experience with a particular supplier. Payment schedules are important to adhere to, especially if a payment is dependent on reaching a milestone.

Brown, (1992: 64) indicates that control over costs is an area which is often neglected by project managers, particularly on projects where the only costs are staff costs and these are to a certain extent outside of the control of the project. However, by managing costs, the project manager will glean vital information about the progress and the value of the work done. Costs can be used as a measure of progress.

From planning exercises, the resource profiles should be determined and give a clear picture of how much the project will cost over time. Other costs, such as for the acquisition of equipment, are usually fairly fixed. The degree of sophistication applied to the control of costs varies according to the type and size of the project; it can be a simple measurement of the number of people working on it, to complex accounting and control systems. Some planning tools will go a long way to deriving statistics, but you should always remember that the quality of what you get out is directly proportional to the quality of what you put in.

2.5.2.2 Time frames

Another fundamental element in maintaining control of a project is managing time frames. While cost is one part of the time frame equation, there are others as well. These include:

- Meeting the deadline.
- Staying on time within the budget.
- Watching time dependencies.

The most obvious time frame to manage is the deadline. The deadline can be created to coincide with a milestone or deliverable. While this may seem a good practice, it does in fact cause some problems. This is because the deadline is at the end of the milestone, so it is not often reviewed until that milestone is almost due or has passed.

Time frames have to be dissected into manageable pieces to be controlled. For example, a certain milestone is the delivery of the specification document on a certain date. In order for this to be completed there are variety of tasks in the process of creating the specification document. By looking at the project as separate, timed elements leading up to deadlines and milestones, it becomes easier to stay in control. By identifying where inexperienced staff or insufficient resources may cause delays, you can then factor in extra time to effect a recovery operation.

Another problem with staying on time is the budget issue. The old "time is money" maxim is unfortunately true. The effect on budget can be huge when milestones or deadlines dependent on each other are missed. When projects are people dependent, resources are often scheduled weeks and months in advance. Development means having to work on tight deadlines such as race teams preparing for an upcoming season.

Poor planning and missed deadlines in execution can make a huge difference in the ensuing year. The manufactures have to stay on track and meet the deadline with a product meeting stringent requirements. Another element with time worth flagging is the deadline with dependencies. Rather like a family with children, there is just more to worry about. Keeping them healthy, getting them to school, and feeding and clothing them make them dependent on you as parents. The same applies to your project; it has deadlines and milestones that are also dependent and, therefore, require managing more carefully.

2.5.2.3 Quality

Standards quality and quality control remains a difficult item for many to quantify when controlling a project. Some questions have to be answered, and hopefully, will have been integrated into the plan.

- How much quality can be afforded?
- What is the impact of low quality?
- Can you communicate these quality standards and requirements to your suppliers and vendors?

These standards may already be well defined, and control points added into the project. Unfortunately, there is always some subjectivity to quality standards, and often some people do not understand them well. For example, the difference in how much effort should be expended in matters of style in a project versus other projects may be difficult to comprehend. Style has a huge impact on almost all aspects of products or services; from restaurants, clothes, automobiles, and housing. Because quality standards can vary,

it is vital to you, as a project manager, that the participants in the project know what is required with regards to resources and guidelines to ensure that they meet your standards.

While industrial standards provide one metric to consider, they are usually too broad for decision-making and management in a specific project. Quality standards applied to an external outbuilding or garage might be very different from those of a heated and cooled living area added to the house or apartment.

Brown, (1992: 65) indicates that unlike time and cost, there are units of measurement such as days and rands, the yardstick by which you measure quality is not so easy to determine. Because it is difficult, it is often neglected. The setting of quality standards involves having a clear specification of what the end product of the task should be, including whatever quality factors may be appropriate. Views of quality in projects are considered by reliability, durability, accuracy, clarity and functionality.

Quality control is an important aspect during manufacturing processes, but a pre-requisite for it is quality assurance and establishing the right environment for quality to flourish. Quality should be injected into the process from the outset. A common way of doing this is to develop a quality plan, which expresses your objectives for quality and how you will set about ensuring it.

The quality plan includes:
- Define working methods and procedures.
- Define standards for deliverables.
- Define standards for supervision and review.
- Define project checklist.
- Define user involvement.

A commitment to quality from the project team is vital to achieving it. It should be inculcated amongst the staff as being an essential, not a luxury, and ingrained in the culture of the project.

FitzGerald, (1922: 96) states that for project milestones, guidelines that incorporate satisfactory standards that need following should be made clear. Sometimes this is obvious and at other times less so. For example, wood sap seeing through fresh paint on a new house might indicate that it was not sealed or primed properly, and a visual-quality check makes it clear the subcontractor has some extra work to clear up. However, other areas such as external woodwork may never come to light.

The only way to ensure that these are being done to your standards is to agree on them up front and then have a monitoring means to check whether the material requested was up to standard. Inserting quality checkpoints along the way in your project plan is one way to keep these issues in check and under control. Lipner, (2003: 104) indicates that because quality standards can vary, it is vital that you, as a project manager, are sure that the participants in the project know what is required and have the budget, resources and guidelines to ensure that it is going to meet your standards.

2.5.2.4 Progress Reporting

Monitoring of time, cost and quality requires the project manager to have detailed knowledge of the status of the entire task currently being executed. There are a number of ways in which this information can be gathered. The progress reporting consists of the following:

- Progress reports.
- One-to-one progress meetings.
- Group/project progress meetings.

2.5.2.4.1 Progress Report

The production of progress reports should be carried out on a strictly regular basis by all those who are responsible for any planned activity. If this means that every single member of the staff reports on progress, then so be it. The project manager does not necessary have to read them all; they can be summarized by team leaders, junior

managers and so on, to give overall progress reports for activities higher up the hierarchy on the project.

Progress reports should, therefore, be as easy to complete as possible, which also helps you having to read them. A standardized form which shows the work done in a period, deviations from the plan and work for the next period. Progress reporting is not, however, all one way. The project manager will be expected to report to a number of other people/bodies, including the sponsor. Like all reports, the frequency, style, amount of detail, and actual content will be varied to suit the particular audience. One of the key roles of the project manager as a communicator is to maintain commitment to the project; it is often a good idea to give some of these reports in the form of presentation.

2.5.2.4.2 One-to-one progress meetings

Meetings with individual members of the project team, although time-consuming, are probably the best means of assessing progress. It is important, however, that these meetings are well structured and reasonably formalized. The purpose of the meeting is to assess progress and discuss any problems; it is not to have a generalized chat about how things are going. The best vehicle for structuring the meeting is the progress report. Each activity on it should be discussed, even if there are no problems associated with it.

Adopting the right style for the meetings is crucial to their effectiveness. There should be no atmosphere of blame or recrimination. The staff should be encouraged to approach the meetings with an honest and open attitude and not in fear that they are to be hauled over the coals. Praise should be lavished generously when things have gone well.

One-to-one meetings are also the best opportunity for the project manager to inspect quality personally. A golden rule of project monitoring is "Everyone will lie to you". This may sound a little harsh on your trusted team, but it is not a bad position from which to start.

2.5.2.4.3 Group/project progress meetings

Meetings of the entire project team are useful, but need to be carefully managed. Their primarily purpose is to ensure that all parts of the project are aware of what other parts are doing, and any issues that have arisen.

While it is important that a team spirit is fostered, you should always be aware that people would show greater reluctance to disclose problems in their own areas in a large group. If there are problems to be discussed at this level, then these should have been identified and corrective action agreed between the relevant parties and project manager before the meeting.

The management style taken on a project has more bearing on its success than might be first thought. Emerson (2006: 96) states that many jokes about various stages of a project from punishing the innocent to the undeserving all have truth hidden in the humour. The individual management style is something that emerges and changes over time. Every experience enhances knowledge, both good and bad. Considering each project a learning event is a good way to look at it. However, do not take reaching goals and objectives lightly. As an assigned project manager, you will get the credit or the blame, depending on the results. Reducing risk by using best practices is one way to supplement learning the hard way; that comes through experience alone.

There are always cases in life where the individuals responsible do not always get their just desserts. In the long run, however, those with good morals, a work ethic, and fair management approaches will prevail. While team members may emerge unscathed from a difficult project, they are more willing to work with those who treat them and others fairly. Rand (2005: 88) warns to be aware of the project managers who talk only about protecting their team and "screwing" the other partners in the process. As a project manager you must ensure that you have an up-to-date picture of the status of the project available to you at all times. That way you can keep your pulse on things before they get out of control.

Cunningham (2006: 104) indicates that all people posses some skills and characteristics that will help them to become more effective project managers. It does seem, however, that some are just natural-born "project managers". The good news for the mix of skills and methods needed for successful project management all people have some of them. Each skill has three characteristics: the skill itself, your competency level, and your personal experience. Always begin by outlining the skills that are important to becoming an effective project manager and what can be done to start using and improving them.

2.5.3 Skills and qualities of the project manager:

- Motivation.
- Personal characteristics.
- Confidence.
- Communication.
- Collaboration.
- Attitudes.
- Final report.

2.5.3.1 Motivation

No matter how well-planned and organized a project may be, its chances of success without the commitment of the project team are limited. It is largely up to the project manager to ensure that the project enjoys a culture and an atmosphere, which are conducive to achieving the project objectives. When you look for people on the team you will naturally look for people who are dynamic, committed, responsible, forward thinking, highly skilled, and good team players.

All admirable qualities, certainly, require nurturing by the project manager. It may sound trite to say that a happy project team will result in a successful project. But you must, nonetheless, try to ensure that the project team actually must to do the work and, moreover, wants to do it the way you want.

2.5.3.2 Personal Characteristics.

Personal characteristics are an important starting point for improving project management skills. Starting with organizational skill, individuals who are effective at laying out a beginning, middle and end to a project plan already have a significant advantage. Their organizational skills reflect the mind-set required for the first phase of initiating any project. A tendency for people with excellent organizational skills is then to move on to important issues, such as making sure they have the tool and materials to do the work. They also use useful questions such as:

- Do you have access to the research required for the project?
- Do you need assistance to complete the work?
- Are resources to do the job available?

The bottom line is that powerful organizational skills provide significant advantage in early project management experiences. Fortunately, those not blessed with these skills at birth can learn them.

2.5.3.3 Confidence

Cunningham (2006: 08) states that, regardless of where you, the skills you already have can leverage your personal characteristics, giving you the confidence to create great outcomes for all your projects. Regardless of the size of the project being planned, being comfortable with your own capabilities and the skills of others in the project has a direct influence on the results. Having attained the goal before and assembling a team with the desire to succeed and prior experiences will reduce the risk dramatically. Part of the confidence that you have in yourself is directly related to the selection of those on your team and their potential, their previous results and their ability to work with you. This confidence can cause a working relationship to last a lifetime.

2.5.3.4 Communication

Communication skills are one of the most important elements in any project or in life for that matter. One individual is a highly successful communicator creating more valuable project outcomes versus others who are not. Therefore, determining how to communicate with individuals on your team and taking an inventory of personal communication skills are crucial. Consistent, high quality communication to your team will make a huge difference. It is worthwhile reviewing how others view you personally from a communication perspective. Do they see you as the strong, silent type? When you participate in a conversation, do the people sit and listen or do the people ignore you? When communicating about projects, it is important that people understand with clarity what are you are, and of course, why you are saying something.

Each individual has different communication strengths and weaknesses. Project management deals with many different mechanisms to communicate what is happening at a given time. So considering communication strategies for effective project management, you have to either build on your own strengths or overcome weaknesses in this area. One of the challenges in communicating information about projects and project status is determining what information is relevant for the particular group you are dealing with.

The easiest way to understand this and take the appropriate action is to do the following:
- Identify the audience.
- Craft the message.
- Determine the action to take as a result.
- Use the most effective means to deliver the message and then over communicate.

Using these steps can avoid misinformation in general project management. Taking these four steps ensures that the information is accurate and that the recipients are clear on the appropriate action to take.

The last step in communication is the method. In any team everyone has different communication preferences. Some find their personal cell phone the least attractive means of communication and favour e-mail. For formal communication about the project, particularly where action is required, the need exists for some form of paper or electronic trail. This can be useful if something is not initially recognized and is inadvertently neglected or deleted. Of all communication skills, the written word is one of the most important. In many cases where written instructions are integral to a project, these skills can never be good enough, always leaving room for improvement. There is a reason why many organizations employ communication specialists to document how products are to be assembled, maintained, and operated.

Becoming a project manager does not require you to become a professional author, but your written skills need to be proficient. Project members demand that the information you are presenting is concise, clear and understandable.

Brinkman, (2006: 127) states that, the conflict occurs when the emphasis in a relationship is on the differences between people. You get along better with people when the emphasis is on the similarities between you. The difference between a conflict with a friend and conflict with a difficult person is that with a friend the conflict is tempered by the common ground you share. Success in communication depends on finding common ground before attempting to redirect the interaction toward a new outcome.

2.5.3.5 Collaboration

Collaboration is needed to create a friendly and effective environment for the project. When learning how to collaborate effectively, creating and blending into a team are paramount. The emphasis on teamwork is for a good reason. Teamwork is not just the foundation of a successful project; it is the keystone for success. Creating an organization and environment that fosters teamwork is not as a cohesive unit is the difference between success and failure. Covey, (2005: 104) indicates that dependent people need others to get what they want. Independent people can get what they want through their own efforts.

Independent people combine their own efforts with the efforts of others to achieve their greatest success.

For teamwork to be effective, collaboration skills provide a platform to make it happen. Collaboration skills are not just soft skills but also include the expert use of collaboration technologies. Web conferencing, telephone conferencing, secure chat, bulletin boards, and wireless technologies provide an environment that cuts barriers and allows an almost seamless integration of project members. These technologies and their affordability mean they will be the baseline for many collaborative projects in coming years. It will be important to be proficient in managing collaborative efforts using these systems, and it is not as easy as you might think.

Many individuals have their own preferred means of communication. In project management this can be good and bad. Depending on personal preferences, it may be necessary to modify your medium according to the individuals involved. For project managers, the only way to resolve this problem is to become competent with all the common tools and collaboration system out there. Fortunately, many of these are now a standard part of many corporate and governmental environments, so the opportunities to use them effectively are abundant.

2.5.3.6 Attitudes

Having the right attitude is the starting point for effective collaboration. For a project manager, respect for team members, understanding their roles and what they contribute, are all-important. Respect, understanding and empathy are characteristics that help any project manager's attitude improve. They also have a direct effect on results. As with management activity, project management relies on setting and managing attitudes, culture and expectations competently.

Once respect vanishes from the project and members participate primarily out of fear or retribution; the most likely result is project failure. Again, this is the wrong place to start

any project or programme. Personal attitudes dramatically affect how you manage any project. If you believe in the project and put together a good plan, it is much more likely that others will follow, garnering an excitement and desire for tremendous results.

Attitude is also never more important when managing tasks or projects that are not favorites. Creating excitement and positive attitudes gets the project team jazzed and contributing. Handling the mundane project without complaint leads directly to more complex and interesting assignments. Therefore, attitude is something that is tremendously important and even though it is not a skill, it is something that can be relearned. The link between attitude and collaboration within a project cannot be underestimated. The most fundamental of all collaboration skill is the ability to run a meeting. It might sound too simple a place to start, but running a meeting is really the basis of any project management plan.

Swanepoel (1995: 49) states that:

> *When one talks of the characteristics on how community projects should be controlled, and the role that team members should play, then we think of a project manager. Project manager needs to be reliable, and he/she must be a person with a keen interest in the welfare of other people. The project manager can be a male or female or can be a team. Although he/she usually has more knowledge than most of the people heshe works with, his/her attitudes should be one of respect towards the local people and to their interests, values and norms. His/her purpose is not to bring life to the project, but rather to organize the life that already exists in order to realize some objectives. The project manager must realize that in a community project, he/she and the action group will be partners and he/she must carry this realization over to the people.*

Kotze (1997: 88) also indicates that, the developing projects are suitably controlled when they are well financed. Across the world, development agencies extent support for the implementation of projects, by means of two types of development finance:

- The most popular financial support is that of development grant funding. Grants funding are non-recoverable investments and are most appropriate for projects which deal with social infrastructure, for example community facilities such as schools and community centres, basic infrastructure such as water supply and sanitation and community capacity building such as skills training and community institution building.

- The second type of development support is through the provision of loan funding. Loan funding usually concentrates on financing economic production activities, such as agricultural development and business and entrepreneurial ventures. Loan funding is, therefore, recoverable. Very often, loan finance is directed towards major infrastructure projects such as telecommunication, electric projects, bulk and water supply, major roads or electricity projects, where the project cost can be recovered through levying or through taxing the end-users.

Both grand and loan finances are assigned to specific development programmes. Worldwide, development programmes are used by development agencies to direct structured support to disadvantaged communities. Strong community should exist among development agents in respect of development programme objectives. For everybody, the establishment of sustainable development project is crucial. The emphasis on sustainability, therefore, necessitates the inclusion of specific development principles and project criteria in programmes.

The community organizers must be willing to work long and inconvenient hours at less pay than could be earned elsewhere. People must have patience with their job and a hide thick enough to withstand constant criticism. They must be willing to accept the blame for failures and must not try to claim personal credit for successes. They must be willing to learn new skills and grow with the people in the organization to bring about a democratic community of constantly increasing capacity. The people's poverty and their

lack of self-sufficient and self-reliability can make it very difficult to involve them in the project development.

2.6 Closing

2.6.1 Introduction

This process group includes processes for ensuring the acceptance of the final product, bringing the project to an orderly conclusion and reviewing lessons learned from the project. The initiating, planning, executing, controlling, and closing are project management processes that are interdependent throughout the entire project. For the project to be successful, these five processes must be addressed including time, scope, quality, communication, and management issues related to budget and human resources. These five project management processes can enable the project manager to finish the project on time, within the budget, with reduced risk, and with reasonable predictable results.

When the project is complete, it is essential that you document and fully close a project. Administrative closure, or concluding a project, is the formal process of verifying the completion of each project phase and of the entire project. It involves confirming that the end product of a project satisfactorily meets the project's goals.

As part of the project closure, the project manager and team members write close-out reports, which are detailed reports about the processes used for each phase and overall project completion, including any lesson learned during the project. Writing these reports helps the team to evaluate how successfully it met the project's objectives. The reports are then archived for reference in future projects.

The project manager should use the performance reporting tools and techniques he employed during the project to report its closure. It's also helpful to use the close-out

information in the final project report and presentation. Concluding a project is a component of the communications variable and also a part of the closing process group.

It is important to complete close-out reports for every project. For example, team members assure project stakeholders that the project is complete and that all customer concerns and needs are adequately addressed. As part of the close-out reporting, a project manager should obtain signed confirmation from a project's key stakeholders to ensure their awareness of the project's status. As the project manager you must alert the stakeholders to problems that can jeopardize a project's success.

There are several questions you can ask to determine whether or not you should recommend a project:

- Have technological advances or other factors made a project obsolete?
- Is the project staying within its budget?
- Is the morale of the team members suffering?
- Are the project team members committed to the project?
- Is the project being effectively managed?

The project manager should ask these questions during each phase of a project to determine whether or not the project and team are struggling. If there are major concerns, the project manager should communicate the matters to the project team and customers so that they can decide the best course of action for the project.

2.6.2 Several ways of closing a project

The project manager should know that, by deciding to close a project does not necessary mean it is failed. There are several ways to close a project. The project can be closed by using the following methods:
- Completion.
- Displacement.

- Collapse.

- Absorption.

- Integration.

- Deterioration.

2.6.2.1 Completion

A successful project is complete when all its goals have been met. Depending on the type of project, the project manager and team members are either reassigned to new projects or they return to their functional departments within the parent company.

2.6.2.2 Displacement

Sometimes, a project is terminated by displacement, which means it was rendered obsolete by another project or it was terminated due to failure of a similar or a related project. When a project is terminated by displacement, the project manager and team members are released from their positions and the project's equipment is dispersed.

2.6.2.3 Collapse

A project might collapse as a result of factors external to the project environment, such as natural disaster, inflation, or corporate mergers. As with displacement, when a project collapses, the project manager and team members are released from their positions, and the project's equipment is dispersed.

2.6.2.4 Absorption

Sometimes, a project is so successful that the parent organization absorbs it or incorporates it into its structure by making the project a new department or division. When a project ends by absorption into an organization, the project manager, team members and resources are typically made part of the new department or division.

2.6.2.5 Integration

Integration is similar to absorption in that a successful project becomes part of the parent organization. However, when a project is integrated with the organization, it does not become a department or a division. Instead, the project manager, team members and resources are distributed throughout the organization.

2.6.2.6 Deterioration

A project is terminated by deterioration when its budget has been gradually decreased by the project's parent company to the point that the project can no longer function. A parent company might cut down a project's budget because the project's goals are not being met, or because the organization does not want to concede that the project is failing.

2.6.3 The Final Report

A project's final report, or project history, incorporates information recorded in closeout reports and other project documents. The final report should include the following documents:

- The organizational structure used.
- The project management techniques used.
- The personnel involved in the project and their roles and responsibilities.
- The achievements and failures during the project and reasons for the same.
- The corrective action taken to prevent errors and meet project goals.
- The activity completion processes used.

The information in the final report supplements a project's history database so that it can be used to help plan and manage future projects.

Portny, (2001: 275) indicates that when closing a project, you must do evaluation by collecting information on the following:

- Results produced.
- Schedule performance.

- Resource expenditures.

- Changes during the project in project objectives, schedule and budgets.

- Unanticipated occurrences or changes in the environment that occurred during the project.

- Customers' satisfaction with the project results.

- Management's satisfaction with the project results.

In order to set a stage of obtaining information and feedback, the project manager should observe the following tips:

- Invite the people who participated in your project at all points throughout its life. If the list of potential invitees is too long, consider meeting separately with selected subgroups and holding a general session for everyone to review the results or the smaller meetings and solicit final comments and suggestions.

- Declare at the beginning of the session that this is to be a learning experience, rather than a finger-pointing session.

- Identify what others did well.

- Examine their own performance and see how they could have handled situations differently.

- Consider holding the session away from your office, because people often feel more comfortable when they are away from their normal working environment.

2.7 CONCLUSION

In the entire South Africa, women have stood up to initiate the programmes in seeking solution for job creation. Burnell (2004: 96) states that:

> *Women work in many kinds of occupations from paid to unpaid labour. But virtually everywhere, women earn less than men in paid employment.*

The position of women in the traditional society is in fact of life, whether you like it or not, and whether you agree with it or not. They occupy a subservient position and have little decision-making power. Most women have more than a double load on their shoulders. They are very busy running a household, doing some farming and often doing some part-time job to augment the family income. Women suffer much more than men from poverty and they are more at risk. The community development will hopefully, through projects for women, strive towards their emancipation. Women also invest considerable unpaid labour in households, from food cultivation to care for family members, especially children.

Females usually have much unpaid labour time in growing food, processing it, cooking and feeding, and providing water for the families. Managing households is a time-consuming activity in most society, considering emotional care that is generally thought necessary to hold families together. Women are primarily caregivers in families. In societies lacking running water and basic technology, women go to the bush to collect wood and to fetch water.

Lessing (1994: 16) also indicates that:

> *Black women are traditionally workers, caring considerable economic responsibility in their communities. The black women in South Africa are exposed to double discrimination, because they are both black and women. Many of them have moved upwards on the occupational ladder, but not noticed. Outside the family*

circle, all women can help to establish the cross-cultural control
and mutual understanding and support among people of different
races and backgrounds.

The research has shown that most women tend to have a collaborative co-operative approach to solving problems and conflicts of interest, whereas men often tend to be more authoritarian, competitive and confrontational. This mean South African women can play a special role as mediators in seeking solutions that accommodates the needs and aspirations of the various groups in the complex of South African community.

In conclusion, the researcher agree with Kotze (1997: 88) when he states that, most important means to secure the sustainability of the project is through community participation. Communities should drive the development of the project, and the project should also be responsible to the needs of the people it is meant for. To be able to participate meaningfully, the community members need to be fully informed and be able to transmit their views, wishes and interests to develop the project.

The researcher also agree with Swanepoel (1996: 49) when he states that:

Community development is not only the action of an individual,
but it is a collective activity in which a group of people shares
mutual interest, sentiment or concern and act together.
Community development is not a method whereby the government
officials or experts keep the people busy by involving them in
worthwhile actions, but it is a process in which ordinary people
play the leading role to create employability for themselves.

The people group themselves to form a project and the government departments give a financial help either in the form of grand or loan funding. Apart from the set of skills needed for the job, people also need to know and understand the basic principles underlying their work.

From the basis of existing literature, it is assumed that the following will be used when evaluating the project:

- Planning
- Control.
- Participation.
- Communication.
- Teamwork.
- Sustainability.
- Closing of project.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. Introduction

This chapter focuses on the methodology of the study. It discusses methods as tools that can be made to serve many ends as well as important questions concerning who does the research, where and why. The chapter presents the research methods and instruments used to investigate the problems affecting the functioning of the project. Social problems in any research are a tool used to identify the research methodology because it directs the research programme critically.

The chapter discusses methods employed to gather the data, which were used to find the problems hindering the sustainability of the Moletjie Rural Women Club (MRWC) project. The researcher gives explanations and discussions of the instruments that were used to collect the data from different role players in various places of data collection. As no single research method exists which can rightly solve the social problem, various methods were used to investigate the problem. The data were collected by means of interviews and observation. The phases were used to collect data from different questioners.

3.2 Design of the study

Research design refers to the plan and structure of the investigation used to obtain evidence in answering research questions. The design describes the procedures for conducting the study, including when, from whom, and under what conditions the data ware obtained. The entire study is qualitative in nature because the researcher was involved in the collection of data on variables in a real life situation.

3.2.1   Qualitative study

The researcher used instruments that are best to collect the information with regard to the problems affecting the sustainability of MRWC project. The study is based on qualitative research because it involves finding out about people's perceptions and the way in which they respond to projects and educational innovations and the way they understand the context. The statement is supported by Winbberg (1997: 18) when he states that: "In a qualitative study, the researcher attempts to involve all stakeholders in the research process. Stakeholders are people organizations or institutions who play a role in the issues being researched, and lose or gain from the findings". In a qualitative study the different voices should be heard and the researcher should not interpret events in a biased way.

Miles and Heaverban (1994:10) recommend the qualitative study because it has the following advantages:

- A data-gathering device focuses mainly on ordinary events in natural setting.
- Its natural groundness makes it an outstanding research technique in that data is collected in close proximity to a specific situation rather than through mail or telephone.

3.2.2   Case study

The research was a case study because it was about asking questions and also finding explanations and answers to those questions. The knowledge was made and shared when people came together, talk about their ideas and personal experiences. Participants discussed issues in terms of how they were experiencing them and also gave possible strategies for addressing those issues.

3.2.3 Evaluation

The study has an evaluation design because the researcher investigated issues that made the MRWC project to sustain itself. The project managers, employees and community members were evaluated on the role they were playing to keep the project sustainable.

3.3 Instrument-development and data collection

Data collections are the appropriate findings from reading and thinking about tasks and activities that can meet the project requirements. Winberg (1997: 43) indicates that, the researcher must think of all different people and places from which he can find information for the research topic. By interviewing, listening, discussing and observing people who work or have experience of the research area, can help the researcher to understand and gather more information about the research topic.

The researcher has collected all information and stored it in the personal file, diary, and computer. The researcher met the participants in the project to record, prepare and gather information through interviews that enabled the participants to describe their situations. Stringer (1999: 68) indicates that, an interview with the participants may occur naturally and comfortably during normal social interaction or may be undertaken more formally. The research enabled participants to identify themselves, their roles and their purposes.

The researcher also gathered information through questioning whereby the respondents indicated the ways in which things were happening in their project. The researcher used the guided tour questioning where the participants explained about the people and activities involved in each part of the setting. Questions were carefully formulated to ensure that the participants were given maximum opportunities to present events and phenomena in their own terms. The researcher collected information through participants observation through which he observed the setting in which were working. The researcher recorded the observations, which include descriptions such as of places,

buildings, furniture, the duration of events and activities, emotions and feeling of the participants.

The researcher used observation and interview as the instruments for data collection. The collection of data was conducted according to phases as outlined in the next paragraph. The data were collected from the respondents at the project, their place of work and their homes. The purpose of interviewing the respondents at their places was done to ensure that the respondents were relaxed and felt at home.

3.3.1 Phase 1: Preliminary visit

The researcher made a preliminary visit to the project and asked the project manager to allow him to make a research programme of the project. He gathered information through questioning and interviewing in which the respondents indicated how things were happening in the project. His observation was on the project setting based on the surroundings, buildings and furnitures. The project manager agreed to all he asked for.

3.3.2 Phase 2: Observation

Observation was done to see the physical layout of the project, to see how many people were employed at the project and to see the interaction of the project manager and workers. The team was working together to maintain and keep the sustainability of the project.

Observation is the process of looking and listening, noticing important elements of a performance or product. Ten Brink (1974:136), Selinger and Shohany (1989:162) regard observation as a major data-gathering tool, which can be employed in a qualitative research.

3.3.3 Phase 3: Document review

The document review was done at the project together with the project manager and her team to find how they were documenting their activities for the running of the project. The findings were done on the historical background of the project, based on the traditional behaviour of people in Moledjie and their customs. The review of documents gave the researcher aims and objectives of the project. He also got the profile of all people employed at the project and found out how the project manager and her team were making the proposal for government funding and the way in which they had drawn up their service plan.

3.3.4 Phase 4: Interview

3.3.4.1 Individual Interview

The researcher used individual interviews to collect data from the project manager and from the people employed at the project to establish the problems affecting the sustainability of the MRWC project. The researcher used open-ended questions. The project participants explained to him the project activities as well as the socioeconomic and organizational structure of the project. The sequence of the questions remained the same for every respondent. The data obtained in through this type of an interview are generally reliable. The instrument is also recommended by Rossi and Freeman (1992:87) who maintain that this type of interview technique empowers the researcher to gather information about the various activities of the programme. The information provided him with the project manager's opinions, interests, self-perceptions, and objectives with regard to the sustainability of the MRWC project.

3.3.4.2 Group Interview

In order to help the researcher to gain access to test the reliability of the participants, a group interview was conducted. He interviewed a group of three people employed at the

project to determine their opinions, attitudes and perceptions about how the project was sustaining itself. Bogdan and Biklen (1992:100) mentioned that a group interview might be useful for gaining an insight into what might be pursued in subsequent individual interviews. Group interview was quicker than individual interviews and hence time saving and involved the minimal disruption. The method of group discussion can explore issues that may be too complex for incorporation into another method of enquiry such as a questionnaire.

3.3.4.3 Interview of community members

The researcher interviewed the community radio station and the neighbouring school to find out how the teachers and community were benefiting from the project. The community appreciated the project processes and identified the requirements they wanted the project to meet. The members of the community were working with the project manager to define the project goals, and to define how to meet those goals. The most important means to secure the sustainability of the project was through community participation.

3.4 Data processing and data-analysis

Data analysis means the process of systematically searching and arranging the interview transcripts, field notes and other materials accumulated to enable the researcher to come up with the findings, (Bogdan and Biklen, 2003:147). Data analysis involves working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns.

The researcher made sure that all information he had gathered from individuals and group interviews were written on a script and thereafter being saved in his personal computer. All information that he had gained from documents, interviews and observations provided him with an overview on how the MRWC project sustains itself. The information also outlined the problems that had an influence on the poor performance of

the project. Some of the data and information collected were discarded because they were not relevant to the research topic. Anything considered relevant from files, reading materials and field notes were stored for future reference. The collected data were summarized thematically and then analyzed by comparing the data collected from the review of documents and observation. The researcher found similarities and differences.

During the data analysis the researcher found answers to questions such as:

- Why and how was the project started?
- Did the project achieve its objectives?
- Did the project get support from the community?
- Are the participants (workers) in the project well trained (skilled)?
- Is the MRWC project an income-generating project?

The information gained from the reviewing and interrogation of the project proposals gave the researcher a broader understanding of the aims and objectives of the study. He grouped the data gathered from policy documents into themes, and then analyzed the data. All the informations that he had gained from documents, interviews and observations provided him with an overview of what kind of problems had an influence on the sustainability of the project. The data, collected from open-ended interviews with the project managers and workers, were analyzed. When analyzing the content, he identified quotations and observations having the same underlying ideas, issues and concepts and finally pulled them together into patterns and themes.

3.5 Reflection

This section is about what he learned during the process of conducting this research.

3.5.1 The main learning area:

The researcher established that if a proposal is good, the research would also be good because as a researcher you can always refer to your proposal as you continue with your

research activities. The proposal helped the researcher during the data collection find all the information that had an influence on the sustainability of the MRWC project. He learned that a good proposal provides one with proper guidelines for data collection. He also realized that the MRWC project helped him to understand the problems affecting other income generating projects in the Limpopo Province.

3.5.2 Difficulties

During the process of data collection the researcher discovered that it is very difficult to use a tape recorder because most people he interviewed did not prefer to be recorded. He finally concluded by not using a tape recorder when collecting data.

CHAPTER 4: FINDINGS

4.1 Introduction

In this chapter, the findings of the study were gathered through the use of all research techniques already outlined in Chapter 3. The findings start by presenting the results of the observations in terms of all informations the researcher has gathered at the project. He then presents the findings from the document review and finally outlines the results of interviews conducted with various stakeholders. The results from the interviews are grouped into specific themes or categories.

This chapter reveals problems affecting the sustainability of the income-generating projects in the Moletjie area. The chapter supplies answers to the research questions outlined in Chapter 1. The results also provide answers to the following research questions:

- How is the Moletjie Rural Women Clu project sustaining itself?
- To what extent is the MRWC project sustainable?
- What are problems affecting the sustainability of the project?
- Who are the main role players in the project?
- Which factors influence the project to sustain itself?

4.2 Observation

4.2.1 Physical factors

The researcher's findings were focused on the observation of the project called Moletjie Rural Women Club, which is found in the village of Moletjie-Moshate in the Capricorn District under the Polokwane Municipality. It is about 20 kilometers in the west direction of the city of Polokwane. The project is for needlework, flower arrangements, baking, and catering. Near to the project, there are two primary schools, two secondary schools,

the Moletjie Community Radio Station (MCRS), a project for bricklaying, and a project for poultry. People from all the places mentioned above, come to the project on a daily basis to buy food for breakfast and lunch, and this helps the project to sustain itself.

The researcher's observation made him aware that for a project manager to initiate this project; there was an identification of a need or the realization that there is a need. People working in the radio station, teachers and learners from schools were in need of a place to get food for breakfast and lunch. His observation indicated clearly that the most important starting point for initiating a project is to identify the people's needs; to understand the problem; to develop a concern for doing something about the problem; and to express a solution in terms of the felt needs.

People employed at the community radio station, people at the project for bricklaying and poultry, educators and learners from neighbouring schools are buying and ordering their food for breakfast and lunch at the project during breakfast and lunchtime.

The project provides catering to schools when having short-listing and interviews of newly appointed educators and when having school matches. The community radio station organizes catering from the project when having visitors and when calling people from the community for health hazard disease awareness such as HIV/AIDS.

The project provides catering to the Moletjie community when having burials and wedding ceremonies. The researcher also observed that community members from the Moletjie area were coming to the project to buy and to order baked cakes for occasions such as erection of tombstones, burials, weddings, and birthday parties.

The needlework in the project helps the neighbouring schools with tracksuits when learners come to buy school uniforms at a reasonable price. The project is also doing flower arrangements, which provides the community members with flowers for decorations during occasions such as burials and weddings.

The researcher became aware that the most important starting point for initiating a project is by identifying the people's needs; understanding their problem; developing a concern for doing something about the problem; and expressing solutions in terms of the felt needs. His observation was based on the following elements in the project initiation:

- Customers.
- Constraints.
- Resources.
- Costs.
- Roles and responsibilities.

4.2.2 Customers

The researcher's objective was to observe all people coming to the project to buy products they needed. He realized that the project manager had picked the right spot and the surrounding for building the project, a side that is accessible to the customers. Before initiating this project the project manager made it clear as to whom she is doing the project for, and who are the customers.

The researcher observed that the project customers are people from the Moletjie rural community who come to buy their breakfast and lunch; teachers and learners from the community primary and secondary schools; workers from the community radio station; workers from the bricklaying project; and workers from the poultry project.

On weekends people around Moletjie community place their orders for the project to cater for their occasions such as wedding ceremonies, engagement parties, the unveiling of tombstones and funerals. The project is also doing flower arrangements for customers to buy flowers for decorations during funerals and wedding occasions.

Learners from the community primary and secondary schools are also customers who come to buy tracksuits for school uniforms. Learners place orders at the project, and

those who are responsible for needlework, make sure that they finish the order in time in a way to satisfy the customer's needs and interests.

4.2.3 Constraints

The project has a shortage of water, because they use only water from the borehole, which is not enough to serve the project. The project is situated in a dry area where the underground water is not enough.

Another constraint is the shortage of staff. The researcher realized that the project workers did not have time to rest because they were always busy for the whole day and the only time for them to rest was during lunch-time. The project had only eight workers for doing flower arrangements; for needlework; and cooking food for catering. He observed that the project had to get enough staff because it is an income-generating project.

4.2.4 Resources

There was shortage of resources such as furniture. The project has a large block building like a school, which consists of a big hall in which customers eat their breakfast and lunch. The project hall is sometimes hired by members of the community when having political and community meetings. The hall did not have enough tables and chairs to be used by community members when hired for rendering community meetings and for occasions such as weddings.

The building has one office used by the project manager to file and to keep the project documents. All the files and documents were hand written and the project manager needed a computer to file and keep records.

The kitchen does not have enough ovens for baking cakes; not enough stoves to cook food for catering, but the project manager intended buying modern stoves that are easy to

use; faster; and quicker. There is also a room for storing needlework and sewing machines.

4.2.5 Roles and responsibilities

The researcher observed that all people employed at the project knew their roles and responsibilities. He realized that the project manager was managing the performance of everyone involved with the project. She was also managing all duties done by team members such as to make sure that everything was managed properly.

All members of the project team were responsible for completing their work as set out in the plan and schedule. Every individual team member was responsible and accountable for the work delegated to her or her by the project manager.

4.3 Planning

During the project planning, the project manager and her team members defined the project's goals and define how to meet those goals. The planning helped the project manager and her team to avoid costly changes by ensuring that the work was done correctly at the first time.

The project manager has involved a group of individuals in striving to achieve the project goals. The project manager addressed the needs of team members and stakeholders.

The project manager and her team planned well to place and build the project where it would be visible, clear and marketable. The project is accessible to schools, the community radio station, and projects for bricklaying and poultry. The project is along the busy road from Polokwane to Steillop where people stop their vehicles to buy food for breakfast and lunch.

The plan formation and implementation are inseparable and these two formations function together, to constitute the planning process. Swanepoel, (1997:149) maintains that planning means bringing together three elements of the need; the recourse; and the objective, and relating them to the fourth element; the action.

The project team has gathered recourses in their plan; to make sure that the project objectives are met. The project has bought four bicycles that are used as a mode of transporting the ordered food to schools, community radio stations, and to people working in projects for bricklaying and poultry farming.

4.4 Execution

The project manager involved coordination to the project employees and the resources to achieve the project goals. The researcher realized that the project manager and the participants were working together as a team with regard to the customs and laws were affecting the project. The researcher realized that, the execution of duties and roles among the key players avoids confusion and clarifies where authority exists to make decisions and to avoid unnecessary delays in the project.

4.4.1 Project team

The project team is responsible for timely completing all the work set out in the plan and schedule. All the project workers were supporting and assisting each other when cooking food and baking cakes ordered by members of the community. The researcher observed that the project team was responsible for the following:

- Support and assist one another when appropriate.
- Resolve matters and issues arising at the project.
- Work as a team to get the work done.
- Participate in the planning and documentation of programmes.

4.4.2 Customers

The project manager and the project team were serving the customers with professional competence. The researcher realized that the project team was behaving in a cooperative manner to meet the customer's expectations. The customers come to the project hoping to get their breakfast of baked cakes and tea in the morning, and fortunate enough they do not get disappointed by the project team. During winter seasons, customers expect to get their breakfast of hot baked cakes, "makwinya", and they feel happy if their expectations are fulfilled.

The customers sometimes order their food by communicating through cell phones or by using messages, (SMS). The project team was always making sure that they asked the customers on how they were feeling about the service they got at the project so that the project team could be in the know of what to improve for the customer's satisfaction.

The project manager ensured that she was matching each job description to the individual she believed to be appropriate for it. At the project there was a secretary to keep and record all the receipts for the ordered food. Record keeping helped the secretary to know which kinds of food needed to be ordered for a week or on day-to-day basis.

4.4.3 Workers training and development

The project workers were doing their work properly to indicate that they were well trained for their work. Training to the project staff is done to identify skills and to identify the policy gaps. Training provides the staff members with special skills and talents to keep them on their job and to improve their performance. Training helps workers to acquire the attitude needed for their work and to improve their problem-solving abilities.

4.5 Control

The project control was done by taking corrective actions where necessary to achieve goals and objectives. Control of the project was observed by the way in which the project staff was communicating with the customers. The researcher observed that control system was helping the project manager with the methods on how to evaluate the benefits, to communicate changes to the necessary people, and to monitor the implementation of changes.

4.5.1 Costs

The researcher observed that the project financial officer and the project secretary were controlling the costs. The project manager was controlling the costs of food and other materials needed in the project. The project team come together and drew up the menu for a week. They then made sure that all the ingredients were bought and the receipts kept safely for reconciliation.

4.5.2 Time frame

It was clear that time frame was making it possible for workers to know at what time they should come to work and at what time they should knock-off. The workers signed the time register when getting to work in the morning and when knocking off in the afternoon.

The time frame made it possible for the project team to know which types of food to be ordered for a week. The project team knew which foods were needed by the customers with regard to seasonal changes. In winter customers prefer tea for breakfast and in summer they prefer juice or cold drinks.

4.5.3 Quality progress report

The researcher observed that all members of staff reported their progress to the project manager. The progress reports were then compiled by the project secretary with regard to how much work was done in a certain period of time. The secretary also recorded the problems encountered, the successes and the work to be done in the next period. The project manager compiled all progress reports and called upon a meeting whereby all members of staff gave their inputs and guidelines as to uplift the standard of the project.

4.5.4 Communication

The project manager ensured that the information given to the project workers was clear for any action to take place. In most cases the information was verbal and the project manager ensured that the information was captured so that she could be in a position to determine the action and then take responsibility for the results. The project manager preferred the written word as the most important, because the information can be kept for future references and purposes.

The researcher observed that good communication was making it easier for the members of the community and project workers to collaborate in friendly and effective working conditions. The project team was combining its efforts with members of the community to achieve its greatest success, which is to keep the project sustainable.

4.6 Closing

It was clear that even though the project had processes that ensured the acceptance of the final product, it did not fully close. Closing involves confirming that the end product of a project satisfactory meets the project goals. The MRWC project has an aim to meet its goals every day, every week and every month end. It is an income-generating project, which compiles reports about the processes on cooking, needlework, pottery, and

catering. The reports for every day and every week were helping the project to evaluate how successfully it was meeting the project objectives.

During the study, the project manager was asking questions to her workers and stakeholders to determine whether the project team was struggling to meet the project objectives. When there were major concerns, the project manager communicated matters to the project team and the customers so that they could decide on the best course of action for the project.

4.7 Document review

4.7.1 Introduction

The researcher took time to review some documents used at the project to find out how the project manager and her team were documenting their activities within the project. The documents contained full information with regard to worker's portfolios and their profiles. The profile entails all documents and informations with regard to their level of qualifications and the duties they were rendering in the project.

The researcher asked the project manager to give information on how the project was handling the following policies:

- Code of conducts.
- Conditions of employment.
- Labour Relations Act.
- Minutes.
- Policy on leave measures.
- Project's Historical background.
- Mission and vision.
- Receipts/ files.

The researcher was told that the project had no documents outlining the policy on the code of conduct. Nevertheless, the project team understood the purpose of having a documented code of conduct, because a code of conducts commits workers to do all their duties in accordance with the Labour Relation Act. The project team now has an idea of drawing up a code of conduct for workers.

The project manager was asked to assists the researcher in compiling records with regard to policy on workers Condition of Appointment Act and the policy on Labour Relations Act but the response was that, they did not have any document in related to that.

The researcher saw the file in which the project secretary was keeping the minutes of every meeting held in the project. The minutes were clearly outlined with full information, dates and the agenda of the meeting held. The project management report stated the dates of visit by the government officials to come and monitor if the project was operating within the principles and guidelines given by government.

Each employee was entitled to special days for leave depending on the reasons outlined on the leave form. The MRWC project has a leave file, which is monitored and controlled by the project manager.

The project has a file of the historical background on how the project was initiated and the people who were involved when it started.

4.8 Interviews

4.8.1 Introduction

The interviews were held with various stakeholders involved in this study, namely, the project manager, project workers, community members, community radio station and community school. All stakeholders were asked questions in relevant to the field of investigation. When the interview was done, the researcher made sure that the respondents were relaxed and felt at home.

For the purpose of presenting the findings, the researcher grouped the responses from all the respondents into themes and categories. He took some key components of a successful project as outlined in his assumption in the theoretical framework and then compared them to his findings in the project. The following themes were identified as categories to which the respondent responses were grouped into patterns:

- Initiation.
- Planning.
- Execution.
- Control.
- Closing.

4.8.2 Initiation

In the theoretical framework I have indicated that when initiating a project, one has to look for information from the finished projects. This information can include performance reports, documents of the past decisions, and documents of the results of completed projects. Any person initiating a project can refer to these reports to find a benchmark for a current project, or to learn how other project managers solved their problems.

The researcher asked the project manager if she had an influence from other projects before initiating the Moletjie Rural Women Club project, and the respond was that:

> *I wasn't influenced by the existence of any projects to initiate this project, even though there are different kinds of project here in Moletjie area. Some of the projects like panel biting and welding have just closed down because project workers worried about the little salary they get.*

However, it seems that most people agree that a project starts with the identification of a need or the realization that there is a need. The needs of people are a very important starting point for initiating a project. Wileden (1970: 278) sees the project initiation as a process governed by sets of principles. The first set he calls the "principle of need". It consists of steps: start with a problem; understanding the problem; develop a concern for doing something about the problem; and express solution in terms of felt needs.

When interviewing the Project Manager to find out how the project was initiated, she responded that:

> *A teacher from the community primary school initiated this project after realizing the potentiality and experience her adult learners have accumulated from the (ABET) centre. The adult learners were not employed after gaining two-year training skills on how to do flower arrangement, pottery, needlework, cooking, baking and catering. The project was then initiated to create employment and to eradicate poverty.*

The researcher interviewed a group of three workers in the project with regard to how the project was initiated, taking into account that a group interview is often quicker than individual and hence time saving and involves the minimal disruption. Bogdam and Biklen (1992: 100) also add that group interview might be useful for gaining an insight into what might be pursued in subsequent individual interviews. The method of group discussion can explore issues that may be too complex into another method of enquiry.

The researcher asked the project workers on what role did they play during the initiation of this project, and one of them responded that:

> *We were called by the (ABET) centre educator to be employed on the project for needlework, catering, pottery and baking. We responded positively to the request taking into account that we are going to use the knowledge and skills we have accumulated at the (ABET) centre.*

The researcher then used key elements, which he regarded as the terms of reference in helping him to find answers from the respondents on how the project was initiated:

- Customers.
- Constraints.
- Resources.

4.8.2.1 Customers

The project manager was clear as to whom she is doing the project for, and as to who is the customers. The customers are the final users of the product, which the project is producing or delivering.

The researcher asked the project manager on who are the project customers and the respond was that:

> *My customers are teachers and learners from the neighboring schools who come to buy breakfast and lunch every day, learners also make order for tracksuits, which is used, as school uniform. People employed at Moletjie Community Radio Station make order for breakfast and lunch in the project, people who are employed at Moletjie poultry project and people employed at the Moletjie bricklaying project also make order for breakfast and lunch in the project. People from the community make order for catering during funerals, weddings, unveiling of tombstones and engagement parties. People from the community also come to buy flowers for decorations during weddings*

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and funerals. Members of the community also hire the project hall when having meetings and weddings ceremonies.

The researcher asked the Station Manager at Moletjie Community Radio Station on what type of service they were getting from the project and she answered as follows:

The station makes order of food for the entrepreneurship learners who come to the station on the Fridays of every week to make auditions of being employed in the station. We make agreement with the project on how much food to be delivered on Fridays depending on the number of people who have come for auditions. The people employed at the station also order their breakfast and lunch food at the project every day. We also use the project hall when having auditions for community members who want to be employed in the station. We also use the hall when doing awareness of HIV/Aids to members of community. We also advertise the products that are produced in the project on air to the members of the community.

The researcher asked an educator from a neighbouring school on what type of service were they getting from the project, and she said:

Educators and learners are ordering breakfast and lunch at the project every day. Learners are also making order for tracksuits that are used as school uniform. When having short listing and interview of educators, the school makes order of food at the project and the service is of satisfaction.

One of the community members replied on what type of service they were getting from the project, by saying:

The project help the community in catering during occasions like weddings, funerals, and interview for educators in schools and unveiling of tombstones. Members of the community also rent the project hall when having occasions like weddings and anniversaries.

The researcher asked the project manager whether there was something they were giving to customers such as donations, and she responded that:

> *We make sure that once in a year we make bonus to our customers by giving them free meal for breakfast and lunch without any payment, and by so doing our customers feel satisfied.*

4.8.2.2 Constraints

Constraints are factors that have a negative impact on the productivity and the sustainability of a project. These are the areas that sometimes get out of the boundaries and scope of what people can control.

The researcher asked the project manager about the constraints they found in the project and the responses were based on water, customers and materials:

Water:

The project has shortage of water. The water in the project is insufficient but we buy water from people in the Moletjie community who made boreholes in their homes.

Customers:

Another constrain is the shortage of customers during school holidays because teachers and learners will be at home. The income during normal school days is better than during school holidays.

Materials:

Another constrains is the shortage of materials for needlework and sewing. Learners from neighboring schools make order for school uniform and we find the sewing material very expensive in town.

4.8.2.3 Resourses

The resourses are the material things and buildings needed for the project be productive. The researcher asked the project workers about the recourses needed in the project and one of them the responded mentioned furniture, machines, computer, and transport:

Furniture:

We need enough chairs and tables to be used when the project hall is hired for meetings and celebration parties.

Machines:

The machines for needlework and sewing are not enough to cater for the order made by school learners. We take a long time to finish working on school uniform and the problem can be saved if we have enough sewing machines.

Computer:

We are also in need of a computer to keep and safe the project records and policies. The minutes and records for this project are now kept in books and files.

Transport:

We are also in need of a transport for delivering ordered food to schools and community radio station. Customers need to bring their own transports when they ordered catering for occasions like weddings or funerals.

4.9 Planning

Planning is the most important step of a project management process. When done correctly, planning has the greatest impact on the success of the project. Planning ensures that the work is done correctly at the first time.

For planning to be successful, the project manager should have a group of individuals dedicated to achieving the project goal. In striving for participation, the project manager addressed the needs of team members and stakeholders. The project manager considered some aspects of general management, such as planning, staffing, setting expectations, and organizing people information.

Swanepoel (1997: 194) also maintains that planning means bringing together three elements which are the need, the resource and the objective and relating them to a fourth element, the action.

The researcher asked the project manager on how she was planning for the project success, and she answered as follows:

> *Myself together with my team are responsible for drawing a short and long term plan, which help us to achieve our objectives. The short-term plans are the aims and objectives for a day and the long-term objectives are objectives to be achieved after some months or a year. Our daily plan ensures that our customers are satisfied with the menu and the type of food we cook for them.*

4.10 Execution

Execution involves coordinating personnel and resources to achieve the project goals. The personnel and participants include the project manager and other individuals or groups that can be considered as project participants. The project manager makes sure that she identifies and determines the participant's expectations. Managing participant's

expectations reduces conflict and leads to project success. Execution of duties and roles among key players avoids confusion and clarifies where authority exists to make decisions and to avoid unnecessary delays in the project.

The researcher asked the project manager on how duties were shared among the project workers and she answered by saying:

> *I match each job description to the individual I believe he or she to be most appropriate for it. I determine each individual to be part of the team, and if someone prefers not to be involved in the project, it might be better off without that person on the team.*

> *I communicate and coordinate very well with my team members because I already have information about their strength and weakness, and it is easy to contact them.*

Members of the community also help in the sustainability of the project, by placing orders of the supply of food for catering, when having occasions such as weddings, funerals, unveilings of tombstones and graduation parties. The customers were feeling at home because the project team was serving them with professional competence. The project team realized that it is essential that customer's expectations be directly related to the customer's satisfaction. The project team realised that success is very dependent on the customer's understanding and acceptance of what the project is offering them.

4.11 Control

Control involves measuring, monitoring and adjusting aspects of a project to produce a desired outcome and achieve the project goals. Since control requires knowledge of the project status, the project manager and the team must continually monitor the project. Controlling also involves updating the required project documents to make sure they contain accurate information. Comparing the project's progress to the original plan

enables a project manager to identify deviations from the plan and to take corrective actions to put the project back on the plan.

Controlling tasks and their successful completion are the foundation for effective project outcomes. Setting up control should be part of the project plan and should have a great deal of transparency. Control sets levels in place for quality, material, cost estimates versus actual cost, time frame and standards. The control system provides methods on how to evaluate the benefits, how to communicate changes to the necessary people, and how to monitor the implementation of changes.

When interviewing the project workers on how they were handling the project objectives, they replied that they paid attention to the following:
- Cost.
- Time.
- Progress report.
- Communication.

4.11.1 Costs

The project manager said that she was making sure that she knew and understood the cost of all foodstuff and materials she was using at the project. She knew the costs of the equipments used for the project. She also knew how the salary of every employee, because the project is an income-generating project.

The researcher asked the project manager on how she was addressing the question of cost in the project, she responded by saying that:

We draw a budget every week on what type of food staff to buy in town. We know types of food that are liked and favoured by our customers and for that reason we find it easy in buying the food of their choice. For the reason that we know what our customers are looking for, we do not have leftovers at the week ending. The payment and salary for our

staff members depends on the profit we make, and for that reason we
try our best to satisfy the needs of our customers.

4.11.2 Time Frame

Another fundamental element in maintaining control of the project is by managing time. There are varieties of tasks, which need to be delivered on a certain date. The project manager was finding it easier to address certain tasks when she was staying in control of time.

The researcher asked the project team on how they were managing time and one of them answered that:

> *The project programme is scheduled in weeks and months in advance.*
> *We draw the daily and week plan on what to do and to address at a*
> *given period of time. That help us not to do our work and duties behind*
> *schedules. We make sure that every task for a day or week is finished*
> *before the dead line.*

4.11.3 Progress Report

Every single member employed at the project had to report her progress to the project manager. The progress report shows the work done in a period of a day, week and a month. All participants ensured that they do not deviate from the plan.

The project manager was asked on how she was getting reports from project employees and she responded that:

> *I meet with individual member twice a week to assess progress and to*
> *discuss problems the experience in the work place. We then address the*
> *matter politely and help each other on how to uplift the standard of our*
> *project. Meetings of the entire project team are useful, but need to be*

carefully managed. The group meeting ensures that all parts of the project objectives are well done.

When asking the project manager on how she was controlling progress reports among staff members, she responded:

There is a great deal of transparency among staff members, more especially when coming to the funds we generate through the sales. We sit together as a team to agree on how to manage finance. We always put the project plan and objectives upfront when dealing with matters arising at the project.

4.11.4 Communication

Communication skills are the most important elements in any project. The project manager who is a good communicator creates more customers than the one who is not. Therefore determining on how to communicate with individuals on your team is critical. The project manager realized that each individual on the project has her/his different communication weaknesses and strengths.

The question was asked on how the project team addresses the element of communication in the project and the project secretary responds was that:

Communication is done every morning by the project manager to address matters arising and to remind each other about the menu and the ordered food for the day. All records are the kept by the secretary in the register.

4.12 Closing

In the theoretical framework the researcher has indicated that closing is a process for ensuring acceptance of the final product, bringing the project to an orderly conclusion,

and reviewing lessons learned from the project. The overall project management process provides the necessary structure, focus and organization to complete any project. The initiating process provides a foundation for the rest of the project, and closing the process brings the project to an end.

Closing a project is the formal process of verifying the completion of each project phase and of the entire project. It involves confirming that the end product of the project satisfactorily meets the project's goals. As part of administrative closure, the project manager and team members write close-out reports, which are detailed reports about the processes used for each phase and the overall project completion, including any lesson learned during the project. Writing these reports helps the team evaluate how successfully it met the project's goals.

Deciding to close a project does not necessarily mean it has failed. There are several ways to close a project, such as completion, displacement, collapse, absorption, integration and deterioration. A successful project is terminated when its entire goal has been met. Depending on the type of project, the project manager and team members are either reassigned to new projects or they return the their functional departments within the parent company. A project is terminated by deterioration when its budget has been gradually decreased by the project's parent company to the point that the project can no longer function.

The researcher asked the project staff and the project manager whether they aimed to close the project, and the project manager responded that:

> *We are not aiming to close our project because it is an income-generating project. We also do not think that even one day, the project will collapse, but the problem we are facing is that it has deteriorated. We are no more able to produce products such as clay pots, beads and needlework because of insufficient funds and lack of staff.*

4.13 Interview with Government Officials

4.13.1 Introduction

The researcher went to the Department of Health and Social Development to find about the assistance and help they were offering to projects. He was told that the Health and Social Development is the only department in the government that took the risk of financing projects. When financing a project they need a proposal that has a quality policy and a good management plan. The departmental officials were asked on how are they addressing the stages of initiating, planning, executing, controlling and closing when financing and managing projects.

4.13.2 Initiation

Project initiation occurs when an individual or a group recognizes the need for a new project and seeks authorization and funding to move the idea from conceptualization to realization. The project manager of Moletjie Rural Women Club compiled a clearly defined proposal for funds, which included all activities that needed to be completed during the project initiation stages and handed it over to the Department of Health and Social Development.

The government official explained that they handled the proposal from the MRWC project in the following way:

> *The department ensured that the proposal had all goals and objectives that the project must accomplish within a specific time and budget. The department then gave funds to the project by considering the Public Finance Management Act, which states that people should be given funds based the activity that they want to accomplish; and they should be capacitated on how the funds should be utilized.*

4.13.3 Planning

The government officials indicated that the project planning is considered the most important part of the management process. At the planning stage, the project manager and stakeholders determine the goals of the project and how to meet the goals. The question was asked on how the department addressed the planning phase in projects and the responds was that:

> *Project planning is the identification and preparation of the work required to carry an idea from conception to reality. The goal of the project planning is to make sure that the right work is done correctly at the first time. The department made sure that the project produce the service plan which address the project workers responsibilities, scheduled dates for each activity, major risks and standard against which the project and team member's performance are measured. The project plan must also need to include the geographical and historical background of the area where the project is situated for the funders to know who are the customers to support and buy the products at the project. The plan also indicates the number of people employed at the project.*

4.13.4 Execution

Execution is where the government officials produce organizational policies with documents that govern the project quality standards, administration and financial practices. During execution is when officials use a checklist to verify whether the project manager and her team were meeting the project requirements. A checklist includes the criteria used to evaluate the smooth running of the project, legal considerations, and the price of the resource, products and services rendered.

The researcher asked the government officials on how they execute their duties to project, and responds was that:

In the project execution we want the project manager to indicate to us the developed project team with regard to their portfolios and their responsibilities in the project. The project manager must also distribute information on how to manage her project so that we can be in the position to examine and monitor how the project progress and sustain itself.

We encourage project managers to give rewards and recognition to show gratitude for team members' hard work. In execution we make sure that team members are adequately trained to complete their assigned activities. This help to avoid frustration that can arise from the inability to perform an activity.

4.13.5 Control

The control process is where the government officials involve measuring, monitoring and adjusting the aspects of a project to produce a desired outcome and to achieve the project's goals. During the project control, the government officials make changes when things go wrong, for example, when a project has fallen behind schedule. Schedule control activities indicate where, when, and why the project has fallen behind schedule. A project schedule management plan provides guidelines if the project manager want to make changes to the project's schedule.

The researcher asked the government officials on how they handle control in projects and the responds was that:

We control the project to find if they are operating within the budget. We give project some funds once off per year, but we are doing monitoring and control once in a month. We also control project to determine if the team is putting quality effort into fulfilling their responsibilities.

We control project to make sure that they do everything with regard to their constitution, and we also invite officials from the Health Department to check if the products in the project are not health-hazard. Control also helps to find if the project is able to solve the internal problems and conflicts.

4.13.6 Closing

The Department of Health and Social Development, receives the final report from projects, which indicates the formal verification that the project activities have been completed. The project also confirms that the end product of a project satisfactorily meets the project's goals. The government as part of the administration writes detailed closeout report about the processes used in all projects for sustainability.

The researcher asked the government official on how they were addressing the closeout reports from projects, and he explained that:

The government officials make sure that project manager submit the closeout reports to the Department of Health and Social Development. A project closeout report consists of information recording the performance, status, and other project documents.

A final closeout report detailed the organizational structure used for the project, the project management techniques used, and who is involved and for what capacity. The report addresses what went right and what went wrong during the project and why. The report makes the department to know how the project progresses so that they can keep on funding the project.

4.14 Conclusion

In this chapter the researcher was focused on the findings from Moletjie Rural Women Club project that he had gathered from observation, documents review and interviews. The findings from the interview include physical layouts and factors such as buildings and staffing. There are also factual information's including programmes that are considered of importance when talking about the sustainability of projects. The interviews were conducted with different people and their views and opinions were gathered from their respondence.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study was meant to research how the Moletjie Rural Women Club project was sustaining itself among the number of income generating projects in the Limpopo Province, and the role it plays in eradicating poverty and unemployment. There are many projects in the Limpopo Province, but the researcher decided to make a study on the MRWC project because he identified the qualities that make a project sustainable. The study helped me to indicate factors that determine the success of an income-generating project. His research study was on the evaluation, observation and interview to the project manager, project employees and community members on how they work together in keeping the project sustainable.

5.2 Conclusion

The findings provided answers to the research questions of this study. He realized that the MRWC project is able to sustain itself because it is focused mainly on catering as the main source of generating funds. Within Moletjie area there are projects for poultry farming and bricklaying, but the (MRWC) women decided to put their focus on catering which gave them a good chance of developing because it is the only project for catering around the Moletjie area. When looking at how the project was operating, he realized that it was following all five stages and phases of a well developing project, which are: initiation, planning, execution, control, and closing.

- Initiation

The project was initiated after the women at Moletjie village recognized an opportunity of utilizing the knowledge they got from the ABET centres. After the idea was developed, women invested time and efforts to develop the concept into reality. The women used the skills and knowledge they had acquired from the centre to initiate their

project for pottery, flower arrangements, baking, needlework, and catering. The MRWC project was started after the local people of Moletjie area had realized and identified that there was a need for a project within the community. The project started with the identification of a need.

- Planning

During the planning phase the project manager and project workers determined the project goals and how to meet those goals. The project goals helped the project team to draw up a proposal for funds, which was then sent to the government officials. The project used the budget given by the Department of Health and Social Development in an appropriate manner. The funds were not sufficient to satisfy the projects needs, which among others needs include the buying of linen material for needlework and the purchase of computer machines to store the project reports and files.

As for catering, the project clearly defined all activities that were needed for a sustainable project. The project created an activity list to arrange activities in their logical order of completion. In all the activities done in the project, there were some of constraints that were affecting the how and when the activities need to be completed.

- Control

The project was well controlled on day-to-day activities. The government officials visited projects once a month to take records on the project is operating. The controlling process involves measuring, monitoring, and adjusting the aspects of a project to produce a desired outcome and achievement of the project goals.

5.3 Recommendations

Based on the above-mentioned findings from the project, the researcher realized that the following recommendations are needed:

- The project manager needs to be trained on the control and managements of stock and finance, especially the control of registers.

- There is not sufficient water at the project, so they need to make provision for boreholes or community water pipes.

- Some of the products that the project used to produce such as flower arrangements, pottery and needlework are no more effective, and the project manager has to see that all products are in use again.

- The project manager needs to market her products, to maintain the sustainability of the project, so that more people can be employed at the project.

- All team members should have a clear understanding of their individual tasks. In addition, all team members should be provided with a list of one another's tasks, so that they will know with whom to communicate if a problem arises.

- The project manager should keep the team organized by sharing the team goals, budget and activities. Communication is crucial not only within the team but outside the team as well, so it is important to inform anyone who might be affected by the project, including management, other project team and customers.

- The project manager must clearly define all activities that need to be completed during the project and create an activity list to arrange the activities in their logical order of completion. She must also identify any constraints or dependencies that might affect how and when the activities will be completed.

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7. LIST OF ACRONYMS

ABET	Adult Basic Education and Training
AIDS	Acquired Immune Deficiency Syndrome
BCM	Black Conscious Movement
BCP	Black Community Programmes
CDW	Community Development Worker
DHSD	Department of Health and Social Development
DPLG	Department of Provincial and Local Government
HIV	Human Immune Virus
MCRS	Moletjie Community Radio Station
MRWC	Moletjie Rural Women Club
RDP	Reconstruction and Development Programme
S.A.	South Africa
SMS	Short Message Services
TBVC	Transkei, Bophuthatswana, Venda and Ciskei
UK	United Kingdom
USA	United States of America

8. APPENDICES

Appendix 1. Project Manager

1. What are your name and your surname?

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……………………………………………………………………………………………

2. How old are you?

……………………………………………………………………………………………
……………………………………………………………………………………………

3. What is your marital status?

……………………………………………………………………………………………

4. How many dependants do you have?

……………………………………………………………………………………………

5. What is your highest qualification?

……………………………………………………………………………………………

6. What is the name of this project?

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7. When did you start working in this project?

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8. Why did you decide to work on this project?

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……………………………………………………………………………………………

9. When was the project started?

……………………………………………………………………………………………

10. Why was it started?

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……………………………………………………………………………………………

11. When did you become a project manager?

……………………………………………………………………………………………

12. What was your position before being appointed as a project manager?

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13. How were you appointed as a project manager?

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14. What are your roles as a project manager?

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15. What are the aims and objectives of this project?

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16. What type of service do you provide to the community?

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17. Who are you catering for in this project?

……

……

18. Why are other services such as needlework not doing well in the project?

……

19. Who set the team goals and objectives?

……

20. Are you able to meet the aims and objectives of this project? If yes, how and if
    not, why?

……

……

21. How many people are working on this project?

……

22. Are they satisfied on how you manage this project? If yes, how?

……

……

23. How do you encourage teamwork?

………

24. Do you have meetings to discuss issues within this project?

………

25. How often do you have meetings?

………

26. Who finalizes decisions and opinions taken by members of the project?

………

………

27. Is the decision making strategy effective? If not, why and if yes, how effective is the strategy?

………

………

28. Who decides on the project activities?

………

29. Are all members satisfied with the strategy for decision-making?

………

30. Where did you get funds for initiating this project?

………

31. Who manages the funds for this project?

………

32. How does he/she manage the funds of this project?

………

33. Are all members satisfied on how the funds are utilized?

………

34. What is it that you like about this project?

………

………

35. What are the problems and challenges you are facing in this project?

………

………

36. How do you overcome the challenges you are facing in this project?

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…………………………………………………………………………………………………

37. Do you get support from members of the community? If yes, wh!t kind of support?

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…………………………………………………………………………………………………

38. Is the project able to sustain itself? If yes, how?

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39. What do you think can be the factors that let the production to decline in the mentioned sections?

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Appendix 2. Project Financial Officer

1. What are your name and your surname?

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2. How old are you?

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3. What is your marital status?

…………………………………………………………………………………………………

4. How many dependants do you have?

…………………………………………………………………………………………………

5. What is your highest qualification?

…………………………………………………………………………………………………

6. When did you start working on this project?

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…………………………………………………………………………………………………

7. Where were you working before?

…………………………………………………………………………………………………

8. When were you appointed as treasurer in this project?

…………………………………………………………………………………………………

9. How were you appointed as treasurer?

…………………………………………………………………………………………………

10. What was your portfolio before being appointed as a treasurer?

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11. What do you like about your work?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

12. What are the roles you play in this project?

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13. Which challenges do you usually face in your work?

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…………………………………………………………………………………………………

14. If there are challenges, how do you overcome them?

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15. Where do you get the financial support for the project?

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16. Is the financial support sufficient or insufficient?

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17. If the financial support is not sufficient, how do you overcome the problem?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

18. Are you able to buy all resources needed for the smooth running of the project?

…………………………………………………………………………………………………

19. How do you determine the actual expense of each activity needed in the project?

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…………………………………………………………………………………………………

20. Who draws up the budget before an activity in the project begins and after the activity has been completed?

……………………………………………………………………………………………………
……………………………………………………………………………………………………

21. Does the project operate within the budget?

……………………………………………………………………………………………………

22. Who audits the financial expense of the project?

……………………………………………………………………………………………………

23. Which strategies and methods do you use to improve the quality of your work?

……………………………………………………………………………………………………
……………………………………………………………………………………………………

24. Who keep the finances of the project?

……………………………………………………………………………………………………

25. Are you satisfied on how the finances are utilized?

……………………………………………………………………………………………………

26. Who identifies resources that need to be purchased for the project?

……………………………………………………………………………………………………
……………………………………………………………………………………………………

27. How do you identify the resources that need to be purchased for the project?

……………………………………………………………………………………………………

28. How do you communicate with your staff to know which items need to be purchased?

……………………………………………………………………………………………………

29. Who authorizes your financial records?

……………………………………………………………………………………………………

30. How do you control and keep the receipts for cost and income reports?

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……………………………………………………………………………………………………

Appendix 3. The Project Secretary

1. What are your name and your surname?

…………………………………………………………………………………………………

2. How old are you?

…………………………………………………………………………………………………

3. What is your marital status?

…………………………………………………………………………………………………

4. How many dependents do you have?

…………………………………………………………………………………………………

5. What is your highest qualification?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

6. When did you start working on this project?

…………………………………………………………………………………………………

7. When were you appointed as a secretary on this project?

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8. Where were you working before being employed in this project?

…………………………………………………………………………………………………

9. Why have you decided to get employment in this project?

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10. What do you like most about this project?

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…………………………………………………………………………………………………

11. What roles do you play as the project secretary?

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…………………………………………………………………………………………………

12. What do you like about your position as the secretary?

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…………………………………………………………………………………………………

13. What challenges do you face as the secretary of the project?

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14. How do you overcome those challenges?

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15. Are you satisfied as the project secretary? If not why?

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16. Which documents are you using to keep your records?

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17. How reliable are documents for record keeping?

……

18. How often do you keep records?

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19. How do you communicate with your staff and members of the community?

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20. Which means of communication do you prefer most, and why?

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21. How often do you have meetings, and why?

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22. Who organizes meetings that need to be held?

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23. Who participate in the meetings that are arranged?

……

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24. How do members of staff participate in the meetings?

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25. What do you want to achieve in this project?

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Appendix 4 Community Radio Station.

1. What are your name and your surname?

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2. What is the name of your Radio Station?

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3. What is your position at the station?

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4. How long have you been employed in the station?

……

5. Do you know the MRWC project?

……

6. From when did you know about the project?

……

7. What is the project all about?

……

8. Does the project benefit your station? If yes, how?

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……

9. How do you communicate with the project?

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10. What is the communication all about?

……

……

11. How often do you help each other?

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12. How is the relationship between the project and the station?

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13. Which factors influence the project and the station to work with each other?

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Appendix 5 Community School (Seshigo High School)

1. What are your name and your surname?

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2. What is the name of your school?

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3. For how long have you been employed in this school?

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4. What position are you handling at this school?

……

5. Do you know the project called Moletjie Rural Women Club?

……

6. For how long have you known about the project?

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7. What is the project all about?

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8. Is the project beneficial to the school? If yes, how?

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……

9. How many educators does your school have, and do they all make food order from the project?

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10. Do learners also make orders for food at the project? If yes, how?

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11. Why do learners need to ask permission before they go for lunchtime?

……

……

12. How often do you communicate with the project?

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……

13. What is the relationship between the school and the project?

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Appendix 6 Government official

1. What are your name and your surname?

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2. What is the name of the name of the government department you are working in?

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3. For how long have you been working in this department?

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4. For how long has your department started working with projects?

……

5. When did you start working with projects?

………………………………………………………………………………………………

6. Do you know about the MRWC project?

………………………………………………………………………………………………

7. For how long have you known about the MRWC project?

………………………………………………………………………………………………

8. How often does your department visit projects?

………………………………………………………………………………………………

………………………………………………………………………………………………

9. What type of assistance and help do you give to projects?

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………………………………………………………………………………………………

10. Are projects satisfied with the assistance you offer to them?

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……………………………………………………………………………………………

11. What are some of the challenges you get in the projects, those that make project not sustainable?

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………………………………………………………………………………………………

12. Are there some funds that you give to projects? If yes, how?

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………………………………………………………………………………………………

13. Are there some skills and guidelines you give on how funds should be utilized in projects?

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………………………………………………………………………………………………

14. Who facilitates the programmes that you give to projects?

………………………………………………………………………………………………

………………………………………………………………………………………………

15. Does your department offer rules and regulations on how projects should be managed?

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16. Are you satisfied on how projects are running in the Province?

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17. What is it that you do as the department to keep projects sustainable?

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18. How do project managers respond and feel about the skills and literacy you give their staff?

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APPENDIX 7.

An example of a data matrix based on the data collected from the interview with the project manager, project workers (participants), and government official.

Variables	Project Manager	Workers (Participants)	Government Official
Initiation	• Objectives - Draw up service plan and proposal for the government to fund. - Initiate projects to eradicate unemployment and poverty alleviation. - To supply the community and schools with products like pottery, needlework and catering. - To utilize knowledge found at ABET centre.	- Help in drawing up the service plan for government funding. - Give skills on iniated projects for smooth operating. - Make sure customers are satisfied with the products produced. - Use knowledge from ABET centre.	- Access the service plan and proposal for project funding. - Facilitate the programmes on how projects should be managed. - Make sure that skills offered to projects are implemented. - Use skills in their constitution to benefit the projects.
	• Customers - Make sure that customers are satisfied with products in the project. - Allow customers to give their view on the project.	Make sure that customers are satisfied with the service provided. - Allow customers to articulate their ideas to the project.	- Teach projects to handle customers with care. - Give skills and progammes on how customers should be handled with care.

	- Ask customers if they are handled with care. - Recruit as more customers as possible for the project to sustain.	- Handle customers with care. - Make sure that more customers are supporting their product.	- Give projects workshops and in-service training for projects to have more customers.
	• Constrains - Lack of transport for delivering ordered to school and to the community. - Lack of linen material for doing learners tracksuits and tunics. - Insufficient water supply in preparing food for catering. - Lack of modern and sophisticated machine for needlework.	- Use bicycle that are available for delivering food to schools and to the community. - Shortage of linen for tracksuits. - Buy water from the community for them to cook food for catering. - Lack of machine for needlework.	- The government department is offering only funds but not transports to projects. - The government gives funds for projects to buy sewing materials and sewing machines.
Planning	- Planning helps to define project goals and objectives. - It helps to make sure that the work is done correctly at the first time. - There is plan for a week and month that help to	- Workers are planning to define objectives that need to be fulfilled in a period of month or a week. - Planning helps them to do the	- The Departmental officials are planning to know when to visit project for monitoring and support giving. - Officials visit projects once a

	set expectations. - Planning helps to identify everything that needs to be done. - It helps to reduce risks and uncertainty. - It helps to establish procedure for effective control of work. - Planning helps to find what equipment and tools are required. - It helps to know and find when actions have to take place. - Planning helps to find who to take actions and how.	required duty at the right time. - Planning helps workers to reduce risks at their place of work. - Planning helps workers to allocate the work to the right person who is capable of doing it. - Planning helps to know which equipment to be used at a particular time.	month and this help them to plan their expectations in projects. - Planning helps government officials to know and to identify everything that needs to be done in projects. - Planning helps to find out which skills need to be facilitated in projects for them to be sustainable.
Execution	- The project manager on her execution identifies and manages the project stakeholders. - Execute the project duties and securing stakeholders approval. - Make sure that workers and stakeholders are not working under risks. - Project manager control changes and updates the	- The project workers support and assist other team members when appropriate. - They monitor and manage progress of work assigned packages. - The project workers are working with other team	- The government officials are making sure that the project objectives are aligned to business needs. - The government officials are approving the project service plans, changes and status reports.

business case. - Solving problems that interfere with progress. - The project manager informs stakeholders of the project progress status. - Managing the performance of everyone involved with the project.	members to get their work done. - They participate in planning and risk management. - The project team helps in identifying potential risks, issues and opportunities.	- They demonstrate support to the project manager and team members. - The government officials are reacting promptly with decisions on escalating issues.

Control	- The project manager makes sure that control involves updating the required project documents to make sure that the documents contain accurate information. - The project manager control documents to compare the project progress to the original plan. - Control enables the project manager to identify deviation from the plan and to take correct actions in putting the project back to its original plan. - Project manager makes sure that workers are aware of the changes and lets them adjust them to their progress report.	- The project workers make sure that they submit their progress documents to the manager every morning to be compiled for group progress report on every Fridays. - Control of documents and all actions in the project help project workers not to deviate from the original project plan. - Workers are making sure that they are aware of the changes and adjust them to their progress report.	- The government officials make sure that they visit projects once a month to update the project documents and to make sure that the documents contain accurate information. - The government control documents to make sure that the project progress report does not deviate from the project original plan. - The government officials make sure they supply changed programmes to projects for them to adjust their reports.
	• Cost - The project manager knows the costs of all materials found in the	- The project financial officer compiles money for	- The government gives funds to the projects, and the

	project and materials, which need to be bought. - The project manager knows how much salary every worker gets at the end of every month. - To know the cost of foodstuff to be purchased for a day, for a week, and for a month.	buying all materials needed for the smooth running of the project. - The secretary keeps records and receipts of salaries to project workers. - Workers know the food to be bought for a week and month.	project manager and the member of staff are the ones knowing what type of material to buy for a particular reason. - The government controls if the cost is in accordance to the budget and service plan.
	• Time frame - The project manager knows the deadline of progress reports. - Knows when the project budget starts and when it is going to end. - Knows the factors and activities with regard to dates on which the project service plans have to be accomplished.	- The project team helps to compile records in drafting the long and short-term progress reports. - The project team submits their daily activities to the project manager for her to compile their service records.	- The government officials visit the project to check and monitor if the project is operating within the work schedules. - The government officials pay visits to projects once a month to offer skills and guidelines on how project activities should be handled.
	• Progress report		

	- The project manager compiles progress reports from individuals and reports it in a group once in a week. - She makes sure that the contents of the progress report suit the audience. - She prefers to report the progress report in the form of a presentation to the audience. - She prefers to read the content of the progress report to all members of the project team.	- The project workers make sure that they submit records of their daily activities to the project manager. - The individual member makes sure that all daily activities are reported to the manager for her to report during the group progress meeting that is handled once in a week.	- The government officials make sure that they go through the project progress for them to know in which areas projects need to be properly trained. - The government officials are offering skills and programmes to projects once in a month.

Closing	- The project manager writes a report at the end of every year as a formal verification that the project activities have been completed. - Closeout reports are sent to the government to confirm that the end products satisfactorily meet the project goals. - Project manager writes detailed reports about the processes used for the completion of individual phases including lessons learned during the project. - Closeout report assures to project stakeholders that the project is complete. - Project manager signs a contract for funding with the government, and makes sure that the closeout report is written to verify that they completely and successfully managed to	- The project workers help the project manager in compiling closeout reports as verification that the project has been satisfactory completed. - Project workers submitted the detailed reports to the project manager for her to compile phases including all lessons that the team members learned during the project. - The project manager makes sure that all project workers signed the closeout report to ensure that workers are aware of the project status. - The project team helps the project manager to verify that the closeout	- The government official receives the closing report from projects at the end of every year for a three-year cycle, which entails that the project is completely closed. - The government get closeout reports from projects, which are sometimes collapsed, absorbed by other projects or being deteriorated. - The closeout report makes the government aware that the project is complete and the reasons why and how it was completed. - The government officials make sure that the closeout reports are signed by the project manager and all

fulfill their contractual obligations. - Project manager stores all paperwork and files used during the project. - Among documents filled out for future reference are the contract, project schedule, contract proposal, and any documents of communication between the government and the project manager and members of the project team. - Closeout report entails what went right and wrong during the project operation. - Project closeout entails detailed corrective action taken to bring errors back in line with the project goals.	reports are completely and successfully managed to fulfil the projects contractual obligation with the government. - The project team helps the project manager in compiling all documents such as project schedules, the contract proposal and any of the documents about communication between the government and project manager or project members.	members of the team to verify that they completely and successfully managed to fulfil their contractual obligation. - Among the documents that the government receives are project schedules, contract proposals, and any document of communication between the government and project manager and members of the project team.