



EMFULENI COMMUNITY SANITATION INITIATIVE

TRAINING



“A ROTARY SUPPORTED COMMUNITY INITIATIVE”

BUSINESS PLAN STUDY 5

INVESTIGATION REPORT September 2016

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1. INTRODUCTION

The utilization of effluent for agriculture is a long term project that presents opportunities to provide people with skills including practical training up to a level that they can operate independently as successful entrepreneurs with regard to both farming, processing and related supporting services.

Emfuleni is in the privileged position to have access to various tertiary education institutions such as NWU, VUT, FET colleges and agricultural colleges.

Graduates find it difficult to find first employment opportunities and the agricultural project will make a large number of job opportunities available for the much needed practical training to assist graduates to enter the employment market.

Present planning allows for the establishment of Co-ops for the farming side of the project, while supporting services such as accounting, financial management, legal support, administration, labour, etc will be provided by a back-office servicing a number of Co-ops or farming units within a Co-op structure.

Each Co-op farming unit will be responsible for an economically viable agricultural production unit. Each Co-op will include technical management with different levels of workers. Management will be selected by the training institutions to ensure success in producing successful entrepreneurs. The training of management will include both technical training skills and commercial training required to run a business. Training period minimum three years with accredited qualification. The source of entrepreneurs will be primarily directed towards graduates.

Similarly personnel for the back-office will be selected and trained to provide the required supporting services. Initially the project will be directed towards farming, with the expansion to include downstream processing in future.

Downstream processing is considered specialised activities that will require specialised development and training. Downstream processing is essential to develop the industries and to achieve the employment goals of 30+ per hectare.

2. TRAINING INSTITUTIONS

The primary training institutions identified for the project are:

- | | | | |
|----|-------------------------------------|---|---|
| a. | North-West University | : | Commercial training and technical training with regard to agriculture, environment, etc |
| b. | Vaal University of Technology | : | Engineering and irrigation |
| c. | Arcelor Mittal | : | Entrepreneur development and enterprise management. Farming activities and crop requirements. |
| d. | Agricultural College, Potchefstroom | : | Farming |
| e. | Department of Agriculture | : | Crop production |
| f. | Agricultural specialist | : | Irrigation |

3. TRAINING PROGRAMMES

The training programmes must be developed based on the crops selected. It is the intention that the Pilot Project be utilised to develop the technical and commercial training programmes to meet the requirements of the initiative.

A Research and Development unit is included in the Pilot Project to address these issues, together with the development of crop production and selection procedures.

A training programme, as developed by NWU for a similar skills development project (on road maintenance), is indicated below. Actual programme will be adjusted to suit the requirements of the project.

Proposed concept syllabus:

- 3.1 Introduction – Agriculture as a career
- 3.2 Technical Skills Development and Transfer – Learnership programmes (as available)
- 3.3 Practical supervision by the NPC
- 3.4 Human Resource Management
 - a. Basic Concepts
 - i. Apply basic human resources practices
 - ii. Conduct an organisational needs analysis
 - iii. Monitor staff performance
 - iv. HR Management (23 credits) : NQF Level 6
- 3.5 Information Technology
 - a. Basic Concepts and Using the Computer
 - i. Introduction to computers
 - ii. Using the mouse
 - iii. Using the keyboard
 - iv. Windows
 - b. Internet and E-mail
 - i. Information and communication
 - ii. Internet concepts
 - iii. Web browsers
 - iv. Bookmarks
 - v. Searching
 - vi. Email
 - vii. Using Email applications
 - viii. Reading and replying to mail
 - ix. Sending mail
 - x. Using address books
 - xi. Organising messages
 - c. MS word
 - i. First steps
 - ii. Adjust settings

- iii. Main operations
 - iv. Text formatting
 - v. Paragraph formatting
 - vi. Document formatting
 - vii. Tables
 - viii. Pictures, images, charts
 - ix. Mail merge
 - x. Prepare outputs
- d. MS Excel
- i. Using the application
 - ii. Inserting data
 - iii. Editing data
 - iv. Formulas and functions
 - v. Formatting
 - vi. Using charts / graphs
 - vii. Prepare outputs
- e. MS PowerPoint
- i. Using the application
 - ii. Developing a presentation
 - iii. Text and images
 - iv. Using charts / graphs
 - v. Organization charts
 - vi. Drawn objects
 - vii. Slide show effects
 - viii. Prepare outputs
- 3.6 Safety – OSH Act and Safety Regulations
- 3.7 Water Safety / Hygiene
- 3.8 Farming
- Crops
 - Livestock
 - Decrease management
 - Irrigation
 - Small farm development
 - Fertilizing
 - Harvesting
 - Farming operations
 - Downstream processing options and viability
- 3.8 Entrepreneurial and Management Development
- a. Applied entrepreneurship
- Implement a business plan which incorporates:
 - A marketing strategy
 - A sales strategy and carry out a sales interview
 - A customer service strategy, which includes measurable customer service policies and practices
 - Plan and implement an operation procedure for the running of a department
 - Carry out administrative functions
 - Carry out accounting and financial practices

- Comply to legal and ethical business practices
 - Define entrepreneurship and explain the characteristics of successful entrepreneurs
 - Implement the factors that contribute to success
- b. Management Development
- c. Strategic Management
- The strategic management process
 - Strategy formulation and implementation
- d. Economic Environment / Principles
- Micro-economic environment / principles
 - Macro-economic environment / principles
- e. Change Management
- Challenges of change
 - Managing planned and unplanned change
 - Be a change-agent
 - Excel in change
- f. Interviewing Skills
- Types of interviews
 - Formulating questions
 - Interview techniques
- g. Day to Day Negotiation Skills
- Individual decision making techniques
 - Interpersonal conflict resolution
- h. Fundamental Marketing Skills
- Purchasing – a negotiation process
 - What to purchase
 - When to purchase
 - Purchasing at the best price for the required quality for delivery WHEN required
 - Methods used such as tenders
- i. Presentation Skills
- Preparing the material
 - Preparing yourself / venue
 - Preparing and using visual aids
 - Dealing the audience
 - Delivering the presentation
 - Hints for professional presentations / Dealing with nervousness
 - Practical component
- j. Motivation
- What is motivation
 - Motivation and rewards
 - Rewards and performance
 - Theories of motivation
 - Motivation and compensation
 - Tips on how to motivate yourself and your team

k. Report Writing

- Putting the assignment into perspective
- Composing a formal outline
- Writing the report (practical)
- Revising and editing (practical)
- Enhancing readability and style

l. Meeting Procedures

- Strictly business : Knowing your meeting type
- Advanced preparation for meetings
- Agenda planning
- Roles and duties of meeting participants
- Minutes
- Making meeting technology work for you
- After meeting evaluation and follow up
- Meeting etiquette
- Common meeting problems

m. Speech Writing

- Build an effective structure
- Tailor your talk to your audience
- Create an introduction that grabs your audience
- Keep people with you (and awake!)
- Write a strong, memorable ending
- Use rhythm and 'colour', and avoid weak words
- Punctuate for speech
- Influence and inspire your audience
- Write attention-grabbing 'two-lines' to promote your talk
- Avoid Death by PowerPoint
- Write various forms of speeches
- How to calm nerves – presentation skills, breathing techniques, posture, voice projection and control

3.9 Basic Company Law – Labour and Basic Conditions Acts

- i. Introducing fundamentals of Employee Relations
- ii. Development of Employee Relations in SA
- iii. Core labour legislation impacting on Employee Relations
- iv. Other labour legislation in SA
- v. The Employee Relation role players
- vi. Collective bargaining and negotiation
- vii. Employee Relation management – some issues and challenges
- viii. Industrial democracy, participation and cooperation
- ix. Industrial action and strike handling

3.10 Contract Management (Project Management)

- i. Project Management Introduction and Life Cycle
- ii. Project Scope Management
- iii. Project Time Management
- iv. Project Quality Management
- v. Project Cost Management
- vi. Project Human Resource Management
- vii. Project Communication Management
- viii. Project Risk Management
- ix. Project Procurement Management
- x. Project Integration Management

3.11 Business Plans

- i. Identify and demonstrate understanding of the elements of a business plan.
- ii. Compile an organization structure for one's golfing business to determine how a business plan can best be integrated.
- iii. Identify resources and information required to complete own business plan.
- iv. Compile business plan.

3.12 Basic Bookkeeping

- i. The meaning of financial management
- ii. Basic concepts
- iii. Basic financial statements
- iv. Financial planning (budget)

4. TRAINING VENUE AND METHODOLOGY

A training venue will be provided under the Pilot Project. The facility will be designed to accommodate ± 100 students at a time. Training to be rotated for the different crops. Product training for workers will be mainly on site with limited lectures in the training facility.

Technical Management Training will be 50 / 50 lectures and practical training over a three year period after which successful candidates will graduate with full accreditation.

During the training all students will be in the service of a Co-op. At this stage an economical unit is taken as 5 ha with one manager, two assistant managers, five section leaders and sixty workers.

The training syllabus will be designed in accordance with the production requirements. Farming and crop production training will receive preference initially with the other skills phased in overtime.

Basic and life skills training will also be extended to the workers spread over twelve or more months.

The agricultural project and especially the Pilot Project to operate as an incubator to identify and train candidates in the skills of agriculture and entrepreneurship. The graduates from the Pilot Project will be deployed to the larger project from where they can move and establish their own farming enterprise outside the venture.

It is also envisaged that farming skills will start at basic levels and then progress to more specialised skills to produce crops for the sophisticated markets such as Woolworths, and the large supermarkets.

5. COSTS

A provisional amount of R500 000 per year is allowed in the Pilot Project budget for training. It is anticipated that this budget will at least be met by Government Training Grants. The above should be sufficient to train 30 managers / entrepreneurs and 1 000 workers.

6. CONCLUSION

Agriculture has the highest job creation potential. This together with the available human resources in the area, the high percentage of unemployment and the availability of training institutions support the effort to agriculture initiative. Many of the unemployed people in the area originates from farms where they acquired agricultural skills that can be put to good use to address the problems in the area such as unemployment, poverty and food security.

The project vision is to develop downstream processes to increase the product values, to develop skills, to create more jobs per ton of product / product ha, to increase income and to limit / prevent wastage.