

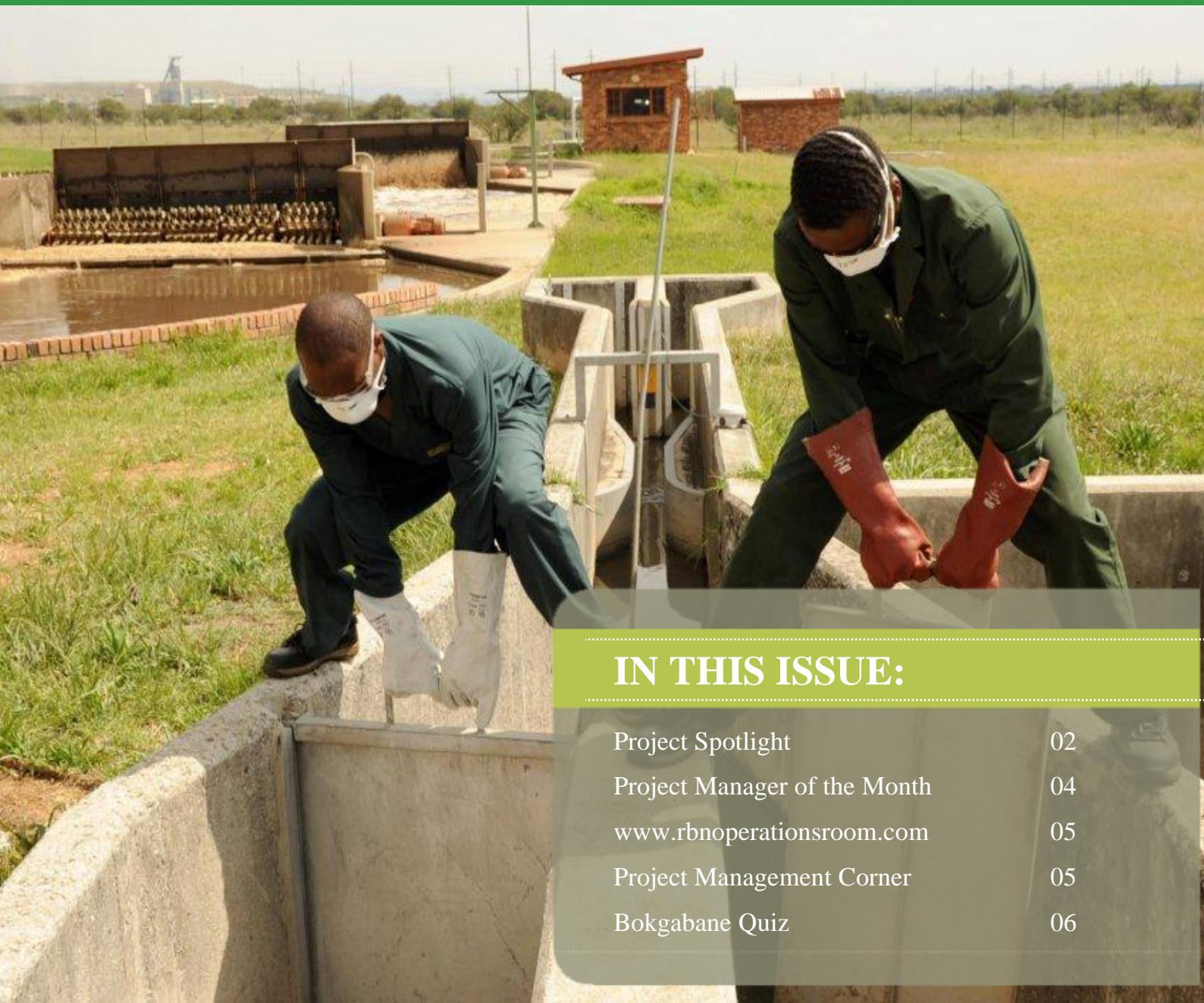
bokgabane

botoka le botoka – better and better

from the Royal Bafokeng Operations Room

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PROJECT SPOTLIGHT

COMPLETED PROJECT

Personal Protective Equipment (PPE)

Project manager: Tshwanelo Makgala

It would be practically impossible to remove all the health threats and risks in the workplace. But you can minimise those health risks by providing protective equipment to those employees who work in hazardous areas. Protective personal equipment is defined as 'Specialised clothing or equipment worn by employees for protection against health and safety hazards'. PPE is designed to protect many parts of the body, i.e. eyes, head, face, hands, feet and ears.

The Central Administration Human Resource department, in an attempt to ensure optimal safety to all RBN employees, sees to it that all employees exposed to health risks, have access to proper PPE.

The 2011 Personal Protective Equipment Project was successfully managed and provided PPE to all intended recipients in InfraCo. However, the project did finish marginally late due to the unavailability of the service provider to exchange the returned goods in a timely manner. Some goods were returned as they did not fit recipients adequately.

The nature of PPE and the variety of equipment to choose from necessitated the assessment of the kind of work that each employee does and the identification of suitable PPE for that individual. Once the type of PPE needed was identified, suppliers were sourced and requested to provide samples of their products to assess the relative quality and proceed with the procurement process if provided at a reasonable cost. Adherence of the equipment to all Health and Safety regulations was the final consideration in the appointment of a PPE service provider.

The planning phase of the 2012 PPE project will commence shortly. The assessment of all employees' working conditions and inference about the need for PPE will guide the procurement of the goods—again, to promote the safety and comfort of employees.

The lessons learnt from the 2011 project will assist the project manager and team to improve even further the quality of service provided to the employees of InfraCo and the RBN.

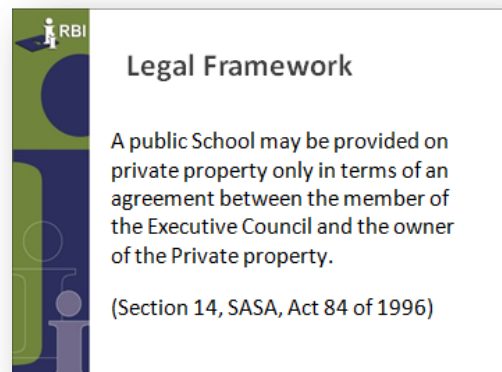


FEATURED PROJECT

Section 14 Agreement Advocacy

Project manager: Gustaph Mompei

As RBN employees, we would all have encountered the term 'Section 14 Agreement', be it in passing in the corridors, at Dumela Phokeng or even Kgotha Kgothe. And, like many others in the organisation, you could have found yourself wondering what exactly it is, what it implies and what does it ultimately mean to *Morafe*.



In an attempt to answer these and other questions surrounding the RBN's Section 14 Agreement with the North West Department of Education (DoE), RBN has launched a project entitled, "Section 14 Agreement Advocacy".

The aim of the project is to establish common understanding of content and the implications of the Section 14 agreement in the RBN schools; to communicate the rights and obligations of the RBN and DoE towards the schools, the learners, educators, governing bodies and community needs in general or at large; and to undertake to develop, facilitate, recognise, respect and promote such rights and benefits.

The RBN and DoE North West entered into a partnership agreement in accordance with section 14(1) and 56 of the South African Schools Act (Act No 84 of 1996), signed on the 3rd of February 2012 at a ceremony held at Lebone II College. The aim of this agreement is to improve the quality of education, to expedite the resourcing of schools, to promote access to schools and to ensure the retention of learners and educators in the schools on RBN land.

Below are benefits of the Section 14 Agreement:

- The RBN will have a clear relationship with the school Governing Body (SGB) and shall at all times have a representative(s) serving as a member of the SGB.
- The RBN will have a legal control of access to the schools.
- The RBN will have the right to make inputs in the curriculum.

Essentially, the RBN will now have direct access to all schools on RBN land to work with teachers and principals on matters such as curriculum, governance and management, National School Nutritional Programme or feeding scheme, teacher development and sport.

Lebone II College will be providing a team of experts in this partnership to help provide professional development in our region. The partnership with North West Department of Basic Education needs to be broadened to include other Government departments, the greater Rustenburg Municipality and the mining companies in this area.

The Project commenced in early January 2012 and was originally intended to end on 29 August 2012. However, the project is currently well ahead of schedule and could conceivably finish as early as June 2012.

PROJECT MANAGER OF THE MONTH: Denise Kunstler

- **What is your role at Royal Bafokeng Institute (RBI)?**

- *My role in RBI is project manager for Language and Literacy. This falls within the education cluster and I report to Dave Ryan. We manage literacy from Grade R to grade 12. In the Foundation Phase, Lebo Molotsi-Molale develops (mother tongue) Setswana.*

- **How long have you been with the organisation?**

- *I have been part of the RBI since its inception in 2007. From an initial staff of just nine, I have seen the Institute grow into the large organisation it is today.*

- **Tell us briefly about RBI and its importance in the Bafokeng Nation**

- *The RBI's vision is to provide quality education in RBN schools, laying the foundation for future generations to achieve their potential. In Vision 2020 one of the stated goals is self-sufficiency of the Bafokeng people – this can only be achieved through education. The RBI has a holistic approach and projects range from the School Feeding Scheme through to education and leadership.*



- **How many projects have you managed and how many are you working on currently?**

- *My biggest project to date was the Schools World Cup project. It was important that the World Cup did not bypass children in villages – they need to be able to tell their children that they were part of the experience. We kept 15 schools open for the duration of the World Cup where children could watch recorded games on TV, they could dance, sing, play soccer and enjoy a meal every day.*

Our major thrust at the moment is the Zurich Classroom Library Project. We are ensuring that every child in RBN schools has access to books – fiction and non-fiction. Last year we covered, carded and distributed 29 000 books to Bafokeng primary schools. Audio-visual units containing 800 books will be distributed to all middle and high schools this year and we are expanding our adult book clubs to all 29 villages. My dream is to develop a culture of reading in the Royal Bafokeng Nation; books have the potential to open our minds and allow children to imagine and dream.

In addition to the Zurich project I am running a project for professional development of primary school principals, with Werner van Rensburg writing and delivering very exciting content and a programme for the long term roll out of Language and Literacy.

- **What are some of the challenges you have experienced as a project manager and how did you manage to address /resolve them?**

- *Initially, my challenges working with projects were in establishing KPAs that were meaningful and measurable. There are very few qualitative short term goals in education as it takes a generation of teachers to change fundamental practices. I have realised that relevant quantitative activities can give a true reflection of progress and events managed by our cluster. An additional area of difficulty was risks – much of procedure and practice in a rural environment was unfamiliar to me and not easy to predict. Over the years I have found it easier to anticipate challenges.*

- **What are your views on the MPS (Manage-by-Projects/Programmes System)?**

- *The Manage-by-Project-System is initially overwhelming but unfolds as a valuable support tool. It helps me to stay focused and deliver on key areas within the department. A year is a long time, and*

goals and dreams can become lost in the everyday business of our lives. Fulfilling goals gives one a sense of achievement at the end of a year, and projects are the vehicle for delivery.

- **Do you have any words of advice for other projects managers?**
 - *Friendly, competent support within the MPS demystifies the system and encourages users – I would advise all new project managers to take advantage of the assistance so willingly offered.*

 www.rbnoperationsroom.com

Web traffic on the Operations Room website:

Month	Site visits	% New visits	Average time on site	Average pages per visit
April 2012	1305 visits from 54 countries (1089 – SA; 27 – US; 19 – UK) 679 unique visits	41.30%	00:04:32	3.08
March 2012	1621 visits from 45 countries (1420 – SA; 33 – US; 25 – UK) 746 unique visits	36.83%	00:04:44	2.92
February 2012	1809 visits from 46 countries (1571 – SA; 46 – US; 25 – UK) 799 unique visits	37.07%	00:04:50	3.08

PROJECT MANAGEMENT CORNER:

What is “Organisational Performance”?

It is the interrelated processes which ensure that all the activities and people in an organisation contribute as effectively as possible to its STRATEGIC objectives, in a way which enables an organisation to learn and thereby improve its services to the community (Rogers 1999:9).

The OPMO will launch its new Organisational Performance Module on the MPS before the end of May 2012.

Bokgabane Quiz:

Have a go at the Bokgabane Quiz! Three winners will be randomly selected from the correct responses.

1. Name any three body parts generally protected by PPE.
2. Name any benefit of the Section 14 Agreement.
3. How many schools were kept open during the 2010 FIFA World Cup?

Last month's winners: Please come collect your prizes from the OPMO.

Congratulations to:

1. Lebogang Bogopane
2. Manti Ledwaba
3. Rorisang Kgaladi

BOKGABANE:

Publication of the RBN OPMO

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Please send your answers, queries and/or comments on Bokgabane to the OPMO at pmo@bafokeng.com