

# bokgabane

*botoka le botoka – better and better*

From the Royal Bafokeng Operations Room

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# PROJECT SPOTLIGHT

## FEATURED PROJECT

### Melao ya Sefokeng Phase I

**Project manager:** Dr Moleboheng Mohapi

Melao ya Sefokeng: Phase I is a currently active project registered on the RBN OPMO System, managed by the Research and Knowledge Management department. The name translates to 'the Bafokeng laws and ways' and is an initiative by Governance who identified a need to document Bafokeng laws, regulations and customs. The aim is to preserve these laws and customs for future generations and adapt them to modern day life, while still retaining Sefokeng values and principles. The project is set for completion in November 2014.



The Melao ya Sefokeng project has two main objectives: (i) to audit all existing rules, regulations and procedures pertaining to governance in the RBN, with a focus on traditional institutions, their corporate structures and the interactions between the two; and (ii) to document the rules, values and principles that govern the way of life in the Bafokeng with respect to aspects such as the gendered division of labour, rules and rituals surrounding visitors and immigrants, botsetse (after birth processes), etc. The project was divided into two phases, due to the wide spectrum that this research covers. The phases are broken up into the two objectives above.

The project seeks to answer questions such as:

- Who are we as Bafokeng and what makes us unique?
- What are the Bafokeng customs and traditional laws as we remember them (the Bafokeng way)?
- What customs do the Bafokeng still adhere to and for what reason?
- What are the underlying universal values embedded, expressed and protected in each custom?
- What are the functions and purposes of traditional and modern Bafokeng institutions and organisations?
- What are the current laws, regulations and protocols that regulate the governance function of traditional and modern institutes and structures of the Bafokeng?
- How have Bafokeng institutions evolved over time, and why?

This project is intended to produce a regulatory framework for the RBN governance structures that combines both traditional and modern values. It is anticipated that this document will serve as a reference of the traditional governance structures of the Bafokeng and their functions, which can be consulted by the RBN community, the Supreme Council, RBN staff, other traditional communities and scholars. The project will also provide information that can be used as a basis for self-inspection by different stakeholders of the RBN, for purposes of improving where we lack or going back to the Sefokeng way of doing things where our values or principles have been lost or compromised for whatever reason.

The key informants to this project will be leaders of the different governance structures of the RBN such as members of the Supreme Council and the Royal Family, the RBN institutions, and members of the community. Cooperation from all members of the RBN is essential for the successful completion of this project, which should in turn contribute to ensuring that we do not lose our identity and distinctiveness as a nation existing in a rapidly changing world.

## PROGRAMME SPOTLIGHT

### FEATURED PROGRAMME

#### Community Empowerment: School of Nursing

**Project manager:** Enki Pitsoe

The School of Nursing was established to empower the Bafokeng youth who have completed grade 12, but lacked the necessary funds to proceed to tertiary education. It also hopes to reduce the shortage of nursing personnel in South Africa and, in particular the North West province, by producing well-trained nurses through availing well-equipped onsite training facilities to enrolled students.



The School recruits RBN youth into a Health Care Worker Course (HCWC) which constitutes the first year of the diploma. This course is facilitated by the nursing school itself and includes modules such as Ethics and Etiquette; Basic Human Needs; Anatomy and Physiology; General functions of a health care worker; Nutrition; Basic First Aid; Infections and Disease, Community Health Care; and Geriatrics and Paediatrics. Upon completion of the first year, qualifying students are then funded to complete their second and third years doing Auxiliary Nursing (Medical, Paediatrics and limited surgical nursing exposure) and Enrolled Nursing (Medical, Paediatrics Surgical and Theatre nursing) respectively, at either the Pretoria Healthnicon or the Bleskop Anglo Platinum Nursing school.

Application forms to the HCWC are available up until the 30<sup>th</sup> of September every year at the Royal Bafokeng Institute. All applicants will go through a selection process which requires them to have passed Grade 12 with a minimum admission point score of 20. Successful students are required to pay a commitment fee of R3 000 in order to secure their entry to the course.

A total of 94 students enrolled for the HCWC in 2011, another 61 in 2012 and 55 in the 2013 academic year. The School currently has a combined number of 40 students enrolled in the Auxiliary Nursing course at the two nursing schools mentioned above. In addition, the school advocates experiential learning by exposing its students to other health institutions such as Old age homes around Rustenburg and Rustenburg MediCare Private Hospital, in order to develop their skills and help them gain practical experience.

The establishment of the school provides access for the RBN youth and community to excellent nursing education that might well have been too expensive to access in the past. It also provides a pool of well qualified nursing graduates for the RBN and the North West province, in the hope that service delivery in clinics will improve.

## PROGRAMME MANAGER OF THE MONTH: Khumo Molobye

- **Describe your role in the Research and Knowledge management department?**
  - *I am an Archivist, and am responsible for the collection and preservation of RBN's history and heritage.*
- **How long have you been working here?**
  - *I joined the Research & Knowledge Management department in November 2011.*
- **How many projects and programmes have you handled and how many are you working on at present?**
  - *I managed two projects last year. I currently manage 5 (2 projects and 3 programmes), and am a team member in 3 projects that relate to history and heritage.*
- **What would be your advice to other Project Managers in managing projects and programmes?**
  - *There's so much work to be done, at times with limited resources. When optimally used, the MPS helps to ease the larger part of project management. All one has to do is regularly update the projects and programme plans and the system does most of the work; i.e. calculating the remaining budget and time frames; alerting you when there are issues that need to be attended to; and allowing all other team members to stay abreast of the progress of the projects and programmes. I therefore encourage project managers to use it to ensure smooth implementation of the projects as we serve Morafe.*
- **What are some of the challenges you've experienced as a Project Manager?**
  - *Having to balance Morafe's high expectations regarding heritage projects against the limited resources that are at our disposal.*
  - *Having to constantly push other stakeholders to do their part to ensure that projects are finished on time and within the given budgets is also not an easy task. But the MPS with its useful, prompt functions helps a great deal.*
- **How do you think Research and Knowledge Management programmes and projects (specifically yours) are making a difference for the RBN?**
  - *The widely accessible Bafokeng Digital Archive displays the rich heritage of the Bafokeng in different media formats. The oral history project which allows the locals to tell the Bafokeng story in their own language is designed to preserve the past for future generations. The Phokeng heritage route, an effort to preserve our heritage so that it is not lost to future generations, encompasses the notion of 'knowing where we come from and therefore where we are going' as a Nation. I think that is a major difference if we are to maintain being the leading traditional community in the world.*



- **What would you love to achieve in your department?**
  - *Successful and optimal usage of data-driven strategies in decision-making and community development, and to encourage patriotism amongst community members as we pursue projects like the Bafokeng Digital Archive, the Phokeng heritage route, etc.*
- **Where do you see RBN and Research and Knowledge Management department in 5 years?**
  - *I see research's function as a wheel to ensuring synergy between community and RBN 'management'. If we can uphold our nature of being data-driven and forward-thinking, and continue to impact the lives of ordinary Bafokeng while encouraging creativity amongst community members towards achieving our communal vision of self-sufficiency, then - I think a great future is inevitable.*
- **What are your views of the MPS**
  - *I think it is a great resource and one can do just about anything with it. Using feature like the Events Calendar; Document library, issue/risk management functions and the WBS assists one to successfully implement projects and programmes. Its ability to host various mediums (videos, pictures, text) and its user-friendly interface makes it more interesting. I like the fact that it allows multiple people to access the content, therefore ensuring transparency.*

## PROJECT MANAGEMENT CORNER:

### Top 10 Qualities of a **Project Manager** (Adapted from [projectsmart.co.uk](http://projectsmart.co.uk))

- Inspires a Shared Vision - having a vision of where to go and the ability to articulate it;
- Good Communicator - clear communication about goals, responsibility, performance, expectations and feedback to people at all levels;
- Integrity - his or her actions, and not words, set the modus operandi for the team. Good leadership demands commitment to, and demonstration of, ethical practices;
- Enthusiasm - commitment to goals, expressed through optimism;
- Empathy - empathy presupposes the existence of the object/team member as a separate individual, entitled to his or her own feelings, ideas and emotional history (Paul, 1970);
- Competence - team members must be able to see the project manager knows what he or she is doing.
- Ability to Delegate Tasks - must be able to trust team members with some of the tasks;
- Cool Under Pressure - when leaders encounter a stressful event, they consider it interesting, they feel they can influence the outcome and they see it as an opportunity;
- Team-Building Skills - a strong person who provides the substance that holds the team together in common purpose toward the right objective;
- Problem Solving Skills - "fresh, creative response to here-and-now opportunities".

## [www.rbnoperationsroom.com](http://www.rbnoperationsroom.com)

Web traffic on the Operations Room website:

Month	Site visits	% New visits	Average time on site	Average pages per visit
February 2013	1940 visits from 44 countries (1515 – SA; 43 – US; 22 – UK) 865 unique visitors	37.11%	00:05:03	2.87
January 2013	1758 visits from 51 countries (1283 – SA; 40 – US; 20 – UK) 842 unique visitors	41.13%	00:05:11	2.87
December 2012	1145 visits from 42 countries (834 – SA; 25 – US; 10 – India) 523 unique visitors	35.02%	00:04:34	2.67

## BokgabaneQuiz:

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

1. Name one of the questions the Melao ya Sefokeng project seeks to answer?
2. What is a requirement to being selected at the School of Nursing?
3. How many programmes has Khumo managed?

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

Congratulations to:

1. Refilwe Khunou
2. Dikeledi Petlele
3. Tshgofatso Montsho

**BOKGABANE:**

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**Please send your answers, queries and/or comments on Bokgabane to the OPMO  
at [pmo@bafokeng.com](mailto:pmo@bafokeng.com)**