The Standard Bank Centre for Agribusiness Leadership and Mentorship Development

Stellenbosch University

Agri-Management and Mentorship Short Course Programme & Training Curriculum

November 2010
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Annexure 1: Designing the Training Curriculum
1. **INTRODUCTION**

As a result of the dynamic changes occurring in the Agricultural sector due to legislative and transformation imperatives, in particular land reform and the need to maintain and expand commercial production on such lands, the need exists to upskill key stakeholders in this sector in the non-technical aspects of agri-management, leadership and mentorship to ensure sustainability of agribusiness practices. The role of mentors in this environment to operate as facilitator, coach and project leader cannot be underestimated and it is for this reason that they have been identified, through an extensive industry consultation process, as the prime beneficiaries of an innovative and practical short course training programme offered by the

**Standard Bank Centre for Agribusiness Leadership and Mentorship Development at Stellenbosch University.**

The training will be linked to the Standard Bank BEE Agricultural Development Fund directed to support commercialisation of developing agriculture.

PricewaterhouseCoopers was contracted by the Standard Bank Centre as partner to design and implement the Agri-Management and Mentorship Development short course programme. Training can therefore be conducted at all localities in the Africa region with access to PwC facilities.

Stellenbosch University approved the format of the programme, as tailored to Agri-Mentorship requirements, after extensive consultations with the agri-industry. All subsequent materials development will also be customised to specific agri-industry requirements.

2. **STATUS AND DESIGN OF THE AGRI-MANAGEMENT AND MENTORSHIP DEVELOPMENT PROGRAMME**

The training curriculum for the short course programme for Agri-Management and Mentorship Development is firstly derived from a Management Development
Programme learning model that is being currently successfully applied in a partnership between PwC and the Cape Peninsula University of Technology (CPUT) for the City of Cape Town’s Revenue Department. Since 2007, approximately 360 learners have undergone the unit standards aligned and accredited programme which contains modules on management, leadership and mentoring that is tailored specifically to a local government context. Alignment to relevant unit standards has been achieved and after stringent assessment and moderation, credits are awarded to selected modules of the Public Management Department of CPUT’s Faculty of Economic Sciences.

In tailoring the programme to the agribusiness management, leadership and mentorship context, this Management, Leadership and Mentoring learning model has been used as a basis to offer a similar learning programme to clients. The tailored programme also allows for a natural alignment to Agri-Extension, as outlined in the Norms and Standards for Extension and Advisory Services in Agriculture\(^1\). In its current form, the programme is already recognised by CPUT’s Public Management Department as a Management Development Programme. However, with the tailoring of the programme to agri-leadership, management and agri-mentorship, it was necessary for the University of Stellenbosch to approve the newly designed tailored programme. This approval was given in October 2010.

The curriculum design is based on inputs initially gained from work sessions, meetings and discussions that have occurred in the agribusiness and agri-commodity environment and the expectations of the proposed intervention, as articulated in a design workshop held on 16 April 2010. The proposed model for the programme (see page 7) and the outcomes/inputs of the needs analysis conducted was then incorporated in a draft curriculum. This draft served to inform a pilot, conducted with targeted beneficiaries of GrainSA during July 2010, and a number of agribusinesses, agri-commodity groups and government agencies operating through-out South African agriculture. The incorporation of Agricultural Extension Management was structured through interactions with AgriSeta, the Western Cape Department of Agriculture and the National Department of Agriculture, Forestry and Fisheries (a list of consultations is shown in Annexure 1).

3. SHORT COURSE FRAMEWORK

The short course framework comprises non-technical training modules and seminars and has the development of a leadership and mentorship culture for the agribusiness sector as its primary focus.

3.1 OVERALL GOAL AND OBJECTIVE

The overall goal of the training programme is:

To develop the human capacity of mentors in the agribusiness environment to advice, coach, and nurture in order to create viable relationships that enhance professional growth and development.

From this overall goal the objective is:

To provide well prepared mentors in the agribusiness sector with:

- A basic understanding of the importance of selected management, leadership and mentorship concepts within the context of the agri-leadership, agri-mentorship and agri-extension sector;
- An understanding of the context (legislative and organisational) within which agribusiness is to be conducted within the organisation;
- An understanding of the importance of non-technical skills relating to effective performance in the agrisector, specifically agri-extension; and
- An opportunity for mentors to practice management, leadership and mentorship skills.

3.2. HEQF AND SHORT COURSE PROGRAMME ALIGNMENT AND STATUS

The Occupational Qualifications Framework (OQF) is ideally suited to the needs of adult learners, developing industry-related competencies in the context of the workplace. The OQF recognises that different forms of learning exists and thereby has introduced a blended learning approach to adult learning.

<table>
<thead>
<tr>
<th>General knowledge &amp; theory</th>
<th>Application of knowledge</th>
<th>Occupational &amp; specialised practical skills</th>
<th>Specialised knowledge &amp; theory</th>
<th>Work experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>General practical skills</td>
<td>General practical skills</td>
<td>Occupational &amp; specialised practical skills</td>
<td>Specialised knowledge &amp; theory</td>
<td>Work experience</td>
</tr>
</tbody>
</table>

New legislation on Quality Assurance and Programme registration:

The introduction of the new Occupational Learning System has placed a strong emphasis on smarter and simpler quality assurance and less bureaucracy. The quality assurance and programme registration process is outlined in the diagram below.
THE QUALITY ASSURANCE BODIES WITHIN THE VARIOUS LEARNING ENVIRONMENTS ARE:

Further Education and Training (FET) – Umalusi
Higher Education and Training (HET) – Council for Higher Education (CHE)
Industry – Quality Council for Trades and Occupations (QCTO)

The functions of the quality assurance bodies are to ensure compliance to the quality standards outlined by SAQA. The design and development process for qualification will be expert driven and conducted by Communities of Expert Practice (CEP). The South African Qualification Authority (SAQA) is ultimately responsible for the standard setting and standard generating for all registered unit standards and qualifications.

New qualifications framework - Occupational Qualifications Framework:
**NOTE: SHORT COURSE LEVEL AT NQF 6**

The status of the short course curricula is that it is currently recognised by the CPUT as a unit standard-aligned management, leadership and mentoring programme in support of transformation. It has been placed in the higher education context and is being offered as a programme at the City of Cape Town.

### 3.3 SHORT COURSE TRAINING

The model for learning will be based on the following structure:
Level of Training:

- NQF Level 6

Duration and Approach:

- 10 contact days
- Blended learning approach (classroom learning supplemented by self-study, group and individual assignments, case studies, portfolios of evidence)

Alignment to unit standards:

The following unit standards are currently used to ensure adherence to required standards. As part of our process of continuous improvement, these unit standards are reviewed for relevance and further unit standards across registered qualifications will be sourced in the training material design and development.

As part of the programme, the existing knowledge and experience of candidates will be recognised through recognition of prior knowledge (RPL). This component will be undertaken as part of the University of Stellenbosch’s RPL policy.

<table>
<thead>
<tr>
<th>Module</th>
<th>Unit Standard Title</th>
<th>Unit Standard number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enterprise Development &amp; Business Planning</td>
<td>Strategic Management and Leadership, Business Ethics</td>
<td></td>
</tr>
<tr>
<td>Agribusiness Governance</td>
<td>Mentorship and Coaching</td>
<td></td>
</tr>
<tr>
<td>Project Management</td>
<td>Change Management</td>
<td></td>
</tr>
<tr>
<td>Finance for Non Financial Managers</td>
<td>Conflict Management, Negotiation, Teamwork &amp; Problem-Solving</td>
<td></td>
</tr>
<tr>
<td>Relevant Agriculture legislation</td>
<td>BEE / Transformation issues</td>
<td></td>
</tr>
<tr>
<td>Area of Competence</td>
<td>Competency Description</td>
<td>Code</td>
</tr>
<tr>
<td>-----------------------------------------</td>
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</tr>
<tr>
<td>Strategic Management &amp; Leadership</td>
<td>Apply leadership concepts in a work context</td>
<td>242824</td>
</tr>
<tr>
<td></td>
<td>Analyse leadership and related theories in a work context</td>
<td>120300</td>
</tr>
<tr>
<td></td>
<td>Assist with the organisation and management of extension and development</td>
<td>253314</td>
</tr>
<tr>
<td>Teams &amp; Teamwork</td>
<td>Build teams to achieve goals and objectives</td>
<td>252037</td>
</tr>
<tr>
<td></td>
<td>Lead and manage teams of people</td>
<td>7859</td>
</tr>
<tr>
<td></td>
<td>Apply the theories, principles techniques and tools of group dynamics to extension in a</td>
<td>252914</td>
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<td></td>
<td>simple group setting</td>
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</tr>
<tr>
<td>Mentorship &amp; Coaching</td>
<td>Provide coaching to personnel within a Contact Centre</td>
<td>10327</td>
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<tr>
<td></td>
<td>Apply ‘best practice’, mentoring, training and accountability in extension</td>
<td>252895</td>
</tr>
<tr>
<td>Change Management</td>
<td>Apply the principles of Change Management in the workplace</td>
<td>115407</td>
</tr>
<tr>
<td></td>
<td>Facilitate behaviour change and innovation in extension</td>
<td>252897</td>
</tr>
<tr>
<td>Project Management</td>
<td>Explain fundamentals of project management</td>
<td>120372</td>
</tr>
<tr>
<td></td>
<td>Design, implement, integrate and manage extension/development projects and programmes</td>
<td>252596</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Apply problem solving strategies</td>
<td>14927</td>
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<tr>
<td></td>
<td>Demonstrate an ability to apply the principles of problem identification, analysis and</td>
<td>242902</td>
</tr>
<tr>
<td></td>
<td>decision-making within a work context</td>
<td></td>
</tr>
<tr>
<td>Conflict Management &amp; Negotiation Skills</td>
<td>Design and implement plans to deal with conflict situations</td>
<td>117855</td>
</tr>
<tr>
<td>Time &amp; Stress Management</td>
<td>Apply efficient time management to the work of a department/division/section</td>
<td>15234</td>
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<td></td>
<td>Demonstrate stress management techniques as a self-help tool</td>
<td>254222</td>
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<tr>
<td></td>
<td>Prioritise time and work for self and team</td>
<td>242811</td>
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<tr>
<td>Finance for Non-Financial Managers</td>
<td>Recognise, measure, classify and record financial and non-financial data</td>
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<td>Agribusiness governance</td>
<td>Apply the principles of corporate governance and ethics in a function</td>
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<td></td>
<td>Analyse compliance to legal requirements and recommend corrective actions</td>
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<td></td>
<td>Identify and interpret related legislation and its impact on the team, department or division and ensure compliance</td>
<td>15225</td>
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4. DETAILED LEARNING MODULES AND OUTCOMES

The programme is divided into three (3) phases and each of these phases and its underlying themes, is discussed in terms of the model indicated in Section 2.3.

Phase 1: Leadership, management and mentorship in a changing agricultural reality

This phase deals with important themes of management, leadership, mentorship and coaching in the agricultural sector and how the importance of people management within the agri-sector cannot be under-estimated.

Duration:
- One (1) day per intervention

**THEME 1: STRATEGIC LEadership AND MANAGEMENT AND BUSINESS ETHICS**
Overview of the Module:

This module is aimed at providing delegates with the skills and competencies required to effectively lead and manage people in the workplace. The intervention focuses on equipping staff with the required theoretical knowledge, which is then applied to practical, realistic role-plays, simulations and scenarios during the session. At the end of the programme learners are then in a position to apply their newly acquired skills back at work in order to enhance individual, team and organisational effectiveness. The intervention focuses on equipping delegates with the soft skills required when leading and managing people in a business environment.

Module outcomes:

At the end of this module, learners will be able to:

- Explain the concept of leadership;
- Differentiate between leadership and management;
- Understand the changing context of leadership and management (21st century);
- Motivate individuals and teams; assess their personal leadership and management styles as well as those of their team members;
- Understand the moral foundation of effective leadership and management;
- Distinguish between the various leadership styles;
- Apply the six steps model to effective leadership;
- Understanding the underlying forces at play when leading others (role of power);
- Role of communication in managing and leading people;
- Apply creativity as a leadership tool;
- Understand the principles of managing and leading a team, as well as team dynamics;
- Identify the advantages and disadvantages of working in a team or group;
- Identify the characteristics of an effective team;
- Identify the roles and responsibilities of individuals in a team;
- Identify techniques to manage group dynamics;
- List the critical success factors of effective teams;
- Discuss the issue of team building and where the team is – forming, storming, norming or performing;
- Understand the difference between morality, ethics and professionalism;
- Know how to identify moral dilemmas in the workplace and how to manage them;
- Understand the intention and purpose of the Codes of Conduct;
- Apply the principles of a code of conduct to workplace based scenarios;
- Apply sound business ethics in managing and leading teams;
- Understand management in the context of a communal system;
• Be aware of the agribusiness model;
• Understand the differences between the legal entities;
• Distinguish between development and empowerment; and
• Embed ethics into the agribusiness environment.

**Structure of the Module:**

A dynamic, innovative and interactive training approach is used. The focus is on delegates learning by doing, whilst sharing their knowledge, networking with peers and enjoying themselves in the process. A team teaching methodological approach will be adopted which will include methods such as lectures, group discussions, self-assessments, individual and group case-studies. The module will be facilitated over a one-day period.

The following tools are utilised:
• Lectures covering the required theoretical foundation
• Group work
• Individual exercises and self-assessments
• Role plays
• Feedback and constructive criticism (both facilitator and peers)
• Scenarios and case studies
Unit standards applicable

<table>
<thead>
<tr>
<th>Module</th>
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<td>Conflict Management &amp; Negotiation Skills</td>
<td>Design and implement plans to deal with conflict situations</td>
<td>117855</td>
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</tbody>
</table>

Assessment on this module can include:

- Assignment
- Case study
- Practical group assignment
- Portfolio of evidence

THEME 2: MENTORING AND COACHING

Overview of the Module:

The module is aimed at providing delegates with the skills and competencies required to effectively deliver and receive coaching and mentoring assistance. It is a practical training intervention aimed at creating a real awareness of the profound impact of coaching and mentoring, as well a practical ways to implement this within an organisation.

Module outcomes:

At the end of this module, learners will be able to:

- Understand the process of mentoring and coaching;
- Appreciate the positive impacts of mentoring and coaching on the organisation and individuals concerned;
- Select coaching techniques and methodology;
- Understand the principles of effective mentoring and coaching; give feedback and provide constructive criticisms to peers and team members;
- Develop a positive relationship with their learning partner so that he/she can develop holistically, thereby ensuring that both of them are valuable assets to the organisation;
- Use practical tools and techniques for effective mentoring and coaching;
- Understand the definition of mentoring and coaching;
• Be aware of the do’s and don’ts with regards to mentoring and coaching;
• Understand the importance of non verbal communication within the mentoring context;
• Be aware of the effect cultural aspects has on mentoring and coaching;
• Understand the importance of time management within the mentoring context; and
• Be aware of language barriers within the coaching and mentoring process.

**Structure of the Module:**

An interactive methodological approach will be adopted which will include methods such as explaining the key concepts of mentorship and coaching in a specific context, group discussions, self-assessments, individual and group case-studies. Practical tools and techniques will be shared to enhance the mentoring and coaching experience. The module will be facilitated over a one-day period.

**Unit standards applicable**

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<tr>
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**Assessment on this module can include:**

- Assignment
- Case study
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- Portfolio of evidence

**THEME 3: CHANGE MANAGEMENT**

**Overview of the Module:**

The module is aimed at providing delegates with the skills and competencies required to effectively lead change in the workplace. The intervention focuses on equipping staff to become “change agents” and to sell the need to change (organisational, process improvement, structural) to other employees, as well as understand the psychological processes people go through when faced with change and how to implement practical actions to address the change.

**Module outcomes:**

At the end of this module, learners will be able to:

- Explain why change management is an important process for organisations to achieve sustainable results;
- Understand the macro environment which triggers change;
- Identify communication processes with regards to a planned change;
• Identify an example of a planned change and reactive change in an organisation;
• Describe a model for effective change management;
• Identify reasons for resistance to change and indicate ways to overcome them;
• See how change is essential to fulfilling the organisational vision;
• Create a change vision and effectively communicate it;
• Explain the benefits of changing to others, and what will happen if change does not occur;
• Understand and effectively manage the transition process in other employees;
• Explain what a paradigm is and why they blind us to new opportunities;
• Create “buy in” and ownership of the new way in others;
• Comprehend why change initiatives fail;
• Assess the importance of leadership in change;
• Understand practices that make the acceptance of change smoother;
• Consider Blanchard’s “Seven Dynamics of Change” Model and incorporate this understanding into their change management style;
• Comprehend that resistance to change is natural, should be expected and can be of benefit to “change agents”.

Structure of the Module:

A team teaching methodological approach will be adopted which will include methods such as introductory lectures, group discussions, self-assessments, individual and group case-studies. The module will be facilitated over a one-day period.

Unit standards applicable

<table>
<thead>
<tr>
<th>Module</th>
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<td>Change Management</td>
<td>Apply the principles of Change Management in the workplace</td>
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<tr>
<td></td>
<td>Facilitate behaviour change and innovation in extension</td>
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</tbody>
</table>

Assessment on this module can include:
• Assignment
• Case study
• Practical group assignment
• Portfolio of evidence

THEME 4: CONFLICT MANAGEMENT / NEGOTIATION SKILLS

Overview of the Module:

As today’s organisations face greater potential for conflict than ever before, this module will assist to manage conflict in the workplace and on a personal level, through the utilisation of different negotiation approaches. Conflict management skills are a major predictor of management success and these skills are therefore vital in any organisation. During this module, learners will be exposed to various conflict and negotiation techniques and will be equipped with the practical tools to
manage conflict effectively and negotiate win-win outcomes for all parties. A practical understanding of the various kinds of problems leading to conflict situation will be shared and learners are exposed to dealing with problems in their working environment and how decision-making skills can assist in resolving work related problems effectively. The module also builds the competence of delegates to apply practical problem solving and decision making tools and techniques in their daily working lives.

**Module outcomes:**

At the end of this module delegates will be able to:

- Distinguish between functional and dysfunctional conflict;
- Identify the causes of conflict in organisations;
- Identify the different forms of conflict;
- Understand the defence mechanisms that individuals exhibit when they engage in interpersonal conflict;
- Describe effective techniques for managing conflict;
- Facilitate conflict between team members;
- Understand the five styles of conflict management, and identify their own preferred style;
- Comprehend the meaning of “negotiating”, the preconditions for negotiations and its conflict resolution potential;
- Prepare for a negotiation using the six step method;
- Apply the principles of negotiation to a simulated scenario;
- Distinguish between problems, challenges, and matters requiring a decision;
- Investigate techniques for solving problems and making decisions;
- Identify a problem in a real life situation; and
- Apply appropriate problem solving techniques or tool to propose a solution or make a decision.

**Structure of the Module:**

The module will follow a very practical approach. Delegates will be given sufficient opportunities to practice at least two relevant problem solving and decision making techniques in a real life situation. Different types, causes and forms of conflict will be discussed, followed by the appropriate conflict management styles and negotiation techniques. The practical component includes case studies, group discussions, questionnaires and exercises to enhance the learning experience. The module will be structured over a one-day period.

**Unit standards applicable**

<table>
<thead>
<tr>
<th>Module</th>
<th>Unit Standard Title</th>
<th>Unit Standard number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict Management &amp; Negotiation Skills</td>
<td>Design and implement plans to deal with conflict situations</td>
<td>117844</td>
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<tr>
<td>Problem Solving</td>
<td>Apply problem solving strategies</td>
<td>14927</td>
</tr>
</tbody>
</table>
Assessment on this module can include:
- Assignment
- Case study
- Practical group assignment
- Portfolio of evidence

Phase 2: Managing effectively in the agricultural sector.

This phase deals with important requirements for practical management in the agricultural sector.

Duration:
- One (1) day per intervention

THEME 5: ENTERPRISE DEVELOPMENT AND BUSINESS PLANNING

This module aims to provide a practical approach to assist delegates to develop an entrepreneurial and innovative mindset by setting their own personal, business and life goals in a way that is achievable and practical. Emphasis is placed in developing and implementing business plans and being able to conduct their business in an effective manner according to requisite criteria.

At the end of the programme learners are then in a position to apply their newly acquired skills back at work in order to enhance individual effectiveness due to the achievement of business goals.

Overview of the Module:
This module provides a clear alignment of people skills with business skills and emphasises an entrepreneurial approach. It indicates an innovative approach to the non-technical requirements for the agri-sector.

**Module outcomes:**

At the end of the module learners will be able to:

- Understand goal-setting theory;
- Understand the importance of recording goals;
- Set personal goals, business goals & lifetime goals effectively;
- Achieve their goals;
- Use different goal setting tools & tips;
- Understand SMART goals;
- Know how to build further practical plans of action;
- Utilise entrepreneurial and innovative tools and techniques;
- Understand the agricultural production value chain;
- Understanding of a business as a performance driven organisation;
- Develop a business plan as an entrepreneur; and
- Unlocking technology to achieve business goals.

**Structure of the Module:**

Dynamic, innovative and interactive training methodologies are used. The focus is on delegates learning by doing, whilst sharing their knowledge, networking with peers and enjoying themselves in the process.

The following tools are utilised:

- Lectures
- Group work
- Individual exercises and assessments
- Case studies

**Unit standards applicable**

<table>
<thead>
<tr>
<th>Module</th>
<th>Unit Standard Title</th>
<th>Unit Standard number</th>
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<tbody>
<tr>
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</tbody>
</table>

**Assessment on this module can include:**

- Assignment
- Case study
- Practical group assignment
- Portfolio of evidence

**Theme 6: AGRIBUSINESS GOVERNANCE**

**Overview of the Module:**
This module deals with key aspects of sound agribusiness governance in a practical manner.

**Module outcomes:**

At the end of the module learners will be able to understand the importance of:

- Legislative requirements for agri-governance;
- Determine own accountability in respect of agri-governance;
- Identify and access the relevant legislative requirements for agri-government;
- Fair employment practices;
- Skills development;
- Preferential procurement;
- Business development;
- Socio-economic development; and
- King III application.

**Structure of the Module:**

The module is structured in an interactive manner with relevant case studies applied to illustrate effective agri-business governance.

**Unit standards applicable**

<table>
<thead>
<tr>
<th>Module</th>
<th>Unit Standard Title</th>
<th>Unit Standard number</th>
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</thead>
<tbody>
<tr>
<td>TBD</td>
<td>Apply the principles of corporate governance and ethics in a function</td>
<td>264400</td>
</tr>
<tr>
<td></td>
<td>Analyse compliance to legal requirements and recommend corrective actions</td>
<td>252030</td>
</tr>
<tr>
<td></td>
<td>Indentify and interpret related legislation and its impact on the team, department or division and ensure compliance</td>
<td>15225</td>
</tr>
</tbody>
</table>

**Assessment on this module can include:**

- Assignment
- Case study
- Practical group assignment
- Portfolio of evidence

**Theme 7: PROJECT MANAGEMENT**

**Overview of the Module:**

The approach and methodology of this module is one that combines experiential learning with the principles of adult learning. A facilitation style is offered that is inclusive, discussion-based and related directly to the current work environment and related challenges of participants.
Module outcomes:

This module is aimed to achieve the nine areas of Project Management, namely:

- Project scope management;
- Project time management;
- Project cost management;
- Project quality management;
- Project integration;
- Project procurement management;
- Project risk management;
- Project human resource management; and
- Project communications management.

Structure of the Module:

A team teaching methodological approach will be adopted which will include methods such as introductory lectures, group discussions, self-assessments, case-studies, and individual and group case-studies. This approach will be adopted in order to achieve the identified nine knowledge areas. The module will be structured over a one-day period.

Unit standards applicable

<table>
<thead>
<tr>
<th>Module</th>
<th>Unit Standard Title</th>
<th>Unit Standard number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management</td>
<td>Explain fundamentals of project management</td>
<td>120372</td>
</tr>
<tr>
<td></td>
<td>Design, implement, integrate and manage extension/development projects and programmes</td>
<td>252596</td>
</tr>
</tbody>
</table>

Assessment on this module can include:

- Assignment
- Case study
- Practical group assignment
- Portfolio of evidence

Theme 8: FINANCE FOR NON-FINANCIAL MANAGERS

Overview of the Module:

Finance for non-financial managers teaches literacy in basic financial management and accounting using a unique and innovative teaching system. It is highly learner friendly and extremely effective. Learners become literate in basic accounting and financial management. No prior accounting experience is needed.

Module outcomes:

At the end of the module learners will be able to:
• Tell the story of financial statements
• Compile and understand the balance sheet, the income statement, the cash flow statement, and how they interact
• Understand debits and credits
• Understand double entry accounting
• Understand what assets, liabilities, expenses and income really are
• Understand equity and the accounting equation
• Understand accruals
• Understand reserves

Structure of the Module:

A practical approach will be followed to illustrate the importance of project management and will include methods such as lectures, group discussions, self-assessments, case-studies, and individual and group case-studies. This approach will be adopted in order to achieve the identified knowledge areas. The module will be structured over a one-day period.

Unit standards applicable

<table>
<thead>
<tr>
<th>Module</th>
<th>Unit Standard Title</th>
<th>Unit Standard number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance for Non-Financial Managers</td>
<td>Recognise, measure, classify and record financial and non-financial data</td>
<td>12935</td>
</tr>
</tbody>
</table>

Assessment on this module can include:

• Assignment
• Case study
• Practical group assignment
• Portfolio of evidence

Phase 3: Seminar on the regulatory framework of the agricultural sector.

Relevant Agriculture legislation  BEE / Transformation issues
This phase deals with the important regulatory/statutory requirements applicable in the agri-sector.

**Duration:**
- One (1) day seminar

**Seminars outcomes:**
- Relevant Agriculture Legislation and interpreting South African legislation and policy affecting agribusiness
- BEE Transformation in SA agriculture

**4. ASSESSMENT**

The assessment of the Agri-mentorship short course will occur through the following means:

- **Formative assessment** will be undertaken throughout the duration of the entire programme and will be incorporated into each module. For this ongoing assessment to occur, short tests, quizzes, case studies, individual and group exercises will be undertaken in the classroom context.

  These assessments will be carried out by the facilitators of each module.

- **Summative assessment** will be undertaken at the end of the programme to formally assess each learner (participant) on the course through a case study or assignment whereby all modules information will be required to complete the case study or assignment. A template of the assessment criteria, based on the learning outcomes will be compiled per module. The facilitators as assessors will assess the learners and a minimum pass of 50% is required for the assignment or case study.

  To ensure that the learning process is complete and satisfies the criteria for University of Stellenbosch accreditation and certification, learners will need to compile a portfolio of evidence (PoE) based on their practical learning application after the completion of each course.

  The PoE development will also be guided by PoE guidelines and will be part of the facilitation of each workshop. To ensure learners are assisted and supported in this process, facilitators will assess each portfolio after sufficient time has elapsed from the final workshop (at least two months after the face-to-face training).

  All assessments will be moderated and certified by the US. A certificate of competence will be awarded to successful learners.
5 CONTRACTING AND COSTS

The base fee of the short course programme only amounts to R15 000 per participant (for 2010/2011), including assessment and certification by Stellenbosch University. Accommodation, travel and subsistence will be for the account of the client. If customizing of the programme or any additional service is required by the client, an additional amount, as negotiated, may be added to this base fee.

A formal contract will be negotiated between the client and Stellenbosch University. The contract will specify the required services between the client and the provider—the Standard Bank Centre for Agribusiness Leadership and Mentorship Development.

The short course training programme have a duration of ten (10) days, split in to two 5 day sessions with a break in-between to minimise absence from work and also to enable participants to conduct a “real life” case study/application as part of their training.

The programme can be presented at any suitable venue of choice and need not be conducted at the Stellenbosch University. PricewaterhouseCoopers will also offer their facilities where so available for consideration. A minimum of 15 participants are required to present a course adequately.

6 MORE ABOUT THE PRINCIPAL PARTNERS

Through a collaborative partnership between the University of Stellenbosch and Standard Bank’s Agricultural Banking Division, the need to contribute towards the transformation of the Agriculture sector was realised. PwC makes a meaningful contribution in this partnership through up skilling mentors in the agribusiness sector in a dynamic short programme aimed at enhancing those people related skills necessary for development of the agricultural sector.

The Standard Bank Centre for AgriBusiness Leadership and Mentorship Development at Stellenbosch University:

The “Standard Bank Centre for Agribusiness Leadership and Mentorship Development” was launched on 28 April 2010, and is positioned in the Faculty of AgriSciences at Stellenbosch University (SU). The Centre is part of the University’s HOPE PROJECT and is set to activate the much needed agribusiness link to support agricultural development communities and transformation in South Africa.
The Centre aims to support the agricultural sector to direct and guide beneficiaries and new farmers to be settled successfully and commercially viable on productive farming land under the land reform programme. The Centre offers three programmes:

* PhD and Master Studies with applied research in the above mentioned focus areas;

* Agri-Management and Mentorship Short Course training and development programme in collaboration with PricewaterhouseCoopers (PwC) focusing on:
  
  • accredited training in agricultural development management and mentorship development, business counselling and coaching- details contained in this document;
  • advisory support services for the design of agribusiness mentorship and coaching programmes, and support with the selection of candidates;
  • workshops, conferences and seminars to promote an interactive learning environment;
  • the monitoring and evaluation of mentorship programmes; and
  • the maintenance of a data base of agribusiness projects and mentors.

* An “Agri-Leadership Laboratory”, aiming to facilitate leadership development and communication on issues related to agricultural transformation in South Africa and in the wider Africa context.

For more information on the Centre contact the Director: cjvr@sun.ac.za or cbruce@sun.ac.za or 27218084757

Standard Bank: Agriculture:

Standard Bank Group is 147 years old and its dedicated agricultural segment turned 30 in 2010. The agricultural banking segment has grown, evolved and changed over the past few decades into a skilled segment with customer-focused, tailor-made solutions to suit the needs of the agricultural community. Our agricultural team consists of nine provincial agricultural managers and twenty agricultural advisers who are strategically placed nationwide.

The agricultural advisers’ main role is to provide a professional advisory service to the agricultural market by conducting viability studies and agricultural property valuations for us. We believe that you should expect more than just banking products from your bank. This is why we have a team of agricultural specialists to advise you on a range of areas related to your agricultural business.
Competent agricultural relationship managers who manage our relationships by performing proactive, mobile and value-adding financial partnership roles, ensuring that close personal attention is given to providing a full array of customised financial solutions and services tailored to meet the growth needs and potential of each business.

The agricultural sector is cyclical, and with sound financial planning, prudent use of financial instruments and access to accurate information, farmers are better able to navigate the economic and climatic ups and downs that impact profits. Our agricultural consultants and economists understand the overall market and can see where farmers are successful. These insights are available to our customers.

**African and global footprint**

Agriculture is part of the global market and as a result, banks have had to change how they operate in the agricultural sector. In meeting this challenge and adapting to world globalisation Standard Bank is now the largest African bank (by assets).

Standard Bank’s branch infrastructure in Africa is in key locations across 17 countries with over 700 branches in South Africa and over 300 branches in the rest of Africa. In addition Standard Bank operates in 20 countries outside Africa with offices in key regional financial centers including London, Moscow, New York, Hong Kong, Sao Paulo and Dubai. Our full agricultural offering has been rolled out into Africa and Argentina.

**Features of our offering**

- Provision of information through the quarterly AgriReview publication and Finance & Farmers manual
- Differentiated banking services: Crop and livestock insurance, assurance products, commodities trading, wealth creation and estate planning.
- Structured advances and loans to finance the acquisition of property, vehicle and asset finance or fund operating expenses.
- Black Economic Empowerment (BEE): To create an economically sustainable black business sector.

Standard Bank Agriculture has the vision, strategy and people to promote a transformed, vibrant and globally competitive agricultural sector that reflects the demographics of South Africa.

**Black Economic Empowerment**

In line with our commitment to agricultural transformation and development,

Standard Bank South Africa committed R500 million to support emerging farmers in South Africa in 2010. The aim of the fund is to provide a holistic solution that is better aligned to the specific needs of emerging and new farmers without neglecting the eminent risks associated with commercial agriculture.
PricewaterhouseCoopers:

PwC (www.pwc.com) provides industry-focused assurance, tax and advisory services to build public trust and enhance value for its clients and their stakeholders. More than 163,000 people in 151 countries across our network share their thinking, experience and solutions to develop fresh perspectives and practical advice.

A leading professional services firm

PwC is truly a global organisation committed to helping our clients meet the challenges posed by the global economy. We are one of the largest knowledge businesses in the world – a leader in every market in which we operate. Worldwide, we possess an enviable breadth and depth of resources, yet we work locally, bringing appropriate local knowledge and experience to bear – and using the depth of our resources to provide a professional service, specifically tailored to meet our clients’ needs.

The service we offer to clients is underpinned by our extensive coverage and breadth of skills. When PwC was formed on 1 July 1998, it immediately became the largest professional services firm ever created. This marked a quantum leap in global professional services, bringing together thousands of people all over the world possessing considerable collective expertise and sharing a single goal of enhancing client value.

Our South African offices

Our offices are situated in the following towns and cities throughout the country: Bloemfontein, Cape Town, Durban, East London, Johannesburg, Kimberley, Lichtenburg, Makhado/Louis Trichardt, Mafikeng, Nelspruit, Paarl, Pietermaritzburg, Polokwane, Port Elizabeth, Pretoria/Tshwane, Robertson, Richards Bay, Stellenbosch, Welkom, and Worcester. In addition, we are the only professional services firm with offices in all nine provinces of the country.

African footprint

Our footprint in Africa is unsurpassed – we operate in 23 countries with a staff compliment in excess of 8,000. From our 20 offices in South Africa, we support a number of our clients that operate throughout the African continent. This means that we already have the knowledge of African business and the regulations governing it in the various countries, and we will use this to your benefit.

Global footprint

PricewaterhouseCoopers employs more than 163,000 people in 151 countries. One of the key benefits of our audit approach is that all 60,000 PwC auditors around the world use a single global audit methodology. This means that we can offer our clients a high quality, robust audit, no matter the country in which they have operations. PricewaterhouseCoopers is also well-represented in developing economies in South America, Africa and Asia.
EmpowerDEX rating

Following an intensive audit, ratings agency EmpowerDex has given our firm an “AAA” (a good Broad Based Black Economic Empowerment contributor) rating for our BEE efforts and initiatives.

Agricultural footprint

PwC is a well respected name in the agribusiness governance and management environment and provides various levels of information, intelligence and capacity development services to agriculture.

The PwC’s Business School

PwC’s People and Change Service offering has a good track record with regards to soft skills training and development. It offers operationally focussed training to clients across all industries and is able to customise training programmes according to the needs of the client... All PwC training goes out under PwC’s Business School which is an accredited provider of training.
DESIGNING THE TRAINING CURRICULUM

The following processes were followed to ensure the validity of the programme and achieve the required accreditation:

- Needs analysis and design workshop held with agribusiness representatives –
  - 16 April 2010
  - Inputs captured, consolidated and circulated to attendees

- Design of curriculum (first draft) and circulation for inputs
  - 17 May 2010
  - Incorporate inputs and final design – by end May 2010

- Discuss draft curriculum for short course with AgriSeta, June 2010

- Workshop with GrainSA to further customise the material according to agricultural requirements – 7 – 9 June 2010

- Meeting with WC Department of Agriculture to discuss programme and align to agriculture extension management – 28 June 2010

- Meeting with the National Department of Agriculture, Forestry and Fisheries – July 2010

- Meetings with the following agribusinesses: Agricultural Business Chamber, Kaap Agri, GWK, OVK, Sundays River Citrus Co, Klein Karoo Agri, Illovo Sugar, Omnia, Casidra – during June and July 2010

- Meetings with the following agri-commodity agencies: Hortgro, GrainSA, Vinpro, SA Wine Cellars, SA Cane Growers, SA Citrus, NERPO, NAFU: Western Cape- during June and July 2010

- Meetings with individual farmers and agencies such as the CapeSpan Agri Academy, Kaap Agri Akademie, Limpopo AgriBusiness Development Alliance (LADA), Fort Hare University, Stellenbosch University Business School, Elsenburg College and the Department of Agricultural Extension at the University of Pretoria – during June and July 2010.

- Customasation & pilot project to include Communal Property Association Governance dynamics, Limpopo Agribusiness Development Alliance(LADA) – Nov 2010 to Feb 2011.

http://Agri-mentorship short course 030211