

# Garden Route Skills Mecca Customer Value Proposition

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# Table of Contents

About This Document .....	4
Executive Summary.....	4
Purpose .....	5
Scope .....	5
The Garden Route Skills Mecca.....	5
A Systemic View .....	5
Stakeholder Definitions.....	6
Focus Areas for the System.....	8
The Seven Pillars .....	8
The Priority Matrix .....	9
System Value Proposition (High Yield Initiative).....	10
Phase Design Logic .....	10
System Narrative – Phase 1 .....	11
Primary Objectives .....	11
Mapping the Players .....	12
Sponsor Dynamics .....	13
Target Markets.....	13
Customer Decision Drivers.....	14
Value Proposition.....	14
Producer Dynamics .....	15
Target Markets.....	15
Customer Decision Drivers.....	15
Value proposition.....	16
Customer Narratives .....	17
Product Dynamics .....	17
Target Markets.....	17
Customer Decision Drivers.....	17
Value Proposition.....	18
Customer Narrative.....	19
Implementation Plan.....	19
References.....	21

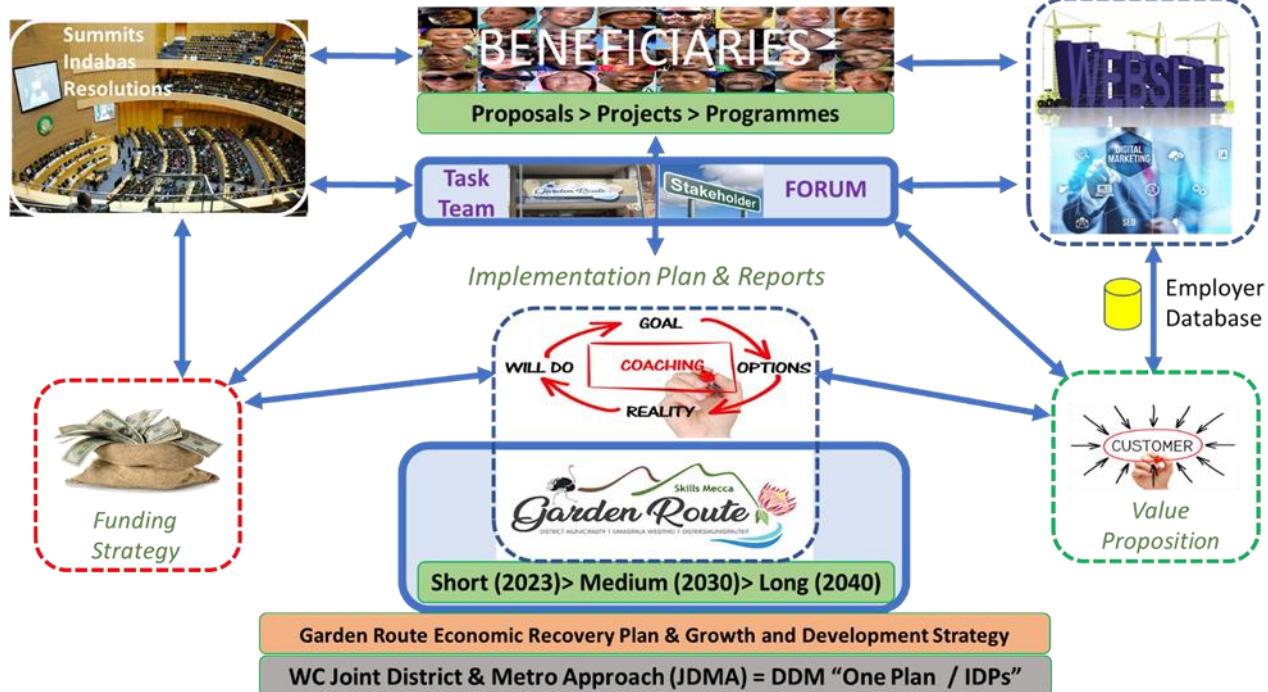
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# About This Document

## Executive Summary

This Document explores the Value Proposition for the Garden Route Skills Mecca Initiative. It forms part of the larger work of the task team and forum, which is considering the entire system, its implementation plan, funding mechanisms, stakeholders, timelines, costs and modelling.

### The Broader Project Landscape



This Value Proposition document explores the various stakeholders to this system, their objectives, expectations and contributions that would ideally position the initiative for success. We unpack the system holistically to understand the roles of each stakeholder, and at which level a value proposition to each stakeholder exists.

Next, we define the primary stakeholders as well as their order of priority in affording the initiative the highest chances of success.

Finally, we develop a narrative for each of the Primary Stakeholders that are critical to the successful execution of the system. We explore what the process would look like over time, and unpack the specific activities and questions that require investigation before the respective value propositions can be finalized.

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## Purpose

This document aims to define the value proposition of the Garden Route Skills Mecca to the various customer groups.

## Scope

This document will define the following:

1. Who the various customer groups are.
2. What each group is hoping to achieve.
3. What each customer is looking for. (Decision Drivers)
4. Why these decision drivers are important to each customer.
5. How the Garden Route Skills Mecca enables their vision.

Finally, this document includes Customer Narratives. It is a powerful default narrative that positions the Garden Route Skills Mecca value proposition as the wise enabler of the customer's journey towards becoming the hero they know themselves to be. It shifts the focus from the value proposition as an end to the means to a much greater end for the hero in the story, our customer.

It encapsulates the story the Garden Route Skills Mecca communicates to each customer type. It will inform all communication, marketing and design elements when interacting with customers to position the Garden Route through a consistent storyline.

This will enable the development of another deliverable in the GRSM Project Implementation, [the e-Marketing Strategy](#).

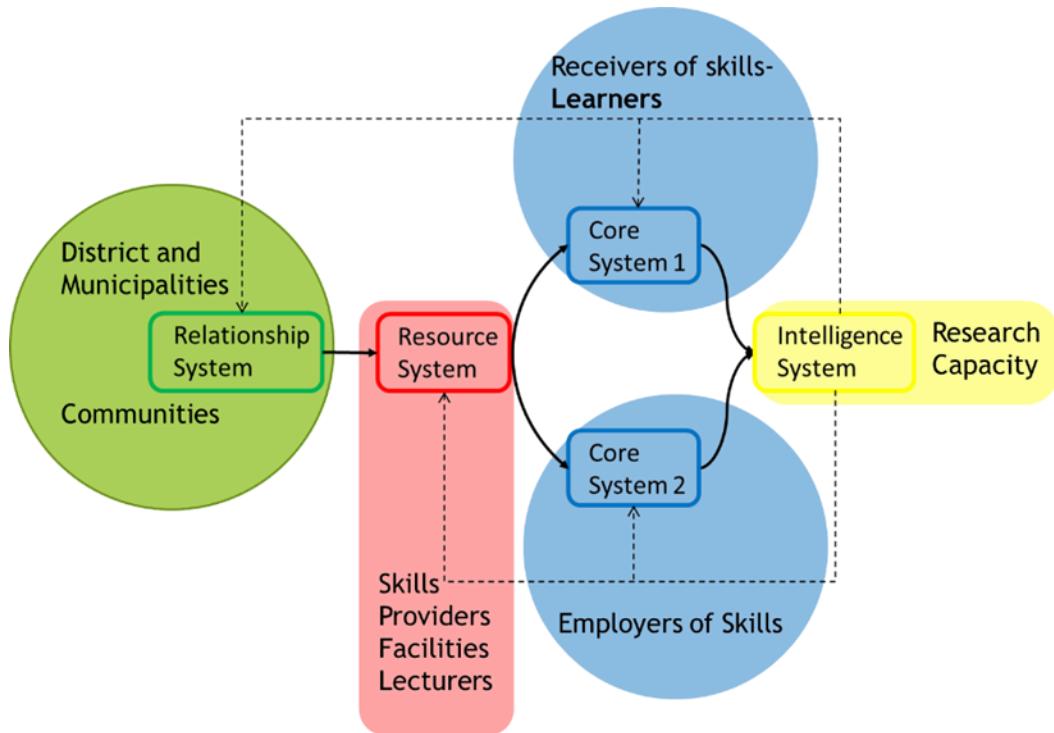
# The Garden Route Skills Mecca

The Garden Route Skills Mecca (GRSM) is a compelling vision for a regionally integrated skills economy. It plans to leverage the natural beauty, weather, location, and industry within the region as a catalyst towards an inviting education and training eco-system that not only alleviates the skills gaps and unemployment in the region but offers a compelling value proposition to encourage [skills tourism](#) to the region, as well as [skills migration](#).

This is viewed as one of the key enablers for the greater Garden Route Growth and Development Strategy.

## A Systemic View

The first stage of the investigation aims to understand the System as a whole. This will identify the customers and beneficiaries of the system. This will enable us to break down the constituent parts for further investigation.



## Stakeholder Definitions

The primary stakeholders of the system are the Sponsors and the Beneficiaries.

### 1. Sponsors

These are the stakeholders that lobby for the establishing of the system. They do so for the benefit of the primary beneficiaries. The sponsors of the system include the district and local municipalities including the mayor, councilors and management.

### 2. Beneficiaries

These are the constituents and communities of the district and municipalities. They are the intended beneficiaries of all the initiatives of the district and municipalities since they sponsor the existence of the governance structures.

### 3. The Relationship System

Together these two stakeholders form the relationship system. The Relationship System is the enabling environment that validates the existence, and therefore the creation of the system possible. By addressing the needs of these two parties the system value proposition is validated.

### 4. Beneficiary Objectives

The beneficiaries are primarily concerned with their quality of life. This includes access to decent work. They expect the local government to launch initiatives for their benefit. Any initiatives that contributes to the improvement of their quality of life, standard of living, service delivery, safety, and general well-being would be well-received if they are properly managed. There is an expectation of 'highest possible yields.' This is a

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perceived trade-off between the best possible outcome for the region regarding a particular spend and this initiative's outcomes.

## **5. Sponsor Objectives**

The sponsor aims to achieve the 'highest possible yields' for the constituents and communities in their District. Such initiatives should always be considered within the broader context of the region and longer-term growth and development plans. Beneficiary support is a key success factor for the initiative and must be positioned as a 'high yield initiative.'

## **6. The Resource System**

For the system to deliver on the intended value proposition it requires resources. These resources include skills, finances, infrastructure, human resources, etc. These resources are predominantly supplied by the contributors to the system. For the GRSM these suppliers are the various providers of skills.

## **7. Skills Providers**

Skills providers commit to the system because they are of the view that the resourcing of the core systems will be profitable and contribute to the achieving of their own objectives.

## **8. Core Systems**

Core systems are concerned with the outputs produced by the system. If the outputs are valuable and in line with the expectations of the Relationship System, the value proposition works. This creates the 'sense check' for the value proposition to ensure the sponsors of the system achieving the results for which the system was originally sponsored.

## **9. Core System 1 – Learners**

The first of two outputs are the upskilling of learners. If the system can produce learners with valuable, quality skills this will create benefits for the local constituents and communities in the form of access to work, higher quality of life and economic upliftment. These outcomes are in-line with the expectations of the Relationship System and therefore support the creation of the system.

## **10. Core System 2 – Employers**

The second output is the employment of the skills produced. This is the value multiplier in the system. By creating skills, the system creates potential. By offering absorption into employment, the system unlocks this value through monetization in the local economy activating circulation of value. Doing so further enhances the value proposition of the system by increasing the returns to the constituents. It also increases the value to the district by attracting investment and increasing tax income and tariffs into the district.

## **11. Research Capacity**

This is the Business Intelligence portion of the system. It ensures the system remain relevant to the sponsoring environment as the dynamics in the market change over time. This includes research into the skills gaps within the district, evolving skills needs in new technology environments, new methodologies, or workplace requirements. Developing such a research capacity will keep the system in check and relevant.

## Focus Areas for the System

Now that the elements of the system have been clarified, the next phase is to unpack the specific areas within the local economy where the Skills Mecca would contribute to the growth objectives. The Skills Mecca is primarily focused on the development skills for growth areas within the local economy. The catalytic nature of the system is directly linked to its ability to leverage key economic opportunities within the district through skills as an enabling layer.

By focusing on these areas, the GRSM could unlock synergy value within the local economy. By developing skills that are needed in the locally growing sectors, the local skills constraints are addressed, the local communities are equipped to capitalize on local employment opportunities, improve district integration and spatial separation is alleviated.

## The Seven Pillars

These seven pillars were identified as the key priority areas for the growth and development strategy of the district. It is imperative that the Skills Mecca value proposition seek to offer skills to enable growth in these priority areas. Some of these pillars already exist within the region, others are anticipated improvements and evolutions in response to the longer-term growth plan.

Subject to a skills audit, the value proposition intends to identify the current skills gap in each of these priority areas. Designing the system to address the low hanging fruits (areas with absorptive capacity) ensures we produce the skills with the highest demand in the local market to accelerate the success of Core System 1 and 2.



Water



Circular  
Economy



Agriculture



Tourism



Wellbeing



Connected  
Economy



Energy

## The Priority Matrix

Objective	Needs (GDS)	Capacity	Availability
Water	Skills are not keeping pace with technological innovations.		
Circular Economy	No Institutions developing these skills		
Agriculture	Mismatch in future skills requirement and current development		
Tourism	Adaptable strategy required		
Wellbeing	Mismatch in future skills requirement and current development		
Connected Economy	Mismatch in future skills requirement and current development		
Energy	Limited progress in responding to skills demand		

The Growth and Development Strategy (GDS) identified a skills need for each of the 7 growth pillars. (Stated above). This validates the need for a Skills Mecca concept. It is necessary to understand the priorities in the roll-out of the system. The objective of the priorities is to ensure the most efficient roll-out ensuring the system is built on the most critical catalytic interventions first.

### System priorities:

#### 1. Identify extent of skills gaps.

The first phase will entail a skills audit to ascertain skills shortfalls and requirements within each of the 7 pillars in the district.

#### 2. Identify skills development capacity.

Determine which skills development can be offered within the district by which provider and how much capacity each provider has. (How many learners can we train in a year in a particular skill?)

#### 3. Match for Absorption

How much, of which skills at what quality do we have the ability to absorb in the local job market? The closer we get to matching this number, the more efficient the system becomes. This is a key metric for 'highest possible yields' criteria.

#### 4. Recruit Learners

Understanding the skills we prioritise enables us to define ‘entry criteria’. This includes mental aptitude, learner interests and geographic considerations. Once these criteria have been defined, we can localize marketing initiatives for the type of learners we want. Ideally, we would prioritise local learners, especially initially since this would increase the catalytic nature of the impact.

## System Value Proposition (High Yield Initiative)

The most productive way to develop a value proposition for the system is to follow a phased approach. This is suggested for three reasons:

1. It's more cost effective to start.
2. It will show traction within a shorter timeframe.
3. It will allow the value proposition to develop to the level we envision.

The value proposition we envision for the system, or the ultimate vision, may seem a bridge too far to produce the elastic band effect we expect from the value proposition. If it seems too audacious, the market may lose faith in the idea altogether. The best way to manage this tension is to evolve the value proposition over time in distinct phases.



By following this phased approach, we target a primary interest group with each phase. This:

- systematically expands our ability to offer value to increasingly larger stakeholder groups,
- builds credibility in the system, and
- grows from an established and proven demand base.

## Phase Design Logic

**Phase 1** prioritises the demand side drivers in the skills system. The value in this system is created by its ability to employ the skills it creates. By understanding the demand side of the skills equation and designing for ‘oftake’ we capitalize the system from day one.

**Phase 2** prioritises the training institutions. When we already have a system integrated directly with the demand side drivers, our value proposition to training institutions becomes incredibly compelling. Their skills are valuable precisely because they lead to employment. If the placement capabilities and employer relationships already exist within the system, it unlocks immense value for the training institutions.

**Phase 3** prioritises learners. Here the Skills Mecca positioning comes into its own. Not only do we offer great skills and high employability in a picturesque setting, but we also offer world class skills. This stands to attract great talent to feed the 7 priority areas in the local economy. Further, it will attract income from outside of the Garden Route district through Edu-Tourism and other education related spend.



System Vision – Phase 1

## System Narrative – Phase 1

Who is our customer?	What is their greatest challenge/fear?	What is our deep understanding?
<b>Character</b>  Our Local Business Owners/Managers	<b>Villain</b>  Fighting against <b>growth constraints</b> <ul style="list-style-type: none"> <li>Lack of local skills</li> <li>Uncompetitive</li> <li>Market Size</li> </ul>	<b>Guide</b>  Find and develop high quality local skills
<b>How to business with us?</b>  <b>Plan</b>  Skills Planning Partner for Needs High Quality skills	<b>Take this step now</b>  <b>Take Action</b>  Skills Audit Absorb skills Develop long term growth plan	<b>Avoid This...</b>  <b>Failure</b>  Constrained Growth Redundancy Migration
<b>Achieve This!</b>  <b>Success</b>  Open up new markets Lead the change Create competitive niche		

This narrative was developed using Story Brand Methodology. It focusses on the employer as the primary narrative for the system in phase 1 as explained above.

## Primary Objectives

Now that we have a better understanding of the system as a whole, we must shift our focus to the three main groups that allow the system to produce. This will take the form of a Primary Narrative, or main messages to the Primary stakeholder groups. This differs from the system stakeholders (the Relationship System we previously discussed).

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To appropriately prioritise the primary narrative towards the market, it is important to understand the primary objectives, and the order of importance. This will enable clear priorities in instances where conflicts arise.

What narratives should achieve:

1. Attract role players and students who want to develop skills which are in short supply in the local economy.
2. Attract role players and students who want to develop skills that will create new jobs in the local economy.
3. Offer a skills eco-system that will encourage an influx of students to the region.

To achieve the objectives, the narratives must consider both demand and supply side dynamics.

Quality partners will enhance the offering and thereby attract learners and other role players. This is a key value proposition to consider and is likely the catalyst for successful execution.

Convincing students that this is a great place to learn is essential in attracting funding and sustainable models.

### A Fine Balance



## Mapping the Players

The Primary role players come from three distinct camps. Each is intricately linked to the others in mutually dependent relationships. Understanding how they influence one another is key in developing the value propositions for each and in which order.

### 1. The Sponsor

This role is fulfilled by the employers of skills. Technically this is the 2<sup>nd</sup> of the two core outcomes of the system. It is by far the most important since this is the very reason this system was conceptualized. Building a system that does not lead to employable skills that are then employed in the local economy will not contribute to the GDS.

It is of utmost importance to understand the needs of the local business community to create a 'Need Led' skills development system. By doing so, the sustainability of the system is guaranteed since the buyer of the product (skills) are already secured. Like starting a business with a purchase order. It solves much of the feasibility and funding constraints.

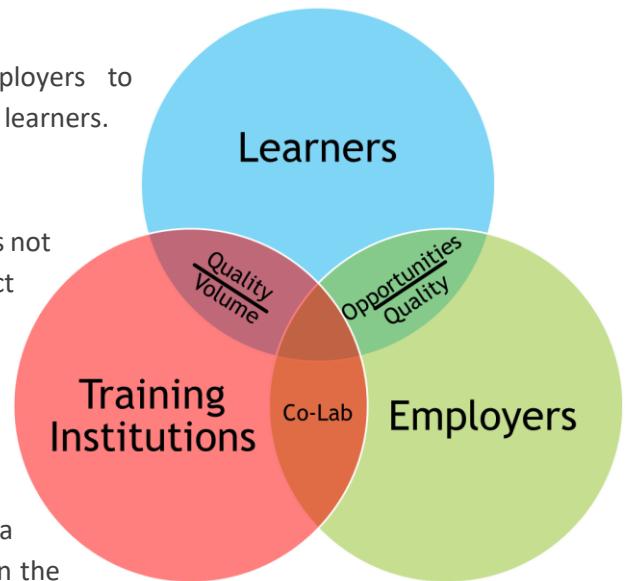
## 2. The Producer

This role is fulfilled by the training institutions. They create the value add in the system by taking learners and IP and transforming it into a potential worker with more marketable, and thus valuable, skills. It is important for producers to have access to learners which, when combined with their IP, processes, and effort will increase in marketable value. On the other hand, having access to employers for both offtake and enhancement of their value proposition to students through workplace programs, on the job training, etc in a great motivator.

They seek collaboration opportunities with employers to improve their training relevance and marketability to learners.

## 3. The Product.

This may seem like a harsh view, and technically this is not correct. The ‘product’ is not the student. The product is the ‘employment of skills.’ This is what the system sells. The availability and utilization of appropriate, valuable, and local skills to address local demand. In that value chain, the learner is an input rather than an output. A learner with a new qualification that is not yet employed, although that is considered a product of Core System 1, is only a partial product in the context of the entire value proposition.



Learners must not only learn, but they must also be employed. This is where the catalytic value of the system rests. Skills are expensive and useless if they do not lead to economically active learners.

Learners expect quality skills from the institutions which teach them i.e. they expect these new skills to lead to improvements in quality of life, employability, and work opportunities. In return, Institutions expect volumes of learners from the system. Their models are dependent on minimum volumes to aggregate costs and turn a profit.

On the other hand, learners expect opportunities from employers. Opportunities for learning, experience, and employment. Employers expect learners with quality skills.

# Sponsor Dynamics

## Target Markets

This refers to the buyers of skills. Employers within the Garden Route region who need specific skills. As well as any other employer of students trained within the Garden Route Skills Mecca that gives further credibility to the value proposition.

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## Customer Decision Drivers

### What is my customer trying to achieve?

They are trying to build successful, thriving businesses.

They face numerous challenges including:

- Disruption such as the COVID 19 Pandemic
- Limited market size
- Constraints in market accessibility
- Operational constraints and lead times for shipment, connectivity, technology inputs, etc.
- Limited access to skilled labour
- Limited capacity for innovation and market leading value offerings
- Difficult to compete with businesses situated in economic hubs

### Why would they choose a Garden Route learner?

- Quality of skills
- Support of local population and growth
- Local employment and upliftment
- Skills availability
- Incentive programmes

### Why do they want this?

- Drive what they are trying to achieve:
  - high growth,
  - high value offering,
  - larger market access,
  - operational capacity

## Value Proposition

### What can Garden Route offer them?

1. Deep understanding of their skills needs, current and future.
2. The relationships to attract credible skills providers to the district.
3. The political will to address key economic development opportunities.
4. The willingness to invest in sustainable, long term, catalytic interventions in key growth areas.
5. An integrated skills eco-system that is employer centric and market oriented.

### What do they offer Garden Route?

1. Commitment to investing in local skills and growth initiatives.
2. Acting as host employers to give learners access to experience.
3. Partnering with skills institutions for targeted industry interventions.
4. Employment opportunities for local learners.

## Customer Narratives



## Producer Dynamics

### Target Markets

Local private institutions (HEIs, Skills Providers, corporates)

Local public institutions (HEI's, TVETs, CETs)

International Suppliers (Vocational Training (HIS) and Universities

### Customer Decision Drivers

#### What is my customer trying to achieve?

Each customer within this grouping will have specific objectives and priorities. This is something that may need to be unpacked with each grouping specifically.

Generally, skills institutions want to achieve the following:

- Sustainable financial model (function of volumes, throughput rates, operational efficiency)
- Capitalise on core competencies (utilize existing capacity to the fullest)
- Maximise Return on Assets (Curriculum, IP, Textbooks, etc)
- Maximise opportunities for teaching staff (benefits, exposure, cost efficiency, scalability)

- 
- Maximise reputation as skills provider

### **Why they would choose Garden Route?**

- Student mecca (availability of students)
- Staff lifestyle
- Economic benefit (tax incentives, etc)
- Student flow through rates (employability, practical exposure, entrepreneurial support, etc)

### **Why do they want this?**

- Support expansion plans into other geographies without additional curriculum development.
- Afford opportunities for curriculum expansion and cross-pollination.
- Strategic investments for relationship management (government, employers, etc)
- Optimise operational costs
- Access to learning opportunities with employers to augment value proposition and strategic partnerships

## **Value proposition**

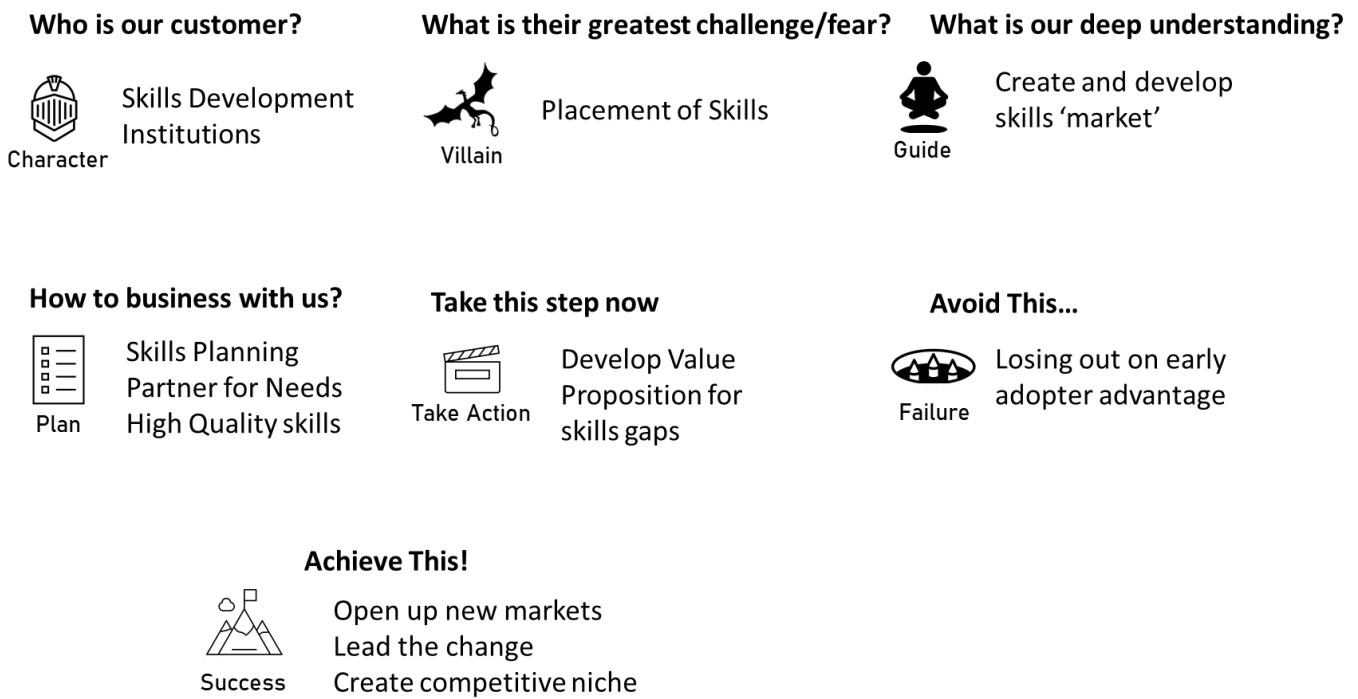
### **What can Garden Route offer them?**

1. Integrated skills eco-system fully supported by local government
2. Validated 'off-taker' market for specific skills that limit risk of low class volumes.
3. Opportunities for cutting edge skills innovation in real life case study environments.
4. Great staff quality of life value proposition.

### **What do they offer Garden Route?**

1. Skills development capabilities in specific pillars of need.
2. Investment into district in the form of capital, development, salaries, employment, etc
3. Reputation, skills, products, value offering
4. Credibility to Skills Mecca Initiative

## Customer Narratives



## Product Dynamics

### Target Markets

Local students (formal and vocational training) specific market segments in focus (film, agriculture, technology, light industry, business services)

International students – mecca for edu-tourism (option for exchange programs and as an affordable quality alternative for developed counties).

### Customer Decision Drivers

#### What is my customer trying to achieve?

There are subgroupings within this customer which will require further exploration. This is likely to evolve as the phases of the value proposition develop starting with local students first, to address low employment rates and economic exclusion. This will evolve into an edu-tourism value proposition attracting learners to the district by offering high quality and future-oriented skills in growing markets.

- Find employment
- Acquire marketable skills.
- Enjoy a unique student experience

- 
- Earn a qualification of high quality
  - Get a break from home life
  - Craft own path
  - Explore opportunities and possibilities

### **Why would they choose Garden Route**

- Student Culture
- Quality of education (institutions and qualifications available)
- Infrastructure (transport, teaching, sport, activities, accommodation)
- Practical exposure (opportunities for on the job experience)
- Employment opportunities (garden route or elsewhere, but launch pad partnerships)
- Opportunities for tourism experiences

### **Why do they want this?**

- You only have the opportunity to be a student once.
- They want a good chance of finding employment.
- They want to be able to focus on learning with the least amount of hassle (travel, accommodation, etc).
- They want to keep their options open – versatile qualifications of high quality and broad application.

## **Value Proposition**

### **What can Garden Route offer them?**

1. Opportunities to work in a growing economy.
2. Great work-life balance.
3. Scenic environment and high quality of life.
4. Innovative, future-oriented qualifications in growing industries.
5. Access to latest technology.
6. Transferability within the skills eco-system
7. Great work experience and employment opportunities.

### **What do they offer Garden Route?**

1. Income into the region.
2. Employment and increase in economic active population.
3. Reduced pressure on social grant system and other social consequences.
4. Contribution to growth in region.

## Customer Narrative

Who is our customer?	What is their greatest challenge/fear?	What is our deep understanding?
 Learners Character	 Villain Lack of employment opportunities	 Guide Quality skills with active employment market
How to business with us?	Take this step now	Avoid This...
 Plan Identify growth areas and match with passion Commit to studies	 Take Action Choose a skills provider Choose a course	 Failure Dreary, same old education with reduced relevance and employability
Achieve This!		
 Success	Great qualifications, idyllic location, a world of opportunities	

## Implementation Plan

This implementation plan is based on the phased approach and considers only Phase 1. This addresses the initial Value Proposition towards the first Minimum Viable Product. Producing skills for which there is an existing appetite in the District. Phase 2 is included in part. This will form part of the e-marketing strategy. The final development of which will be subject to the clarification of the local skills gaps (buyers market).

Once the model is proven, the subsequent phases can be engaged building up towards a three-year operationalizing strategy.

Phase	Programme	Project	Mth 1	Mth 2	Mth 3	Mth 4	Mth 5	Mth 6	Mth 7	Mth 8	Mth 9
1	Develop System Value Proposition	Employer Communication									
		Skills Audit									
		ID most viable opportunities									
		Best Skills Providers for Gaps									
		Proposal to Task Team									
		Approval									
		Contract and Operationalise									
2	E-Strategy for marketing Communication	Primary Narrative Development									
		Marketing Campaign design									
		Vision Casting narrative to market									

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