

# SHARING INFORMATION ON PROGRESS

University of Stellenbosch Business School

United Nations Principles  
for Responsible  
Management Education



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## RENEWED COMMITMENT

As an institution of higher education dedicated to the development of responsible, competent and ethically responsible managers, the University of Stellenbosch Business School (USB) is committed to the ongoing implementation of the Principles for Responsible Management Education.

Since joining the initiative in 2008, we have focused on those principles that speak most clearly to our capacities and mission.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

The purpose of this document is to share information on selected activities that support the Principles directly.

A handwritten signature in black ink, which appears to read 'P. Naude'.

**Prof Piet Naude**

Director: USB

## INTRODUCTION

The University of Stellenbosch Business School (USB) is a leading provider of internationally accredited postgraduate management degrees and executive education in South Africa.

Currently, the USB has three international accreditations (AACSB, EQUIS and AMBA). The USB has been rated in the A category for business schools with major international influence by Eduniversal – a Paris-based ratings organization.

The USB places emphasis on leadership development, which forms a core theme in all its academic programmes. In essence, the USB's leadership-focused MBA is about developing an astute understanding of how to manage a business responsibly in an African and global, multicultural environment.

The mission of the USB is to create, disseminate and apply business knowledge through the provision of relevant, emancipatory, well-founded and responsibly-delivered business education and research deliverables of a high internationally-judged standard to a wide spread of current and future leaders world-wide, but with a particular emphasis on sub-Saharan Africa.

The School delivers on this mission by:

- Delivering top-quality postgraduate education to individuals and organizations, particularly programmes which emphasise leadership and personal development;
- Producing research output and interventions which are internationally respected and which have practical and policy impact;
- Engaging positively and imaginatively with the agenda of social engagement both in South Africa and elsewhere, encouraging our students and staff to mobilize their knowledge and experience in an emancipatory fashion;
- Promoting an environment of authentic, critical academic engagement regardless of the provenance of the participants, embracing diversity and transformation; and
- Engaging with the interests of stakeholders, specifically, organizations, students, alumni, international partners and society.

The USB offers seven academic programmes at postgraduate level, which are as follows:

- Master of Business Administration (MBA)
- Master of Philosophy in Development Finance
- PhD in Business Management
- Postgraduate Diploma in Leadership
- Master of Philosophy in Management Coaching
- Master of Philosophy in Futures Studies
- Postgraduate Diploma in Dispute Settlement

In addition, the USB's executive education division, USB Executive Development (Pty) Ltd, offers a wide range of open enrolment and customised programmes.

It is the objective of the USB to continue as an active member of the PRME initiative.

This document shares information on the progress made in terms of our responsible management education activities. In addition to an overview of how the USB has responded to the 6 principles, we have elected to provide additional

information on three areas: social engagement at the USB, the MBA social engagement project and the USB's environmental footprint.

## OVERVIEW OF PRINCIPLES

The USB became a signatory to the UN Principles for Responsible Management Education in April 2008. The table below summarises the USB's alignment to the 6 PRME principles. It is important to note that USB responses were not developed with specific reference to the principles, but should be seen as part of an underlying commitment that is fully aligned with all the principles.

Principle	Brief description
<b>Purpose</b> We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.	Responsible business education is built into the mission statement of the USB:  <i>The mission of the USB is to create, disseminate and apply business knowledge through the provision of relevant, emancipatory, well-founded and responsibly-delivered business education and research deliverables of a high internationally-judged standard to a wide spread of current and future leaders world-wide, but with a particular emphasis on sub-Saharan Africa</i>
<b>Values</b> We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.	Global social responsibility issues feature prominently on USB programmes in the following ways: <ul style="list-style-type: none"> <li>• A compulsory course on "Business in Society" as part of the MBA programme;</li> <li>• A compulsory course on "Ethics and Governance" as part of the Masters degree in Development Finance; and</li> <li>• A compulsory course on "Sustainable Enterprise" as part of the Postgraduate Diploma in Business Management (under development).</li> </ul> Through the university-wide HOPE Project, the University supports the international development agenda by focusing some of its key academic and research programmes on: <ul style="list-style-type: none"> <li>• Eradicating poverty and related condition;</li> <li>• Promoting human dignity and health;</li> <li>• Promoting democracy and human rights;</li> <li>• Promoting peace and security; and</li> <li>• Promoting a sustainable environment and a competitive industry.</li> </ul>
<b>Method</b> We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.	The Academic Planning Committee of the USB oversees the integration of responsible leadership content into all curricula on offer.  The USB has also been an active participant in the UN PRME Anti-Corruption Working Group over the last few years.
<b>Research</b> We will engage in conceptual and empirical	There are various relevant research centres at the USB: <ul style="list-style-type: none"> <li>• Africa Centre for Dispute Resolution;</li> </ul>

Principle	Brief description
<p>research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.</p>	<ul style="list-style-type: none"> <li>• Base of the Pyramid Learning Lab;</li> <li>• Centre for Applied Entrepreneurship;</li> <li>• Centre for Business in Society;</li> <li>• Centre for Corporate Governance in Africa; and</li> <li>• Centre for Leadership Studies.</li> </ul>
<p><b>Partnership</b></p> <p>We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.</p>	<p>The USB has strong links with business corporations through its programmes, alumni structures and research centres.</p>
<p><b>Dialogue</b></p> <p>We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.</p>	<p>The USB has an extensive network of events and publications to encourage debate and discussion about critical issues.</p>

## SOCIAL ENGAGEMENT

Although the USB has been involved in different types of social initiatives through the years, a new Social Impact Initiative was announced early in 2011. All the academic and non-academic programmes and activities are hosted under this umbrella initiative. This Initiative is aligned with the broader Hope Project launched by the late Vice-Chancellor of Stellenbosch University in 2010.

The USB engages with its social environment in a number of ways. The USB Small Business Academy (SBA) is the School's largest social engagement initiative and the main goal is to share its business expertise and research knowledge with previously disadvantaged communities close to the Business School. Other initiatives include the Management Programme for NPOs, which was started by a group of MBA students 15 years ago. Today, this programme is still run by a group of USB alumni. USB students are encouraged to engage with society during the MBA module Business in Society and through their research assignments throughout the programme. Students also participate in fundraising for social activities of the School such as the SBA, the Management Programme for NPOs and Mandela Day.

## USB SMALL BUSINESS ACADEMY

The USB took a significant step forward with its contribution in the area of ethics, responsibility and sustainability with the launch of its Small Business Academy (SBA) in 2012.

The SBA evolved from its forerunner, the so-called BoP Learning Lab (Southern Africa). Triggered by Prahalad's book *Fortunes at the Bottom of the Pyramid*, the BoP Learning Lab is a tool in the process of increasing corporate awareness of and involvement in poverty alleviation at the grassroots level in South Africa – as in many other countries. It is based on the principle that proactive corporate involvement in the markets of the poor, if handled properly, is beneficial to both the corporates and those at the bottom of the pyramid (BoP). As such it is also a significant element in the evolving "triple-bottom line" of corporate responsibility and sustainable enterprise.

The *South African BoP Learning Lab* was started at USB in mid-2006, after contact between Prof Stef Coetzee of USB and Prof Stu Hart as well as Prof Michael Gordon of the United States and the initiation of a Kellogg Foundation co-funded local "chapter" of the world-wide network of Learning Labs. This led to a first Learning Lab Conference in December 2006 at USB, with Hart and Gordon also attending. Parallel to this a steadily expanding network evolved between supporters of "corporate engagement at the BoP", both in South Africa and in the SADC region.

As part of this process a number of practical initiatives were started through USB's BoP team. With the two-phase grant from the WF Kellogg Foundation for BoP (Southern Africa) running out in 2011, activities in the Western Cape have also taken into account the need to diversify the funding of learning lab-programmes and the integration of corporate BoP initiatives into other spheres of the sustainability agenda, which triggered the SBA project.

Through the Small Business Academy the USB gives life to its vision of meaningful engagement with society at large. With the SBA, the USB wishes to make a contribution in the area of its core business, namely business education. With this social initiative, the School hopes to make a difference in the lives and businesses of small business owners in poor and previously disadvantaged communities, by working intensively with small business owners in an effort to develop their business skills.

The SBA is made possible by the generous sponsorship of two large corporate sponsors – ABSA and the Distell foundation – and a number of smaller ones. In this project, the USB engages with stakeholders such as the business sector, alumni, the Western Cape Provincial government, the City of Cape Town, students, business forums in the communities of Khayelitsha and Mitchells Plain, and international not-for-profit organisations to develop a skills set for small business owners and to

provide support. The USB SBA Steering Committee, which consists of representatives of all stakeholders, including the sponsors, local communities and the University, is the governing body.

The nine-month long USB Small Business Development Programme is presented on the USB's Bellville Park Campus and in the communities of Khayelitsha and Mitchell's Plain. The township of Khayelitsha, which is approximately 40km from the School, is the second largest township in South Africa. It is an area of extreme poverty, with high crime rates and limited infrastructure. The areas where business can be conducted safely are limited and, therefore, most businesses in Khayelitsha are informal in nature. However, the USB was of the opinion that if these businesses could become stable and sustainable with the capacity to employ more people, they would have a positive impact on the community, and in so doing, increase the distribution of wealth. If the model was successful, it could be implemented in other communities and have a larger influence on the economy of South Africa. It would also encourage corporates to invest in the area and even bring more business to the area. In 2014 the programme was expanded to another low-income area Mitchell's Plain.

The Programme, which had its first intake in 2013, had its second intake in March 2014 with 25 participants. Graduating students receive an NQF Level 5 Certificate from Stellenbosch University.

The Development Programme consists of training, mentoring, engaged learning and workshops, and various resources are made available, as follows:

- **Training:** Training is aligned with the competence level of the small business owners. Subjects include business essentials, marketing, financial management, personal development, computer training as well as the formulation and presentation of a business plan.
- **Mentoring:** The one-on-one mentoring programme is provided by qualified mentors from the USB alumni body. A total of 83 alumni from all over the world (as far as Germany) applied to become mentors on the programme. All the mentors undergo mentorship training.
- **Engaged learning with MBA, MPhil in Development Finance and MPhil in Management Coaching students:** USB MBA and MPhil in Development Finance students assist the small business owners with their business plans. In return, students make use of the opportunity to do research in Khayelitsha and Mitchell's Plain on some aspects of small business for the research component of their MBA or MPhil (DevF). MPhil (Management Coaching) students act as coaches to the owners of the entrepreneurial organisations for mutual benefit – firstly to assist the SBA participants, but also to hone their own coaching skills.
- **Workshops:** Practical workshops are part of the curriculum and are offered by role models and other volunteer corporate experts.
- **Resources:** Participants have access to information resources, computer facilities and internet on Campus.

The Small Business Academy has recently added a research component to its activities, which was made possible by a generous sponsorship. An experienced academic at the School is taking responsibility for this activity. A PhD student is currently doing her research on the SBA with a sponsorship from one of the major commercial banks. An MPhil in Management Coaching student completed her research assignment (thesis) on the small Business Academy and the learning experience of the participants at the end of 2013. Two master's students are currently doing their research on small business enterprise in poor communities.

The objectives of the research activity at the SBA are to assist impoverished areas to find solutions to make their businesses sustainable and thus improve the economy of the communities and the country; become a hub for knowledge about small



business that may be of value to the national and international academic and business communities; and add value for both small businesses in impoverished communities and large businesses, by exploiting business opportunities together, so that with more investment these impoverished communities may become economically sound.

The USB has initiated visits by visiting international MBA and executive groups from the School's business school partners from all over the world to Khayelitsha and Mitchell's Plain, giving them the opportunity to interact with the SBA participants and to experience first-hand the circumstances in which they operate. The feedback has been overwhelming and the goodwill from overseas visitors heartening.

#### MANAGEMENT PROGRAMME FOR NPOs

As a social initiative, MBA graduates started an initiative to assist non-profit organisations (NPOs) in acquiring management skills. Recently, the traditional boundaries between the public, private, and non-profit domains have begun to blur as the structures to address social problems have changed. Currently, welfare NPOs are at the coalface in addressing socio-economic needs. There is a great need for capable management in these organisations to facilitate effective social development. Sponsors of these organisations, especially those from the government and overseas, welcome an outreach from a professional institution such as the USB.

The fundamental idea behind this initiative is to create a culture, tradition and strong awareness of the participative role that MBA graduates need to play in South Africa's future development. This initiative affords MBA alumni the opportunity to plough back their acquired knowledge and skills into a deserving cause.

In 1998, the Part-time MBA class, instead of following the tradition of presenting a gift to the USB, decided to start this initiative as a farewell gesture and to participate in the development of basic management skills for welfare NPOs. The prize money won in the Bain Competition for South African Business Schools (R50 000) was used as seed money to establish this initiative. Funding is also sourced from annual contributions by alumni and the business community. MBA classes are encouraged to maintain the momentum and become involved. The programme is hosted by USB-ED.

The purpose of this initiative is to promote development, education and growth in South Africa by enhancing managerial effectiveness among NPOs; create the opportunity for social involvement of MBA students on a voluntary basis; and position the USB as an institution that cares about the welfare of its communities.

The focus is specifically on non-profit non-governmental organisations that concentrate on the alleviation of social ills. Courses are presented by students who have at least completed the required subjects on the MBA, alumni and academic staff members of the USB. Alumni and students also act as mentors to these students. The Part-time class of 1998 formed a management committee that assumes responsibility for this certificate course. The courses are presented at the USB and the facilities of the USB is provided free of charge.

The USB monitors the curriculum from an academic perspective and the content of the course is being developed in conjunction with NPOs. Certificates are only awarded to participants once they have demonstrated certain skills on completion of the courses. Minimum requirements for successful completion are determined in conjunction with the USB in order to maintain the standard and credibility of these courses.

#### THE USB ALUMNI FUTURE FUND

The USB's Future Fund provides funding for bursaries and other initiatives to the benefit of deserving students and the community. The Future Fund is fed by contributions from the USB's alumni and fundraising events, such as the USB's annual Fundraising Gala Dinner held under the auspices of the USB Alumni Association.

#### The Future Fund:

- Provides bursaries to deserving students;
- Enables a number of MBA students to join the annual MBA International Study Tour or to take part in MBA exchange studies;
- Enables NPO managers to attend the USB's Management Programme for Non-profit Organisations at a reduced fee, which programme equips such managers with crucial skills to manage their organisations effectively;
- Makes an annual contribution to charities in the community in which the USB operates, including the Paediatric Cancer Unit of the Tygerberg Children's Hospital, Alta du Toit Centre for the Intellectually Disabled, Durbanville Aninke Centre for the Intellectually Challenged in Cape Town, Living Network Crisis Centre in Bellville, the Durbanville Schools Foundation, and TSIBA Education in Pinelands.

#### SOCIAL ENGAGEMENT BY STUDENTS

Full-time MBA students visit Khayelitsha to experience the township business arena and to be exposed to social entrepreneurship, which is not always evident in corporate life. Most people are not aware of the challenges and hardships of township life and exposure to these circumstances helps students gain a better understanding of dealing with and addressing societal issues in corporate life. It gives them a personal opportunity to make a difference in the lives of those less fortunate and often as a consequence of the tour, many students choose to become further involved with and provide assistance to the small business owners in the USB SBA in their free time.

#### MBA SOCIAL ENGAGEMENT PROJECT

In line with business schools around the world, the USB accepts the need for staff as well as students to get “socially engaged” in the communities and business society, which constitute the foundation of their work and their studies. While such engagement can (and should) happen through any of the courses and related learning as well as research activities, the 2014 Full-time MBA class was the second to undertake a structured Social Engagement Project aimed at the creation of practical experience in the field.

The SEP is closely linked to the core module *Business in Society* (BiS), which is offered in the second semester. This module focuses on three dimensions of business and society interaction, viz. the environment, society and governance, also known as the ESG agenda.

In addition to the lectures and the (mini-)assignments/tests, the course grade also include the student SEP, which starts in the first semester already with practical work stretching over mid-year, and with a reflective essay to be prepared in the second semester.

The project consists of three elements:

- The students (individually or as a small group) identify social engagement opportunities where they can make a contribution, both personally and academically. After assessing these opportunities each student select a particular project.
- During a two to four-month period of the year of registration the students get involved in the selected field with the aim to make a meaningful contribution to the social development process related to the particular field. This includes hands-on experience in the particular field, but also extends to a more systematic understanding of the issues with which they are engaged.
- In the second half of the year the students prepare and deliver a reflective essay to summarise their individual project engagement. This essay should demonstrate:

- A clear understanding of the nature of the project/initiative;
- The relevance of the project in the broader societal context;
- A description of the student's contribution to the project;
- A reflection of the role of business beyond that of a paternal or philanthropic view; and
- Insights as well as personal development lessons learnt from the engagement.

Since the intention underlying the whole social engagement initiative at the USB is to involve as many as possible of the USB's staff and students, the focus areas are jointly determined through the interaction of staff, students and the SEP coordinator. Examples of relevant areas are:

- Mentoring individual (township/rural/etc.) small enterprises (via the Small Business Academy at the USB or other bodies);
- Working with corporates engaged in some Base of the Pyramid projects (e.g. township procurement, education or community projects);
- Participating in projects linked to social engagement (e.g. the Hope Project of the SU), projects of USB staff or initiatives of the USB or USB-ED research centres;
- Reflections on an SEP in the student's home area (e.g. Botswana or Namibia) if this can be fitted into the year plan;
- Participation in advocacy initiatives, especially those run by NGOs (e.g. on human rights, anti-corruption or the environment);
- Social engagement related practical tasks linked to a student's (envisaged) research assignment; and
- A social engagement issue highlighted by the MBA international study module.

Some examples of SEP projects of the 2013 class are highlighted below.

Project	Area	Number of students
Homeless Shelter	Bellville	5
Tembaletu Training	Khayelitsha	4
Wellington Orphanage	Wellington	2
Namibia Student Organisation	Namibia	1
Table View Outreach Projects	Table View	1
Fun Learning for Youth		1
BEE cases		several
Meals on Wheels		2
Small business case	Khayelitsha	2
Dream Worker	NPO	several

Students choose their own engagement areas, assisted by staff and guided by the opportunities evolving during the search process. Although there is scope for group projects, each student has to prepare his/her own reflective report. Students may use this "field work" as the basis for their research assignment, which means that they may do their research assignments on an SEP initiative or a related theoretical idea. To encourage quality engagement and report-back, the best three SEP performances are recognised.

## THE USB'S ENVIRONMENTAL FOOTPRINT

The USB has taken an active role in running environmental sustainability programmes on its Bellville Park Campus:

- Motion-sensitive sensors have been installed in kitchens, restrooms and seminar rooms to manage electricity usage;
- Energy-saving light bulbs are used in streetlights and floodlights;
- Energy-saving air-conditioning units have been installed in offices;
- Water-saving shower heads and energy-saving light bulbs are used in Bellvista Lodge's bathrooms;
- Solar water heaters and heat pumps have been installed in Bellvista Lodge;
- Public notices requesting electricity and energy saving are on display;
- The USB is part of SU's waste recycling programme;
- Automatic power generators have been installed to automatically provide power in times of power outages;
- During meetings, tap water in glasses is served rather than water bottled in plastic containers; and
- A small parking fee is levied to promote the use of public transport, lift clubs or bicycles.

These measures all underscore the USB's commitment to the sustainability dimension of the ERS agenda.

## CONCLUSION

The USB remains a committed member of the UN Principles for Responsible Management Education. We believe that the global challenges we are facing at the moment have underlined the importance of responsible leadership, and we understand the critical role that management education has to fulfil in this respect. We look forward to continue on this journey, to learn from other schools in the PRME community, and to continue to make our own small contribution to create an inclusive and sustainable global economy.

## APPENDIX 1: RECOGNITION AND MEMBERSHIPS

Listed below are some of the major forms of recognition and memberships that the USB currently enjoys.

### ACCREDITATION

The USB has the triple crown of international accreditations: AACSB, EQUIS and AMBA.

#### AACSB ACCREDITATION

In November 2012, the USB became the first business school of African origin to achieve international [AACSB accreditation](#) for its MBA and other programmes. AACSB accreditation represents the highest achievement for an educational institution that awards business degrees. Less than 5% of the world's business programmes are AACSB accredited.

Year of AACSB accreditation: 2012.

#### EQUIS ACCREDITATION

The USB was the first business school in Africa to receive [EQUIS accreditation](#), awarded by the [European Foundation for Management Development](#) (EFMD). EQUIS assesses business schools as a whole, including their programmes, internationalisation activities, research, executive education provision, corporate connections and community outreach.

Year of EQUIS accreditation: 2000. Most recent reaccreditation: 2012.

#### AMBA ACCREDITATION

The USB was the first South African business school to achieve the international [AMBA accreditation](#) from the UK-based Association of MBAs. AMBA's accreditation criteria focus on every aspect of MBA provision, including the institution, faculty, curriculum and assessments.

Year of AMBA accreditation: 2002. Most recent reaccreditation: 2012.

### MEMBERSHIP OF DOCTORAL ASSOCIATIONS

USB is a member of the European Doctoral Programmes Association in Management and Business Administration ([EDAMBA](#)). In 2006, USB's PhD was the first PhD outside Europe audited and approved by EDAMBA. EDAMBA promotes and facilitates cooperation among doctoral programmes in Management and Business Administration by providing a network to exchange information and PhD candidates, and to promote research cooperation.

USB is also a member of the Globally Responsible Leadership Initiative's Global Doctoral Alliance. As a signatory to the GRLI's [Global Doctoral Alliance](#), USB is committed to incorporating the societal dimension of business and sustainability in its PhD research.

### INTERNATIONAL ACKNOWLEDGEMENT

The USB is one of only three African business schools with an A-rating (5 Palmes, or highest ranking) for "universal business schools with major international influence" in the French [Eduniversal Official Selection](#) for 2008, 2009, 2010, 2011 and 2012.

The Aspen Institute in the USA has ranked the USB on its [Beyond Grey Pinstripes](#) Top Global 100 Schools list for promoting social and environmental sustainability in its curricula and research.

#### INTERNATIONAL AND LOCAL MEMBERSHIPS

The USB is a member of leading bodies in the international and African business school community: the USA-based [Association to Advance Collegiate Schools of Business](#) (AACSB), the Belgian-based [European Foundation for Management Development](#) (EFMD), the [South African Business Schools Association](#) (SABSA), the [Association of African Business Schools](#) (AABS), [Global Business School Network](#) (GBSN), and the [Central and East European Management Development Association](#) (CEEMAN). The USB is also a member EFMD's [Globally Responsible Leadership Initiative](#) (GRLI), which focuses on reframing the purpose of management education among others, and of the [Global Business School Network](#) (GBSN), which promotes management education as a critical component in successful international development strategies.

#### SOUTH AFRICAN ACCREDITATION

The USB is fully accredited by the [Council on Higher Education in South Africa](#).

#### SOUTH AFRICAN RANKINGS

USB achieved first place in the 2013 [PMR.Africa](#) rankings – a survey conducted among employers of MBA graduates in South Africa. This is one of five Top SA Business School rankings that USB has received from PMR.africa since 2005.

#### USB-ED RANKINGS

[USB-ED](#) features in the [Financial Times 2014 Global Top 100](#) ranking (#61: Open Programmes; #68: Customised Programmes).

## APPENDIX 2: ACADEMIC OFFERING

The triple accredited USB offers an MBA, MPhil degrees (Management Coaching, Development Finance, Futures Studies), PhD degrees (Business Management, Development Finance), postgraduate diplomas (Development Finance, Project Management, Leadership, Futures Studies, Business Management and Administration\*) and executive development.

**MBA:** USB's triple accredited MBA gives students an astute understanding of business, enabling them to take on positions up to board level in any industry. It also allows them to lead with confidence, think critically, function globally, build business connections and apply business knowledge to the benefit of society. The programme consists of core modules, electives, a research assignment and a compulsory International Study Module at a foreign business school (costs included in MBA fees). USB offers a Full-time MBA, Part-time MBA (Friday evenings and Saturday mornings) and Modular MBA (blocks of classes). All programmes are presented in English, except the one modular MBA commencing in February, which is mainly Afrikaans. Find more information at [www.usb.ac.za/mba](http://www.usb.ac.za/mba).

**MPhil in Development Finance:** This programme equips students with the skills and understanding to develop Africa where it matters, to contribute to sustainable development, to shape finance policies and programmes, and to implement Africa-driven solutions. It covers all aspects of development finance, including the theories underpinning development finance, enterprise-level development finance and sustainable growth. This makes the MDevF a critical-skills degree for Africa. The content and case studies are angled towards Africa's needs, but the skills acquired can be applied in any developing country. This is a two-year modular programme (four blocks of two weeks each on USB campus). A research assignment must be completed. Find more information at [www.usb.ac.za/MDevFin](http://www.usb.ac.za/MDevFin).

**MPhil in Management Coaching:** This programme equips aspirant professional coaches with the theoretical and practical know-how to grow human capital through management coaching, lead with confidence, enhance the performance of those they manage and work with, discover the coaching style that works for them, and operate in a multicultural environment. It also emphasises work-based management coaching and takes African diversity into account. This two-year programme consists of four one-week modules and a research assignment. Find more information at [www.usb.ac.za/coaching](http://www.usb.ac.za/coaching).

**MPhil in Futures Studies:** This degree offers candidates a unique opportunity to equip themselves with techniques and methods to react meaningfully to the growing complexity in the organisational environment and world affairs, especially from an African perspective. The requisite skills include consultation and facilitation capabilities, project management, stakeholder analysis, environmental scanning, managing the scenario process, designing a futures project, systems simulation and strategic planning. This degree is presented by USB in cooperation with the Institute for Futures Research (IFR). The programme is presented telematically (online) over one year, complemented by web-based support. At present, no other university in Africa presents such a programme.

**PhD in Business Management and Administration:** This doctoral programme focuses on in-depth research to develop employable knowledge that can be applied directly in the workplace. It is a non-structured programme that allows students to determine their own timing. Participants may enrol for full-time or part-time studies. Go to [www.usb.ac.za/phd](http://www.usb.ac.za/phd) for details.

**PhD in Development Finance:** The purpose of this PhD is to create research which supports the growth agendas of South Africa, the greater African continent and beyond. It is structured into a course-work component (two blocks of two weeks each on campus) and a research component during the second and subsequent years of registration. This is the first specialised PhD of its kind on the African continent. Find more information [here](#).

**Postgraduate Diploma in Leadership Development:** This programme takes participants beyond an MBA to leadership specialisation as it acknowledges leadership as the prime differentiator that drives sustainable high performance. It focuses

on the development of personal, team, organisation and societal leadership. It is presented in four study blocks over one year. Find more information at [www.usb.ac.za/leadership](http://www.usb.ac.za/leadership).

**Postgraduate Diploma in Project Management:** This programme focuses on strategic project management and upper management skills to produce project managers who can confidently manage projects and take on managerial positions in any industry. It is presented in six study blocks (one week each) spread over two years. Project management is listed as a scarce skill in South Africa. Find more details at [www.usb.ac.za/projectmanagement](http://www.usb.ac.za/projectmanagement).

**Postgraduate Diploma in Development Finance:** This programme is the ideal starting point for junior and mid-level managers interested in a career in Development Finance and the funding of growth initiatives such as roads, telecommunication infrastructure, hospitals and houses. The programme is focused on Africa, but the skills acquired can be applied in any developing economy. This is a modular programme (two on-campus blocks of classes spread over one year), which allows you to study while you work. Find more details [here](#).

**Postgraduate Diploma in Futures Studies:** : The primary purpose of this programme is to equip students with high-level competencies to react meaningfully to growing complexity in the organisational environment, while taking into account the unique developmental challenges facing Africa and South Africa. The programme contributes to students' ability to make significant strategic, long-term decisions in an environment with increasing international competitiveness and volatility. It is the only programme of its kind presented in Africa. It is delivered in one on-campus block (three days) and 20 online sessions (technology-based interactive distance learning), allowing students to study while they work. Find more details [here](#).

**Postgraduate Diploma in Business Management and Administration\*:** This new programme allows students to acquire entrepreneurship skills and an entrepreneurial approach to business, as well as general management skills and an understanding of business in Africa. It can also provide access to an MBA. Graduates continuing with USB's MBA will get recognition for 32 credits (15%) on the MBA. This learn-while-you-earn programme over one year combines on-campus classes with online learning. (\*Subject to final approval by CHE.) Find details at <http://www.usb.ac.za/Degrees/Diplomabusinessmanagement/Default.aspx>.

**Executive education:** USB Executive Development Ltd (USB-ED) offers comprehensive programmes for managers from entry to executive level as well as discipline-specific programmes. Go to [www.usb-ed.com](http://www.usb-ed.com).

**Programmes for visiting groups of students:** USB offers custom-designed programmes with case studies for visiting groups of students. These programmes usually focus on the School's African-focused areas of expertise. Find details at <http://www.usb.ac.za/International/Overview.aspx>.



### APPENDIX 3: WHERE TO FIND MORE INFORMATION

- USB: [www.usb.ac.za](http://www.usb.ac.za)
- USB Executive Development (Pty) Ltd: [www.usb-ed.com](http://www.usb-ed.com)
- Africa Centre for Dispute Resolution: [www.usb.ac.za/disputesettlement/](http://www.usb.ac.za/disputesettlement/)
- Base of the Pyramid Learning Lab: [www.bop.org.za/BOP/Home.html](http://www.bop.org.za/BOP/Home.html)
- Centre for Business in Society: [www.usb-ed.com/business-in-society/Home](http://www.usb-ed.com/business-in-society/Home)
- Centre for Corporate Governance in Africa: [www.governance.usb.ac.za](http://www.governance.usb.ac.za)
- Stellenbosch University: [www.sun.ac.za](http://www.sun.ac.za)
- The Hope Project: <http://thehopeproject.co.za/hope/Pages/default.aspx>