

REPORT

UN Principles for Responsible Management Education

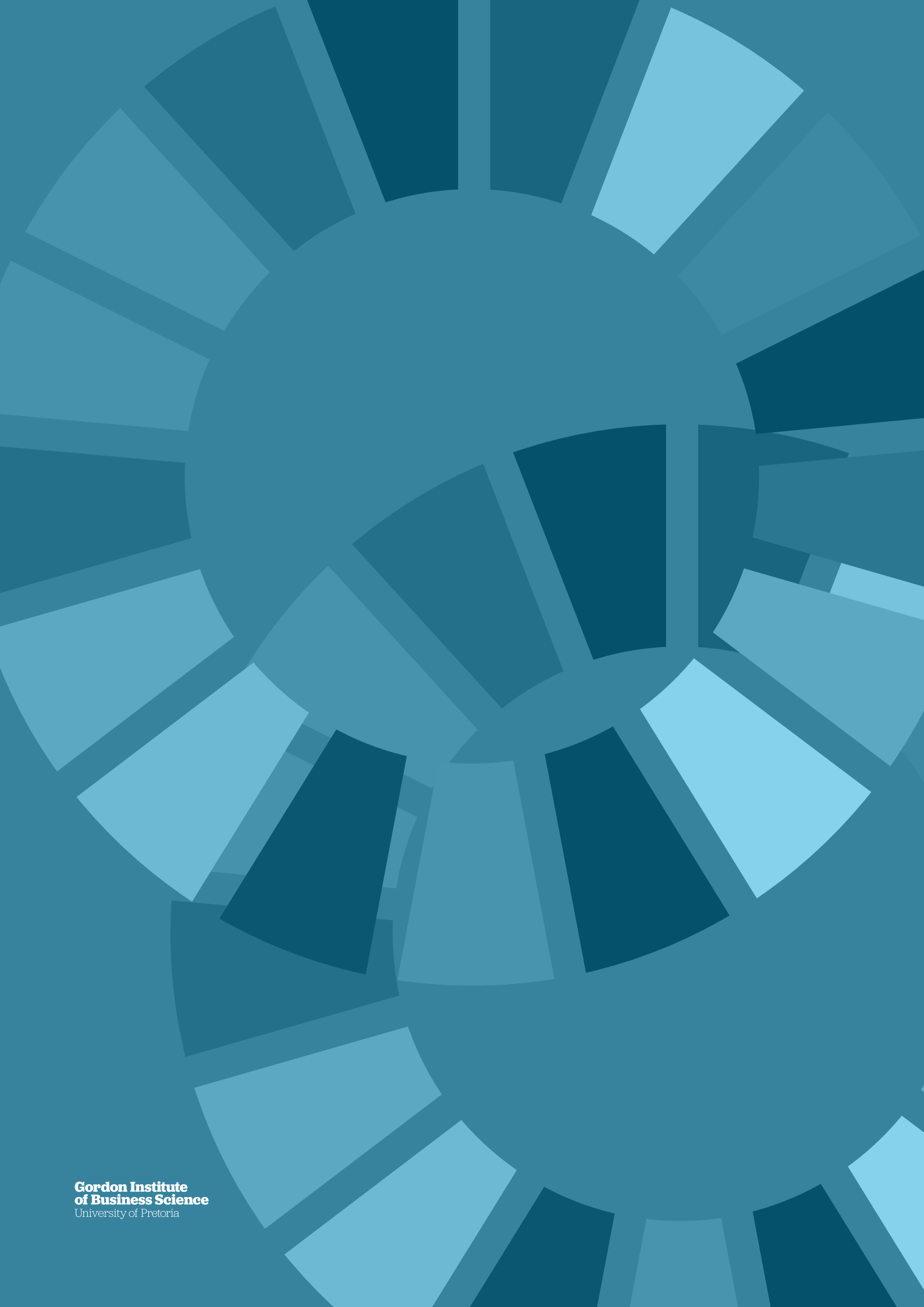
Sharing Information on
Progress (SIP) Report for
the period 2019.20

**Johannesburg,
South Africa**

**Gordon Institute
of Business Science**
University of Pretoria

PRME Principles for Responsible
Management Education

an initiative of the 



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Previous reports

This report summarises GIBS activities under the PRME ambit in the two years since the school's prior SIP released in September 2018. Previous reports can be downloaded [here](#).



Renewal of commitment

As a business school born in Africa, committed to servicing the entire continent, and an entrepreneurial spirit, GIBS has changed dramatically since its founding in 2000. The University of Pretoria's business school has evolved from being a business school for business, under founding Dean Professor Nick Binedell, into a world-class African institution and research centre, under former Dean Professor Nicola Kleyn.

Now, in 2021 under new leadership, the message of continued relevance and growth is clear. At GIBS we stand for "a form of leadership that is both inclusive and challenging of the status quo. Leadership that embraces the unusual and the uncertain, and that values the power of partnerships, be they local, regional or international."

GIBS has been a member of PRME since 2009 and is very proud to have been one of the PRME Champions schools since 2018. The UN PRME Champions programme centres on developing the next generation of leaders with the necessary knowledge and skills to address the UN Sustainable Development Goals (SDGs). As PRME Champions, GIBS is committed to:

working collaboratively as an advocate and champion of responsible management education and integrating the SDGs into business school strategy to achieve the PRME principles;

serving the broader PRME community through active engagement in PRME activities, connecting with UN Global Compact members and the Global Compact Network South Africa; and

contributing to the broader UN goals and issues by actively participating in locally relevant SDG initiatives and pursuing other SDG-related opportunities.

I confirm that at GIBS we will continue to focus on responsible management education that significantly improves individual and organisational performance. We develop leaders who are curious, innovative and driven; leaders who focus on bold action that creates value for society and for business. They are leaders of today and inspire the leaders of tomorrow.

Dr Morris Mthombeni

Interim Dean
Gordon Institute of Business Science (GIBS), University of Pretoria
March 2021

**Gordon Institute
of Business Science**
University of Pretoria

PRME Principles for Responsible
Management Education

an initiative of the 

**SUSTAINABLE
DEVELOPMENT GOALS**

About GIBS

Our purpose by Interim Dean: Dr Morris Mthombeni

To inspire exceptional performance to make business healthier

As we move forward after the monumental year of 2020, we can all be assured of one thing: 2021 will continue to challenge governments, organisations, leaders, teams and employees. The after-effects of 2020 will be felt in boardrooms and factories the world over, driving new ways of working, spurring on greater intra-industry collaboration and necessitating the repositioning of business structures and workflows.

Our role as a leading business school from Africa in this changing social and business landscape has never been more essential as we can provide both the anchor and the beacon that will guide students and the broader business community into a prosperous future.

The SDGs factor strongly in how we approach the shifts taking place around the world, from the issue of Decent Work and Economic Growth (SDG8) to Responsible Consumption and Production (SDG12). Our lens in responding to the global crisis in 2020 must be to think about short-term responses to challenges as well as long-term opportunities. We recognise that we have a responsibility to assist our students and clients in addressing the health of their careers and their businesses, because only when careers and business are healthy can we begin to inspire our students, alumni and their businesses to flourish.

The closure of companies around the world has underscored the critical nature of business as a force for good and as an essential component in ensuring the well-being of humanity. At GIBS we have a vital role to play in helping businesses and our clients to improve the health and longevity of their organisations at this pivotal time. While the world around us may be changing, we continue to believe unwaveringly in the higher purpose of business and its critical importance to the functioning and health of society. This is why, in the years ahead, we will continue to partner with our clients and students to learn from the events of 2020 and to position themselves to effectively and strategically shift their businesses in the face of unprecedented disruption.

As a school, we stand for improving society. Our ongoing focus is on significant and continual improvement to responsible individual and organisational performance. We are also evolving all the time. As we are living through a time when we must continue to learn from the past and prepare for the future. In the face of unprecedented change on a global scale, it is equally important that as leaders in business and society we have the competencies to learn in the present in order to lead effectively in a changeable today. At GIBS, our role is to help companies and individuals seize this moment to shift, strategically, towards a new tomorrow. We are passionate about guiding businesses



and individuals through shifting landscapes, equipping them with the tools to navigate change and embedding the strategic and ethical depth required to mould impactful and socially responsible companies.

External awards and recognition

In 2020, The Gordon Institute of Business Science (GIBS) was again **ranked as the top South African and African business school for executive education by the *Financial Times* in their Executive Education 2020 Ranking**. This marks the 17th year in which the school has consistently been ranked among the top 50 best executive education providers globally. GIBS is now ranked at number 38.

GIBS was also profiled by the UK's *Financial Times* in November 2019 as **one of the world's leading business schools assessed on sustainability, ethics and social purpose in its MBA core programme**. It was also recognised as the most gender-balanced in the ranking.

Former Dean, Professor Nicola Kleyn, commented on the recognition: "We believe that ethical and socially-aware decision-making deserves to be addressed as both a stand-alone course and woven through our curricula. Having our MBA programme recognised on this global platform is encouraging as we strive to play a role in developing impactful leaders with sound ethical grounding who will lead responsibly."

She added, "We appreciate the recognition once again by the *Financial Times*. Our focus remains on producing graduates who well versed in ethical and responsible leaders who can make a real difference to their organisations and the country."

The GIBS community

The Gordon Institute of Business Science (GIBS) is the graduate school of business of the University of Pretoria (UP), one of the largest residential universities in South Africa. GIBS functions within the University as a separate school, with a dedicated campus in Johannesburg.

The **Vice-Chancellor and Principal**, Professor Tawana Kupe, is the Chief Executive Officer of the University. Under his leadership, **UP** has become more focused on its relevance to societal needs and making a positive difference at multiple levels, in local communities, in South Africa and in Africa. Professor Kupe describes UP as an African Global university and proudly welcomes students, faculty, researchers, public sector leaders and private sector leaders to the new facilities at UP that opened in the past two years.

UP has created four transdisciplinary facilities to enable partnerships and drive action-oriented initiatives towards the SDGs and Agenda 2030. These are the **Future Africa** institute and campus opened in 2019, the **Javett Art Centre**, the new **Engineering 4.0** facility for the development of sustainable, smart transportation networks supporting social and economic development, and the **Innovation Africa @ UP** research and investment platform for sustainable development research directed at national and African needs.

“Our actions are achieved through our transdisciplinary focus, covering all the dimensions of sustainable development – economic, social, the environment and governance, together with our institutional networks and partnerships,” says Professor Kupe.



Professor Tawana Kupe and Dr Morris Mthombeni

The focus on the SDGs is a place of mutual interdependence between the GIBS and UP strategic priorities; a place of multiple connections and growing interaction and joint action. Much of GIBS' success can be attributed to its sense of a greater purpose, more than just producing exemplary businesspeople. Commenting on the 20th anniversary of GIBS in 2020 and looking to the future, Professor Kupe said:

“We believe that our university has a transformative role to play in South Africa, in Africa and globally. GIBS is key in our quest to transform society, especially given how profoundly technology is disrupting business.”

Dean Nicola Kleyn hands over the baton

In mid-2020, amidst many other transitions, **Dean Nicola Kleyn** handed over responsibility to Interim Dean Morris Mthombeni. In recognition of the work that Nicola did to promote PRME and PRME Champions at GIBS, Morris Mthombeni recognised the progress towards embedding the SDGs during her tenure. He explained in his first Dean's Note in Acumen online magazine that:

One of the highlights of Nicola's tenure as Dean has been the entrenchment of the United Nations (UN) Sustainable Development Goals (SDGs) into our curricula, teaching methods and practices. GIBS was a UN Principles for Responsible Management Education champion in 2018-2019, which serves us well now as we confront the importance of two core SDGs: Good Health and Well-being and Quality Education. While all 17 of the SDGs are important, the outbreak of Covid-19 has highlighted the overarching importance of these two goals. The pandemic has exposed significant public health gaps, the inequality of poverty and poor infrastructure, the risk of greater spread in underserved communities and, on the education front, the tremendous disadvantages of poorer students.

Nicola is an advocate for diversity and inclusion, gender equality, safe and inclusive workplaces. This was demonstrated in so many ways, but none more clearly than in early 2020 when she launched the Feeling Safe @GIBS initiative in solidarity with the national campaign and activism for no violence against women and children.

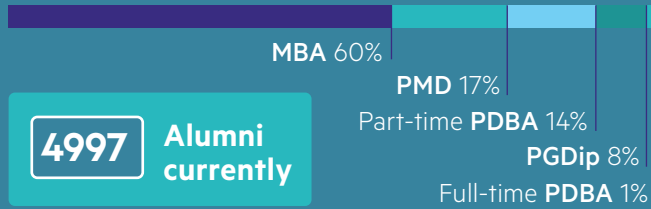
GIBS alumni community

The GIBS Alumni community consists of all the Postgraduate, Masters, and Doctoral graduates of the school since its opening in 2000. The GIBS Alumni Office engages with over 4900 alumni from our GIBS academic programmes, of which 60% graduated from the MBA and 40% from other academic programmes. The alumni are employed in various sectors, primarily in executive and senior management positions. The influence and impact of the GIBS programmes are seen across the world, as seen in the graphic below.



GIBS Alumni

The GIBS Alumni Body consists of all the DBA, MBA, PGDip, PDBA and PMD graduates of the School since its opening in 2000.



4997 Alumni currently

Top five industries



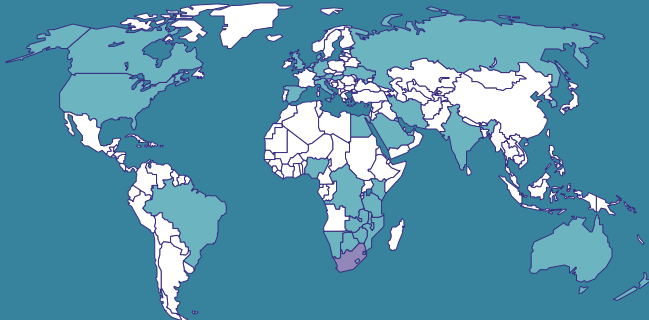
Financial Services • Services
• Media & Telecommunications
• Mining Metals & Minerals •
Information Technology

GIBS Alumni worldwide

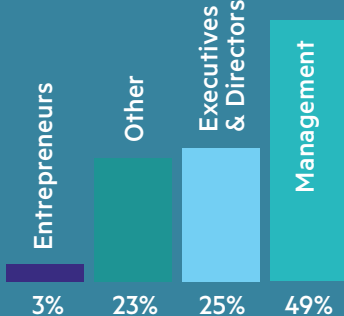
Reside in South Africa



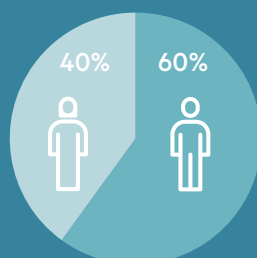
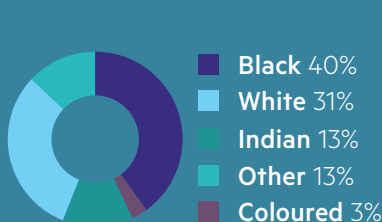
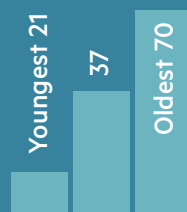
Reside in these other countries



Positions



Average age of alumni



GIBS by numbers



Accredited peer-reviewed journal articles



Books or chapters in books



Executive MBA rankings



5,586

Total number of students graduated to date



Case studies



Conference contributions

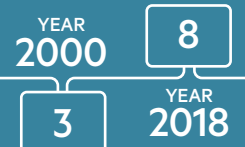


500+

Number of forums

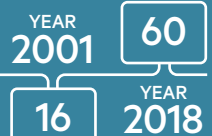


Number of academic programmes

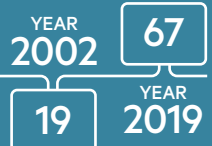


Executive education

Custom programmes



Open programmes (1,865 delegates)



Aims and structure of the 2019.20 GIBS SIP report

The process of developing the GIBS 2019.20 SIP report involved four main steps.

The principles on which the report is developed and the changes we have made from prior year reports were directed by a much closer read of the PRME SIP policy. We would like to acknowledge that the new GIBS reporting process is inspired by the work of other PRME schools whose reports have provided us with examples of excellence and innovation. In addition, the PRME [Blueprint for SDG Integration](#) was also a source of ideas for the assessment tool.

It is important to note that the new reporting process, assessment and outcomes still need much refinement. The 2019.20 period acts as a **benchmark** for future reporting and it is a checkpoint in an ongoing process. All aspects of the reporting process need refinement and improvement and these are reflected in some of our objectives for the future.

Principles and process design

The primary change was to think more systemically and present an assessment of progress; to focus less on descriptive material of what has been done well and more on the assessment of progress; more on the outcomes and the way forward and less on past success stories. It also meant articulating **some practical actions and key learning points**, as well as **future directions and areas for improvement**.

This adjustment to the aims of the report required that **a design and new process** for developing the SIP report were needed, as well as thinking more about what and how to communicate outcomes. The process does not, nor does it claim to, follow the rigorous steps of academic research, but it is based on certain principles:

- An integrated reporting process.
- An evidence-based report using both quantitative metrics and qualitative material.
- Selection of relevant evidence, focusing on usefulness rather than quantity.
- A logical and systematic process of data gathering and analysis.
- An assessment and outcomes based on the analysis of the evidence.
- Objectives for the future based on the assessment.

First, it meant designing a process to meet various **internal and external reporting requirements**. The process applies the GIBS strategy so that the structure of the report is directed by GIBS activities as a whole and not only SDG-related activities. It aims to put our PRME activities and other SDG-related work into context. While the process is described as integrated, it does not follow, nor does it purport to follow, the global GRI reporting standards. What it aims to do is integrate reporting on SDGs and SDG-related activities in multiple ways in order to align:

- existing internal GIBS reporting processes;
- annual reporting requirements on sustainability from the University of Pretoria;
- PRME reporting every two years; and
- various accreditation reports as required periodically.

Again, it is important to recognise that this alignment will take time. Refinements and improvements are needed to streamline the process and ensure that the reporting process meets the different needs of the different reporting requirements. This integration is a work-in-progress.

Second, the process of data gathering was **collaborative and involved all areas of the school**. We chose to gather both quantitative and qualitative data. The inclusion of key metrics is an important addition to the report this year. A template was developed for the quantitative data so that the data from each area was comparable. The principle here was to work with what is already available, rather than set up new requirements or a separate reporting process. The process will operate within the existing GIBS reporting structures under the ownership of the Executive Director: Dean's Office, Administration.

An issue that required careful consideration was the accuracy and comparability of the data and this is an ongoing conversation as we continue to improve the metrics. As we do so, the assessment and outcomes will become more useful. We recognise that at this early stage, the assessment tool only provides indicative outcomes, and we will improve it in future reporting periods to identify trends and make comparisons between one period and the next. Ongoing improvement will increase the relevance and usefulness of the assessment for both internal and external reporting purposes.

Third, the process of analysis used the quantitative and qualitative evidence to **assess the level of SDG integration**. We called this assessment tool a Maturity Model and we used it to assess progress from two perspectives. The one assessed the level of integration from the perspective of the GIBS strategic areas. The other assessed the level of integration from the perspective of the GIBS mission statement and related key narratives.

The assessment was conducted systematically using a set of criteria or characteristics for each level of the maturity model. The assessment process was iterative and involved a process of comparison of the evidence against the criteria, checking the usefulness of the evidence, questioning the allocation of each dimension against the criteria. The evidence presented includes a range of examples from different areas of the school to demonstrate the range of SDG-related activities and to support the assessment of the level of integration. From this, a collective decision was made on the positioning of each dimension on the maturity model, confirming that the choice was substantiated by the evidence, so that the outcomes are credible.

While we cannot claim, and do not wish to claim, that the outcomes have been objectively assessed, we would like to demonstrate that we have followed a systematic process, we have been transparent about the process and the areas for improvement, and we hope that by sharing our thinking and actions other PRME schools will find our experience useful and will engage with us to continue to improve the quality and content of our SIP reporting.

The revised reporting process

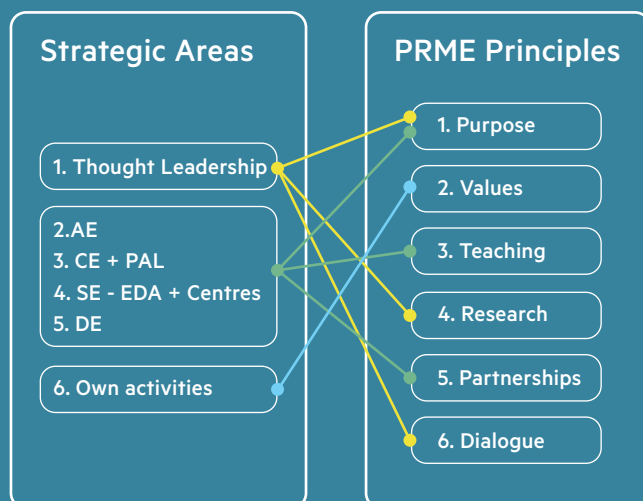
Step 1:

Aligning the reporting process to GIBS strategy and the PRME principles

The design and structure of the data gathering and analysis processes were driven from internal reporting as well as external reporting requirements, the interconnections of the GIBS strategy and to the PRME principles formed an important first step.

The GIBS strategy includes three main pillars. The first of these is thought leadership, which includes research and other events such as dialogues, forums, seminars and webinars. The second is education and this comprises academic education, corporate education, social education, and digital education. The third pillar is our own activities, the values of the school and what we stand for as an institution of learning. These are the values that are embedded into all that we do and that drive us to continually improve and to make a difference in our societal context, both local and international. Further details of each of the strategic pillars is provided in the sections that follow.

The following diagram demonstrates the multiple connections between the PRME principles and the GIBS strategic areas.



A diagram of the multiple connections
Source: By authors

Step 2:

Data gathering

The data gathering process was structured around the strategic areas, which also reflect the internal reporting structure at GIBS and in the case of qualitative data, the GIBS mission statement.

A template was used to gather quantitative data from each area of the school and to record details of each course that included SDG content. Data was kept to the basic details such as the name of the programme and course, the number of students, and the programme and course hours and the number of hours of SDG content. The data was recorded at either two or three levels, namely programme, core course and session/module. Three levels were used for academic programmes, whereas two levels were used for corporate education and social education courses that were not part of a larger programme. This data was analysed by activity. We did not use a key word search and each course outline was checked individually, by someone familiar with the area, to identify the SDG-related content and the SDGs that were targeted.

Qualitative data was requested and uploaded to a central database for easy access and recording keeping. The qualitative data was analysed and, through a combination of inductive and deductive logic, six key narratives were identified, as shown in the figure. It was an iterative process to identify the key themes evident in the data and was conducted for the purposes of this report.



Six key SDG-related narratives
Source: By authors

GIBS mission statement

At GIBS we significantly improve responsible individual and organisational performance, in South Africa and in our broader African environment, through high-quality business and management education.

SDG narratives are aligned with the GIBS mission statement as follows.

1. Responsible individual and organisational performance – leadership development (individuals) and leadership and governance (corporate).
2. Management education and thought leadership focused on decent work, reduced inequalities, gender equality and entrepreneurship, social enterprises, and ethical leadership.
3. How this is done is through the **African Global** reach of the school and its network and through the **partnerships** that faculty and the school continue to develop with other scholars and with other institutions of higher education locally and around the world.

All of these support the aim of having a **significant** influence and/or impact on **responsible performance**.

The diagram is expanded to recognise the multiple connections between the PRME principles, the GIBS strategy and the key narratives related to the GIBS mission Statement.

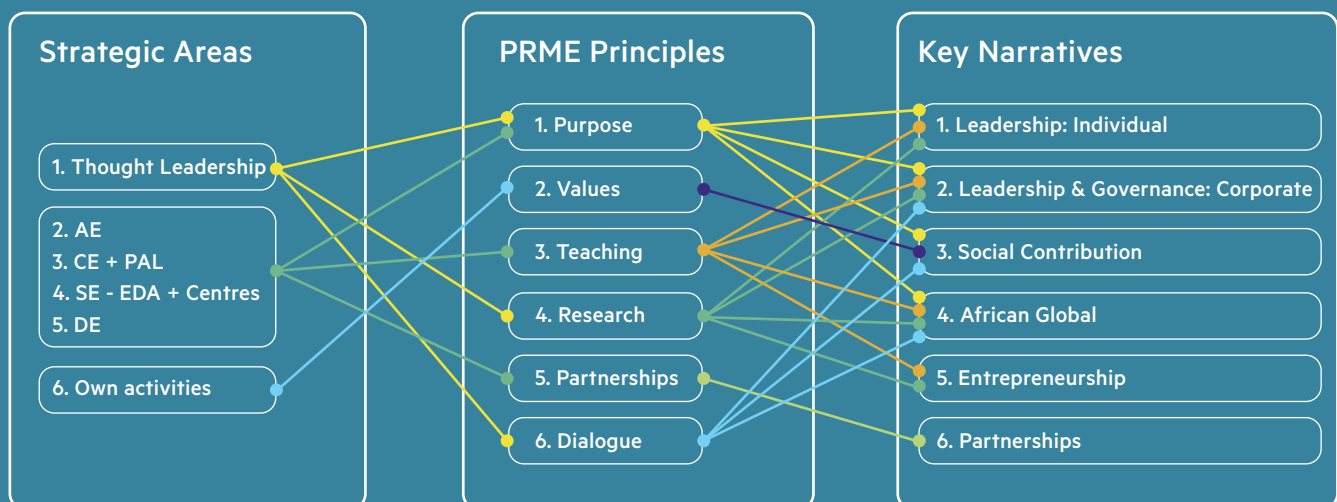
Step 3:

Practical actions towards integration of the SDGs - evidence from six key narratives

The selection of qualitative material was deliberate and purposive. They are illustrations of practical actions from which we could extract learning points.

- i. Specific examples were selected to illustrate and support the broader narratives and the type of activities and initiatives that were undertaken in the 2019/20 period.
- ii. The selection process was again an iterative process. The evidence selected for each narrative was limited to three and a maximum of four examples.
- iii. Examples were selected from different areas of the business to demonstrate the variety of initiatives and also to provide evidence to support the assessment of outcomes.
- iv. Evidence was selected for its diversity, both long standing and new initiatives, and also for its usefulness as examples where we could extract learning experiences.

The report therefore provides more than descriptions of key initiatives. It provides a summary of practical actions and key learning points for implementing and/or extending SDG integration. Where these are known, we have provided indications of future direction and areas for improvement or indeed a continuation of initiatives that are working well.



A network diagram of the interconnections
Source: By authors

Step 4:

An assessment of outcomes - a maturity model approach

The idea of a maturity model was based on the principles that:

- different initiatives are at different levels of development, some more advanced than others;
- a maturity model self-assessment allows for comparison of different activities and highlights both the areas and the extent of improvements required; and
- a maturity model is a progression of levels and each level includes the prior levels.

The stages of the PRME SDG Compass are iterative and include compliance, defining priorities, deepening and broadening activities and continuous improvement. This provides a foundation for building a maturity model assessment tool. A fifth stage is added to include building external networks and growing influence and impact.

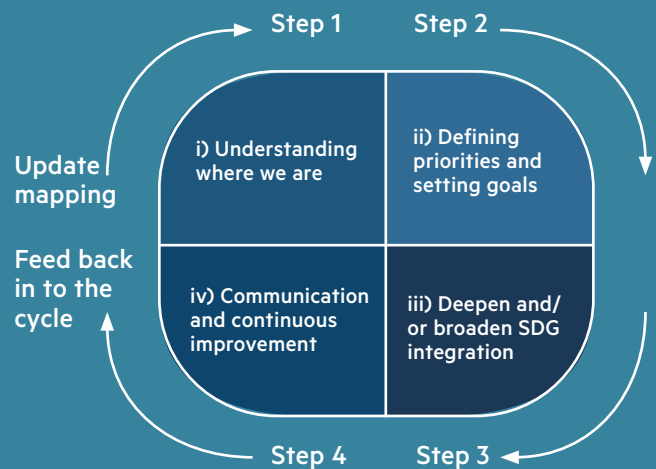
These five stages have been translated into five levels of maturity as shown in the GIBS SDG Maturity Model framework.

- Interest – instrumental
- Engaged – intrinsic interest
- Innovative
- Integrated
- Inspiring – influence and impact

The framework below incorporates the PRME SDG Compass with these five levels and positions the PRME principles, the GIBS strategic areas and the key narratives as the material to be assessed. The expected outcomes of the maturity model assessment are to highlight areas for further development and for those outcomes to be taken forward into the specific objectives for the next two-year period.

This provides a logical progression and continuity from the current evidence of progress, to the assessment of that evidence, and then to the commitments going forward.

Systematic process to achieve SDG integration



The PRME SDG Compass
 Source: PRME (2020). *Blueprint for SDG Integration into Curriculum, Research and Partnerships*. p. 23.

Maturity Model

1. Interest

2. Engaged

3. Innovative

4. Integrated

5. Inspiring/Impact

STRATEGIC AREAS

1. Thought leadership
2. AE
3. CE + PAL
4. SE - EDA +Centres
5. DE
6. Own activities

PRIME PRINCIPLES

1. Purpose
2. Values
3. Teaching
4. Research
5. Partnerships
6. Dialogue

KEY NARRATIVES

1. Leadership: Individual
2. Leadership & Governance: Corporate
3. Social Contribution
4. African Global
5. Entrepreneurship
6. Partnerships

1. Compliance

2. Defining priorities

3. Deepen + Broaden

4. Continuous improvement

5. Building external network + impact

2 Year Commitments

The next step was to describe and differentiate each level. The table below sets out the characteristics of each level, with an example. Each level is progressive and builds on the prior level. It is also possible to move both up and down the levels over time.

	Level	Characteristics	GIBS Examples
1	Interest	Instrumental – a compliance or regulatory requirement – externally imposed requirement – obligatory Compliance focus	Requirements of the Department of Higher Education. Accreditation requirements
2	Engaged	Intrinsic interest – aligns to organisational values - expected but not actively pursued Defining priorities	Corporate social responsibilities Vision or mission statement Internally mandated tasks such as recycling, waste management, and saving water PRME signatory
3	Innovative	New initiatives and activities designed towards the SDGs – stand-alone – programme specific – faculty specific – course specific – area specific (teaching or research) Focused activity	PG Dip Applied Business Project: A 9-month core course – compulsory for all students in the first year of the MBA programme – syndicate assignment – output is a viable business solution to an SDG problem selected by each team Period: 3 years and more
4	Integrated	Multiple initiatives and activities designed towards the SDGs – across programmes – many faculty – many courses – all areas of the school – SDGs embedded in core programmes. Cumulative and ongoing. Continuous improvement Deepen and broaden	PRME Champions school MBA core courses include case studies on climate change, responsible leadership, socio-economic issues, shared value. Period: 3 years and more. MPhil Corporate Strategy core course on strategic foresight includes business purpose, role of business in society, sustainability and strategy. Period: 2 years
5	Inspiring	Activities are externally recognised Building external network and impact	External recognition from reputable sources: Accreditation bodies AACSB Innovations that Inspire Awards Times Higher Education ranking

Characteristics of each level in the maturity model
Source: By authors

Conclusion

The 2019.20 report is an assessment of the progress that GIBS made in this reporting period towards integrating the SDGs. This benchmark period and the maturity model assessment can be used for future reporting of progress. In this report we comment on key milestones and achievements, but these are qualitative judgements that we aim to operationalise in future based on more specific metrics. As a first attempt at a new reporting format, there are clearly areas for improvement. These are included in the objectives for the next reporting period:

- More regular data gathering and reporting aligned to the GIBS internal reporting cycle (every six months) and the University of Pretoria reporting cycle (annually).
- More targeted data gathering in areas where more evidence is needed to develop the analysis

Key pillars of the GIBS strategy

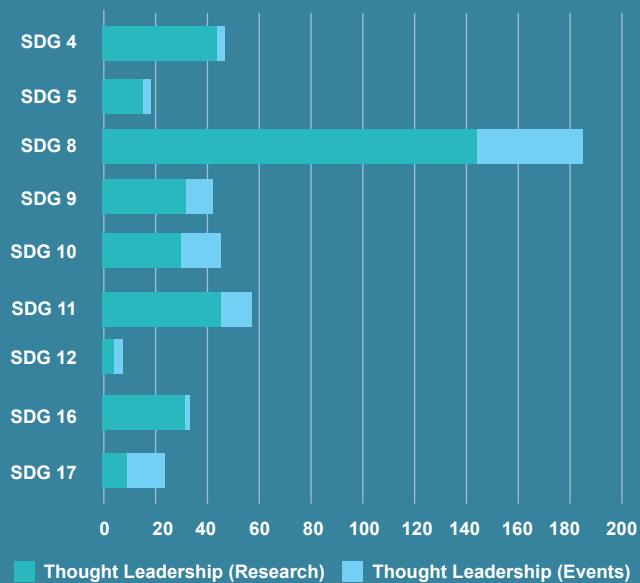
Pillar 1:

Thought leadership

Thought leadership comprises two significant and related areas of activity. Each of these is separately considered as the rate of integration of the SDGs follows a different strategy. The first is research output, and the second comprises three centres of excellence, each of which has a focus on specific SDGs.

In terms of number of activities over the period 2019 and 2020, research output is notable across a number of SDGs, with SDG 8 being most prominent. The centres produce research but also host events such as dialogues, debates and forums, and more recently online flash forums on a range of SDG-related topics.

The graphic indicates the number of activities across nine SDGs for research and events.



Thought Leadership and the SDGs
Source: By authors

1.1 Thought leadership: Research

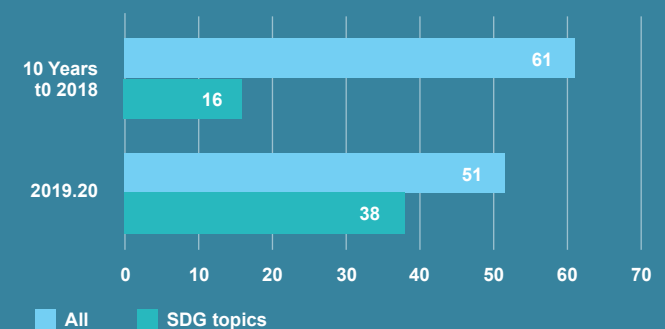
Research covers a range of SDGs, as shown in the graphic. It comprises publications in peer reviewed journals, conference papers, white papers, books and book chapters. Research output for the purposes of this report is analysed into specific SDG-related topics.

SDG-aligned research outputs by quantity and type for the 2019.20 period

Type	Quantity
Journal articles	65
Conference papers	37
Case studies	38
White papers	8
Books and book chapters	24

Case writing

A key area of expertise that GIBS has been pursuing for over 12 years is publishing teaching cases. Cases are published by Ivey Publishing and by Emerald Publishing at Emerald Emerging Markets Case Studies. The growth in overall cases and in SDG-related cases is shown below with the output of the first 10 years of case writing compared to the current two-year period, 2019.20. The growth in 2019.20 can be attributed to a specific investment of skills and resources into the establishment of the GIBS Case Study Hub in September 2019 and the targeting of a series of mini-cases on Covid-19 in 2020. Other case topics in the 2019.20 period explored topics such as social enterprise, creating shared value, women entrepreneurship, servant leadership, employment equity, profit and purpose, anti-corruption and social inclusion.



Teaching cases: growth in output in 2019.20 period

Research publications in top ranked peer reviewed journals

In the Appendix, a selection from the 65 publications provides some excellent examples of faculty publishing on SDG-related topics.

White papers and reports

A selection from the published white papers and report is provided in the Appendix and includes some excellent examples of faculty publishing on SDG-related topics.

1.2 The Centre for Leadership, Ethics, and Dialogue (CLEED): SDG16 – SDG8 – SDG11



The purpose of the centre is the advancement of democracy, development and governance through cross-sectoral engagement. CLEED was established some 15 years ago and GIBS has since developed a reputation as a safe environment for convening parties from the public sector, civil society and the business community. CLEED provides a platform for thought leadership and stimulating closer collaboration between multiple stakeholders from various sectors in society. **The centre was repositioned in 2019 to address three major strategic themes.**

1. Economic Growth and National Competitiveness.
2. Good Governance and a Culture of Ethical Leadership; and
3. Strategic Foresight for National Development.

1.3 The Centre for African Management and Markets (CAMM): SDG8 – SDG 9 – SDG11



Established in late 2018, CAMM conducts research into the markets and management philosophies of African countries and companies, while fostering dialogue and sharing knowledge between stakeholders on the economies of the continent. CAMM aims to better understand the divergent extremes of the Africa narrative and the complexities and subtleties in-between that may help to explain them.

1.4 The Centre for Business Ethics (CBE): SDG16 – SDG17



CBE convenes and facilitates discourse on some of the most pressing topics affecting South African business and society. Forums are where we host high-profile leaders to discuss topical issues and invite the public to participate. During 2020, these were held online as part of the GIBS series of Flash Forums. Our private dialogues serve more as a safe space, where Chatham House rules are strictly applied to high-level dialogue between business leaders and a diversity of stakeholders. These are designed to foster understanding as an antidote to the polarisation afflicting South Africa at all levels.

1.5 Thought leadership: Events

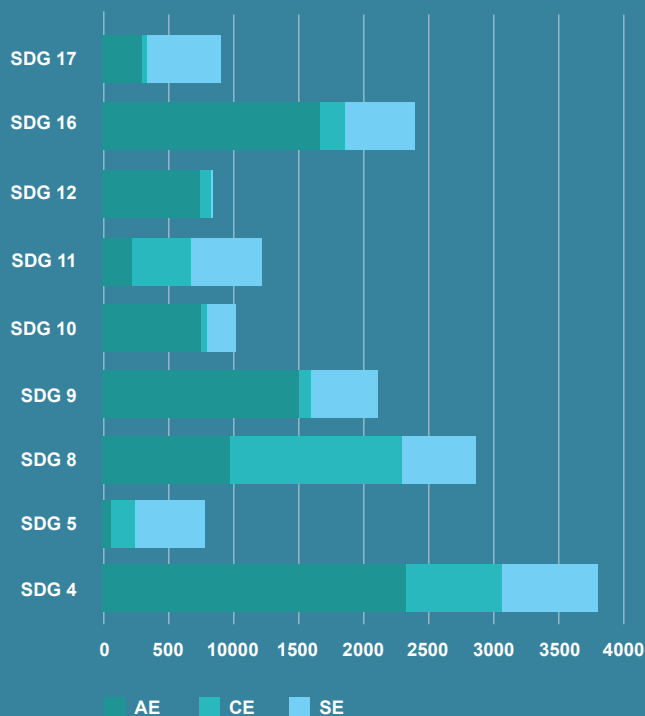
A selection of the events hosted during the 2019.20 period is provided in the Appendix and are excellent examples of GIBS events focused on SDG-related topics.

Pillar 2:

Postgraduate Education: SDG 5 - SDG 8 - SDG 16 - SDG 17

GIBS offers academic education, corporate education, social education and an increasing portfolio of digital education programmes.

The graph shows the number of students who engaged with each of the SDGs and whether they were participating in AE, CE or SE courses in the 2019.20 period. It should be noted that where a course covered more than one SDG, then in this analysis, the student have been counted in the totals for both of those SDGs. As a consequence, these numbers cannot be aggregated or compared to the actual number of students or delegates who attended AE, CE and SE courses. Rather, the purpose of the graph is to indicate the scope of student engagement across a range of SDG-related topics.



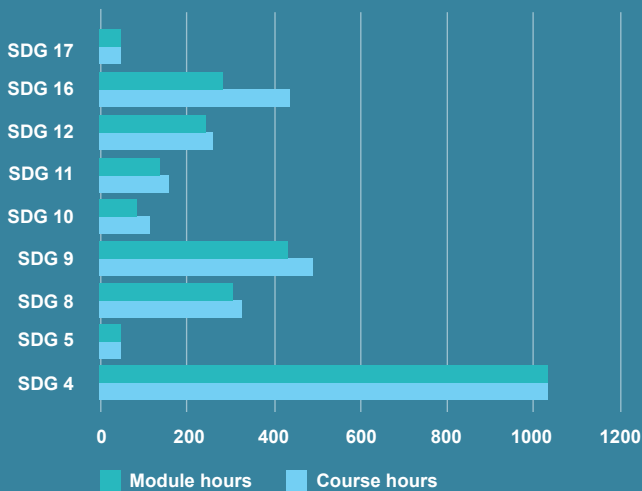
Number of students engaged with each SDG
Source: By Authors

2.1 Academic Education (AE) includes a range of Masters degrees, including an MBA with a range of formats, and MPhil programmes with specialisations in international business, corporate strategy and change leadership. The school offers doctoral level qualifications including a Doctor of Business Administration (DBA) and a Doctor of Philosophy (PhD). Academic programmes also include various postgraduate diplomas in general management and business administration, with a focused programme for recent graduates looking for early career advancement.

For the first time in 2020, we used a template to gather data about the SDG-related content in AE programmes for the 2019.20 period. This included the course name, number of students, courses that included SDG content, the modules with SDG-related content, the hours allocated to those modules, and the SDGs specifically targeted or included in the content. We have not yet been able to obtain comparable data across all programmes and courses offered by GIBS, and this is an important areas for further development. The 2020 exercise acts as a benchmark for measuring future progress. It should be noted that specific numbers are not shown on the graphs as this would suggest a level of accuracy that is not yet warranted. However, the analysis is based on actual data that has been systematically gathered and an audit trail has been maintained. This also applies to the analysis of CE and SE.

The graph shows the number of hours related to each of the SDGs (these have been called SDG hours), for AE courses in the 2019.20 period. It should be noted that where a course covered more than one SDG, then in this analysis, the hours have been counted in the totals for both of those SDGs. As a consequence, these numbers cannot be aggregated or compared to the actual number of teaching hours of AE courses. The purpose of the graph is to indicate the scope of AE courses across a range of SDG-related topics.

To put this into perspective, of the 38 AE programmes in 2019.20, 30 had SDG-related content in core courses. This amounts to approximately 18% of total AE teaching hours.



Academic Education: SDG hours (by module and by course)
Source: By Authors

2.2 Corporate Education (CE) is a sizeable portfolio and serves a large number of corporate and institutional clients with requirements for customised leadership and management development programmes. These CE programmes include:

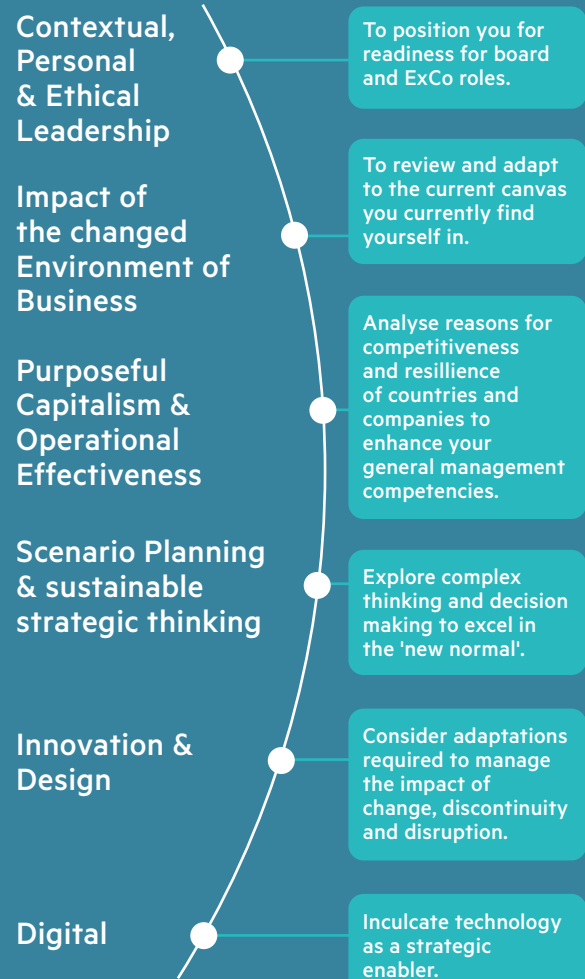
The **Global Executive Development Programme (GEDP)** is run in partnership with international business schools in the Far East, the USA, Singapore and India. It aims to build future-fit, responsible leaders who can take their organisations to higher levels of growth and success in a global economy.

GEDP over the years



GEDP focus areas

Individual > Team > Organisation > Country



As is shown in these extracts from the course outline, the GEDP focuses on key SDG-related topics such as ethical leadership (SDG 16), purposeful capitalism, sustainable strategy, as well as complexity thinking and innovation.

The **Harvard Business School: Senior Executive Programme Africa** is a partnership of Harvard faculty with GIBS faculty to deliver a programme aimed at equipping Africa-based leaders with cutting edge leadership, strategy and innovation skills applicable across Africa and beyond. In 2020, this programme was delivered online.

Leadership programmes include the **Nexus Leadership Programme**, introduced in 2002, which offers an adaptive and transformative leadership experience, leveraging diversity and inclusivity in the South African workplace. **Leading Women** is a programme is about creating opportunities for women, who are already leaders in their current spheres of influence, to deal with a changing world and to develop their skills in a diverse and inclusive environment. **Leading in a Digital Economy** is for leaders who need to equip their organisations to navigate Industry 4.0 and who need to be well versed in digital trends and disruptive technologies that are shifting and shaping the way organisations craft strategy and compete both locally and globally.

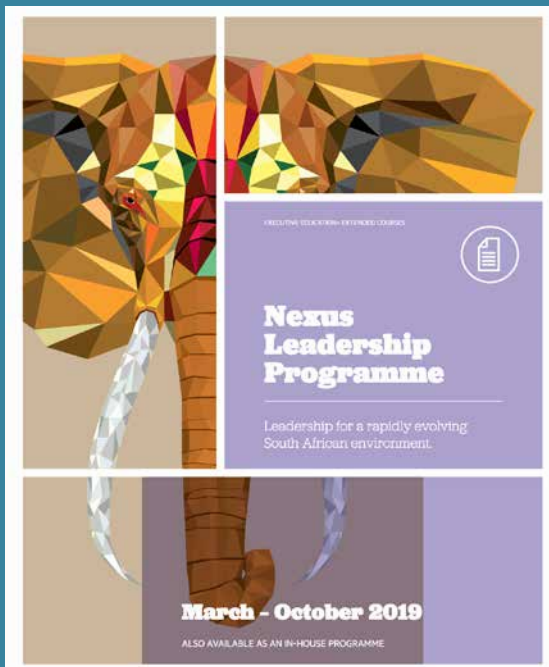
Personal and Applied Learning (PAL) is an important focus of the GIBS Corporate Education portfolio and was established in 2014. GIBS PAL employs best practice approaches in the design of personal learning processes, delivered through experts. This can be

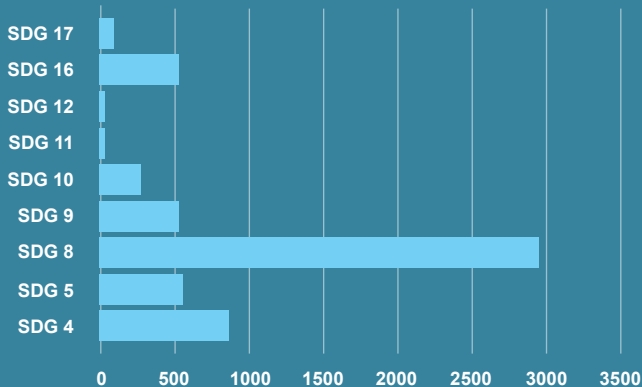
approached through one-to-one methodologies like coaching, and through interactions with others (group coaching) or that focus on an individual's role in team performance (team coaching or ALP: Action Learning Processes). Coaching has been integrated to support GIBS MBA and Doctoral programmes and is employed in 95% of GIBS custom and open programmes.

A similar data gathering exercise was conducted for CE programmes run in the 2019.20 period and the graph shows the outcomes of this exercise.

The graph shows the number of hours related to each of the SDGs (these have been called SDG hours), and whether they were participating in CE courses in the 2019.20 period. For CE, only course hours are shown as there is no clear distinction between a course and a smaller unit of analysis such as a module within a course. It should be noted that where a course covered more than one SDG, then in this analysis, the hours have been counted in the totals for both of those SDGs. As a consequence, these numbers cannot be aggregated or compared to the actual number of teaching hours of CE courses. Rather, the purpose of the graph is to indicate the scope of CE courses across a range of SDG-related topics.

A total of 43 out of 336 CE courses and programmes in 2019.20 had SDG-related content, amounting to approximately 30% of total CE teaching hours.





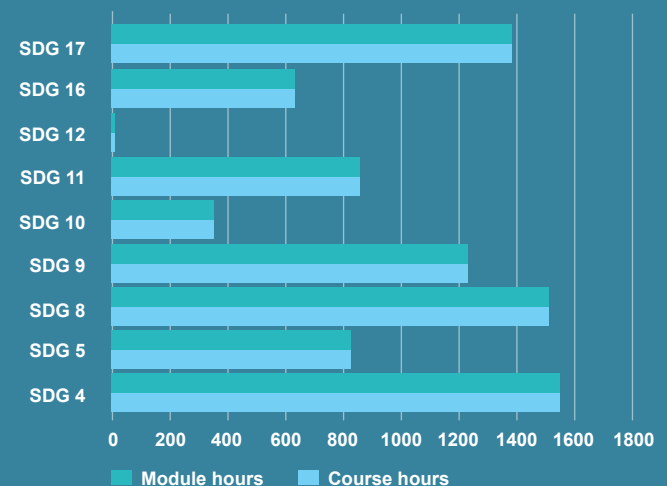
Corporate Education: SDG hours
Source: By Authors

2.3 Social Education (SE): Over the years GIBS has built a substantial portfolio in Social Education, offering both customised and open programmes. Most notable is the Entrepreneurship Development Academy, combined with education for entrepreneurs that is offered in various forms.

A similar data gathering exercise was conducted for SE programmes run in the 2019.20 period and the graph shows the outcomes of this exercise.

As with AE and CE, the graph shows the number of hours related to each of the SDGs (these have been called SDG hours), and whether they were participating in SE courses in the 2019.20 period. For SE, both course and module hours are shown, but until or unless we can analyse the course material in more detail, we are unable to distinguish the difference between the two levels. It should be noted that where a course covered more than one SDG, then in this analysis, the hours have been counted in the totals for both of those SDGs. As a consequence, these numbers cannot be aggregated or compared to the actual number of teaching hours of SE courses. Rather, the purpose of the graph is to indicate the scope of SE courses across a range of SDG-related topics.

All of the 16 SE programmes offered by GIBS in 2019.20 had SDG-related content.

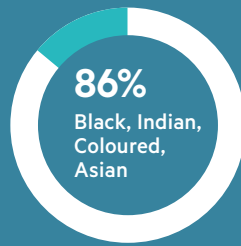


Social Education: SDG hours (by module and by course)
Source: By Authors

The Entrepreneurship Development Academy (EDA) was established in 2014 and is the heart of entrepreneurial development and thinking at GIBS. It is a pioneering and stimulating environment for small and growing enterprises, building and regenerating entrepreneurial spirit amidst a culture of innovation and social change. The Academy specialises in understanding entrepreneurship, enabling business owners to understand the environment within which they work and thrive. EDA works with entrepreneurs in both the formal and informal sectors, at various stages of their business development, from

start-up through to high-impact growth. The EDA programmes rely mainly on grant and foundation funding and over 2 700 small business owners have been beneficiaries of such funding. The Academy has an extensive research portfolio, leading the first national mapping study of social enterprises in South Africa, and with numerous publications in the green economy, social and youth entrepreneurship.

EDA Facts and Figures



R3.2bn The total value of all revenue from the businesses that the EDA has worked with

10 The number of years of running the Social Entrepreneurship Programme

600+ delegates enrolled in SEP

We operated in all **9** provinces of South Africa

3600 businesses
The average participant owns 1,5 businesses. Effectively, we have impacted over

Education diversity Our programmes have impacted participants with no formal education through to participants with doctoral degrees.

International participants across SADC

50% of beneficiaries are 35 years old or younger

2300+ programme participants to date

~50 programmes run so far

Almost 17000

South Africans in full-time employment because of businesses that have benefitted from our interventions

Revenue and job impact after 1 year Revenue increased by 45%
Staff increased by 30%

Two leading publications profiling innovative South African Social Enterprises: *Disruptors* and *Disruptors 2*

EDA 2020: Facts and Figures
Source: GIBS EDA

The Social Entrepreneurship Programme (SEP): This programme has been run each year for eleven years. Social entrepreneurs blend the lessons from business with the diversity and complexity of social values, and in the process pursue opportunities for change. They seek long-term sustainability, while simultaneously combining the pursuits of purpose and profit. This programme uses action learning projects to explore the complex challenges of social change, innovation and financial stability. Eighty percent of SEP delegates go on to implement the projects that they have developed into their own businesses.



2019 Finalists for the Annual Festival of Ideas Competition: Putting a spotlight on sound business ideas that drive a social or environmental change

Every year the GIBS EDA runs the **Festival of Ideas** pitching contest. The festival casts the spotlight on sound business ideas that drive a social or environmental mission to achieve social change. Aspirant social entrepreneurs have the opportunity to pitch their unique social or environmental business ideas to a panel of experts for a chance to win spot cash prizes. Candidates send a two-minute voice note of their idea on WhatsApp. There is a short list of 50 candidates who are invited to attend a **Pitching for Funding Workshop** held at GIBS. A second shortlisting takes place and 12 candidates are chosen to pitch to funders at the main event.





Developing women entrepreneurs

Women entrepreneurship programmes are a strong component of the work at EDA and 70% of the businesses that EDA works with are owned by women. Some examples are noted here.

In October 2020, the GIBS EDA in conjunction with the French Embassy in South Africa launched a new customised 6-month training programme for 50 women entrepreneurs from different sectors in the economy. It supports the South African national focus on **promoting women's economic inclusion** and the French Government's initiative to support the development of entrepreneurial networks.

Leading Women is a year-long programme for women at a senior management level and aims to create opportunities for women, to develop their ability to lead with confidence and purpose, and to build their agency.

Digital Education: GIBS has embarked on a major transition towards being digitally led across its core markets. The digital education pillar supports and informs what we do in academic education, corporate education and social education.

The process of building a digital ecosystem with key partners is underway as we extend our current markets into Africa and beyond. This transition involves new digital offerings to complement the existing GIBS value proposition, to extend delivery and improve learning outcomes.

Pillar 3:

GIBS Corporate Citizenship

In its own activities at the school and in partnership with faculty, staff and alumni, GIBS maintains a commitment to societal development through a variety of corporate social responsibility programmes. The GIBS community participates in a variety of community service projects, both through GIBS internal initiatives and in partnership with other institutions. A few of these initiatives are noted below.

4 QUALITY EDUCATION

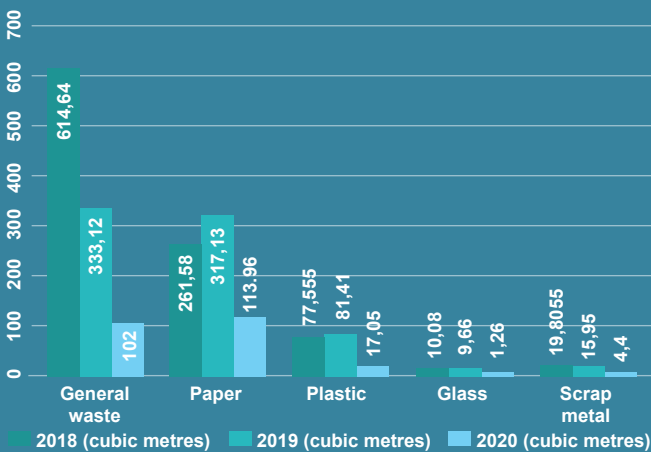


Supporting SDG 4 - engaging with primary and secondary schools

BizSchool: Facilitating the transition from school to work.

Bizschool is a non-governmental organisation that facilitates the transition from school to work for secondary school leavers by addressing the lack of basic business and financial skills. GIBS staff volunteer in the various programmes as presenters and mentors; and others provide monetary donations to Bizschool.

Primary School Engagement Programme: GIBS recognises the importance of investing in the development of basic education institutions and pursues this goal by investing in local primary school education, specifically schools in disadvantaged areas in Johannesburg, through educational and financial support.



Cubic metres of waste handled
Source: By authors



Skills development SDG 4 - enabling staff to reach their full potential

Investment in ongoing skills development is key to GIBS delivering on its commitment to making a meaningful contribution to the transformation of South Africa and the business school's commitment to supporting staff by enabling them to reach their full potential.

Other programmes involving staff and alumni

- Fulufhelo: Supporting alumni-driven CSR initiative
- Take A Child To Work Day: Providing high-school learners with work exposure
- Beatrice Xalisa Bursary Scheme: Providing financial assistance to children of GIBS employees
- Sponsorships and donations: Encouraging philanthropy among staff members through the GIBS 'Give as You Earn Programme'
- Health and wellness programme for staff.



Waste management SDG 12:

A summary of the waste management figures from 2018 and 2020 are reflected in the graph. The trends here are twofold. First the decline in waste from 983 cubic metres in 2018 to 757 cubic metres in 2019. The 2020 figures show a sharp decline due to the closure of the campus, so these are not comparable. Second is the percentage recycled at 58% in 2019 and 62% in 2020. Further actions are needed to increase the % of recycling.



GIBS Spirit of Youth programme 2019

UN Principles for Responsible Management Education

Why PRME is important to GIBS

GIBS has long been committed to the values embodied in the Principles for Responsible Management Education and the UN Global Compact. Currently a PRME Champion, the school actively integrates the PRME frameworks and makes the six principles an integral part of the way we operate.

We understand that our own organisational practices should serve as an example for the values and attitudes we convey to our students

As an institution of higher learning involved in the education of current and future managers, GIBS is voluntarily committed to engaging in a continuous process of improvement of integrating the PRME principles, reporting on progress to all our stakeholders and exchanging effective practices with other academic institutions

PRME principles in summary

- P 1: Purpose:** Developing responsible leaders
- P 2: Values:** Walking the talk
- P 3: Method:** Teaching and learning responsible leadership
- P 4: Research:** Creating sustainable social, environmental and economic value
- P 5: Partnership:** Tackling global challenges together
- P 6: Dialogue:** Convening space for all stakeholders in all sectors



UN PRME Champions meeting in March 2019. Colleagues from 25 schools participated

UN PRME champions

The involvement of GIBS in PRME activities has increased significantly in the past two years and the online networking during 2020 has extended our network of partners and our engagement with other PRME Champions schools, with the Global Compact Network South Africa and with other UN Global Compact initiatives. Two specific activities stand out as highlights during the 2019/20 period.

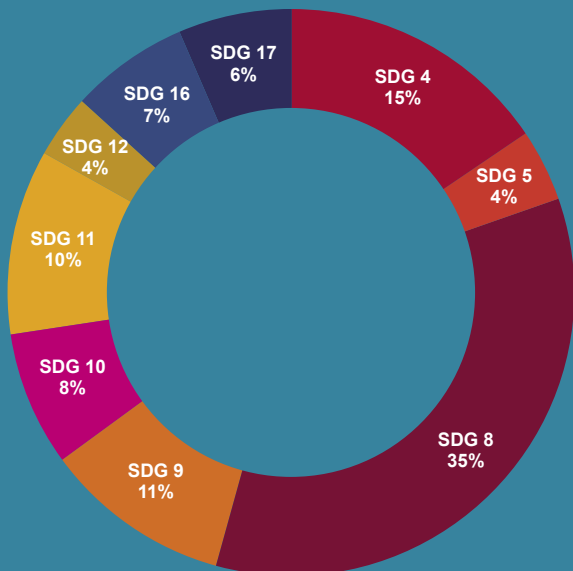
The first was hosting the 3rd PRME Champions Meeting of the 2018/19 cycle at our Illovo campus in Johannesburg in March 2019.

The second was participating in the flagship project to develop the **Blueprint for SDG Integration** into Curriculum, Research and Partnerships, published in 2020.

Practical actions towards integration of the SDGs

This section is organised in two parts. The first presents some metrics on SDG-related activities. The second is qualitative material organised according to the six key narratives and provides the evidence for the assessment of outcomes presented in the next section.

Quantitative data collection centred upon specific information that could broadly be categorised as SDG-aligned activities and processes within the business school. Since we used 'activities' as a metric, it means that for this analysis, not all data points are the same. Activities may include a research article, an event, or an SDG-aligned course or consulting work. While there are different types of activity, this choice allowed us to collect data across all areas of the school. It also provided a foundational overview of how the SDG-related activities at GIBS are clustered. Once the data had been compiled and summarised, it became evident that GIBS essentially covers nine key SDGs, as shown in the diagram.



KEY FOCUS AREAS – 9 SDGs
Source: By authors

SDG metrics

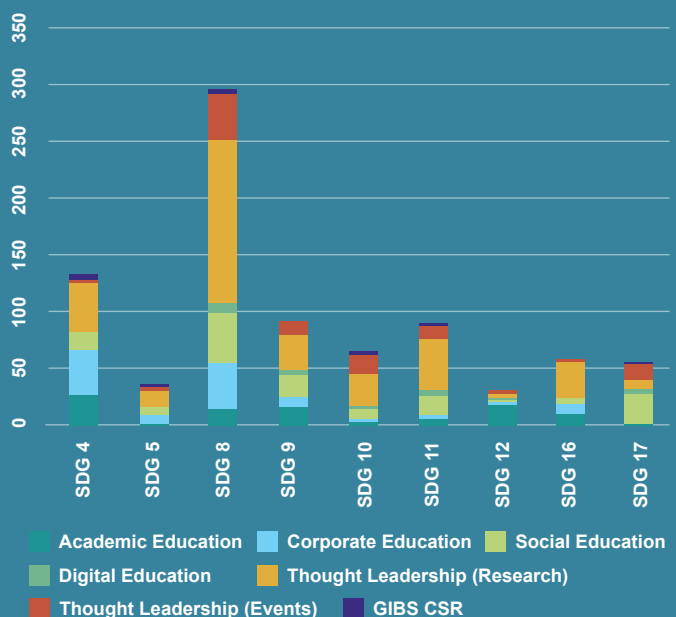
Each of the 9 SDGs was then analysed further into each of the GIBS strategic areas, as shown in the graph below. Thought leadership was categorised into two parts so that research was distinguished from events. While acknowledging the limitations of the analysis, the following observations are made. We see this as a starting point to

understand more about where these 9 SDGs are distributed across the different areas of the school.

The most prominent SDG is SDG 8 (decent work and economic growth). However, in combination the SDG 9, SDG 11 and SDG 12 build on and complement SDG 8. The underlying data also indicates that these four SDGs are found in various combinations in the strategic areas, so that while SDG 12 may not often be the focus of an activity, it may be a related or adjunct subject area.

Research activities are highest in SDG 8 but are evident across most of the other SDGs other than SDG 12 and SDG 17, where research activities are low. This reflects what is known about the areas of expertise that faculty and research associates hold. As a faculty body, there is limited teaching and research expertise on the subjects areas of responsible and ethical supply chains and multi-stakeholder partnerships.

In the case of SDG 17, social education reflects quite clearly, as indeed it does in SDG 8 and in SDG 11. Social education also reflects across the range of the SDGs. Corporate education is strongest in SDG 8 and also in SDG 4. Academic education is reflecting a low level of activity across several of the SDGs, but not all. SDG 5, SDG 10 and SDG 17 are notably very low in academic programmes.



Analysis of activities across the 9 SDGs
Source: By authors

Narrative 1: Leadership development: individual

1.1 Evidence

Social Education

The GIBS Nexus Leadership Programme: Building Inclusive Leaders

Nexus is a transformative leadership programme designed to equip leaders in business, civil society and government with both the self- and the social-awareness to lead effectively in this complex and rapidly changing world. Nexus aims to transform the ways leaders make-meaning of the world around them, enabling them to be more adaptable, more collaborative, and more skilful in engaging with complexity in their personal and professional lives. In the process, leaders' perspectives broaden from more individual concerns to a **focus on the needs and concerns of society as a whole.**

The Nexus programme is based on experiential learning, reflective practice and direct engagement with societal leaders. It is not lecture based. Participants are invited into a series of carefully designed engagements with self, with others and with the broader environment and supported to reflect on these experiences to gain new insight. In this way, the learning of each participant is unique to them.

Academic Education

GIBS created the **Case Study Hub** in September 2019 to improve and enhance case writing and case studies through mentorship and quality control of cases published under the name of GIBS and the University of Pretoria. Professor Albert Wöcke who is lead faculty of the Case Study Hub is the driving force behind this new development. The number of cases has grown over the past 12 years and in the 2019/20 period 38 out of 51 published cases were SDG-related topics. This compares to only 16 out of 61 cases published in the previous 10 years combined.

The GIBS Case Study Hub is producing an increasing number of case studies that are published and used both locally and internationally. GIBS is held in high regard by the top international case clearing houses, who distribute our cases which often replace US-focused cases with African and South African contexts. Business schools across the continent and students in Europe and North America wanting to learn more about doing business in Emerging Markets, Africa and South Africa make use of our cases. The African context provides additional challenges and opportunities that are rarely seen in the developed countries.

Corporate Education

Personal & Applied Learning (PAL) – the business of being human.

The focus of **PAL** is on individual learning and development – **a human experience.**

In 2019 and 2020, the PAL team produced a series of survey reports, guides and white papers. The reports explored the perspectives of the organisation, buyers of coaching services, the coaches, and coachees. The value is in the collection known as The GIBS Coaching Landscape.

Some examples are provided here:

Coaching at GIBS is embedded in a philosophy of learning. This is explained in a report by Amy Moore and Verity Hawarden titled: **Integration - Supporting the Learning Process in Management Education.**

Natalie Van de Veen, Alison Reid, and Natalie Cunningham wrote the report titled: **Guide: How to Implement Effective Coaching Processes within your Organisation.**

As South Africa's leading business school, GIBS' priority is to support business in developing **African leaders.** The authors explain that coaching is a critical tool to do this. As former GIBS Dean, Professor Nicola Kleyn, says, "As we travel a journey of global change, acquiring knowledge and skills is no longer enough for learners of today. Coaching creates the ultimate opportunity to work on building a bridge between who we are and what we want for ourselves in future."

A report that demonstrates the impact of PAL coaching identifies key themes that are reflected in the experiences of delegates. The report by Hannah Botsis is titled: **Coaching at GIBS Impact Report 2020. Narratives of Change.**



An African Approach to Traditional Coaching

2.2 Practical actions and key learning points

- I. Nexus is a programme that has a long track record and was established before the SDGs were introduced and before PRME was established. As a programme that was developed to meet the needs of the society in which GIBS operates, the philosophy of this programme is derived from the core values of GIBS and is attuned to the needs of its social context.
- II. PAL used this period of lower demand to increase online offerings. They developed a series of survey reports and a guide on coaching in South Africa. PAL took action to multiply their outputs to communicate and share their knowledge and experience of coaching and facilitation.
- III. The GIBS Case Study Hub was established after 10 years of building an area of expertise. The investment in additional resources has delivered strong results. It is also important to note that the Case Study Hub focuses on context-relevant topics rather than directly on the SDGs. However, the context of doing business in an emerging market means that many cases have an SDG focus so that the more cases that are published, so the number of SDG-related cases increases. It demonstrates that integrating the SDGs can be an indirect result of a wide, context-specific initiative. In addition, the high number of published cases in 2020 can be attributed in part, to a special initiative to publish a series of mini-cases on the Covid-19 crisis.

2.3 Future directions and areas for improvement

- The Nexus leadership programme is scheduled to run again in 2021.
- Continue to strengthen and build the GIBS Case Study Hub. Another themed series of mini cases in 2021 is in the pipeline.

Narrative 2: Leadership & governance: corporate

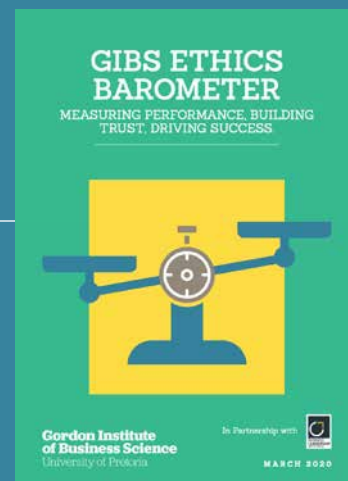
2.1 Evidence



Thought Leadership: Research – SDG 16

The Centre for Business Ethics (CBE) launched the [GIBS Ethics Barometer](#) in late 2019.

Working together with Harvard Business School, a research tool was customised and made relevant to the local South African context. This initiative has become one of our flagship projects, and supports and strengthens our other activities. At the Johannesburg launch Chief Justice of South Africa Mogoeng Mogoeng spoke about [ethical leadership in the South African context](#) and at the Cape Town launch Professor Thuli Madonsela spoke on the subject of creating the new performance standard for world class organisations.



Thought Leadership: Events

Every year GIBS convenes a number of Forums. These create a platform for networking, sharing best practices and learning from the insights of leaders in business, politics, civil society and academia. In 2020 the convening space moved online and the format was called Flash Forums.

An example of GIBS Forum event is Professor Tawane Kupe, speaking in June 2019, on Why Companies Cannot Afford Not to be in Africa – June 2019/. Link is provided [here](#).

Other examples are provided in the Appendix.

Examples of a GIBS Flash Forum are:

Dr Morris Mthombeni and Marius Oosthuizen, in June 2020, discussing Food Security and Vulnerability in SA During Covid-19. Link is provided [here](#).

A conversation in April 2020, hosted by GIBS faculty Dr Zukiswa Mthimunye, on How School Education will be Transformed by Covid-19. Link is provided [here](#).



Thought Leadership: Research - SDG 16

In September 2020, a white paper was published jointly by [GIBS](#) and the [BRG Institute](#). The authors are David Teece, Kieran Brown, Phil Alves, Morris Mthombeni, and Pamela Mondliwa and the report is titled: Firm-Level Capabilities: The Missing Link in South African Industrial Growth Strategy.

The report recognises that the COVID-19 pandemic has accelerated the economic crisis in South Africa and has caused a sharp and rapid deterioration in South Africa's growth prospects. It applies David Teece's dynamic capabilities framework to the South African context and advocates for new thinking to achieve sustained growth and prosperity. Issues such as inclusive and sustainable growth, innovation, poverty, unemployment, and inequality are considered.

This new partnership with the BRG Institute aims to provide tools for firms and policy makers to improve innovation, productivity and competitiveness over the longer term while minimising the economic impacts of COVID-19 in the short run. A critical question for South Africa is how to arrest the decline of the past decade or more and emerge from the COVID-19 crisis on a stronger and more sustainable footing.

The paper concludes that targeted efforts to identify and develop dynamic capabilities in firms will contribute positively to South Africa's economic recovery and longer-term growth.

2.2 Practical actions and key learning points

- i. Partnerships are essential. The CBE and the CLED projects were a combination of local and international collaborations.
- ii. Think big to make a contribution to national and regional imperatives. Work with international scholars.
- iii. Initiatives are often multi-dimensional, rather than once off. The work of the CBE is a combination of activities.
- iv. The CBE initiatives highlighted here have developed over time to build relationships by working together on multiple projects. The relationship with RSB Lab at NTU is a relationship that goes back many years.

2.3 Future directions and areas for improvement

- The future of the Centre for Business Ethics is about building a stronger partnership arrangement with Nottingham Business School, a fellow PRME Champion school, and the [Responsible and Sustainable Business Lab](#) (RSB Lab) and its Director, Professor Mollie Painter-Morland.

Narrative 3: Entrepreneurship

3.1 Evidence



Social Education - SDG 4 - SDG 8

The GIBS EDA runs their annual **Social Entrepreneurship Programme (SEP)**, which is focused on high growth potential social entrepreneurs. This is the only programme run through the unit that is not a bursary or scholarship programme. The programme is running its 15th year with annual intakes of between 50 and 60 delegates receiving one year of training and development. SEP is designed to provide social changemakers and entrepreneurs with the skills, creative thinking and networks needed to tackle the complex social and economic realities of the communities within which they work.

UNDP Entrepreneurship educators programme

A novel programme recently completed by the GIBS EDA was through a partnership (and associated funding) provided by the United Nations Development Programme (UNDP) in South Africa. This programme was dubbed a 'train the trainer approach' and entailed educating a group of small business development service providers. They ranged from incubators and financiers to mentors and consultants. The aim of the programme was **to strengthen entrepreneurial ecosystems locally**.

The **UNDP programme** had various positive impacts, including improved ability to identify high growth ventures; improved use of M&E tools; larger uptake in the use of credible tools to assess small enterprises; and greater knowledge of the entrepreneurial ecosystem for beneficiaries.





Social Education - SDG 13

EDA publications on entrepreneurship and enterprise development are illustrated by two reports.

The first was published in February 2019 and includes two working papers on **Green Entrepreneurship** in South Africa. As Director Miranda Hosking explained: "The green economy presents a sustainable development path geared towards economic growth with a central focus on investments, employment and skills development, while facilitating positive social and economic outcomes. This is echoed in the National Development Plan (NDP) which aims to reduce inequality, unemployment and poverty, while simultaneously transitioning the country to a just society and a low-carbon and climate-resilient economy."

The second was published in 2020 and is a report that profiles **40 entrepreneurs** who have participated in EDA programmes.



Social Education - SDG 12

GIBS is proud to be Editorial Advisors of The ESD Handbook 2020: Business Resilience.

With an economy that was set to shrink by 8% or more in 2020, and more than two million jobs already recorded as lost during lockdown, the need to develop micro, small and medium-sized businesses is now more important than ever before.

How do we intensify our efforts in stimulating the growth and development of SMMEs in order to bring about an inclusive and improved economy?

This question is the crux of this year's Enterprise and Supplier Development (ESD) Handbook.

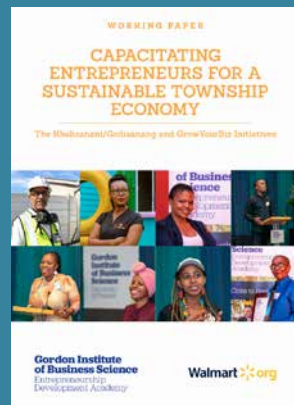


Social Education - SDG 5

In 2018 and 2019 the EDA received funding from **the Walmart Foundation to run a township-based entrepreneurial development programme.**

This was specifically for retail businesses based in townships nationwide. Due to the success of the programmes, further funding was provided for the period 2020/2021. This second wave of programmes **is targeting female business owners, as well as unemployed youth** who may be able to use the skills attained to become self-employed.

The EDA team is deploying further interventions in the Gauteng, Limpopo, KwaZulu Natal, Eastern Cape, Western Cape, and Free State Provinces. Additionally, funding has been made available for a research project which is aimed at understanding how township-based micro-enterprises have navigated the pandemic.



3.2 Practical actions and key learning points

- i. The EDA train the trainer programmes proved to be very successful and have opened a new avenue for social education. Not only were the programmes well received, but also confirmed the need for interventions aimed at strengthening the local ecosystem.
- ii. The more the EDA engages with township entrepreneurs, the more the value of such interventions becomes clear. Key learnings were in programme offerings, as well as data collection. During the pandemic, it was not possible to deliver programmes online and so the team went to great lengths to safely deliver in person with all safety protocols upheld. The programme application and the collection of monitoring and evaluation data also had to be done through door-to-door canvassing and in-person calls.

3.3 Future directions and areas for improvement

- Train the trainer programmes are expected to develop as a new strategic opportunity going forward. Discussions are already taking place to secure further funding to continue this ongoing work.
- There is an ongoing drive to support township entrepreneurs and to serve more township communities by providing opportunities to develop entrepreneurial skills.

Narrative 4: Social contribution

4.1 Evidence

Corporate Education

GIBS faculty participated as mentors in the UN Global Compact (UNGC) **Young SDG Innovators** Programme (YSIP) 2019/20. The video features Dr Motshedisi Mathibe as pictured.

The YSIP programme was launched in ten countries around the world including South Africa in 2019.

Companies that participate are signatories to the UNGC. Each company nominated a team of young SDG innovators, who were high-performing individuals under the age 35. The Young SDG innovators worked together for 9 months on an SDG challenge. They were given support in a number of ways, including training 'camps', a company champion and a mentor. Each team developed a business solution to tackle their chosen SDG challenge. **GIBS faculty acted in the role of mentors to several of the YSIP teams.**

The winning teams participated in the UN Global Compact virtual Global Forum in June 2020 and a further celebration for all South African participants was hosted jointly by the Global Compact Network South and the GIBS in November 2020. This online event celebrated Youth, Business and Innovation by bringing together young business professionals from across the South African private sector showcasing some of the solutions developed during of the 2019-2020 Young SDG Innovators Programme (YSIP).



GIBS faculty member Dr Tshidi Mathibe in a workshop at YSIP South Africa 2019/20



Social Education

GIBS Small Business Survival Toolkit

A series of ten free weekly webinars were created and hosted by GIBS faculty, Abdullah Verachia and Manoj Chiba and the GIBS Entrepreneurship Development Academy (EDA).

In mid-2020, GIBS partnered with the J. P. Morgan Chase Foundation to offer a video series aimed at assisting small business owners to make better decisions during lockdown. This was presented as a series of Master Classes that took place on LinkedIn Live, with recordings posted to YouTube.

The series offered small business owners different ways of navigating the pandemic. Topics varied from personal resilience to understanding the economy. There were over 38 000 views on the video series.



Social Education - SDG 16

The Spirit of Youth Programme

The GIBS Centre for Leadership and Dialogue (CLEED) supports high-potential secondary school learners in developing civic, social and professional responsibilities. It has been run every year for over 13 years and approximately 3000 learners have received mentoring and training over that period.

The Spirit of Youth Programme is a platform for senior school leaders to define and voice their vision of South Africa and take responsibility for bringing that vision to fruition. The programme includes activities that enable delegates to exchange ideas with both policymakers and peers on issues critical to the future of our nation.

A **short video recording** explains the benefits of the programme and what it means to the young people who will become the business leaders of the future.

4.2 Practical actions and key learning points

- i. Get involved with your local network of the UN Global Compact. It can take time to find the right projects, so persevere until you find the common ground and opportunities to work together.
- ii. The small business toolkit was an opportunity to offer remote assistance for small business owners in the wake of the lockdown that, at the time, was just a month old. The free online course was created after a proposal was made to our existing partner, J. P. Morgan Chase Foundation (London). They accepted the proposal and acted quickly in providing funding. This was 'agile in action'.
- iii. GIBS has its own professional recording studio and this resource was well-utilised during 2020. The EDA team and GIBS faculty followed all health protocols in working at the GIBS production studio. Live sessions took place on LinkedIn Live and were recorded for access on YouTube. The experience taught us what was possible by leveraging the resources we had, in this case, the recording studio.

4.3 Future directions and areas for improvement

- In 2021, six GIBS faculty members, and a colleague from Manchester Business School in the UK, have volunteered to mentor a new group of Young SDG innovators. The partnership with Global Compact Network South Africa has been strengthened as we continue to work together on this very impactful programme.
- The success of the small business toolkit series has led to proposals for other Master Class series.
- The recording studio continues to be well-utilised for new online material across a range of topics and programmes.

Narrative 5: Partnerships

5.1 Evidence

Thought leadership: Research

CBE is currently engaged in two research projects in partnership with Nottingham Business School in the UK.

The first project is speaking-out against ethical failures: Whistle-blowing practices and support structures. For an infographic summarising the research findings, click [here](#). The second project is about **using digital technologies to address women's rights and in particular gender-based violence.**

GIBS Flash Forums were hosted in April and May 2020 by Rabbi Gideon Pogrud from GIBS and Professor Mollie Painter-Morland from Nottingham Business School. One is titled: [Speaking Truth to Power: The Stories of South African Whistle-Blowers](#). The other is titled: [Lessons in Moral Courage](#) and is a discussion with Brian Currin, an international mediator and peace process facilitator.

Thought leadership: Research

Scenario Analysis – Covid and South Africa – a GIBS CLED collaboration

Marius Oosthuizen, GIBS faculty and Director of the GIBS Centre for Leadership, Ethics and Dialogue (CLED), collaborated on a scenario analysis and research report. It was a collaboration between the Institute for Security Studies (ISS), the Gordon Institute of Business Science (GIBS), and the Frederick S. Pardee Center for International Futures.

The scenario analysis and is titled: Impact of Covid-19 in Africa: A Scenario Analysis to 2030. Link is provided [here](#). The report was published in July 2020 and the authors are: Jakkie Cilliers, Marius Oosthuizen, Stellah Kwasi, Kelly Alexander, TK Pooe, Kouassi Yeboua and Jonathan D Moyer.

A second white paper was published from the same collaboration and is titled: Unraveling the immediate and long-term effects of the COVID-19 pandemic on socio-economic development in sub-Saharan Africa. Link is provided [here](#). The authors are Willem Verhagen, David Bohl, Jakkie Cilliers, Barry Hughes, Stellah Kwasi, Kaylin McNeil, Marius Oosthuizen, Luca Picci, Mari-Lise du Preez, Yutang Xiong and Jonathan Moyer.

Corporate Education

GIBS has partnered with **Harvard Business School (HBS)** for the last five years to deliver the **Senior Executive Programme Africa**. Commencing in 2016 in Cape Town, the programme has been run in Rwanda, Ghana and Mauritius. In 2020/21 the programme so far has been run online, with a module planned at the HBS campus in Boston, Massachusetts for the first time later in 2021. The programme is taught by faculty from HBS and from GIBS.

The programme comprises senior executive participants from companies and organisations from across Sub-Saharan Africa (SSA). With up to 60 executives attending the programme annually, GIBS, together with HBS have built a strong executive development brand in SSA, attracting participants from South Africa, Nigeria, Zimbabwe, Zambia, Malawi, Ghana, Mozambique, Mauritius and other countries. The programme focuses on equipping executives with strategy skills, deep leadership competencies and innovative mindsets to help their organisations thrive on the continent.

The Global Executive Development Programme (GEDP) is run in partnership with international business schools in the Far East, the USA, Singapore, India and elsewhere. It aims to build future-fit, responsible leaders who can take their organisations to higher levels of growth and success in a global economy. The GEDP focuses on key SDG-related topics such as ethical leadership (SDG 16), purposeful capitalism, sustainable strategy, as well as complexity thinking and innovation

Other academic partnerships

GIBS hosted Harvard Business School Professor Nien-hê Hsieh (Professor of Business Administration and Joseph L. Rice, III Faculty Fellow in the General Management Unit). His research concerns ethical issues in business and the responsibilities of global business leaders.

As one of our ongoing international exchange programmes, in 2019 GIBS hosted MBA students from Wharton Business School and helped arrange their immersive experiences in South Africa. Both of these international partnerships took place through the GIBS Centre for Business Ethics.

5.2 Practical actions and key learning points

- i. The GIBS/HBS partnership was successful as HBS had been looking to expand into Sub-Saharan Africa (SSA) with a senior executive programme. GIBS was a good fit as a partner because we had contextual understanding of the SSA region, we understood the dynamics of the local executive education markets, and we were able to support the programme with access to networks based in SSA.
- ii. HBS and GIBS designed the programme to expose senior executives to a unique combination of South African, Nigerian and American faculty to create a blend of learning experiences and knowledge.
- iii. The main challenges were of an administrative and logistical nature and the difficulties of delivering the programme face-to-face in countries in SSA. HBS and GIBS worked very hard together to resolve each challenge as it arose. In 2020, the programme was delivered online due to the global pandemic, which avoided the destination and travel challenges of previous year. One of the advantages of online delivery was that it allowed the team to focus on providing an impactful learning experience.

5.3 Future directions and areas for improvement

- There may be an opportunity to extend the reach of the Senior Executive Programme as an online programme, but this will only be assessed at an appropriate time in the future.

Narrative 6: African Global

6.1 Evidence

Academic Education

Case writing at GIBS: An African winner

GIBS faculty were internationally recognised as award-winning case writers in June 2020. Professor Caren Scheepers and Dr Tracey Toefy were the winners of the award for Best African Business Case at the prestigious European Foundation for Management Development (EFMD) 2019 Case Writing Competition.

The award was for their case: **SweepSouth South Africa: Contextually Intelligent Female Leadership of Entrepreneurial Domestic Services**. They were nominated for the award by Ivey Publishing, who are the publishers of the case.

SweepSouth is an app-based platform business that connects over 9,000 unemployed domestic workers with clients looking for home cleaning services in South Africa. The focus or dilemma in the case was on how the CEO of SweepSouth, Aisha Pandor, could best scale the business.

The EFMD Case Writing Competition which has been running for over 30 years has predominantly awarded faculty who have produced learning and development case material that can be used globally. The focus is always on innovative and impactful case material which improves the quality of teaching and elicits robust debates and engagement from students.

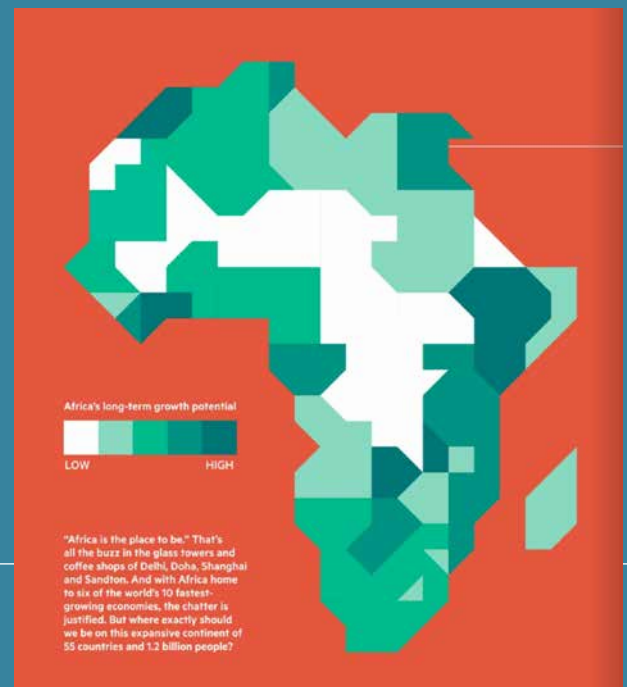
The GIBS Deputy Dean said, "Case writing at GIBS has seen significant growth over the last few years and this award is testament to the quality of cases being produced by the school." Further to that: "Most of GIBS cases are published and distributed through Ivey Publishers and Emerging Market Case Collections. We are on a drive to contribute more cases to these platforms and help tell the African story through our work."

While not all GIBS cases are SDG related, every year there is a significant proportion that deals with the socio-economic challenges of doing business in South Africa, at all levels, including corporates, entrepreneurial ventures, and social enterprises.



Thought leadership: Research

The GIBS Centre for African Management and Markets (CAMP) developed a six-factor model to assess the propensity of African countries for long term prosperity. The analysis was conducted in late 2018 and again in 2019. The model was used to consider the question of how to make decisions about where to do business in Africa. The results were published in Acumen magazine in November 2018. Link is provided [here](#).



Thought Leadership: Events

GIBS, with JSE CEO Dr Leila Fourie, hosted **Harvard Professor Rebecca Henderson** to discuss her new book: *Reimagining Capitalism in a World on Fire*, which was a runner-up for the FT & McKinsey Business Book of the Year 2020. The interview recording is provided [here](#).

Professor Henderson writes about the climate emergency and how government, society and purpose-led businesses should tackle it.

The discussion was facilitated by Rabbi Gideon Pogrud, director of the GIBS Centre for Business Ethics.

Academic Education

SDGs fully integrated and targeting local challenges

The Applied Business Project (ABP) is a large-scale compulsory syndicate research project that students are expected to complete over a 9-month period. The ABP project in its current form was developed and improved over a number of years and the 2019 and 2020 cohorts both followed the new SDG focus. GIBS has six cohorts of students each year, with around 60 students in each cohort.

Students work in syndicate groups and they are required to select an SDG of their choice, decide on a specific problem or opportunity, and then conduct research to explore the problem, and understand the nature of the problem at a local level. In many cases, students engage with people from local communities, local government, and non-profit organisations, as well as experts, researchers, and businesses.

It is an excellent example of **#MGGLB in Africa** – making global goals local business in Africa – an initiative launched by the UN Global Compact in December 2020.

Following a rigorous research process, students are expected to come up with a feasible and financially viable solution to address their findings. The final output of the project is a 20-minute presentation and a 40-page report. Through the process, students are expected to apply what they have learnt from their core courses to either the problem formulation or the solution and ultimately, gain a deep understanding and appreciation of the power of sustainability, shared value and the potential contribution and impact of business so social and environmental challenges.

6.2 Practical actions and key learning points

- i. Case writing requires an ongoing commitment of time and resources by individuals and at school level to produce multiple cases every year on relevant and pressing socio-economic issues.
- ii. The GIBS Case Study Hub is an ongoing initiative that supports individual faculty and case writers. It provides training on case writing, supports faculty with editing and finalising cases for submission, holds an annual case writing competition, has an annual award for case writing and recognises every successful publication.
- iii. The CBE uses its international network to attract top speakers.
- iv. The ABP project is a good example of where an existing programme was redesigned to include SDG content and over a few years it transitioned to a full SDG focus. It is a core course and the integration of the SDGs with all the other functional business subjects is in the course design, the learning objectives and the learning assessment of learning. The lesson here is that existing courses can be redesigned to focus on the SDGs. The SDGs are not an add-on and existing functional subject areas continue to be very relevant and also a primary aspect of the project. It is an example of integration where the choice is not either/or but rather about how to bring multiple dimensions together and do all of them well.

6.3 Future directions and areas for improvement

- The future is about continuing to build on what works, being constantly aware of areas for improvement, and applying what we have learnt to other programmes.

An assessment of outcomes

This section provides an assessment of the evidence presented in the previous section.

A maturity model approach was used to assess the evidence in relation to the level of integration. The 2019.20 period was taken as an initial benchmark for several reasons. It was the first year that specific evidence of a quantitative nature was systematically gathered and combined with qualitative evidence. The GIBS 20th anniversary presented a suitable milestone to consider past progress and build new reporting structures for the future. The 2019.20 period was also a milestone in several other respects, not only due to the changes needed in response to the pandemic, but also the transition from Dean Nicola Kleyn to Interim Dean Morris Mthombeni.

- a. The level of analysis – the main pillars of the GIBS strategy
- b. The 6 PRME principles

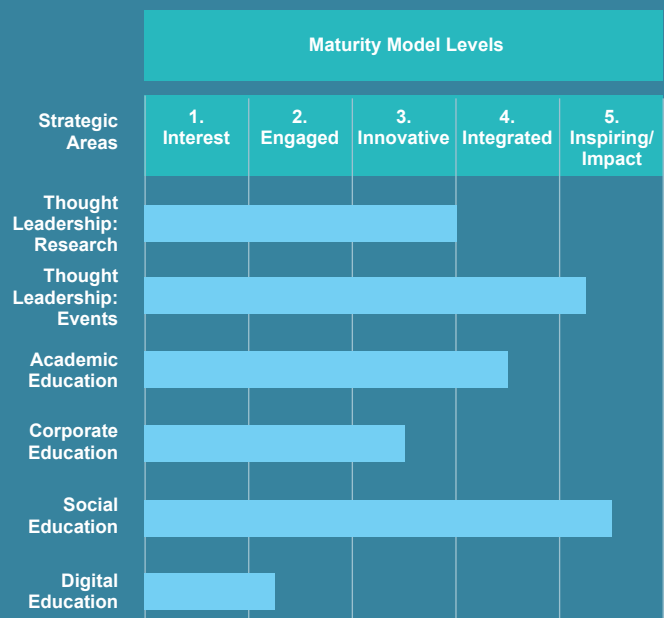
Applying the maturity model: Self-assessment of level of integration of the SDGs

The maturity model was used in two ways. Both are self-assessments and are indicative ratings only. More systematic processes of evaluation will be developed going forward to provide more robust assessments on progress.

The first is an assessment of progress based on the GIBS strategic pillars. The second is an assessment based on the key narratives that support the GIBS mission statement.

The assessment is based on the characteristics of each level. Further rigour is needed to develop these indicative ratings into a more robust measurement tool.

1. Maturity model assessment of strategic areas



GIBS SDG Maturity Model 1
Source: By authors

1.1 Evidence

Thought leadership: events and social education both include activities that are externally recognised. In the former, the evidence is the number of delegates that have participated in events and this is illustrated by the 38 000 views of the GIBS small business survival toolkit as described under narrative 4. In the latter, the publication **Entrepreneurship Development Academy: Alumni Profiles** presents compelling evidence and very specific feedback from 40 EDA alumni. Miranda Hosking, the Director of GIBS EDA, described the report as “a testament to the determination and commitment of these entrepreneurs to the growth of their businesses as well as the impact they are having on their communities and society at large”. The report also provides external recognition of the value that GIBS EDA brought to these entrepreneurs and how they leveraged their learning experiences at GIBS to develop and build their businesses.

1.2 Assessment

The evidence to support the assessment of the partial level 5 ratings is provided above.

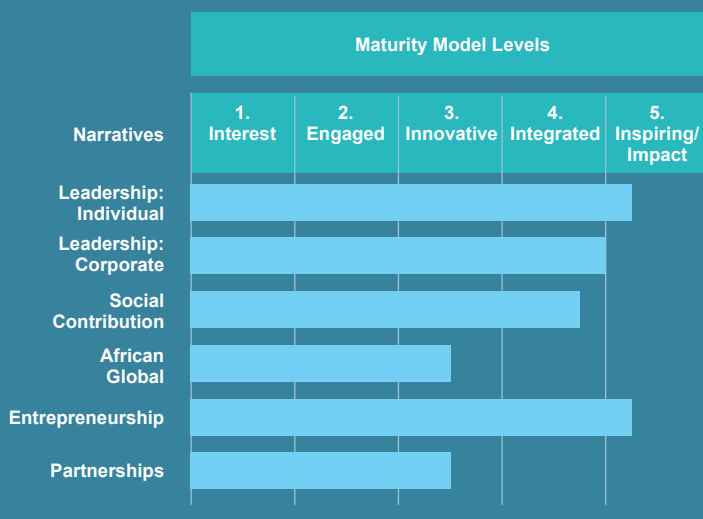
Academic education is rated as a partial level 4, based on the multiple activities across multiple programmes and the SDGs being integrated into the core MBA programme and the core MPhil Corporate Strategy programme.

Digital education is not aimed at any specific SDG subject areas and yet some activities have combined a digital focus with targeted SDG-related content.

1.3 Areas for improvement (see objectives for next 2 years)

- Academic education continues to be the focus of further improvement.
- Corporate education has a mix of courses with a targeted SDG focus and courses that have little or no SDG content. Recently a new elective module on sustainability has been accredited for CE and this will allow customised executive education programmes to incorporate this topic in future.

2. Maturity model assessment of key narratives:



GIBS SDG Maturity Model 2
Source: By authors

2.1 Evidence

There are multiple points of evidence to demonstrate that, within the theme of individual leadership, the SDGs have been integrated into different areas of the school with some success. The longevity and ongoing success of the Nexus Leadership programme is notable and is indicative of the value for participants. Evidence of the impact of GIBS PAL facilitation and coaching services is documented in the report by Hannah Botsis, [Coaching at GIBS Impact Report 2020. Narratives of Change](#), in which the narratives of delegates are used as a basis for measuring impact. Evidence provided include the GIBS Case Study Hub is also pertinent here.

In respect to the theme entrepreneurship, the multiple activities and the narratives of 40 alumni in the publication [Entrepreneurship Development Academy: Alumni Profiles](#), are evidence of impact of the EDA work on entrepreneurship and multiple SDGs, including SDG 8, SDG 9, SDG 11 as well as SDG 5, SDG 10 and SDG 17.

In terms of leadership in the corporate space, there are also multiple points of evidence that the SDGs are well integrated, such as CBE activities and CLED. Similarly, with the theme of social contribution, there is evidence from the faculty mentor roles for the UN Global Compact Young SDG Innovators programme, the GIBS small business survival toolkit, and the Spirit of Youth programme.

However, in respect to these themes, no evidence is presented in the current reporting period of external recognition regarding their SDG focus or impact.

2.2 Assessment

The evidence to support the assessment of the partial level 5 ratings and the level 4 ratings is provided above.

Work on the two themes partnerships and African Global is strong in certain areas but not in others. The SDG focus tends to be programme specific or faculty specific or area specific, rather than multiple related activities. Hence the assessment of partial level 3.

2.3 Areas for improvement (see objectives for next 2 years)

- All areas continue to work on further improvement.

2.4 Areas for future development (see objectives for next 2 years)

- GIBS has made a commitment to participate in the 2021 PRME Champions task force on regional consultations focusing on the PRME Blueprint for SDG Integration.
- GIBS has also made a commitment to join the founding committee of the new PRME Africa Chapter which is to be established in 2021.

Review of key objectives and commitments for the period 2019.20

The key objectives for the prior period 2019.20 are reviewed in the table below. One item is shown in bold type as this outcome fell short of expectations. Others have either been completed or are ongoing.

Overall progress is pleasing and the identification of specific objectives has helped to focus actions on specific areas of development.

	Principle	Key objectives and commitments	Review of actual outcomes
1 & 2	GIBS values and business practices	<ul style="list-style-type: none"> GIBS will continue to champion multiple corporate social responsibility initiatives that support young people, our own staff and alumni, charities and social entrepreneurship ventures. 	<ul style="list-style-type: none"> Ongoing
		<ul style="list-style-type: none"> Expansion of our waste-management efforts will include elimination of single-use plastics. 	<ul style="list-style-type: none"> Ongoing. The volume of waste has reduced significantly but we have not yet achieved the elimination of single-use plastics.
		<ul style="list-style-type: none"> In 2019, we will initiate a measurement and reporting process to track progress and demonstrate accountability for meeting PRME commitments. 	<ul style="list-style-type: none"> Initiated in 2020 and now ongoing
		<ul style="list-style-type: none"> We will actively communicate our 2018 SIP report to all stakeholders. 	<ul style="list-style-type: none"> Done
3	Teaching	<ul style="list-style-type: none"> We will implement an explicit plan to incorporate the SDGs into the content of our core courses including the following programmes: <ul style="list-style-type: none"> MBA; PGDip in General Management; and PDBA. 	<ul style="list-style-type: none"> Programme content has been extended Example: In 2019 the PG Dip Applied Business Project (ABP) was revised so that all students were required to work on business solutions to address one of the SDGs.
		<ul style="list-style-type: none"> In 2020, we will extend SDG topics to our Executive Education programmes. 	<ul style="list-style-type: none"> Two programmes were designed but not approved by the Dept of Higher Education. One course has been revised and recently approved as an accredited course.
		<ul style="list-style-type: none"> During 2019 and 2020, we will seek partners with existing expertise and teaching material to investigate and develop proposals for introducing a separate finance module dealing with relevant topics around the SDGs such as impact investing and accounting for the green economy. 	<ul style="list-style-type: none"> Finance module not developed but the GIBS Responsible Finance Initiative was established in January 2021 and will address this important opportunity.

4	Research	<ul style="list-style-type: none"> GIBS will host the UN PRME Champions meeting in March 2019 on the theme 'Business research in the complex context of the SDGs: Developing and sharing best practices and thought leadership in embedding the Sustainable Development Goals into the research agenda at business schools.' 	<ul style="list-style-type: none"> Successfully completed
		<ul style="list-style-type: none"> We will review the recommendations from the Champions meeting and identify ways to develop our research output directed towards the SDGs. 	<ul style="list-style-type: none"> Done
		<ul style="list-style-type: none"> During 2019, we will introduce new evaluation mechanisms to assess the level of success of programmes, such as the MBA, PGDip and PDBA, in embedding SDG content. 	<ul style="list-style-type: none"> Ongoing. We are currently part of a project with other Champions schools led by Copenhagen Business School.
		<ul style="list-style-type: none"> We will continue to work on research on the sub-theme project around understanding the role of emotional connectedness in embedding the SDGs into teaching curricula. 	<ul style="list-style-type: none"> While some work was progressed, this project was put on hold due to resource constraints.
5	Partnerships	<ul style="list-style-type: none"> We will actively grow our existing collaborations with PRME Champions schools. 	<ul style="list-style-type: none"> Ongoing. Collaborations continued to thrive online during 2020. An example was the joint panel discussion on PRME and multi-stakeholder partnerships at the CSSI2020 conference. This was the first such collaboration and was initiated by GIBS faculty.
		<ul style="list-style-type: none"> We will actively seek funding for academic partnerships for faculty and researchers working on SDG-related teaching, research and programme evaluation. 	<ul style="list-style-type: none"> This has been successful in some areas as funding was obtained for the establishment of a full Centre for Business Ethics in 2021. Credit here goes to the faculty and partners involved who pursued this initiative over several years. Other applications were less successful, and a competitive bid for funding of SDG-related projects did not win the award.
		<ul style="list-style-type: none"> In 2019, with the support from the UN PRME secretariat, we will investigate and assess the feasibility of establishing a UN PRME Chapter in Africa to bring together business schools on the continent, share knowledge and build new teaching and research partnerships around the SDGs. 	<ul style="list-style-type: none"> PRME Africa Chapter being established in 2021 – GIBS is a member of the founding committee.
6	Dialogue	<ul style="list-style-type: none"> GIBS will continue its role as a convening space for difficult and diverse conversations on SDGs and related topics between business, academia, government, non-profit organisations, civil society and the public. 	<ul style="list-style-type: none"> Ongoing During 2020, GIBS established new forms of online engagement such as Flash Forums.

Key objectives and commitments for the period 2021.22

The key objectives for the next two years broaden and build on the progress to date and are related to the outcomes of the maturity model assessment presented above. New items are shaded.

The first two sections follow the two perspectives in the assessment, and the third includes other commitments related to the PRME community and the relationships with the UN Global Compact.

	Item		PRME Principle	Measurable outcomes
1. Strategic areas	1.1 Corporate education	<ul style="list-style-type: none"> Pursue the recently approved sustainability courses to incorporate these into CE courses. 	#3	<ul style="list-style-type: none"> Evidence of sustainability courses being run for CE clients and metrics of number of delegates.
	1.2 Social education	<ul style="list-style-type: none"> Continue to deliver existing and pursue new teaching opportunities. 	#3	<ul style="list-style-type: none"> Evidence of entrepreneurship courses and metrics of number of delegates.
	1.3 Academic education	<ul style="list-style-type: none"> Continue to deliver existing and pursue new teaching opportunities. 	#3	<ul style="list-style-type: none"> Evidence of academic programmes increasing the SDG-related content and metrics of number of delegates.
	1.4 Thought leadership	<ul style="list-style-type: none"> Launch of the GIBS Centre for Business Ethics. 	#4 #5 #6	<ul style="list-style-type: none"> Evidence of project activities, including reports and publications, and joint events. Metrics of activities.
	1.5 Thought leadership	<ul style="list-style-type: none"> Launch of the GIBS Responsible Finance Initiative. 	#4	<ul style="list-style-type: none"> Evidence of project activities, including reports and publications, and joint events. Metrics of activities.
	1.6 Thought leadership	<ul style="list-style-type: none"> Pursue social media as an avenue for developing thought leadership on the SDGs and communicating to a broader audience. 	#6	<ul style="list-style-type: none"> Establish a network for regular posting on GIBS social media. Various metrics such as number of posts, likes and followers.

2. Key narratives	2.1 African Global	<ul style="list-style-type: none"> Actively participate in the establishment of the PRME Africa Chapter. Actively participate in the PRME Champions flagship project on regional consultation. 	#1 #5 #1	<ul style="list-style-type: none"> Evidence of the work of the PRME Africa Chapter and meeting the Chapter requirements. Evidence of participation in regional consultations in Africa.
	2.2 Partnerships	<ul style="list-style-type: none"> Continue existing and actively pursue new collaborations with PRME Champions schools. 	#4 #5	<ul style="list-style-type: none"> Evidence of project activities, including reports and publications, and joint events.
	2.3 Leadership & Governance: Corporate	<ul style="list-style-type: none"> GIBS will continue its role as a convening space for diverse conversations on the SDGs and topics that are relevant to the socio-economic and political context. 	#6	<ul style="list-style-type: none"> Evidence of the events held such as press releases and videos, as well as research reports, white papers and other publications. Metrics included in internal reporting for SDG-related activities.
	2.4 Social Contribution	<ul style="list-style-type: none"> Continue to champion multiple corporate social responsibility initiatives that support young people, our own staff and alumni, charities and social entrepreneurship ventures. Continue waste management efforts and reduce, recycle or re-use waste. 	#2 #2	<ul style="list-style-type: none"> Evidence of continued initiatives, events and activities. Metrics that track the volume of waste.
3. General	3.1 Reporting	<ul style="list-style-type: none"> Establish regular internal reporting. Deliver on the alignment of the internal and external reporting processes. Review the metrics to include more than activities. Develop and improve the maturity model. 	#2	<ul style="list-style-type: none"> Evidence that internal reports produced in 2021 and 2022 for SDG related activities. Evidence that internal reports are used for the annual report to UP on SDGs/ sustainability. Evidence from internal reports on SDG-related activities. Evidence will be in the next SIP report.
	3.2 Working with UP	<ul style="list-style-type: none"> Identify and pursue at least one area where GIBS can work together with colleagues at UP in areas such as climate action and biodiversity. 	#3 or #4	<ul style="list-style-type: none"> Evidence from the outcomes of the work done together, such as a report or an event or the delivery of a course or programme.
	3.3 Working with Global Compact Network South Africa	<ul style="list-style-type: none"> Continue the faculty mentor support for the Young SDG Innovators Programme for 2021. 	#5	<ul style="list-style-type: none"> Evidence of the participation in YSIP activities.

Appendix

It is a specific choice not to list all SDG-related research outputs, publications and case material as we have done in past years, as this information is regularly reported on the GIBS website. The tables provided are selected examples that illustrate what can be achieved through targeted attention to SDG-related material.



Table 1: Selected examples of journal article publications 2019.20

SDGs	Reference	Journal and ABS journal rating	
SDG 9	Barnard, H. , Graham, M., Lehdornvita, V., Kassi, O., & Hjorth, I (2019) The global platform economy: a new offshoring institution enabling emerging economy micro-providers	<i>Journal of Management</i>	4*
SDG 9	Slavova, M. , & Karanasios, S. (2019) How do development actors do “ICT for development”? A strategy-as-practice perspective on emerging practices in Ghanaian agriculture	<i>Information Systems Journal</i>	3
SDG 16	Lew, C., & Small, C (2019) Mindfulness, Moral Reasoning and Responsibility: Towards virtue in Ethical Decision-Making	<i>Journal of Business Ethics</i>	3
SDG 8	Donbesuur, F., Boso, N. , Hultman, M. (2020) The effect of entrepreneurial orientation on new venture performance: Contingency roles of entrepreneurial actions	<i>Journal of Business Research</i>	3



Table 2: Selected examples of white papers and reports 2019.20

SDG	Description	Date
SDG 16	Podgrund, G. (2020). GIBS ethics barometer: Measuring performance, building trust, driving success. Johannesburg: GIBS & Business Leadership South Africa.	March 2020
SDG 9	Teece, D., Brown, K., Alves, P., Mthombeni, M., & Mondliwa, P. (2020). Firm-level capabilities: The missing link in South African industrial growth strategy. Johannesburg: BRG Institute & GIBS.	September 2020
SDG 8 SDG 13	Slavova, M., Mamabolo, A., & Myres, K. (2019) Working Papers Showcase on Green Entrepreneurship in SA. Johannesburg: GIBS & J.P. Morgan.	February 2019
SDG 8 SDG 11	Hosking, M. (2020). Capacitating Entrepreneurs for a Sustainable Township Economy. Johannesburg: GIBS & Walmart Foundation	January 2020
SDG 16	Botsis, H. (2020). Coaching at GIBS Impact Report: Narratives of Personal Change. Johannesburg: GIBS.	June 2020
SDG 8	Hosking, M. (2020). <i>Entrepreneurship Development Academy: Alumni Profiles.</i> Johannesburg: GIBS.	2020
SDG 3 SDG 16	Cilliers, J., Oosthuizen, M., Kwasi, S., Alexander, K., Pooe, T. K., Yeboua, K., & Moyer, J. D. (2020). Impact of COVID-19 in Africa: A scenario analysis to 2030. Institute of Security Studies; GIBS; Frederick S. Pardee Center for International Futures.	2020
SDG 3 SDG 9 SDG 11	Verhagen, W., Bohl, D. K., Cilliers, J., Hughes, B. B., Kwasi, S., McNeil, K., Oosthuizen, M., Picci, L., du Preez, M., Xiong, Y., & Moyer, J. D. (2020). Unraveling the immediate and long-term effects of the COVID-19 pandemic on socio economic development in sub-Saharan Africa. Institute of Security Studies; GIBS; Frederick S. Pardee Center for International Futures.	2020
SDG 8 SDG 12	Gordon Institute of Business Science Entrepreneurship Development Academy & Zim, S. (Eds.). (2020). ESD handbook 2020: Business resilience. Creative Space Media.	November 2020
SDG 16	Barnard, H., & Mamabolo, A. (2019). Managing in faith: How African executives use faith to guide their actions. Johannesburg: GIBS.	2019

Table 3: Selected examples of videos and webinars 2019.20

Description	Date
Leadership Part 1: Professor Adam Habib , Vice-Chancellor and Principal of the University of the Witwatersrand on Leadership in South Africa	April 2019
Leadership Part 2: Mike Teke , CEO of Seriti Resources and former President of the Chamber of Mines on Leadership with Integrity, Respect, and Work Ethic	April 2019
Leadership Part 3: Bonang Mohale , CEO of Business Leadership South Africa on South Africa's Squandered Potential	April 2019
Former President Kgalema Motlanthe describes Eskom as an immediate threat to our Democracy	June 2019
Emerging to Converging Technology Conference with GIBS and Georgia Tech	July 2019
Martin Kingston , Executive Chairman of Rothschild & Co SA; Vice President of Business Unity South Africa on Companies need to Participate as Social Actors	July 2019
Andile Sangqu , Executive Head of Anglo America South Africa on The Pursuit of High Purpose Values	July 2019
Barry Swartzberg , Co-founder of Discovery and CEO of the Vitality Group on Combining Profitability with High Purpose	July 2019
Busisiwe Mavuso , CEO of Leadership South Africa on The Return to Basics: The Government's Role	October 2019
Lesetja Kganyago on Inclusive Growth and Inter-generational Inequity	December 2019
Geraldine Fraser-Moleketi on Gender-based Violence	December 2019
Lesetja Kganyago on Unemployed Youth Being a Resource	December 2019
Panel; Discussion: Unpacking Africa's post-Covid Recovery Options: Towards Health, Economic and Social Transformation	October 2020

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