

# PRME SIP REPORT



MILPARK  
BUSINESS SCHOOL



MILPARK BUSINESS SCHOOL  
JULY 2021

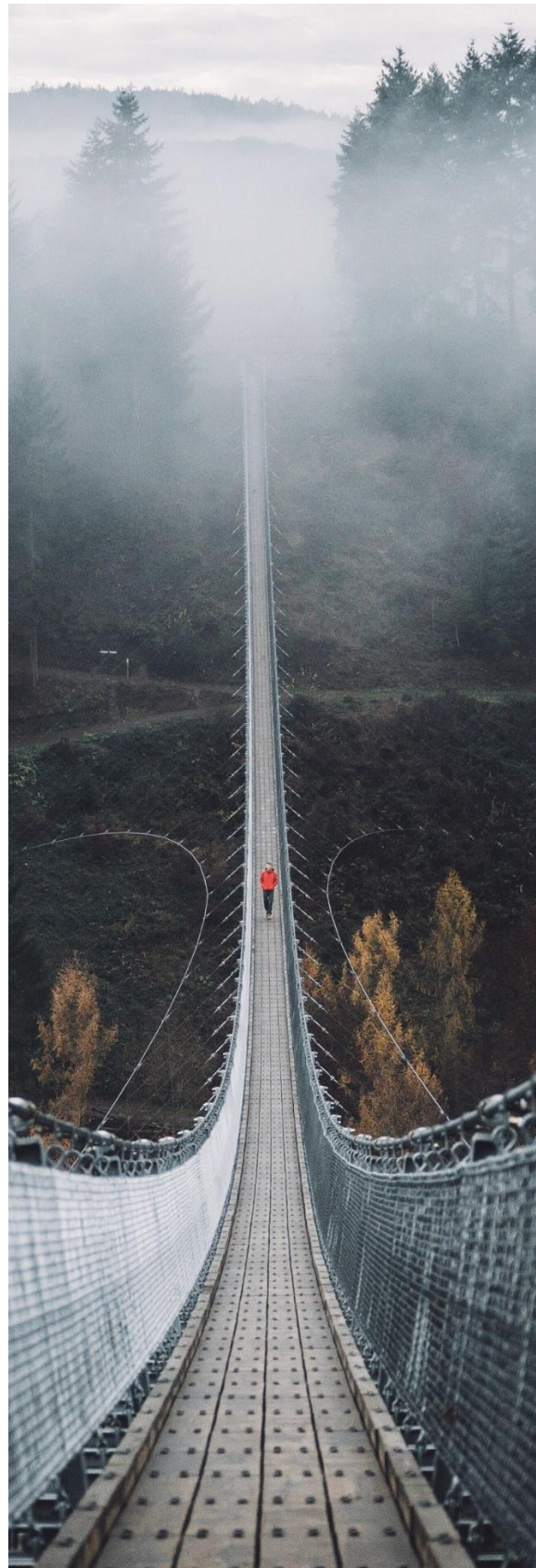
# TOMORROW IS BEAUTIFUL

The old truths suggest that to lead, leaders must have foresight. They must lead by example; they must motivate and inspire on a moral basis, through aspiration as well as recognition and reward. It is precisely this calm, considered, and ethical leadership, required to lead and inspire large numbers of people that seems in short supply today.

We are aware of the responsibility and trust that we as a business school of the next generation leaders bear. Hence, ethical, and sustainable business practices is at the heart of our teaching and research philosophy.

We embrace the notion of “phronesis”: practical wisdom, based on an intellectual virtue that implies ethics. Phronesis involves deliberation based on values, concerned with practical judgement, and informed by reflection. It is pragmatic, variable, context-dependent, and oriented toward action while driven by the pursuit of the common good. In making MBSs philosophy manifest, the SDGs will serve to inform the way we think, reason and act in relation to teaching, research, and engagement with industry as a business school. We, our students, and alumni will endeavour to be generators of sustainable value for business and society at large and to work for an inclusive and sustainable economy – for our country, our continent, and the world.

Dr Cobus Oosthuizen  
Dean: Milpark Business School







## CEOs Statement

As an institution of higher education involved in the development of current and future managers, Milpark Business School is committed to progress in the implementation of the Principles for Responsible Management Education, starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions. We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.

We encourage other academic institutions, and associations to adopt and support these Principles.

**Julian van der Westhuizen**  
Chief Executive Officer



**Developing  
ethical  
leaders for  
the common  
good.**

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BUSINESS SCHOOL



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# MILPARK BUSINESS SCHOOL OVERVIEW

Milpark Business School (Pty) Ltd was established in 1997 and was one of the first private providers of management higher education in South Africa. In 2007, Milpark registered as an independent Private Higher Education Institution (PHEI) with the Department of Higher Education and Training (registration number 2007/HE07/003).

In 2008, Milpark integrated a broad range of financial planning, banking, and insurance qualifications into its suite of programmes and became, as a result, a leading niche provider of educational programmes to a range of sectors, with a strong presence in the Financial Services sector.

In November 2013, Milpark changed its name to Milpark Education (Pty) Ltd with “Milpark Business School” now being one of five schools within Milpark Education (ME) parent institution. The name change was a change in name only and did not affect our students directly. All qualifications remain accredited and registered with the appropriate authorities and ME is still registered with the Department of Higher Education and Training under the same registration number.

The new ME comprises several schools, streamlined to provide the best experience to our varied student body within each school’s area of specialisation. The new school structure allows us to further enhance and expand our academic offering to ensure that our qualifications remain current and relevant to industry and students.

ME retains a national footprint in South Africa, with two teaching campuses in Claremont, Cape Town and Melville, Johannesburg.

Milpark Business School (MBS) currently offers the following:

- Doctor of Business Administration
- Master of Business Administration
- Postgraduate Diploma in Business Administration
- Postgraduate Diploma in Public Administration
- Postgraduate Diploma in Investment Management
- Postgraduate Diploma in Banking
- Executive Education
- Short courses
- Consulting



MBS is proud of its students' achievements in a wide variety of sectors and believes these reflect positively on the status of the institution. The most recent PMR.africa national employer survey on business schools offering MBA degrees in South Africa rated MBS 2<sup>nd</sup> in the overall rankings in 2020.

The MBS strategy was reviewed in 2019 in response to the rigorous 2018 AMBA accreditation process, resulting in revised objectives of providing quality scholarship in response to Management Education 4.0 and the world-of-work, to be a key contributor to ethical and sustainable business practices informed by the SDGs, and to be financially self-sustaining and profitable. The repositioning of MBS aims to provide multiple pathways into the MBA while addressing corporate needs; incorporating the new mission and vision into MBS's curricula; investing in additional full-time faculty and introducing new integration elements.



Corporate Vision: Empowering Africa through business education

MBS Vision: Tomorrow is Beautiful: To deliver education that equips current and future business leaders to pursue ethical and sustainable business practices informed by the SDGs in an evolving local, continental, and global milieu.

MBS Mission: Developing ethical leaders for the common good.

MBS Value Proposition: MBS is a key contributor to ethical and sustainable business practices.

MBSs mission is to **develop ethical leaders for the common good**, grounded in the values of integrity (to aspire to the highest standards of responsibility and accountability), respect (each other's diversity of look, opinion, persuasion, and ambition), excellence (to achieve so that others may follow), and innovation (to never be satisfied that good enough is good enough).

In addition, Milpark Education's commitment to quality education for all its students and stakeholders is expressed in the following ways:

- **Non-discrimination:** Milpark's student body reflects the demographics of South Africa. Our commitment to non-discrimination means that all our students are supported and assisted in their studies by a committed and capable team of staff.
- **Diversity:** Milpark's diverse staff bring a wide range of backgrounds and experiences to their teaching and learning interactions.
- **Support for all students:** Milpark offers personal support to all its students, and additional specialised support where needed to all our disabled students.
- **Community engagement:** Some of the value of education lies in its ability to change the way we and others live. Milpark has integrated a community engagement project into the curriculum in a way that has created new and sustainable relationships between students and the NPOs and NGOs they support.
- **Programmes of an excellent standard:** Our academics consult with industry and other academic institutions to ensure that our programmes are of an excellent standard. This makes for work-ready graduates who are able to take on studies at the next level.
- **Ethics:** All Milpark Education qualifications integrate ethics into their curricula, while certain qualifications (such as the MBA) have dedicated ethics modules. Through the teaching of ethics and the integration of the principles of ethical conduct into our qualifications, we produce graduates with a keen sense of their responsibility and accountability towards others.



(Source: <https://www.un.org/sustainabledevelopment/news/communications-material/>)

MBS thus sets out empower future leaders to pursue ethical and sustainable business practices informed by the Sustainable Development Goals (SDGs), with this reason for being built on the notion of *phronesis* (practical wisdom), emphasising not only the development of great business leaders but leadership for the common good.





# MILPARK BUSINESS SCHOOL STATUS ON PRME PRINCIPLES

As signatory to the Principles for Responsible Management Education Milpark has committed to:

- developing the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy;
- incorporating into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact;
- creating educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership;
- engaging in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value;
- interacting with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges; and
- facilitating and supporting dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

In terms of its commitment hereto, Milpark's status and progress is reported in the pages to follow.



**Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

## **Principle 1 overview:**

Being very aware of the responsibility and trust that we as educators of the next generation of leadership bear, MBS has put ethical and sustainable business practices at the heart of its teaching and research philosophy. In addition, we cannot credibly demand our graduates, as well as our stakeholders, corporate partners, and societies to step up while not walking the talk ourselves.

MBS therefore sets out to enhance the potential of present and future business leaders by enabling them to compete ethically and responsibly in the marketplace. To this end, MBS offers fully accredited multi-disciplinary postgraduate programmes with a strong practical orientation. The MBS curricula are responsive to business needs and aims, and purposefully selected blends of modules ensures the development of managers skilled in the areas of social responsibility, the environment and corporate citizenship. At its core, the programmes remain focused on the key management areas while paying attention to the critical skills that prepare our students to be outstanding performers in the business environment.



## Principle 1 achievements:

Milpark Business School is a highly rated private provider of the MBA degree according to the 2020 PMR.africa survey on accredited business schools offering MBA degrees in South Africa (2<sup>nd</sup> in the overall rankings). The respondents (employers) rated the MBA graduates and students in the workplace representing accredited Business Schools across 19 attributes, namely:

- |  |  |
|--|--|
| 1. Academic knowledge                        | 10. Implementation of corporate governance     |
| 2. Application of knowledge in the workplace | 11. Information management                     |
| 3. Communication skills/abilities            | 12. Innovation                                 |
| 4. Emotional intelligence                    | 13. Insight into sound sustainable development |
| 5. Entrepreneurial skills/capacity/abilities | 14. International perspective                  |
| 6. Environmental awareness                   | 15. Leadership skills/abilities                |
| 7. Ethical business conduct                  | 16. Marketing management                       |
| 8. Financial management                      | 17. Operational management                     |
| 9. Human resource management                 | 18. Quantitative abilities/skills              |
|  | 19. Strategic management                       |

Examples of Milpark's impact through its Alumni (Full names withheld for purposes of GDPR and South Africa's POPI Act):

- Dr MRP: Investec Wealth & Investment UK – Product Owner (Online)
- Dr BC: Adviser to the Executive, Special Projects at University of Pretoria, Adjunct Professor at University of Cape Town, and Non-Executive Director at Global Compact Network South Africa.
- MM: Leading speaker on personal change, Author, Organisational Transformation Consultant, Facilitator, Philanthropist.
- AM: CEO at Private Property, and Chairman & Co Founder of *"The Seed South Africa"* whose vision is to positively influence the corporate, political, and social leadership landscape, becoming a leading voice in maximising human potential while remaining socially relevant to our communities.
- IM: CEO of Reakgona Group, Chairman of the Northwest Housing Corporation, and Member of the Board of North West Tourism Board (IPM CEO of the year award 2012).
- RS: Global Go-To-Market Lead, Industries & Customer Advisory at SAP.
- SM: CEO, Water Services at Magalies Water.
- BG: Vice President: Global Security and Human Rights at AngloGold Ashanti.



- BP: Managing Executive - Commercial at BCX (Business Connexion) Group.
- LM, Founder at Financial Wise Corner, a financial education company that seeks to share its knowledge with readers, viewers, and listeners of various media houses.
- SM: CEO of Azisa Global.
- TM: CEO of Allianz Global Corporate & Specialty (AGCS) Africa.
- JE: Global entrepreneur - Making international headlines as successful entrepreneur | Launched his book, “The Oros Effect” | Appeared on various talk-shows | Appeared in numerous press articles.
- CM: CEO of Mirabilis Engineering Underwriting Managers (Pty) Ltd
- EM: Senior Vice President & Head of Human Capital at Sibanye-Stillwater
- SM2: Chief Commercial Officer at Cell C.

In terms of demonstrably making MBS’s purpose manifest, the SDGs thus serve to inform the way we think, reason and act in relation to teaching, research, consulting, and engagement with industry, as, essentially, ethical leadership for sustainable business practice straddles all 17 SDGs.



**Principle 2 | Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

## Principle 2 overview:

Milpark believes that social responsibility is more than corporate social investment and pursues rather to use the skills and knowledge of the students and staff and the work cycle of the teaching and learning and research activities to develop an integrated approach to social responsibility that makes meaningful interventions into the communities in which it works.



Principles of Community Engagement (CE) at Milpark:

- Communities comprise individuals. All CE activities will be designed to address individual needs and community contexts.
- CE activities will relate either to the fields in which Milpark operates – management and leadership, banking and financial planning and insurance – or to the needs of Milpark student and staff development needs.
- The beneficiaries of community initiatives often need assistance “right now” as much as they need longer term empowerment initiatives.
- Community engagement is about returning benefits to communities and recipients of assistance from CE activities will be required and / or encouraged to return some assistance to their communities.
- Milpark seeks to build institutional relationships with its communities and to use this information to continually improve the level of CE in which it engages. The relationship aspect will also include research into its communities and their various needs.

- CE activities and plans will be kept up to date through active research and feedback to refine interventions and ensure responsiveness.
- Where possible, CE will be integrated in the curriculum, either through engaging with research or through linking theory to activity.

In addition, Milpark has modules in various programmes aimed at exposing students to the principles contained in the United Nations Global Compact (UNGC).



## **Principle 2 achievements:**

The old truths suggest that to lead, leaders must have foresight. They must lead by example; motivate and inspire on a moral basis, through aspiration, as well as recognition and reward. It is these qualities, the attributes of calm, considered, and ethical leadership that find themselves in short supply today. As a business school, it is integral to MBS that its students and alumni endeavour to be generators of sustainable value both for business as well as society at large. Hence, to work for an inclusive and sustainable economy, not only for ourselves, but for our country, the continent, and the world.

The Social Responsibility and Environmental Management (SREM) module is an example of the impact that MBS makes through the community engagement initiative. This module involves both consulting and research. Students need to find a suitable



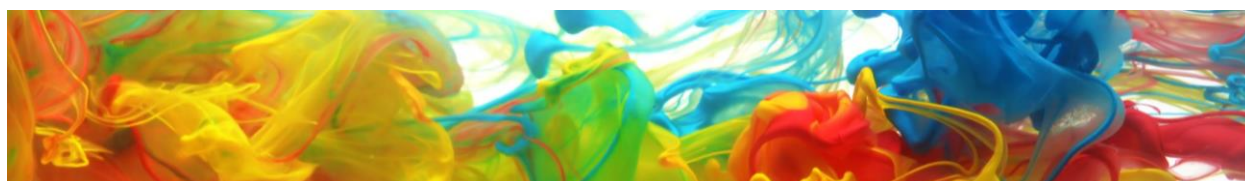
charity and work with them to improve their position and efficacy in their specific environment. To carry out any consulting work, the students need to conduct intensive research on both the charity and a possible partnership of a corporate organisation where they could partner. The students need to present a report and a presentation to a panel, that shows integration and motivates their choice of charity to align with a specific organisation. Thereafter a CSR strategy is provided to the selected organisation. This is beneficial to both parties namely the charity and the organisation.

The module explores the significance of social responsibility and environmental management from the perspectives of corporate, government, individual and NGO. In this way, students are empowered to assess CSR initiatives, drivers, and responses critically. They can recognise current forms of economic activity that are either unsustainable or that may find themselves subject to a broader raft of ethical, social, and environmental constraints in the future. By considering social, ethical, and environmental issues to the extent to which they represent both constraints as well as opportunities for commercial enterprises, we become better accountants and hopefully better practitioners of change for good.

The best way to impart this philosophy is with real-world experience. A recent example is 'Home of Hope for Girls', founded by Khanyisile Motsa, whose goal is to offer a safe residence for children and teens who have survived abusive situations – predominantly those linked to child sex trafficking. Motsa, or "Mam Khanyi" as she's affectionately known, started Home of Hope because she couldn't sit back and pretend there wasn't a need. She knew had it within her to address the problem. Creating the foundation with nothing to her name, Mam Khanyi faced eviction, social backlash, and seemingly insurmountable odds in her almost single-handed endeavour to change the girls' lives. She started Home of Hope for Girls because she understood that we all bear a measure of accountability to each other.

Today, Home of Hope for Girls cares for more than 220 young women. Their maxim is that a girl's background does not define her future. Given a chance, each girl has the potential to lead her community. Mam Khanyi's work at Home of Hope for Girls is enough to humble anyone. It is the sort of initiative we at Milpark believe in getting behind, which is why we awarded R240 000 to Mam Khanyi and her NGO in an online prize-giving ceremony in 2020. Mam Khanyi and Home of Hope for Girls represent a lesson for all of us.

MBSs involvement with Home of Hope for Girls is a case in point in changing the way students view tomorrow's economy and their role within it.



**Principle 3 | Method: We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.**

### **Principle 3 overview:**

Milpark supports a social constructivist learning philosophy. This requires not only that students are challenged to construct their own knowledge, but that their ideas and answers be challenged in a group setting. Milpark's classroom activities create opportunities for group discussions and other forms of interaction to enhance knowledge construction through immediate application.

Milpark curricula are developed bearing the needs of its various stakeholders in mind. Stakeholders include students, graduates, staff, industry and academic experts, industry bodies, and quality assurance bodies/agencies. Opportunities for the various stakeholders to provide input into the curricula and tuition are built into the programme and the curriculum management process.

In addition, Milpark believes that students who are supported in their efforts are better prepared for learning. Student well-being is, therefore, a responsibility accepted by all staff members of Milpark. There are clear instances in which student learning cannot be separated from the student's overall life experiences. Each person who registers with Milpark is a valuable member of our community and is provided with opportunities in which they may develop as individuals. Milpark supports its students' efforts through mentoring, tutoring, and counselling.



## Principle 3 achievements:

A review of all the materials used on the MBA is continual and takes place on a five-yearly basis, with more regular updates as and where necessary. The review process is carried out in consultation with, among others, the MBS Advisory Board, student feedback (formal surveys and informal feedback), the Alumni Association (surveys), ad hoc industry engagement, industry surveys, such as, PMR-Africa, Financial Mail. In addition, comparative studies of programmes on offer at other local and international business schools, is conducted.



Along with the MBA review, a review of the MBA programme delivery was done, and, from 2019 the MBA has been delivered in a more streamlined way, with students doing only two modules at a time, over a 10-week block. There are four blocks per year and thus students are still able to complete eight modules per year and thus the full qualification in the minimum time of two years as was previously the case. The new delivery model has improved the quality of scholarship, and the integration of modules and the throughput rate of students. The assessment strategies of the modules are planned in such a way that students experience a variety of ways of presenting their work. For example, from specific research reports to individual and group presentations, and report writing that emanates from consulting. This integrates a variety of soft skills into the curriculum as the students need to learn to work together in groups to complete a task or they need to work on an individual basis. This inculcates skills such as emotional intelligence, relationship building, project planning and management, resilience, and empowerment, to name a few.





**Principle 4 | Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

### **Principle 4 overview:**

Milpark approaches research on fundamentally three levels, i.e. (1) institutional research, (2) staff research, and (3) student research. From an institutional point of view Milpark's research informs decision-making (collecting and analysing data concerning students, staff, and educational facilities to promote institutional effectiveness), resource allocation (to optimize the administration, management, and delivery of all academic courses), and student learning (interrogating all aspects of teaching and learning to optimize methods, systems, and practice).

From a faculty member point of view, Milpark's staff research aims to strengthen scholarship and discipline knowledge to increase academic strength and to sustain membership of the national and international academic community.

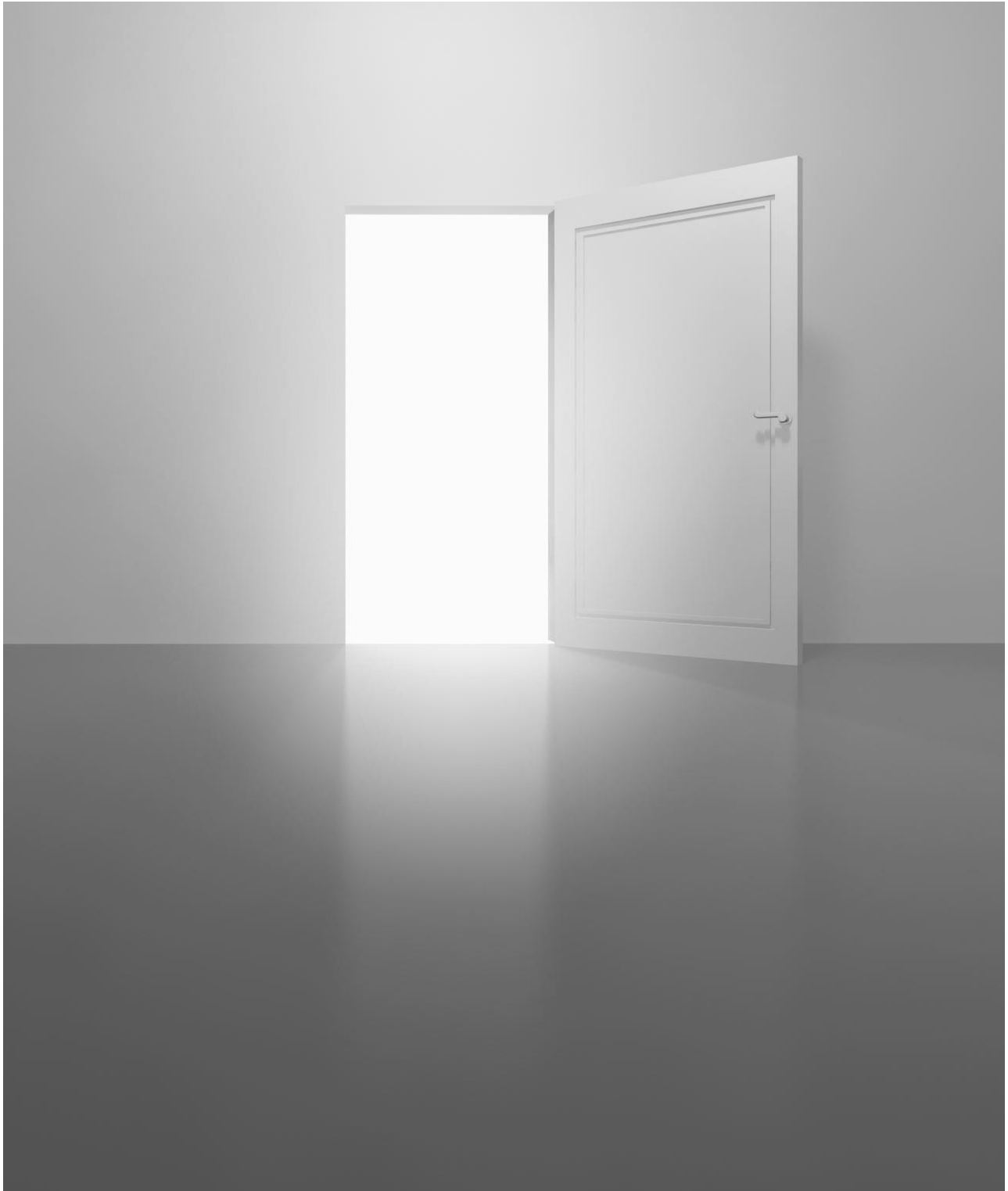
The theoretical foundations of research are taught by qualified lecturers and the students develop and complete their research activities and dissertation with the support of a supervisor. For students to approach research in a systematic and informed manner, research methodology is taught at different levels and in particular depth at postgraduate level. The Research Committee monitors and reviews the provision of postgraduate research methodology by reviewing the relevant documentation, materials, and tuition models on a regular basis.



## Principle 4 achievements:

- **Institutional:** Student evaluations are conducted twice per 10-week block, per module across all programmes. In addition, an extensive student satisfaction survey was conducted early in 2021.
- **Faculty:** Various initiatives (discussion forum, training, workshops, colloquia) have been implemented via the Research Committee to improve faculty research output, and traction has been established in increasing the number of publications in academic journals and presenting papers at local and international conferences. Faculty members are actively involved with research colloquia at peer institutions. Faculty also serve as supervisors for internal and external dissertation students and serve as external examiners to other institutions for master's and doctoral theses.
- **Students:** The quality of postgraduate students' research reports on the Postgraduate Diploma and dissertations on the MBA proves to be of high quality as evident in examiners reports. There are even instances where students' research products were presented at international conferences. Following accreditation of the Doctor of Business Administration (DBA) towards the end of 2018, the first intake commenced in 2019, with the first graduate set to complete in 2021.
- Some MBS faculty are members of the Southern African Institute for Management Scientists (SAIMS) which has as its purpose the promotion of the interests of Management Scientists in Southern Africa and act as a forum to collaborate on management education and research.
- MBS is represented on the board of the International Business Conference (IBC), an annual event that provides (1) an international platform for the presentation, discussion and debate of different academic and professional approaches and research on recent developments in an ever-turbulent business arena, and (2) the opportunity for academics, practitioners, and post-graduate students to have their work validated and benchmarked within the benevolent academic and professional community.
- MBS is a partner of the Responsible Research in Business & Management (RRBM) initiative, dedicated to inspiring, encouraging, and supporting credible and useful research in the business and management disciplines.
- A few examples of research in support of Principle 4:
  - Usher, J.V., Oosthuizen, J.H., & Nukunah, C. (2018) *Principles of Responsible Management Education: An Assessment of the African Business School Fraternity* In proceedings of 12<sup>th</sup> International Business Conference, Port Louis, Mauritius.
  - Oosthuizen, J.H., Usher, J.V. & Tankou Epse Nukunah, C.N. (2018) *Principles of Responsible Management Education: An Assessment of South African Business Schools*. Journal of Contemporary Management, 15:37-56.

- Usher, J.V., Tankou epse Nukunah, C. & Oosthuizen, J.H. (2019) *Spectres of Corruption: An Alternative Approach for South African Business Schools*. In proceedings of 13<sup>th</sup> International Business Conference, Hermanus, Western Cape, South Africa.





**Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.**

## **Principle 5 overview:**

Milpark's interaction with managers of companies in terms of principle 5 primarily finds expression in the close-knit relationship with its postgraduate students (Postgraduate Diplomas and MBA) and alumni. The student relationship provides the opportunity to extend institutional knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges via the learning process in which the students are the principle players in the teaching-learning transaction. The environment is created in which the postgraduate student performs the skill in an environment as close to that in which it will be performed in real life, i.e., immersing the students in the milieu, to practice the skill and receive constructive feedback from an expert. Ultimately, the approaches to meeting these challenges is then practically applied within the industry context the student comes from.

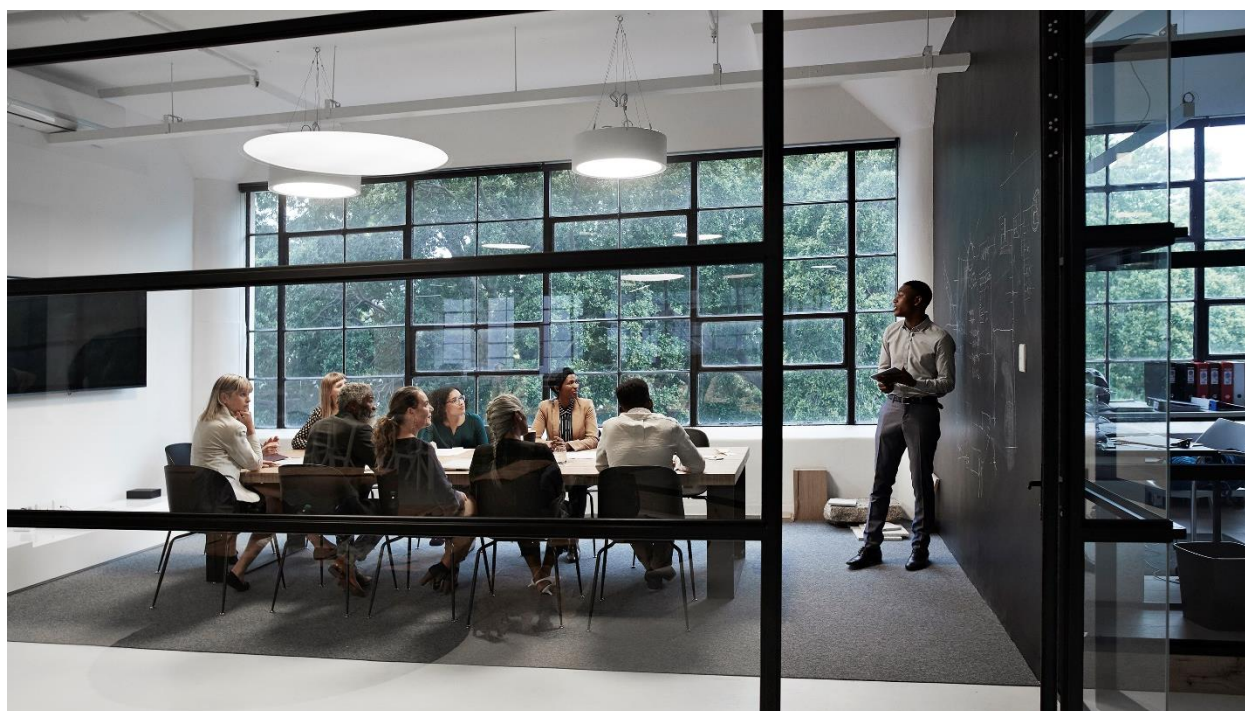
The Milpark Business School Alumni Association on the other hand, provides a platform to further explore student and alumni's social and environmental responsibilities via corporate- and guest speaking events.

A secondary way in which Milpark interacts with managers of companies is through its executive education initiatives. Such engagements have the company's training and development needs as determinants to developing bespoke solutions which, in many instances, include meeting their social and environmental responsibilities.



## Principle 5 achievements:

- Existence of a dynamic learning environment that promotes a “partnership typology” built on the philosophy of social constructivist learning.
- Growth in corporate partnerships through Milpark's executive education initiatives.
- Faculty who are members of the Institute of Directors in Southern Africa (IoD), a professional body recognised by the South African Qualifications Authority (SAQA) and a non-profit company (NPC) that exists to promote corporate governance, and to maintain and enhance the credibility of directorship as a profession.
- Hosting of monthly webinars since May 2020, aligned to MBSs mission of developing ethical leaders for the common good. These webinars feature thought leaders from industry, covering contemporary topics relating strongly to social responsibility.
- MBS partners with the Good Governance Academy that has been established to collaborate globally to share information on critical governance, sustainability, reporting, integrated thinking, and business science issues as a public good, in line with the SDG 17 (collaboration) and 4 (education).
- MBS is a member of the Business Ethics Network Africa, dedicated to promoting business ethics on the African continent.
- MBS partnered with Globethics.net, a global network with the vision to embed ethics in higher education, striving for a world in which people, and especially leaders are educated in, informed by and act according to ethical values and thus contribute to building sustainable, just, and peaceful societies.



**Principle 6 | Dialogue:** We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

## Principle 6 overview:

The Academic Board is the primary forum through which decisions of an academic nature are confirmed. Changes to policy are approved by the Academic Board, or its sub-committees. The Academic Board is responsible for the overall monitoring of quality across the institution.

Functions of the Milpark's Academic Board:

- Ensures Milpark's academic policies and processes comply with the requirements set out by the legislation and quality assurance bodies.
- Oversees the formulation of academic and other policies where relevant.
- Ensures, through the Faculty Boards, that policies are implemented.
- Approves the development and introduction of new learning programmes / qualifications.
- Monitors research carried out by and within Milpark through the Research Committee.
- Ensures the integrity and security of academic record-keeping system and results through the School Advisory Boards.
- Facilitates co-operation with academic institutions, industry partners and advisory boards.

Further dialogue and debate, specifically on critical issues related to global social responsibility and sustainability have been pursued, which led to some of the adoptions and incorporation thereof into curricula and business school activities.





## Principle 6 achievements:

- Academic Board convenes once per year.
- Business School Advisory Board convenes four times per year.
- Sub-committees convene on an ad hoc basis.
- Membership of, and active participation in the South African Business Schools Association (SABSA). SABSA aims to improve the recognition of the organisation as a representative of SA business schools with government and regulatory bodies, also to strengthen ties with the business fraternity.
- Membership of, and active participation in the Association of African Business Schools (AABS). AABS's mission is to enable business schools in Africa to contribute towards inclusive economic and social development in the continent by promoting excellence and responsibility in business and management education through capacity building, collaboration, and quality improvement.
- Actively participated in the South Africa's contribution to the development of the "Sustainability Literacy Test," a tool for the assessment and verification of the sustainability literacy of Higher Education Institutions (HEI) students when they graduate. The Rio+20 Conference highlighted the role that HEI's bear in the pursuit of sustainable development, with the "Sustainability Literacy Test" being a result of fundamental question, "how can universities be sure that they are producing sustainability literate graduates?"
- Membership of, and active participation in the "Entrepreneurship Development Centres in Higher Education" (EDHE), a collaborative initiative that involves the support and participation of the 26 public universities, private sector, other public entities, and entrepreneurship support organisations.
- Milpark Business School in collaboration with Innocentrix launched the 2017 South African Innovation League, an annual study conducted by Innocentrix in collaboration with Milpark Business School and The Africa Report which aims to recognise local innovation excellence and ranks South Africa's top organisations in terms of innovation.



# CONCLUSIONS AND NEXT STEPS

Milpark Business School is proud of its achievements to date which is evident from the report on its status and progress relating to the commitment to the Principles for Responsible Management Education. However, being aware of the volatility, uncertainty, complexity, and ambiguity of the contemporary business landscape, Milpark is committed to continuous improvement of its management education offerings in relation to these principles. Noteworthy progress has been made on Principles 1 to 4 (purpose, values, method, and research) since Milpark's previous "Sharing Information on Progress Report."

In terms of principles 5 and 6 (partnerships and dialogue) which we previously reported required additional efforts, Milpark has demonstrated significant improvements. In terms of Principle 5 (partnerships) which refers to the interaction with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges, Milpark actively pursued partnerships through the consulting initiatives of senior academics and corporate business development officials. Partnerships in sectors such as banking & financial services, mining, manufacturing, retail, and government have been developed, established, and are being maintained.

As far as Principle 6 (dialogue) which refers to facilitating and supporting dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability is concerned, Milpark has also made important progress through, among others, facilitation of the bi-annual MBA Social Challenge, active participation in SABSA and AABS, the Sustainability Literacy Test, EDHE, contributing to SAIMS, IBC, membership of IoD, and the South African Innovation League collaboration.

The report subsequently demonstrates Milpark's commitment and sense of urgency regarding the issues as contained in the principles and serves as solid foundation to further build on these achievements to date over the next 24-month period.





## **CONTACT INFORMATION**

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