



PRME SIP REPORT

**MILPARK BUSINESS SCHOOL
JULY 2023**

BE MORE THAN YOU THOUGHT POSSIBLE

Why do some individuals appear to conquer whatever challenge is thrown at them, while others are incapacitated by the mere thought of such a challenge? What makes one succeed and the other appear to falter?

In our current times, we require individuals to rise to the many challenges that lie before them. We require them to gather the courage and elevate themselves and others above the 'noise and chaos' in order to seek value-added solutions for all on the planet.

As a business school, we are fully aware of our responsibility to create spaces for individuals to undertake learning journeys that will empower them to be courageous, ethical leaders. We recognise the trust placed in us by our students to help them develop and grow into resilient decision-makers who are guided by values that prioritise sustainable decision-making. The Milpark Business School community continues in its efforts to work towards a more inclusive and viable planet.

Segran Nair
Director: Milpark Business School





CEOs Statement

As the heart of higher education for today and tomorrow's managers, Milpark Business School is steadfast in its commitment to implement the Principles for Responsible Management Education. In line with our vision of empowering individuals to surpass their imagined potential, we are committed to responsible practices that inspire growth and change.

We stand by the belief that our own practices must reflect the ethics and attitudes we aspire to instil in our students. We will lead by example through the actions we take within our institution, embedding values of responsibility in the leaders of the future.

Our dedication extends to ongoing reporting of our progress to stakeholders and fostering collaborative exchanges with other academic institutions. We actively encourage these institutions and associations to join us in this endeavour and uphold the Principles for Responsible Management Education.

In essence, our commitment represents our dedication to shape future leaders - not just in knowledge, but in ethics and responsible management.

Andrew Horsfall
Chief Executive Officer





Developing ethical leaders for the common good.

MILPARK
BUSINESS SCHOOL



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, as a result, became 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” becoming one of five schools within the Milpark Education parent institution. The change was in name only and did not directly affect students. All qualifications remain accredited and registered with the appropriate authorities, and Milpark Education is still registered with the Department of Higher Education and Training under the same registration number.

The new Milpark Education 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.

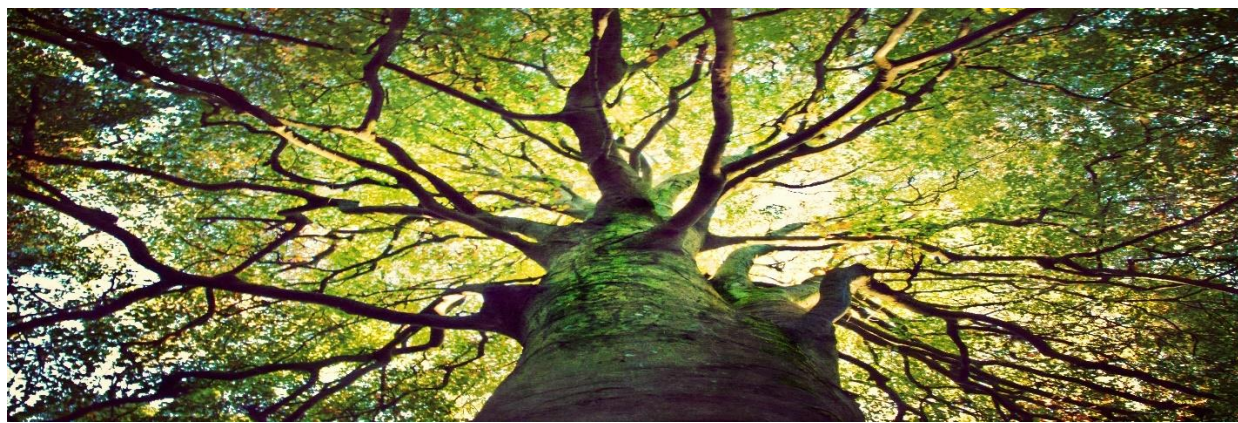
Milpark Education retains a national footprint in South Africa, with one campus in Observatory, Cape Town.

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
- Executive Education
- Short courses
- Consulting.

MBS students and alumni continue to make us proud through their accomplishments and achievements. In 2022, the PMR.africa national survey on business schools rated Milpark Business School third in their rankings. While this is a good endorsement by employers surveyed, we will continue to strive to ensure that our students are well prepared to meet the challenges of industry.

Over the last few years, MBS has gone through a rigorous process of reviewing and refining its strategy. In addition to ensuring its relevance in a rapidly changing world, at the heart of its strategy is ensuring it is guided by ethical and sustainable business practices. The MBS mission and vision continue to be informed by corporate needs and the changing world of work.



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 sustainable development goals (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.

MBS's 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).

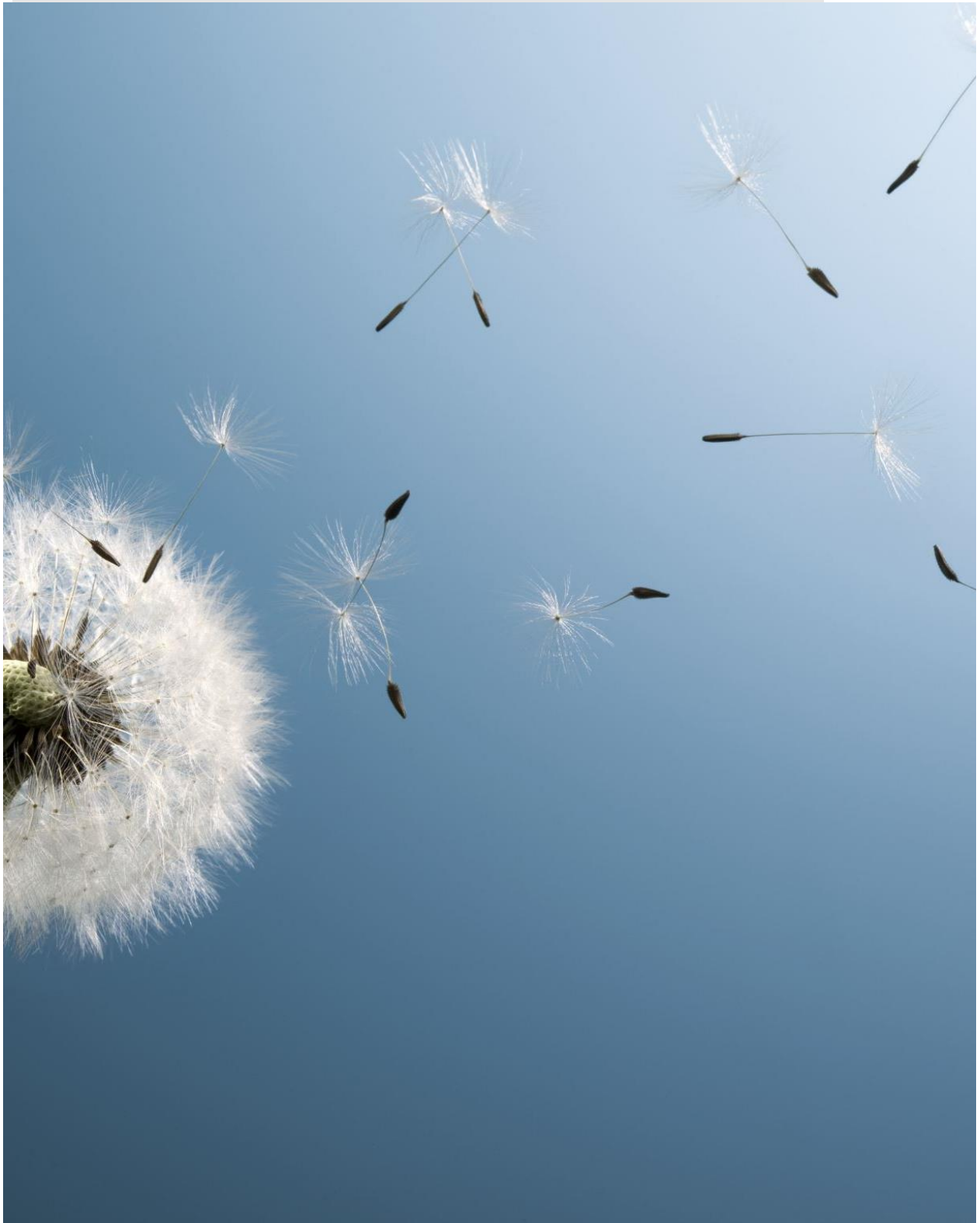
In addition, Milpark Education's commitment to quality education for all its students and stakeholders is expressed in the following ways:

- ***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 its 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 non-profit organisations (NPOs) and non-governmental organisations (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 can take on studies at the next level.
- ***Ethics:*** All Milpark 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 to empower future leaders to pursue ethical and sustainable business practices, informed by the SDGs. This is 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:

- 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.
- 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.
- create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
- 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.
- 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 meet these challenges.
- 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.

In terms of its commitment hereto, Milpark's status and progress is reported in the pages that 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:

MBS is aware of its responsibilities in educating the next generation of leaders; and, to this end, continues to ensure that ethical and sustainable business practices inform its teaching and research philosophy. We lead by example and set the tone in our expectations of our graduates and other stakeholders.

MBS 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 ensure the development of managers skilled in the areas of social responsibility, the environment and corporate citizenship. At their core, the programmes remain focused on 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:

MBS is a highly rated private provider of the MBA degree, according to the 2022 PMR.africa survey on accredited business schools that offer MBA degrees in South Africa. In fact, MBS was placed third in these overall rankings. The employers rated the MBA graduates and students in the workplace representing accredited business schools across 19 attributes, namely:

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|--|--|
| 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 |

The following are examples of positions filled by Milpark alumni (the individuals' full names have been withheld for purposes of GDPR and South Africa's POPI Act):

- NS: Founder of Mboma Financial Services
- VRM: Candidate Property Practitioner/Head of Finance and Operations at TLM Property Developers and Projects Holding
- PL: Head of Product at ABSA Home Loans
- KK: Head: Data Maturity Acceleration and Demand (Group Data & Analytics), Massmart
- WS: Director at Cars.co.za
- BP: Managing Executive - Commercial at BCX (Business Connexion) Group
- SM: CEO of Azisa Global
- 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

The SDGs thus serve to inform the way we think, reason and act in relation to teaching, research, consulting and engagement with industry – as ethical leadership for sustainable business practice essentially 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 Education believes that social responsibility is more than corporate social investment. We therefore aim to use the skills and knowledge of students and staff, and the work cycle of teaching and learning and research activities, to develop an integrated approach to social responsibility that makes meaningful interventions into communities.



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) or to 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.
- CE 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 into the curriculum, either through engaging with research or through linking theory to activity.

In addition, Milpark ensures that students are exposed to the principles contained in the United Nations Global Compact (UNGC) by means of integration through qualifications, research and specific modules.



Principle 2 achievements:

It has been suggested that to lead, leaders must have foresight. They must lead by example, by motivating and inspiring others on a moral basis, through aspiration, as well as through recognition and reward. It is these qualities – the attributes of calm, considered and ethical leadership – that are 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 and society at large – and 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 SREM01-8* module is an example of the impact that MBS makes through its community engagement initiative. This module involves both consulting and research. Students need to find a suitable charity and work with and improve their position and efficacy in their specific environment. They need to conduct intensive research on both the charity and a corporate organisation with which they could partner. They then need to present their report to a panel. The report and presentation should motivate how their choice of charity aligns with the specific organisation. Thereafter, a corporate social responsibility (CSR) strategy is provided to the selected organisation. This is beneficial to both parties (i.e. the charity and the organisation).

The module explores the significance of social responsibility and environmental management from the perspectives of corporate, government, individuals and NGOs. In this way, students are empowered to critically assess CSR initiatives, drivers and

responses. They can recognise current forms of economic activity that are either unsustainable or that may be subject to a broader raft of ethical, social and environmental constraints in the future. By considering social, ethical and environmental issues, and the extent to which they represent both constraints as well as opportunities for commercial enterprises, we hopefully become better practitioners of change for good.

The best way to impart this philosophy is with real-world experience. Recent examples are the Feenix Public Benefit Organisation and the Tomorrow Trust foundation.

In 2021 and 2022, the SREM01-8 students presented their selected charities as part of their summative assessment. The presentations were adjudicated by three panels – comprised of internal staff, independent contractors and panellists invited from the corporate world. It was awe-inspiring for everyone involved to be presented with so many organisations that are making real daily change in our society. Ultimately, there were two charities that stood out: the Feenix Public Benefit Organization and the Tomorrow Trust foundation.

Feenix is a public benefit organisation (PBO) formed in 2017 to support the #FeesMustFall campaign. This PBO has a young, diverse and passionate team in the sphere of education. They envisage a society that can fulfil the potential of the youth, and have a strong mission to connect communities from diverse backgrounds. Feenix believes that access to education should not be based on financial means, and it exists to make a positive difference in the lives of young people by identifying and implementing collaborative solutions to the fundamental obstacles that limit access to higher education. Student and funder communities are connected in a transparent and accountable fashion that crosses geographic and socioeconomic barriers, thanks to the use of online digital technologies and crowdfunding.

As mentioned, Feenix was founded in reaction to the #FeesMustFall campaign, which swept South African campuses in 2015 and 2016. This campaign brought attention to the exorbitant cost of tertiary education, as well as the negative impact of financial stress on student success rates. The organisation's vision is in line with SDG 4: Quality education for all, which aims to ensure that all women and men have equitable access to cheap and high-quality technical, vocational and tertiary education, including university, by 2030, as assessed by participation numbers and sex.

Feenix uses crowdfunding technology to connect indebted university students with financing communities and believes that education should be accessible to everyone.

It is the sort of initiative we at Milpark believe in getting behind, which is why we awarded R300 000 to Feenix in an online prize-giving ceremony in 2022.

Tomorrow Trust believes that poor education is the main societal issue around the world. Tomorrow Trust puts faith in the youth of all underprivileged South Africans to create opportunities for students, their families and the community they are surrounded by to ensure that fulfilling futures are built. Tomorrow Trust focuses on four main programmes:

1. The Saturday and Holiday School programme
2. Tertiary programme
3. Additional programmes (“I am Little Wings” programme, Stepping Stones Career programme)
4. Alumni programme.

The charity focuses on supporting learners and students in the field of education, ranging from preschool to tertiary education. They follow a sustainable approach, where their alumni are also called upon to assist the charity in promoting and extending educational support in their sphere of influence. The charity’s mission and vision also align with the skills development strategy of the country to empower youth with applicable and appropriate skills.

An award of R280 000 was donated to the Tomorrow Trust in an online prize-giving ceremony in 2021.

MBS’s involvement with Feenix and the Tomorrow Trust are 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 approach to learning is aimed at ensuring that students find their own voice, based on sound research and an understanding of theory, within specific contexts that relate to both the personal and professional situations within a student’s life. Milpark’s learning activities create opportunities for group discussions and other forms of interaction to enhance knowledge construction through immediate application and feedback from a variety of sources. These sources include business colleagues, facilitators and peers. An additional aim of all assessments within MBS is to allow students to show what they have learned and to

demonstrate their progress. The concept of facilitators trying to ‘trick’ students within assessments is not part of our approach to students’ development and inculcating heutagogy into our learning and development frameworks.

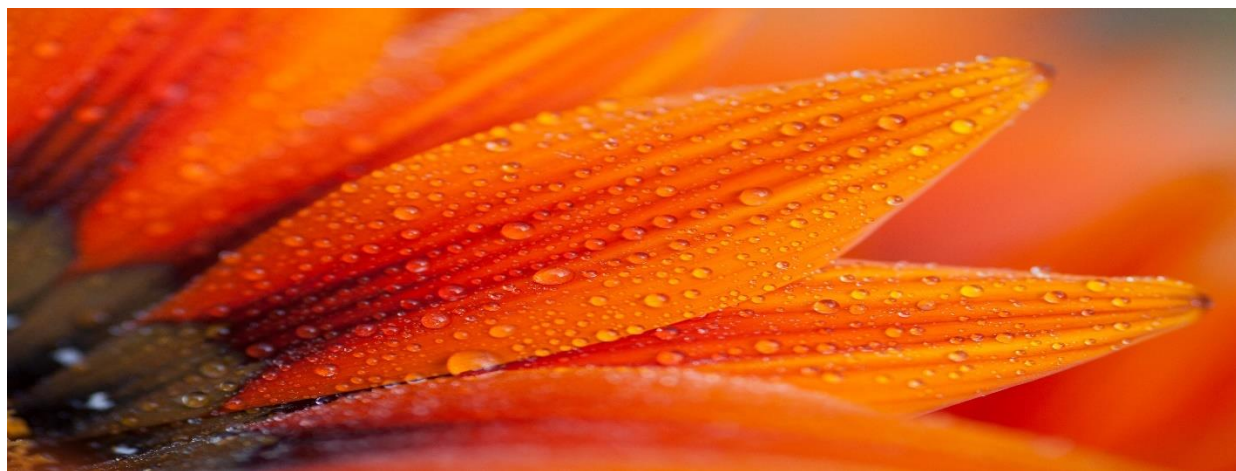
Milpark curricula are developed with the needs of various stakeholders in mind. Stakeholders include students, graduates, staff, industry and academic experts, industry bodies, and quality-assurance bodies/agencies. Opportunities for the various stakeholders to provide input into the curricula and tuition are built into the programme and the curriculum management process. MBS’s Advisory Board, the Executive Committee of Milpark Education, and academics within the business school and on the Academic Board provide input and feedback regarding the curriculum development of qualifications and executive education within the business school.

In addition, Milpark believes that students who are supported in their efforts are better prepared for learning. Student wellbeing is therefore a responsibility accepted by all staff members at Milpark. There are clear instances in which student learning cannot be separated from the student’s overall life experiences. All staff members within Milpark are attuned to the responsibilities that students have towards their studies, as well as the fact that our students also need to perform well in their work lives and manage their personal lives. This is taken into consideration when providing assistance and support to all students. Every 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 coaching, mentoring, tutoring and counselling.



Principle 3 achievements:

Materials used on the MBA qualification are reviewed regularly, as and where necessary, with a formal review taking place on a five-yearly basis. In addition to formal updates, faculty and adjunct faculty ensure that they use current articles, videos and case studies to augment the content. Students are also encouraged to provide articles and insights that they find through their research for specific modules. 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, and industry surveys (such as those by PMR-Africa and Financial Mail). In addition, comparative studies of programmes on offer are conducted at other local and international business schools.



A review of the MBA programme delivery was carried out, and the MBA has been delivered in a more streamlined way since 2019, with students doing only two modules at a time, over a 10-week block. There are four blocks per year and therefore students are still able to complete eight modules per year and 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, as well as 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 to present 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 either work individually or in groups to complete a task. This inculcates skills such as emotional intelligence, relationship building, project planning and management, and resilience and empowerment.



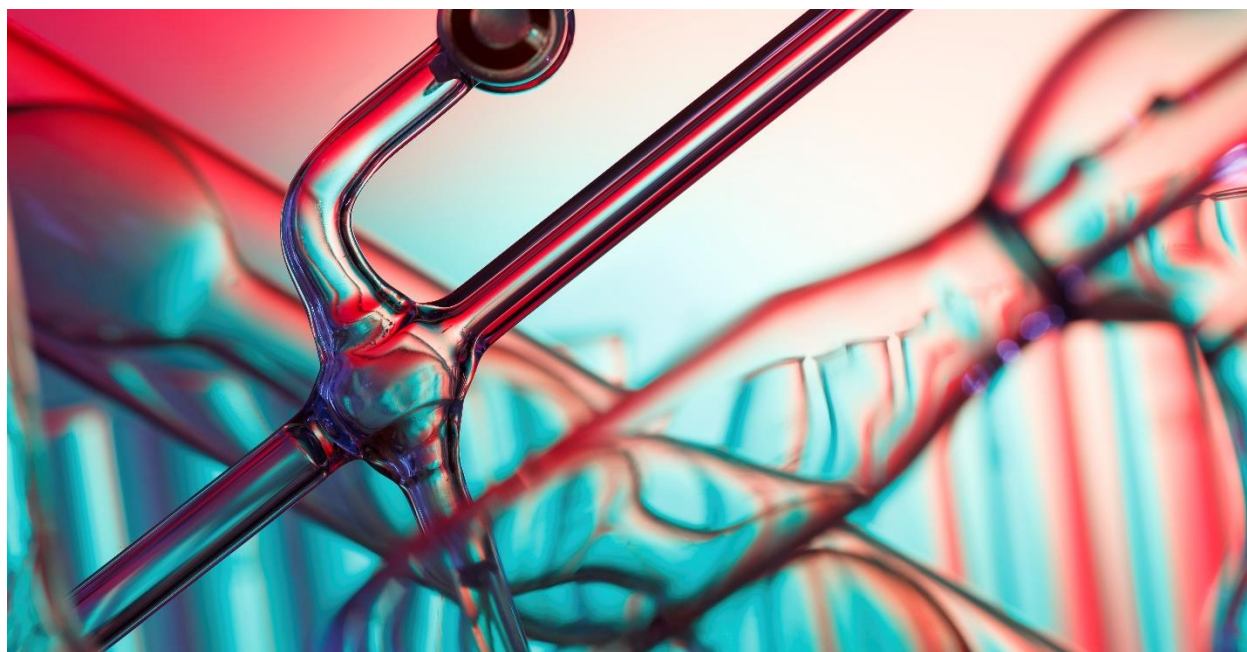
Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

Principle 4 overview:

Milpark approaches research on three fundamental levels: institutional research, staff research and 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 optimise the administration, management and delivery of all academic courses), and student learning (interrogating all aspects of teaching and learning to optimise methods, systems and practice).

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 a doctoral thesis 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.

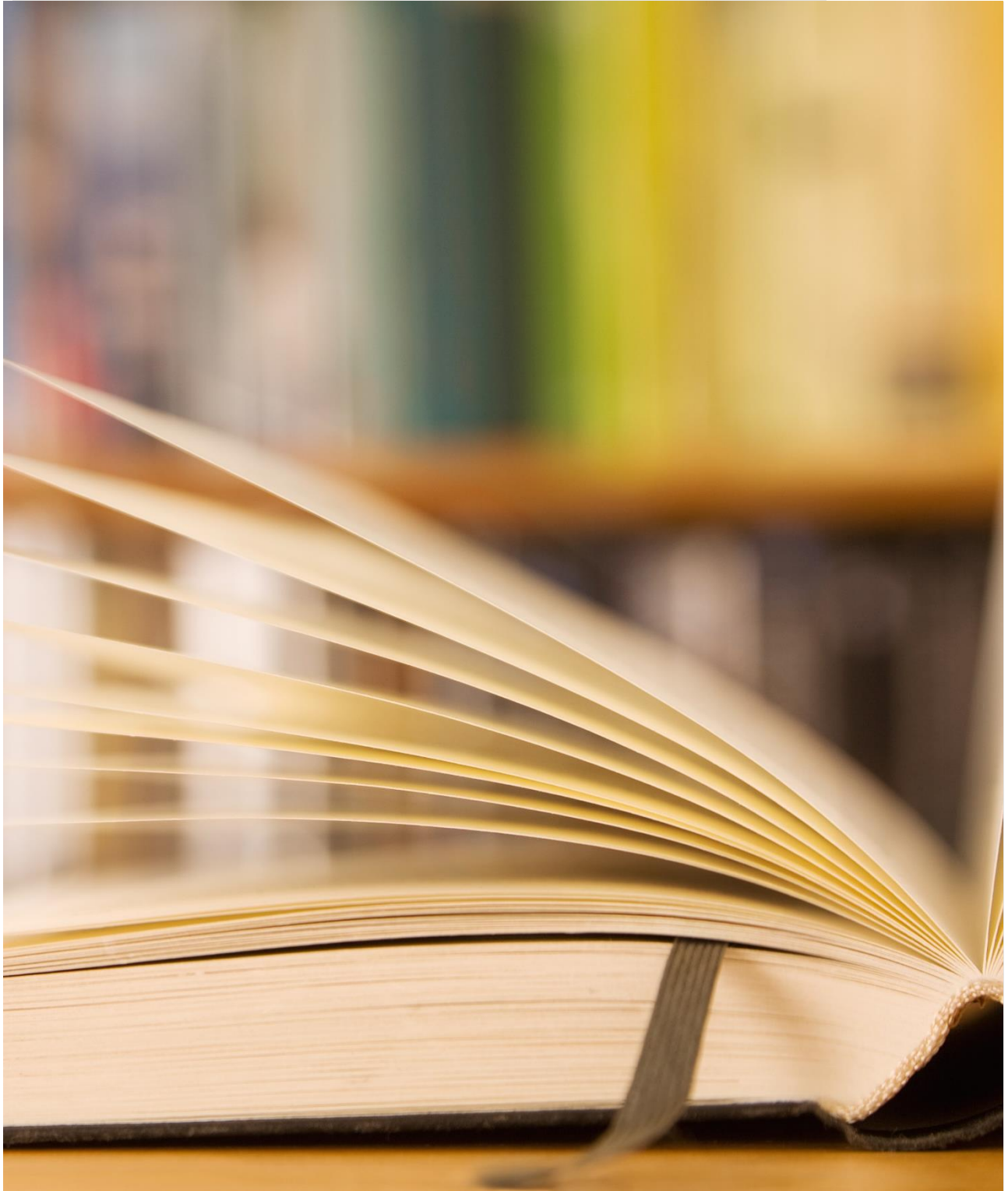


Principle 4 achievements:

- ***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 2022.
- ***Faculty:*** various initiatives (discussion forums, training sessions, workshops, writing circles, support groups and 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 as external examiners to other institutions for master's and doctoral theses.
- ***Students:*** examiners' reports have shown that research reports and dissertations completed by postgraduate students are of a high quality. There are even instances where students' research products were presented at international conferences. In addition, students registered for the Doctor of Business Administration (DBA) are required to submit an article in at least one accredited journal at the end of their studies. There are currently about five students busy with article writing.
- 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 acts as a forum to collaborate on management education and research.
- MBS has representation at 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 postgraduate 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. This programme provides unique and profound insights from within educational institutions in diverse regions of the world on how 'learning outside' and 'learning inside' can be holistically integrated, so that the sustainable development agenda does not remain static and programmatic, but is a creative and permeable framework. The shared hope across the 13 chapters, which constitute complete original essays on the theme, is to develop meaningful, interdisciplinary curricula and research projects that serve the human community as a whole. The aim of the editors is directed towards a similar United Nations' valuable ideal: to advance knowledge in respect of the earth and the future generations who will inherit it.

The following are a few examples of research in support of Principle 4:

- Oosthuizen, J.H. 2023. *South African business schools SDG integration: MBA curricula, research, and partnerships*.
- Ekue, A.A.A, Singh, D. and Usher, J.V. 20023. *Leading ethical leaders: higher education institutions, business schools and the sustainable development goals*. Globethics Publications.
- Nukunah, C. 2022. From feasting to fasting: An autoethnography of Njangis. In proceedings of the 21st BEN-Africa Annual Conference, Kigali, Rwanda, 3–4 November.
- Motaung, J.R. and Sifolo, P.P.S. 2023. Benefits and barriers of digital procurement: lessons from an airport company. *Sustainability*, 15(5):4610.
- Terblanche, J. and Waghid, Y. 2023. Glo-ubuntu as an extension of global citizenship education: cultivating the notion of an African university. *South African Journal of Higher Education*, 37(2):272–282.



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 it has 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 principal 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 practise the skill and receive constructive feedback from an expert). Ultimately, the approaches to meeting these challenges are then practically applied within the industry context relevant to the student.

The Milpark Business School Alumni Association provides a platform to further explore the social and environmental responsibilities of students and alumni 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 develop 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 MBS's mission of developing ethical leaders for the common good. These webinars feature thought leaders from industry, covering contemporary topics that strongly relate to social responsibility.
- MBS partners with the Good Governance Academy, which was established to collaborate globally and share information on critical governance, sustainability, reporting, integrated thinking, and business science issues as a public good, in line with SDGs 17 (collaboration) and 4 (education).
- MBS is a member of the Business Ethics Network Africa, which is dedicated to promoting business ethics on the African continent.
- MBS partnered with Globethics.net, a global network that has 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.

Other specific examples of engagements with companies include the following:

- XY Corporation, within the petrochemical industry: development of critical leadership competencies at the middle to senior management level across various verticals in the South African business units.
- AB Corporation, within the pharmaceutical industry: development and alignment of leadership competencies across three levels of management within the organisation.
- CD Corporation, within the financial services industry: to build ethical and future fit leaders who can take their organisation to higher levels of growth and success in a globalised economy.
- EF Corporation, within the FMCG sector: exploring the dynamics and challenges of women in leadership positions, as well as developing the necessary skills to navigate these.
- JK Corporation, within the telecommunications sector: strengthening the business's human resources capabilities by developing key leadership competencies, at different levels of management. Specific focus was given to the functional areas of planning, organising, leading and controlling the business processes. Additionally, a custom solution was created for diversity management.



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 established. 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.

The following are functions of 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 an 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. This has led to the adoption and incorporation of certain information into curricula and business school activities.



Principle 6 achievements:

- The Academic Board convenes once per year.
- The Business School Advisory Board convenes four times per year. Two meetings are held with internal staff and two meetings are held with external Advisory Board members. These external members include alumni, industry experts and senior academics. The Board comprises local and international members.
- 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 South African business schools with government and regulatory bodies, and 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 on the continent by promoting excellence and responsibility in business and management education through capacity building, collaboration and quality improvement.
- Milpark actively participates in 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 HEIs bear in the pursuit of

sustainable development, with the Sustainability Literacy Test being a result of the following 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 26 public universities, the private sector, other public entities, and entrepreneurship support organisations.
- Membership of and active participation in the Association of Advanced Collegiate Schools of Business.



CONCLUSION AND NEXT STEPS

MBS continues to make progress towards its goals, and this is reflected in the body of the report and our commitment to the Principles for Responsible Management Education. Despite the challenges within the business landscape, Milpark is resolute in its commitment to ensure that its management curricula are reflective of these important principles. Of note is the ongoing progress Milpark has made towards Principles 1 to 5 (purpose, values, method, research and partnerships).

The report also serves as a solid foundation to build on the achievements to date over the next 24-month period.





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