

MILPARK
BUSINESS SCHOOL



PRME Principles for Responsible
Management Education

**UN PRINCIPLES FOR
RESPONSIBLE MANAGEMENT EDUCATION
SHARING INFORMATION ON PROGRESS REPORT**

Johannesburg, South Africa

July 2015

PRME

This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for
Responsible Management Education**

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1. CEO's STATEMENT (Letter of renewed commitment)

PRME Steering Committee

c/o Jonas Haertle, Head PRME Secretariat at United Nations Global Compact Office

801 2nd Avenue, 2nd Floor

New York, New York 10017

31 July 2015

Renewed commitment to the Principles for Responsible Management Education

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 organizational 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

2. 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 several schools within Milpark Education as the parent institution. The name change is a change in name only, and did not affect our students directly. 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: we have two teaching campuses in Claremont, Cape Town and Melville, Johannesburg, and a sales and support office in Durban, Kwa-Zulu Natal.

Milpark 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 survey on accredited business schools offering MBA/MBL degrees in South Africa rated Milpark the number one private provider of the MBA degree. Milpark was placed third in the overall rankings of all accredited business schools in South Africa in 2014, again showing continuous improvement in ranking.

Milpark’s Vision

Empowering Africa through Business Education

Milpark’s Mission

Milpark pursues best practice in education in order to provide value for stakeholders through:

- Responsive and flexible learning solutions.
- Relevant and quality tuition.
- Service and support excellence.
- Dynamic partnerships with industry.

Milpark's values

Milpark's culture is based on the following values:

- We focus on providing quality education to our students.
 - We focus on excellent customer service.
 - We work together with integrity and respect.
 - We take personal accountability and responsibility.
 - We create value for our stakeholders through innovation and operational excellence.
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3. 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 dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

In terms of its commitment hereto, Milpark's status and progress is reported below.

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:

There is a need for managers and business leaders in Southern Africa who can conduct business responsibly and successfully, not only locally but also in the global marketplace. Milpark's multidisciplinary programmes address this need with a practical orientation that provides students with relevant and contemporary management and business leadership education. Milpark's programmes remain focused on key management areas while paying sound attention to the critical skills that make our students outstanding performers in the business environment. Future managers and leaders are also

provided with insight and skills related to the areas of social responsibility, the environment and corporate citizenship.

Principle 1 achievements:

Milpark Business School is the highest ranked private provider of the MBA degree according to the 2014 PMR.africa survey on accredited business schools offering MBA degrees in South Africa (third in the overall rankings of private and public institutions combined). The respondents (employers) rated the MBA graduates and students in the workplace representing accredited Business Schools across 19 attributes, namely: Academic knowledge; Application of knowledge in the workplace; Communication skills/abilities; Emotional intelligence; Entrepreneurial skills/capacity/abilities; Environmental awareness; Ethical business conduct; Financial management; Human resource management; Implementation of corporate governance; Information management; Innovation; Insight into sound sustainable development; International perspective; Leadership skills/abilities; Marketing management; Operational management; Quantitative abilities/skills; and Strategic management.

Examples of Milpark's impact through its Alumni:

- Dr Brian Chicksen, Vice President: Health and EVP Support at AngloGold Ashanti, instrumental in the compilation of the company's sustainability strategy.
- Morongwa Makakane published a book for Entrepreneurs.
- Lloyd Buthelezi, Executive General Manager at Nedbank, renowned for their commitment to sustainability.
- Isaac Modiselle wins the IPM CEO of the year Award for 2012.
- Rudeon Snell, Chief: Enterprise Architecture and Digital at Econet Wireless International - futurist and disruptive innovator.
- Sharon Reed empowers entrepreneurs through the Vuka Mentorship Programme.
- Laurence Savage, Chief Operating Officer of Altech.
- Sandile Mkhize, General Manager: Water Services at Magalies Water
- Phillip Lewis, Growth & Profitability Expert for Entrepreneurs & SMMEs helps SMMEs develop and implement sustainable business models.
- Portia Sebulela, Corporate Communications at South African Bureau of Standards.
- Brian Gonsalves, Vice President: Global Security at AngloGold Ashanti.

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 wishes 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 include also 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:

- A team of Milpark MBA students reached the 12 finalists in the Global Social Venture Competition held at Haas School of Business, University of California, Berkeley (April 2011).
- Initiated MBA Social Responsibility Challenge in September 2012 in which students had to get personally involved.
- Incorporated practical social projects via MBA module called "*Social Responsibility and Environmental Management.*"
- Initiated the "Corporate Citizenship" theme in our Executive Education Programmes which emphasises Global Corporate Citizenship, Business Ethics, Corporate Governance, Social Responsibility, and Environmental Stewardship.

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 be 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 in order 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 in two ways: through mentoring and tutoring.

Principle 3 achievements:

A rigorous review of the content and focus of the Milpark MBA was conducted during 2011 and 2012. This review was in response to contemporary national and global events, community challenges, threats to the environment, and the need for managers to be well equipped to address the immediate needs of business and industry. The result was the development and implementation (January 2013) of a new MBA curriculum that accentuates concern for humanity and the earth in the context of accountable business practice. This is further being enhanced in 2015 to accommodate recent regulatory changes in South Africa's Higher Education Qualifications Framework. These enhancements will take effect in 2016.

A case in point is the MBA and Postgraduate Diploma in Business Administration "*Social Responsibility and Environmental Management*" module with its purpose to empower students (business executives, managers and leaders) to understand the influence and impact of business enterprises and their responsibilities. The module examines the social, ethical and environmental issues faced by both business and other kinds of organisations, providing business executives, managers and leaders with a theoretically underpinned analytical perspective of corporate social responsibility and enabling them to critically assess CSR issues, initiatives, drivers and responses.

In addition, 2014 saw the introduction of "Global Corporate Citizenship" in the curriculum of the Higher Certificate in Management and the Advanced Certificate in Management. In both programmes the aim is firstly to expose students to the four basic principles contained in the United Nations Global Compact (UNGC) which are fundamental to the conduct of business nationally and internationally. Students are exposed to business and the advancement of peace, business for development, financial markets and corporate governance.

Finally, our Executive Education Programmes now also include interventions on Global Corporate Citizenship, Business Ethics, Corporate Governance, Social Responsibility, and Environmental Stewardship.

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 in order 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 in order to increase academic strength and to sustain membership of the national and international academic community.

Student research is taught by Milpark and conducted by students as part of curriculum and regulatory requirements as required by the different levels and types of qualifications. In order 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 undergraduate and 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 semester, per module across all programmes. In addition, an extensive student satisfaction survey was conducted in 2014.
- Faculty: Various initiatives (discussion forum, training, workshops) 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. Some faculty are actively involved with research colloquiums 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.
- Student: There has been a noticeable improvement in the quality of postgraduate students' research reports on the Postgraduate Diploma and dissertations on the MBA. There are even instances where students' research products were presented at international conferences.

- Faculty that 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 also act as a forum to collaborate on management education and research.

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 actually performs the skill in an environment as close as that in which it will be performed in real life, i.e., immersing them in the milieu, 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 alumni relationship on the other hand, provides a platform to further explore their social and environmental responsibilities via guest speaking events.

A secondary way in which Milpark interacts with managers of companies is through its executive education initiatives. Such engagements has 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 that 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.

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

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 dialog 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 twice per year.
- Sub-committees convenes on an ad hoc basis.
- Membership of, and active participation in the South African Business Schools Association (SABSA) where the Business School Dean also currently serves on the Executive Committee. 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.
- 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 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 "Forum of Entrepreneurship Development Centres at Higher Education Institutions" (FEDCI), a platform through which centres may collaborate and strategize on specific issues facing entrepreneurship centres at universities. FEDCI believes that an

entrepreneurial mind-set and entrepreneurial behaviour is the solution to job creation and the development of wealth and social justice in South Africa.

4. 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 acutely 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 dialog) 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 (dialog) which refers to facilitating and supporting dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability is concerned, Milpark has also made important inroads through, among others, facilitation of the bi-annual MBA Social Challenge, active participation in SABSAs, the Sustainability Literacy Test, FEDCI and the Johannesburg Mining Indaba, contributing to SAIMS research and membership of IoD.

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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