REPORT BY THE SCHOOL OF MANAGEMENT, IT AND GOVERNANCE, UNIVERSITY OF KWAZULU-NATAL ON PROGRESS IN IMPLEMENTING PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

SHARING INFORMATION ON PROGRESS (SIP) REPORT
Durban, South Africa

TABLE OF CONTENTS

1. Vice Chancellor / 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

10 June 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, the UKZN, and the School of Management, IT and Governance 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 an example of the values and attitudes we convey to our students.

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

Dr Albert Van Jaarsveld

Vice-Chancellor: UKZN

2. School of Management, IT and Governance (SMIG) – Overview

The School of Management, Information Technology & Governance is based on the Pietermaritzburg and Westville campuses. A wide range of undergraduate and postgraduate programmes are offered in the disciplines of Marketing; Management and Entrepreneurship; Human Resources and Labour Relations; Supply Chain Management; Information Systems and Management; Information Systems and Technology; and Public Governance.

Vision: To become the School of First Choice in the fields of Management, Information Systems and Technology and Public Governance within the higher education and training system in Southern Africa.

Goals: The goals of the School are as follows:

- To ensure that the School renders a service as required by the UKZN Council and in accordance with the vision and mission statements and approved policies of the Senate, College, and School.
- To ensure that in particular, high standards of professional teaching, research and community service are maintained.
- To foster and encourage continuous staff and student development.

Mission: To ensure that through relevant programmes, effective teaching, and contextual problem directed research, the School can achieve its strategic objectives (such as embracing PRME in its activities and performance), and ultimately its vision.

SMIG joined the PRME Initiative of the United Nations Global Compact in 2013.

3. Report on the Status of Principles for Responsible Management Education (PRME) within the School of Management, IT and Governance

Introduction and background to membership

On a global scale there are serious concerns about the trends that reflect a growing neglect and often a reckless disregard for what can generally be accepted as ethical and responsible management practices and behaviour. There are many governments and business conglomerates that allow and sustain governance and management practices that continually enforce the chasms between the economically empowered and disempowered, and who still tolerate and even inflict gross human rights abuses. These and other factors referred to in this report continue to contribute to the increasing trend in inequalities between people, poverty, malnutrition, access to education, resulting in continued underdevelopment and the overall failure to achieve the millennium development goals[1]. One of the major concerns is the unprecedented growth in the population of the earth, which currently exceeds 7 billion people[2]. This factor alone is the main driver that demands that we take a serious look at how we manage all the resources of the earth and our individual countries.

Disturbing changes in our environment are also becoming evident due to the mismanagement of resources as well as the impact of industrialised nations. Carbon pollution of our atmosphere[3] and the concomitant greenhouse effect, pollution of our rivers and subterranean water (4,500 children die every day from waterborne diseases, more than from HIV-AIDS, malaria, and tuberculosis combined[4]), and the unprecedented increased release of methane gasses from the melting of permafrost fields,[5] will impact on the earth in unprecedented ways. If it continues unchecked the ability of sustainable development and even the survival on our planet will be destroyed. We can be likened to the proverbial frog that is unaware of being boiled alive as the temperature of the water is gradually increased, oblivious to the looming

effects. These disasters often strike us with devastating and often irreversible consequences.

Motivation and importance for the SMIG to join the PRME Compact

In 2000 the UN Global Compact was launched, which brought together business with UN agencies, labour, civil society and governments to advance ten universal principles in the areas of human rights, labour, environment and anti-corruption.[6] Through this collective action, the Global Compact seeks to imbue these ten principles in business activities and organisations around the world. The UN Global Compact requests companies to embrace and enact these universal principles within their sphere of influence.

- Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and
- Principle 2: make sure that they are not complicit in human rights abuses.
- Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
- Principle 4: The elimination of all forms of forced and compulsory labour;
- Principle 5: The effective abolition of child labour; and
- Principle 6: The elimination of discrimination in respect of employment and occupation.
- Principle 7: Businesses should support a precautionary approach to environmental challenges;
- Principle 8: Undertake initiatives to promote greater environmental responsibility; and
- Principle 9: Encourage the development and diffusion of environmentally friendly technologies.
- Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

It would appear that there are over 7000 participating companies and hundreds of stakeholders from more than 120 countries, making it the world's largest voluntary

corporate citizenship initiative. From this global compact, the support of university business and management schools was enlisted, culminating into an agreement that commits signatories to the Principles for Responsible Management Education, inspired by internationally accepted values such as the principles of the United Nations Global Compact.

Motivation within UKZN and the College of Law and Management Studies

In an article of the November 2012 College newsletter, I raised concerns regarding the high levels of protestation, strikes and civil unrest in South Africa, as well as the causes and consequences of these actions. We have now seen these protests and violent actions spreading globally in countries like Libya, Egypt, Syria and Turkey, to name but a few that have made headlines recently. These events are often a manifestation of fundamental problems in the fabric of societies. It is therefore wise to analyse and address some of the fundamental ills of our society.

Some of the causes described were a lack of institutional capacity, financial mismanagement, high levels of corruption, a lack of public participation, and generally poor governance. The solutions to these highly complex problems are not simple. It would appear that many proponents of improving and developing civil societies and prosperous and successful nations, are also serious advocates of the notion that these changes start with inculcating and growing moral and accountable leadership in the corporate and government governance structures of our society. In a very recent international survey, South Africa ranked 69[7] in the perceived levels of public sector corruption in 176 countries/territories around the world[7]. On the surface, it does not appear to be that bad. However, if compared to our neighbour Botswana, who is ranked 30th, Namibia 56th and the country of a recent genocide disaster, Rwanda ranked 50th, it undoubtedly provides us with a challenge. The idea is that we really have to consider that these rankings affect us in numerous ways. The role and impact of the overall confidence index, the stability of our currency, the collective effect that corruption has on every aspect of our society, determines foreign direct investment (FDI) and how local investors make decisions.

According to the 2013 A.T. Kearney Foreign Direct Investment Confidence Index, South Africa is currently 15th on the rankings, sporting investor confidence ahead of countries like Spain, Switzerland, Taiwan, South Korea, and Malaysia[8].

South Africa is currently ranked 12th of the lowest performers against 216 ratings in accordance with a recent 2009 statistic on internationally rated carbon dioxide emissions per country[9]. This again requires that we consider making a contribution to the overall concern in this regard. Together with countries like the US, Russia, Canada, UK and Japan, we are, however, showing that we are serious in addressing efforts to reduce our carbon footprint, by reducing emissions by 6.7% between 2008 and 2009. Our challenge is to: responsibly limit carbon polluters, invest in green technologies, renewable energy and more fuel efficient cars and vehicles, be less dependent on fossil fuels, and ensure that these attempts will impact on deforestation practices[10].

According to the HNDP Human Development Index[11], South and Southern African countries are regarded within the developing world as making progress in areas of human development, although one of the factors of the index that refers to inequality in income distribution in accordance to the Gini-Index[12] does not favour Southern Africa in particular. The continued growth of economic inequality is a huge indictment against us, due to the fact that we are regarded as one of the countries in the world, and specifically in Africa, with a very advanced and progressive constitution, which serves to protect human rights. The corollary should be an increase in closing the gap between high and low income earners. In South Africa we are plagued by the lack of creating income earning opportunities, and currently being affected by a 25.5% unemployment rate[13].

Again, we have to guard against labelling our country as being a hopeless case, thereby perpetuating negative mind sets and views that are often reflected in our media. Likewise, we need to ensure that we build on the hard fought freedoms and

gains that we can use to our advantage. We need to labour endlessly towards mitigating the effects of the issues that have the potential to drag us into the midstream of mediocre countries, thereby avoiding eventually being labelled as another lost case for real progress and development.

Pledge of the School of Management, IT and Governance

In the same article I pledged my school to committing to be a change agent within the UKZN that nurtures and develops productive and morally brave leadership, which will ultimately ensure that UKZN becomes an institution that develops and delivers leaders of the future that we can truly be proud of. The notion that many of the solutions to the dire problems we are faced with, starts with leadership, is a widely accepted principle in the management sciences, but often regrettably not implemented in a practical and tangible manner.

The mission of the Principles for Responsible Management Education (PRME) initiative is to inspire and champion responsible management education, research and thought leadership globally.

They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business and governmental leaders capable of managing the complex challenges faced by business and society in the 21st century.

In the current academic environment, corporate responsibility and sustainability have entered, but not yet become embedded in the mainstream of business-related education. The PRME movement is therefore an appropriately timed global call for business schools and universities worldwide to adjust their curricula, research, teaching methodologies and institutional strategies to these business challenges and opportunities.

The six principles as set out in the website of PRME, serves as a guiding framework to integrate these principles in a systemic way[14].

Embracing the Principles for Responsible Management Education Declaration

As institutions of higher education involved in the development of current and future managers, we declare our willingness to progress in the implementation, within our institution, of the following principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions. These principles are cited from the PRME website and are listed as follows:

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.

- One of the ways in which our school seeks to create this capacity, would be through the introduction of a Chair in Entrepreneurship, Sustainable Business and Management Practices. The School of Management, IT and Governance has recently partnered with our Graduate School of Business in writing a proposal for a Chair in Entrepreneurship and Sustainable Business Management, and we are seeking support through our local university Foundation for the implementation of such a chair. See Annexure A

- The Dean of the SMIG has made presentations to other Divisions and Schools of Business and Management throughout South Africa, at the regular meetings (2013-2014) of the South African Commerce Deans Forum. Since then, many other Schools have joined the PRME movement, and through this effort we are ensuring that many more students will be equipped and become generators of sustainable value for business and society in South Africa and to work for an inclusive and sustainable local and global economy.

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

- The development of a PRME module in all our undergraduate learning programmes within the school. From 2016 onwards all the undergraduate students in the undergraduate business and governance programmes will be required to enrol for a core module in sustainable business and management practices. See Annexure B.

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

- The discipline of Management and Entrepreneurship developed a programme known as E-Zone for students and academics to create a platform to write informative and practical articles to develop entrepreneurial and managerial thinking and competencies. The overall aim of the site is to get students and academics involved in sharing their academic knowledge with their communities and with each other, in an effort to enhance and stimulate entrepreneurial and intrapreneurial thinking, next generation managerial thinking, as well as to build collaborative efforts between students, communities and academics.

- Linked initiatives like the project SHAPE (Shifting Hope, Activating Potential Entrepreneurship), Queen's Entrepreneurs' Competition, community projects and others feature on the site as entrepreneurial and managerial focus areas. See the following articles as well:

    - SHAPE - willing the shape UKZN students in future
      http://journalismiziko.dut.ac.za/current-affairs/shape-willing-to-shape-ukzn-students-future/
    - Launch of Innovative Entrepreneurship Programme
      http://ukznextendedlearning.co.za/reading-den/repository/247-launch-of-innovative-entrepreneurship-programme.html

- Collaboration with other universities is also shared to show the focus on responsible management education and the development of competent and ethical leaders and managers in large and small businesses. The School is a partner in what is known as the [AAE Summer School Programme](). In [2014 the programme]() again focused on responsible and sustainable business and government. Dr Manuel Escudero was also a key note speaker at this event hosted by Wits University. The Schools involved in this programme from Germany, the USA and South Africa have agreed to meet and produce publishable research outputs in the field of responsible and sustainable business and governmental practices. This year students and academics from the participating institutions will meet in Chemnitz, Germany to discuss PRME issues in their respective countries. Papers delivered at this event will be published in peer reviewed journals.

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.

The School has recently produced a PRME aligned textbook, papers and research aligned with PRME principles, as a result of AAE School, BMC Conference, as well as peer reviewed articles and books published by academics. [See Annexure C]() for a new book to be published by local academics in the school, pertaining to PRME principles and social entrepreneurship.

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 jointly explore effective approaches to meeting these challenges.

The School has recently set up a training programme with IBM International University to train students for career-ready opportunities in the IT industry. This programme is part of the responsible management mind-set to ensure that our students have improved competencies and that employment opportunities are maximised. Emphasis

of the training would also be on information security and responsible information management. The following links and partnerships with government and business corporations in line with the PRME agenda have also been negotiated.

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.

In September 2014, the School of Management, IT and Governance, co-organised the local bi-annual Business Management Conference, with a focus on PRME, and responsible and sustainable business and governmental practices. The co-founder member of PRME, Dr Manuel Escudero was a key note speaker at this conference. See report in Annexure D.

- The hosting of our BMC conference in 2014, and the role that the PRME played in setting the foundation for future deliberations and empirical research on the importance and impact of implementing PRME and related programmes within South Africa was eagerly debated. It was also agreed that the UKZN will play a leading role in creating a possible Working Group or Chapter for PRME in Southern Africa. http://www.unprme.org/events/index.php?eventid=284

- Shortly after joining PRME as a school, the School Dean – Prof Henry Wissink and a member of the Teaching and Learning Division – Taahir Vajeth within the School made a presentation of the importance of PRME membership to the School, at the CEEMAN Conference in 2013, Bled, Slovenia. This was recorded at PRME Stories Available at http://video.ceeman.org/lectures/833/13-prme-interview-henry-wissink

4. Conclusion and the Way Forward

The engagement model for schools[15] that are concerned about responsible management education involves specific commitments. As the School of Management, IT and Governance, we are committed to:

(a) Engagement in a long term process to continually improve performance towards this vision, and involving staff in building institutional support for the objectives of PRME.

Future action: The pursuit of appointing a Chair for Entrepreneurship and Sustainable Business and Management Practice is envisaged in 2016.

(b) Being involved in channelling good practices and state-of-the-art experiences into a learning network, where all members and signatories can benefit from these practices.

Future action: Creating a comprehensive school database for publication output as well as a marketing website for PRME, inclusive of other initiatives such as E-Zone and SHAPE in 2015.

(c) Reporting regularly, and ideally annually on progress within the institution, and giving public recognition to good performances and achievements towards PRME within the schools.

Future Action: Arranging annual PRME school awards function, giving public recognition to good performances and achievements towards PRME within the school, starting in 2015.

We are looking forward to becoming a major role player in this endeavour, making an enduring impact on our students, our region, society and even the world at large.

Professor Henry Wissink

Dean and Head of School: Management, IT and Governance

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Annexure A: Proposal Concept for a Research Chair in Entrepreneurship, and Sustainable Business Management

CONTACT INFORMATION		
Project name		Research Chair in Entrepreneurship and Sustainable Business and Management Practices
Theme		Entrepreneurship/PRME
College		Law and Management Studies
School		School of Management, IT and Governance/ GSB&L
Dean	**Name**	Professor Henry Wissink
	Phone	+27 (0)31 260 8962
	Email	wissinkh@ukzn.ac.za
Foundation	**Name**	
	Phone	
	Email	
PROJECT INFORMATION		
Project summary		
Background and rationale		Entrepreneurship has become a important focus within the management sciences and the dominant education paradigm globally in preparing students of business and management for the challenges of the 21st Century. Various factors are feeding the entrepreneurial activity, like demographic and economic factors, the shift towards the service sector, global movement towards the knowledge economies, technology advancements, independent lifestyles, the Internet, cloud computing, mobile marketing and international opportunities. It is however important, what universities do with this paradigm shift as it impacts on the teaching and learning, as

well as research focus areas.

Entrepreneurship in South Africa, specifically should be encouraged to grow the economy. Given that the typical small business employs 12 people, SMMEs have the potential to create 5.3 million jobs in South Africa, which will eradicate the issues of unemployment, poverty, crime and social ills. However, South Africa, as an efficiency driven economy, is far below the global average of entrepreneurial activity. Less people are starting their own small businesses and SMME closures over a 5 years has been 440,000 (8800 closures per year).

Government's National Development Plan 2013 identifies job creation, coupled with education, as South Africa's most important priorities. This is where UKZN can play an important and critical role to ensure that the university provides quality entrepreneurial education that will lead to sustainable venture creation and SMMEs. Currently Entrepreneurship is offered as an undergraduate module at 2nd year level as a core module in the B Com degree. A B Com Honours in Entrepreneurship degree is also offered on the PMB campus. A postgraduate programme in Entrepreneurship is offered on the Westville campus. Entrepreneurship is also one of the 3rd year elective modules in the MBA programme and it is offered on the 2nd year level in the LED programme. Recently an entrepreneurship champion in UKZN, went on retirement, which left a huge gap in developing entrepreneurship at UKZN. A Research Chair in Entrepreneurship can help UKZN to close this gap and to provide leadership to manage entrepreneurial education and research strategically.

The South African university context

Entrepreneurship education is not unique to South African universities. Most universities realised the importance of including entrepreneurship due to the management and the education paradigm shift that occurred. The Global Entrepreneurship Monitor (GEM) South African report for 2013 has been launched at UCT. WITS created a Centre of

Entrepreneurship. Enactus an international network of student, academic and business leaders is prominent at UKZN, DUT and other SA universities. Entrepreneurship is included in most under- graduate and post-graduate academic programmes. DUT has an Entrepreneurial Studies and Management Department, which provides education in management theory and techniques. The primary qualifications offered are the National Diploma: Management and the Bachelor of Technology: Business Administration. UJ undertook a pioneering initiative by the Faculty to establish a Centre for Social Entrepreneurship and Social Economy (CSESE) at the end of 2010. The CSESE research, educate and promote social entrepreneurship and the social economy through various program offerings, partnerships and initiatives. GIBS created a network of social entrepreneurs and its aim is to make people think innovatively and creatively about social impact, and develop their skills and capacity as entrepreneurs, leaders, and managers. UP created a chair in entrepreneurship in the early 1980s. The first B-degree in entrepreneurship in South Africa was offered by this department in 1999. Entrepreneurship was introduced as a core subject on a first year level for most B.Com degrees in at the University of Pretoria since 2007.

From the abovementioned, it is evident that there are currently many entrepreneurship based educational and research activities that are happening in various universities. UKZN needs to also add its unique value in terms of African Scholarship and a research chair will help to make this happen and to network with and learn from other universities.

The wider sectoral context

The benefits of a research chair (Z &J)

The appointment of a research chair on a full-time basis will help to focus and coordinate the wave of entrepreneurial activities across schools in UKZN. There are a number of more junior or middle-level academics in the School of

	Management, IT and Governance and the Graduate School of Business and Leaders that will provide the necessary support to the research chair and benefit substantially from the guidance and mentorship that the chair could provide. **External links and funding possibilities** UKZN has significant links with outside bodies such as the Business Chamber, eThekweni municipality, DTi, AHI, EDTEA Provincial planning commission (UKZN) and new small business provincial, Ministry of Small Business, to name a few that support the activitiers and provide funding opportunities. **Other resources** In terms of infrastructure and facilities, the chair can be placed in the School of Management, IT and Governance or the GSB&L. A space can be identified and academic and administrative staff can be identified to support the chair. There are good library and conference facilities on the Westville campus of the College of Law and Management Studies In addition, the College of Law and Management Studies within the two schools mentioned, have quite a few academics that are involved in entreprenership initiatives within the UKZN, and also producing relevant entrepreneurship based rsearch to support such an initiative.
Description	1. Research Chair in Entrepreneurship, supported by the two Schools (SMIG and GSBL) 2. Administrative support for research and the development of entrepreneurial projects.
Budget	1. R1 million per annum for the next 10 years to support the TRP of the incumbent. 2. R500 000 per annum for administrative support and approved projects.

	3. R500 000 for support and awarding entrepreneurial startup projects.
Benefits for donors	Potential donors will receive annual reports on research and progress towards advancing the growth of entrepreneurship and entrepreneurial development of SMME's in particular the province of KZN. Donor(s) will also become members of the Entrepreneurship Advisory Board, and will be part of an annual award ceremony that would make awards to creative and successful entrepreneurial projects.
SCHOOL INFORMATION	
About the Schools	The School of Management, Information Technology & Governance is based on the Pietermaritzburg and Westville campuses. A wide range of undergraduate and postgraduate programmes are offered in the disciplines of Marketing; Management and Entrepreneurship; Human Resources and Labour Relations; Supply Chain Management; Information Systems and Management; Information Systems and Technology; and Public Governance. The Graduate School of Business and Leadership (GSB&L) offers its flagship programme the Master of Business Administration (MBA) degree, Master of Commerce in Leadership Studies degree (M Com), and the Postgraduate Diploma in Leadership and Management (PGDLM). Other programmes include the Management Development Programme (MDP) and an array of executive programmes for companies.
Supplementary information – The College of Law and Management Studies.	The College is one of the four Colleges that form the University of KwaZulu-Natal. In turn, it consists of four Schools: the Graduate School of Business and Leadership; the School of Accounting, Economics & Finance; the School of Law; and the School of Management, Information Technology & Governance.

PR**i**ME Principles for Responsible
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Annexure B: PRME Undergraduate Module

The programme(s) in which the module is offered?

B.Com, BCom 4 (General), Bachelor of Business Science, Bachelor of Administration

How does this module fit into your overall programme design?

This module provides the foundation for further studies in Management. The purpose of the Bachelor in Commerce programme is to broaden the students' commercial knowledge within a business framework so as to develop a thorough understanding of management theory as well as the skills necessary to apply the theory. The programme will prepare students for entry into, or development of existing careers in management and leadership in the private and public sectors. This module specifically focuses on responsible and sustainable management practices with a view to positively impact on the economy, the environment and communities. It is strongly linked to the PRME principles. For students that are not specialising in management, the module provides a holistic perspective of what should be done to ensure responsible and sustainable management practices entails. The module is a core module offered in the first semester of the second year of the Degree structure.

What is the main aim of this module?

To provide students with a sound introduction to the theoretical base and practical applications of the principles and concepts underlying responsible and sustainable management principles. The course explains the importance of responsible managers (personnel) and the need for future generators of sustainable value for business, government and society at large and to work for an inclusive and sustainable global economy.

To place wherever possible, theories and concepts developed to inspire and champion responsible management practices, research and thought leadership globally and nationally.

What is the content of this module?

This module aims to provide an overview of the nature and fundamentals of responsible and sustainable management and leadership; the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value; as well as critical issues relating to global and national social responsibility, governance and sustainability.

What content topics are offered on this module?

- *Introduction: Responsible Management and the six principles thereof*
- *Sustainability: Managing the Triple Bottom Line*
- *Responsibility: Managing for stakeholder value*
- *Ethics: Managing for moral excellence*
- *Strategy: Responsible competitiveness*
- *Entrepreneurship: Value-added ventures*
- *Organisation: Responsible infrastructure*
- *Operations: Responsible enterprise excellence*
- *Supply chain: Responsible supply and demand*
- *Human resources: HR and responsible management symbiosis*
- *Marketing and Communication: Stakeholder goodwill*
- *International business and management: Globally responsible business*
- *Finance: Responsible return on investment*
- *IT: Responsible information technology and knowledge management*

The approach to/philosophy of teaching and learning that underpins the teaching of this module

The approach is to present the content of the module mainly through lectures based on the textbook supplemented with audio-visual aids, group discussions, and case studies. Students are encouraged to participate in class and group discussions. Analytical thinking is developed and encouraged by providing students with case or scenario based questions which require them to apply their knowledge to solve a practical problem or to critically look at what entrepreneurs are doing well or where they fall short. Students needing more assistance to understand the module and assignments are encouraged to attend group sessions with the Academic Development Officer.

What knowledge, attitudes, skills and values are imparted in this module i.e. learning outcomes?

On successful completion of the module, students are expected to:

- *Discuss the importance and value of responsible and sustainable management practices*
- *Explain sustainability from the Triple Bottom Line perspective*
- *Describe management responsibility in managing stakeholder value*
- *Critically discuss the role of ethics in business to manage moral excellence*
- *Explain how strategy can be used to ensure responsible competitiveness*
- *Discuss how entrepreneurs can create and manage value-added ventures*
- *Describe how a responsible infrastructure can be created to enhance a responsible and sustainable organisational culture*
- *Explain how managers can manage operations to create and enhance responsible enterprise excellence*
- *Describe how the supply chain can be managed to create responsible supply and demand*
- *Explain the role of Human resources in responsible management symbiosis*
- *Describe the role of marketing and communication to create stakeholder goodwill*
- *Explain how management can create and enhance globally responsible business*
- *Discuss the role of finance and the creation of responsible return on investment*
- *Discuss the role of responsible information technology and knowledge management*

Annexure C: PRME Related Book

Incorporating Business Models and Strategies into Social Entrepreneurship

Editor: Dr. Ziska Fields, University of KwaZulu-Natal (UKZN), SA

Table of Content

Foreword

The notion of social entrepreneurship is rapidly growing and is increasingly appearing in the thinking and practices of both academics and practitioners. Given the global trend of rapidly rising unemployment and poverty rates - even in areas previously regarded as economically stable - the importance and benefits of social entrepreneurship is an urgent matter that needs attention on a global scale.

The focus of this book provides a fresh look at the manner in which business models and strategies are incorporated into this approach to entrepreneurship. Empowering societies and communities through the predominantly altruistic work performed in social enterprises, in conjunction with the transformation of social capital to benefit poor communities across the globe, is truly something that needs to be rejuvenated in the hearts and minds of modern day entrepreneurs.

Contributions from authors throughout the world have been included in this text. It is a much needed contribution to the scholarly literature produced in this field. The need to inject this concept into the thinking and planning within countries with developmental agendas certainly makes sense. Since the advent of the popular text by Charles Leadbeater - *The Rise of the Social Entrepreneur* in 1997, the notion of social entrepreneurship has taken off. Much excitement can be seen in the manner in which the maxims of this approach have been incorporated into the work of socially minded business people, even large global corporations and governments, in welfare services, schools and health care services.

Not only will the purpose of this text serve to educate students in the 21st century to become social entrepreneurs, but the awareness of the benefits and necessity of social entrepreneurship in developmentally driven societies will also be expanded. Social Entrepreneurship has the potential to produce the drivers of social change and economic welfare to millions of people in the world who are unemployed or living on the breadline. It may be the only answer to the most daunting social dilemma of increasing global poverty, and the growing schism between the rich and poor.

The editor and the authors mentioned in this text are duly congratulated on an excellent contribution. May it establish a change in the hearts and the minds of entrepreneurs, governmental policy-makers,

and corporate decision-makers to steer our thinking towards the necessity of producing and sharing the benefits of enterprise to benefit all, and towards a sustainable and more humane world.

Henry Wissink: Dean of the School of Management, IT and Governance

University of KwaZulu-Natal – South Africa.

Ch.	Chapter Title	Authors
	UNDERSTANDING SOCIAL ENTREPRENEURSHIP	
1	Boundaries and Challenges for Social Entrepreneurship	**Neeta Baporikar** *University of Pune, India*
2	Creating social value in societies	**Idahosa Igbinakhase** *University of KwaZulu-Natal, South Africa*
3	Legal Empowerment as Social Entrepreneurship: The KwaZulu-Natal Cases of Bulwer and New Hanover	**Fayth Ruffin & Winnie Kubayi Martin** *University of KwaZulu-Natal, South Africa*
	BUSINESS MODELS	
4	Designing Business Models for creating and capturing shared value: An activity-system perspective	**Arash Najmaei** *Macquarie Graduate School of Management, Australia*
5	Business models for social entrepreneurs	**Alphonce Tavona Shiri** *University of KwaZulu-Natal, South Africa*
	STRATEGIES	
6	Business strategies creating value for social entrepreneurs	**Andrisha Beharry-Ramraj** *University of KwaZulu-Natal, South Africa*
7	Using Creativity and Social Innovation to create Social Value and Change	**Ziska Fields** *University of KwaZulu-Natal, South Africa*
8	Marketing in social ventures	**Evelyn Derera & Cynthia Shayamunda** *University of KwaZulu-Natal, South Africa*
9	Social Entrepreneurship Marketing	**Nigel Chiweshe** *University of KwaZulu-Natal, South Africa*

10	The Youth and Social Entrepreneurship: Youth Social entrepreneurship	**Vannie Naidoo** *University of KwaZulu-Natal, South Africa*
11	Nurturing Social Entrepreneurship and Building Social Entrepreneurial Self-Efficacy: Focusing on Primary and Secondary Schooling to Develop Future Social Entrepreneurs	**Nareatha Studdard** *Alabama A&M University, US* **Maurice Eugene Dawson** *University of Missouri-St. Louis, US* **Sharon Burton** *National Graduate School of Quality Management, US* **Naporshia Jackson & Brian Leonard** *Alabama A&M University, US* **William L Quisenberry** *Swiss Management Center University* **Emad Rahim** *Bellevue University, US*
GLOBAL TRENDS		
12	The Role of Social Entrepreneurship in the Global Business Environments	**Kijpokin Kasemsap** *Suan Sunandha Rajabhat University, Bangkok*
13	The Advent of Social Entrepreneurship in Saudi Arabia: Empirical Evidence from Selected Social Initiatives	**Wassim J. Aloulou** *Al Imam Mohammad Ibn Saud Islamic University, Saudi Arabia*
14	The social economy and the role of government in South Africa	**Obianuju E. Okeke-Uzodike & Mogie Suddan** *University of KwaZulu-Natal, South Africa*
15	South Africa as an emerging market for social entrepreneurship	**Gnanam Pillay & Sylvia Kaye** *University of KwaZulu-Natal, South Africa*
16	Social entrepreneurship – a new way for civil society in South Africa?	**Kerryn Ayanda Malindi Krige** *Gordon Institute of Business Science, South Africa*

Annexure D: Role of Potential PRME Chapter for Southern Africa as highlighted at 3rd Business Management Conference

In an effort to address global economic challenges, scholars from various disciplines shared their research at the 3rd Business Management Conference, Business Unusual: Economy, Business and Governance in a Changing World *(Durban, 19 September 2014).* The multi-disciplinary Conference, which was first hosted by University KwaZulu-Natal, South Africa in 2011, was held by the College of Law and Management Studies, and attended by over 60 academics from all over the world. Academics presented on topics such as entrepreneurship, digital innovation, marketing and commercialisation.

The keynote address delivered by Prof. Manuel Escudero, Special Adviser to PRME Secretariat, UN Global Compact Office, gave a broad overview of how business and management education are adapting to the changing world, and how the academic sector can build partnerships through PRME to achieve a more sustainable future. Delegates at the Conference agreed that a PRME Chapter Africa should be created and that University KwaZulu-Natal is ideally placed to facilitate the process, bringing together PRME signatories of the region in an inclusive fashion, in order to advance the Principles regionally, exchange experiences and lessons learned, and to promote peer learning.

We thank the hosts as well as the participants for this successful event and we look forward to ongoing conversations on the creation of PRME Chapter South Africa +.

Establishment of PRME African Chapter: Tabled at business conference

The 3rd Business Management Conference recently hosted by the College of Law and Management highlighted a need for the University of KwaZulu-Natal to champion the establishing of an African Chapter of the   Principles for Responsible Management Education (PRME).

Delegates at the conference agreed that being one of the top research-led universities in South Africa makes UKZN the ideal to facilitate the process, bringing together sustainability and innovation with relevant research.

The mission of PRME is to inspire and champion responsible management education, research and thought leadership globally.

PRME Chapters are regional platforms that advance the Six Principles of PRME within a particular geographic context, performing an important role in rooting PRME within different national, regional, cultural and linguistic contexts, and facilitating the growth and engagement of PRME with respect to implementing the Six Principles.

Special Adviser, PRME Secretariat, UN Global Compact Professor Manuel Escudero said that business schools have to become part of a new strategy that has social responsibility and sustainability at the core of its teaching and research.

'I envisage a South Africa where companies, business schools, non-governmental organisations and government come together in action. That is why we need these chapters because they create a regional platform for all the business schools in Africa to get together and share experiences and create a dialogue on responsible management and leadership education, As the Un we are saying that without good governance we cannot achieve sustainability,' he said.

Escudero further noted that in order for transformation to happen at business school it takes the commitment and willingness of academics and faculty staff members towards producing graduates and future leaders who are committed to serving the community.

'The social role of our business schools is crucial therefore they need to be open to the community. You can start in your college or department by coming a signatories of PRME and teaching your graduates to start thinking about the impact their future decisions will have on the sustainability of this country,' said Escudero.

Professor Henry Wissink, Dean and Head of the School of Management, Information Technology and Governance that joined the United Nations Compact for Responsible

Management Education this year said the Schools within the College all have a common interest to promote responsible management practices.

'We need to promote PRME and join forces in ensuring that government and businesses are more accountable and ethical. There is much that we can do if we join forces within the College to promote these practices in our teaching and learning activities. We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students. As a school we are embarking on this vision and the mission to educate and train leaders for business and government with a deep and strong conviction of the importance of changed attitudes, concern and disposition towards acting morally, legally and ethically in all situations, and becoming moral leaders that are willing to pursue these principles and tenets at all costs."

The engagement model for schools[16] that are concerned about responsible management education involves the following commitments:

(a) Engagement in a long term process to continually improve performance towards this vision, and involving staff in building institutional support for the objectives of PRME.

(b) Being involved in channelling good practices and state-of-the-art experiences into a learning network, where all members and signatories can benefit from these practices.

(c) Reporting regularly, and ideally annually on progress within the institution, and giving public recognition to good performances and achievements towards PRME within the respective schools.

We are looking forward to becoming a major role player in this endeavour, and hopefully to having a lasting impact on our students, our region, society and even the world at large.

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