

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

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PRME

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

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

25 May 2017

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 University of KwaZulu-Natal, 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.

Yours sincerely



Dr Albert van Jaarsveld

Vice-Chancellor & Principal
University of KwaZulu-Natal



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. Many governments and business conglomerates 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 goals¹. One of the major concerns is the unprecedented growth in the population of the earth, which currently exceeds 7 billion people². 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 atmosphere³ 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 combined⁴), and the unprecedented increased release of methane gases 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 in 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, Professor Henry Wissink (Dean) raised concerns regarding the high levels of protest actions, strikes and civil unrest in South Africa, as well as the causes and consequences of these actions. These concerns are still prevalent today. From a higher education perspective, the ‘#Fees Must Fall’ campaign at public universities in 2016 ushered a wave of violence by and against students, due to various social ills, high tuition fees and inequitable social structures in particular. However, challenges in higher education are not only a South African issue. Increasing costs, higher student expectations, calls for free higher education, the impact of online education, internationalization and quality assurance and the need for new models of teaching and learning, to name a few, have impacted on higher education across the world. In addition, youth and graduate unemployment is high and causing the youth to feel hopeless, worried and stressed about their future.

Political protests and violent actions also seem to be spreading globally and these events are often a manifestation of fundamental problems in the fabric of societies. 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.

In 2017, South Africa was downgraded to junk status by various rating agencies. Economist Dr Azar Jammine stated that this will influence the South African economy and small business and households will suffer due to the rise of inflation, food and petrol prices. This situation has the potential to exacerbate the fundamental ills in South Africa. The government is also seen as a corrupt institution and citizens are calling for the President to step down. This creates political instability and creates an environment for crime and limited focus on sustainable and responsible management practices.

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 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.

South Africa is the 64th least corrupt nation out of 175 countries, according to the 2016 Corruption Perceptions Index reported by Transparency International. The Corruption Rank in South Africa⁷ averaged 49.43 from 1996 until 2016, reaching an all-time high of 72 in 2013 and a record low of 23 in 1996. This shows that corruption increased from 1996 until 2016, but improved slightly from the 2013 (worst record) rating. These rankings affect the overall confidence index, the stability of the currency, the collective effect that corruption has on every aspect of society, determines foreign direct investment (FDI) and how local investors make decisions. South Africa should focus on decreasing corruption in the country.

According to the 2013 A.T. Kearney Foreign Direct Investment Confidence Index, South Africa was 15th on the rankings out of 25 countries, which showed investor confidence ahead of countries like Spain, Switzerland, Taiwan, South Korea, and Malaysia⁸. This was relatively good for South Africa. However, South Africa fell off the Index, showing that it lost Foreign Direct Investment Confidence between 2014-2016, which impacted negatively on South Africa. However, confidence improved as South Africa made a comeback in the Index⁹, currently 25th on the rankings (in the last place BUT at least on the index), likely as a result of improving short-term economic prospects and the long-term investment potential in the country's manufacturing sector. South Africa needs to focus on improving investor confidence to improve the economy and focusing on responsible and sustainable practices can assist the country.

The G20 consists of Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, South Korea, Mexico, Russia, Saudi Arabia, South Africa, Turkey, United Kingdom, United States and the European Union. As a whole, the G20 was responsible for 81.5% of global CO₂ emissions in 2015. South Africa is currently ranked 16th of the G20 countries. This again requires that we consider contributing 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 and the implementation of carbon tax and alternative energy sources. This can make an important contribution towards reaching the 42% reduction by 2025 target, but would need to be complemented by additional policies. 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 affect deforestation practices.

According to the HNDP Human Development Index¹⁰, South and Southern African countries are regarded within the developing world as making progress in areas of human development. South Africa's HDI value for 2015 is 0.666 — which put the country in the medium human development category — positioning it at 119 out of 188 countries and territories. The Human inequality coefficient for South Africa is equal to 32.0 percent and refers to inequality in income distribution in accordance to the Gini-Index⁷, which does not favour Southern Africa in particular. The continued growth of economic inequality is a huge indictment against us, because 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. South Africa's official unemployment rate¹¹ is 26.6%, which is 1.1% more than the previous PRME report in 2015.

Pledge of the School of Management, IT and Governance

Professor Henry Wissink (Dean) pledged to be a change agent within UKZN and that the school will play its role to nurture and develop productive and morally brave leadership, which will ultimately ensure that UKZN becomes an institution that develops and delivers exemplary leaders of the future. This pledge is affirmed by the current Acting Dean, Professor Brian McArthur, school leaders and the PRME champion, and committing to inspire other schools to become part of the initiative.

The notion that many of the solutions to the dire problems we face, starts with leadership, is a widely accepted principle in the management sciences, but often

regrettably not implemented in a practical and tangible manner. We have, however, taken action to implement the principles for responsible management education in various ways.

The mission of the Principles for Responsible Management Education (PRME) initiative is to inspire and champion responsible management education, research and thought leadership globally. The school supports this mission and uses the six principles as set out in the website of PRME, as a guiding framework to integrate these principles in a systemic way⁸.

Embracing the Principles for Responsible Management Education Declaration

As an institution 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. These principles are as follows:

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

- One of the ways in which our school seeks to create this capacity is through the introduction of a Chair in Entrepreneurship, Sustainable Business and Management Practices, in partnership with the Graduate School of Business and Leadership and our local university Foundation. Due to the scope and funding of this Chair, the implementation is on hold, but we believe it will be implemented soon. [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. We are conducting research

to explore the challenges that the Graduate School of Business and Leadership are facing that caused them to not officially join the PRME movement. Recommendations were made and the research team will share this with the management team in July.

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. All the undergraduate students in the undergraduate business and governance programmes are required to enrol in the core module in sustainable business and management practices. [See Annexure B](#). We have found that the course is perceived as complex by students due to a lack of focus on these principles in schools.
- The BCom (Honours) in Management and Entrepreneurship degree focuses on specific sustainable and responsible management practices in each of its modules in an effort to link PRME to course content, for example Corporate Strategy, Global Business, Small Business Development and Project Management explore cases about (un)/sustainable and/or (ir)/responsible management.

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. A PRME link <http://ezone.ukzn.ac.za/prme> was added under the E-Zone consisting of

reports, publications and videos to serve as information. In the second semester of 2017, PRME will get a website of its own linked to the school's website to make it more prominent.

- Linked initiatives like the [project SHAPE](#) (Shifting Hope, Activating Potential Entrepreneurship), 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 enables 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 the [AAE Summer School Programme](#). In 2014, the programme focused on responsible and sustainable business and government. Dr Manuel Escudero was a keynote 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. In 2015, students and academics from the participating institutions met in Chemnitz, Germany to discuss PRME issues in their respective countries. Papers delivered at this event were submitted to peer reviewed journals for possible publication. In 2016, students and academics met in Durban, South Africa and the theme was “Innovation and creative solutions for responsible and sustainable entrepreneurship for new economic growth strategies, transforming societies and/or emerging economies”. The AAE Summer School has been identified as a way to enable effective learning experiences for responsible leadership.

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 focused on PRME-aligned research activities. Examples include:

- The African, American and European (AAE) Summer School has been focusing on PRME themes during workshops, lectures and field trips since 2014.
 - In 2014, the theme was “Responsible management and educational practices towards creating sustainable business and government: Case studies from the various participating contexts.”
 - In 2015, participants could select any theme linked to issues around sustainability and principles of responsible management education (PRME).
 - In 2016, the theme was “Innovation and creative solutions for responsible and sustainable entrepreneurship for new economic growth strategies, transforming societies and/or emerging economies”. The Summer School was held in Durban.
 - This year, the theme is “Organizational Creativity and Sustainability” and will be held in France from the 4th to 16th September.
- Two Business Management Conferences (held bi-annually) were held to develop PRME-aligned conference proceedings.
 - In 2014, the theme was “Business unusual – economy, business and governance in a changing world”. Two main focus areas were focused on namely: “Responsible financial decision-making in a changing global environment, and the role of the accounting profession to maintain responsible and accountable business and public sector governance practices” and “Changing trends in business and entrepreneurship within emerging economies”. See the link for more information <http://bmc.ukzn.ac.za/previous-bmc>
 - In 2016, the theme was “Innovative and creative solutions for economic growth strategies and sustainable futures”. See the link for more information <http://bmc.ukzn.ac.za/>

- Scholarly book titles in line with the PRME focus areas were published.
 - The first book is titled “Incorporating Business Models and Strategies into Social Entrepreneurship” which was published in 2015. [See Annexure C](#) and link <http://www.igi-global.com/book/incorporating-business-models-strategies-into/127531>
 - The second book is titled “Collective Creativity for Responsible and Sustainable Business Practice” and was published in 2016 and focuses on the elimination of environmental degradation through new discoveries and opportunities provided by collective creativity. See link <http://www.igi-global.com/book/collective-creativity-responsible-sustainable-business/166060>
- The School also developed a journal called the “International Journal of Responsible Management Education” and we hope that all PRME signatories will support the journal going forward. The School hopes that more experts will join the journal as part of the International Advisory Board or the Editorial Review Board. The main aim of the journal is to support responsible management education globally through research and collaboration and increase the research outputs focused on responsible management, sustainability, and the role of higher education in creating future generators of sustainable value in terms of social, environmental, and economic value. See the following link for more information <http://www.igi-global.com/journal/international-journal-responsible-management-education/175204>

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 set up a training programme with the IBM International University to train students for career-ready opportunities in the IT industry. This programme is part of the responsible management mindset 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.

- In 2008, UNU Institute for Sustainable Development and Peace sought to start and develop a professional level qualification, which promoted problem solving and critical engagement from the participants, to find solutions for change in Africa. This was created in partnership with eight universities across Africa. The project manager was and still is Professor Nangao. The programme received support from European and Japanese Universities, UNESCO, UNEP and UN-HABITAT. By 2013, Masters Programs were initiated in Sustainable Integrated Rural Development, Sustainable Urban Development, and Mineral and Mining Resources. Professor Simukanga, Vice Chancellor of the University of Zambia became the chair of the ESDA (Education for Sustainable Development in Africa) Programme when it was initiated. Some of the learning material from this programme is produced by young researchers from these universities under the Next Generation Researcher's banner. The universities who have participated in the programme and its delivery include: University of Nairobi, Kenyatta, University of Ibadan, University of Ghana, Kwame Nkrumah University of Science and Technology, University for Development Studies, University of Zambia, University of Cape Town and University of KwaZulu-Natal. An Africa Youth Entrepreneurship workshop was held focusing on elaborating on an outline of a graduate-level entrepreneurship capacity building program for Africa's sustainable industrialization, and to formulate a recommendation on 'youth entrepreneurship' to TICAD VI (Tokyo International Conference on Africa's Development). UKZN is actively part of this process.
- UKZN also developed a policy document (late in 2016) to grow a culture of entrepreneurship amongst students, hopefully with many of them spinning off and starting up companies during their studies. The policy is still under review.

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.

In September 2014 and 2016, the School of Management, IT and Governance, co-organised the local bi-annual Business Management Conference (BMC), with a focus on PRME, and responsible and sustainable business and governmental practices. The co-founder member of PRME, Dr Manuel Escudero was a keynote speaker at the 2014 conference. See report in [Annexure D](#).

- The hosting of the 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 UKZN would 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>
- The conference's theme for 2016 was "Innovative and creative solutions for economic growth strategies and sustainable futures" which is a further validation that the University of KwaZulu-Natal prides itself in being a research-led institution and pushing research boundaries where the creation of a sustainable future for all is concerned. See <http://bmc.ukzn.ac.za/>
- Shortly after joining PRME as a school, the School Dean – Professor 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 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 in Entrepreneurship and Sustainable Business and Management Practice is envisaged in 2017/2018.

- (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 apart from the E-Zone, inclusive of other initiatives such as E-Zone and SHAPE in 2016.

- (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 an annual PRME school awards function, giving public recognition to good performances and achievements towards PRME within the school, starting in 2017.

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 Brian McArthur

Dean and Head of School: Management, IT and Governance



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 an important focus within the management sciences and the dominant education paradigm globally in preparing students of business and management for the challenges of the 21 st 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 affects 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 5 years have been 440,000 (8800 closures per year).

Government's National Development Plan (2030) 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 Pietermaritzburg (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 Local Economic Development (LED) programme. Recently, an entrepreneurship champion in UKZN, went on retirement, which left a substantial gap in developing entrepreneurship at the university. 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 was 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 undergraduate and postgraduate 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 programme 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 Bachelor's 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 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 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 Leadership that will provide the necessary support to the research chair and benefit substantially from the guidance and mentorship that the chair could provide.

	<p>External links and funding possibilities</p> <p>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 activities and provide funding opportunities.</p> <p>Other resources</p> <p>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, has quite a few academics that are involved in entrepreneurship initiatives within the UKZN, and are also producing relevant entrepreneurship based research to support such an initiative.</p>
<p>Description</p>	<ol style="list-style-type: none"> 1. Research Chair in Entrepreneurship, supported by the two Schools (SMIG and GSBL) 2. Administrative support for research and the development of entrepreneurial projects.
<p>Budget</p>	<ol style="list-style-type: none"> 1. R1 million per annum for the next 10 years to support the total remuneration package of the incumbent. 2. R500 000 per annum for administrative support and approved projects. 3. R500 000 for support and awarding entrepreneurial startup projects.
<p>Benefits for donors</p>	<p>Potential donors will receive annual reports on research and progress towards advancing the growth of entrepreneurship and entrepreneurial development of SMMEs in the province of KZN. Donor(s) will also become members of the Entrepreneurship Advisory Board, and will be part of an annual</p>

	award ceremony that would make awards to creative and successful entrepreneurial projects.
SCHOOL INFORMATION	
About the Schools	<p>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.</p> <p>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.</p>
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.

Annexure B: PRME Undergraduate Module

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

B.Com, B.Com 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 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 entail. 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 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 (2015)

Incorporating Business Models and Strategies into Social Entrepreneurship

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

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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.

Professor 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 <i>University of Pune, India</i>
2	Creating social value in societies	Idahosa Igbinakhase <i>University of KwaZulu-Natal, South Africa</i>
3	Legal Empowerment as Social Entrepreneurship: The KwaZulu-Natal Cases of Bulwer and New Hanover	Fayth Ruffin & Winnie Kubayi Martin <i>University of KwaZulu-Natal, South Africa</i>
BUSINESS MODELS		
4	Designing Business Models for creating and capturing shared value: An activity-system perspective	Arash Najmaei <i>Macquarie Graduate School of Management, Australia</i>
5	Business models for social entrepreneurs	Alphonse Tavona Shiri <i>University of KwaZulu-Natal, South Africa</i>
STRATEGIES		
6	Business strategies creating value for social entrepreneurs	Andrisha Beharry-Ramraj <i>University of KwaZulu-Natal, South Africa</i>
7	Using Creativity and Social Innovation to create Social Value and Change	Ziska Fields <i>University of KwaZulu-Natal, South Africa</i>
8	Marketing in social ventures	Evelyn Derera & Cynthia Shayamunda <i>University of KwaZulu-Natal, South Africa</i>
9	Social Entrepreneurship Marketing	Nigel Chiweshe <i>University of KwaZulu-Natal, South Africa</i>
10	The Youth and Social Entrepreneurship: Youth Social entrepreneurship	Vannie Naidoo <i>University of KwaZulu-Natal, South Africa</i>

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

PRME related book (2016)

Collective Creativity for Responsible and Sustainable Business Practice

Editor: Professor Ziska Fields (University of KwaZulu-Natal, SA)

Foreword

This text is truly a timely and very appropriate publication to address the concerns of societies and nations regarding the manner in which business and governmental entities function on a global scale. The premise is that there are real indicators and trends pointing to the fact that in many countries, existing actions of corporates and governments, are slowly and systematically destroying the planet, and that humans are the most critical contributors to this growing threat.

This text starts by addressing the growing concern among scholars and practitioners of another ‘melt down’ – or destruction of the existing social, economic and physical systems as we know them. The consequential effects of poor practices and approaches to management lead to many other dire, and sometimes unforeseen, consequences such as the phenomenon referred to by some scholars as the Holocene extinction.

The editor and the authors of this book offer scholars and practitioners insight into the possibility of utilising the power of collective creativity to resolve some of these vexing problems. Several new and novel thoughts are offered, such as ‘whole brain thinking’, creative problem solving techniques, exploring the Bisociation Concept, building and managing collaborative networks, and fully utilizing appropriate technologies.

The authors also weave into the text the important role of the United Nations endeavours such as the Global Compact, Global Sustainability Goals, and Principles for Responsible Management Education (PRME), ISO Standards, and Corporate Governance Principles as guiding precepts to and frameworks for guiding us towards resolving this dilemma.

Added into the mix, is the role of Green Marketing, comprehensive environmental consciousness in advertising and the responsible application of social media in achieving long-term sustainability in the way in which we plan and execute executive business objectives.

This text serves as a valuable guide to business and governmental and NGO actors, in policy-making and achieving the desired outcome of being much more responsible in every action that will affect the future sustainability of the planet. The proposed case studies and examples will ensure a well-rounded text for both students and practitioners by illustrating several real world issues and solutions.

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

University of KwaZulu-Natal – South Africa.

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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 the University of 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 the 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 signatories of PRME and teaching 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 in 2014 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 schools⁹ 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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