Survey to African Business Schools

Responsible Management Education in Africa

Presented at
AABS Conference 15 April 2011
Transnet Programme in Sustainable Development

- TPSD – to advance sustainable development in management education
- TPSD – part of CBAR at GIBS
- GIBS signed PRME November 2009
Methodology

- Online survey conducted via Survey Monkey
- Survey distributed via email to AABS, SABSA, SADCNET data-bases as well as registered participants at AABS Conference.
- Targeted at business school / university respondents.
- 48 individual responses analysed
- 31 different business schools / universities from across Africa (9 different countries)
Spread of responses
Purpose of Survey

• Gauge the knowledge and uptake of the United Nations Principles for Responsible Management Education (PRME) in African business schools.

• Develop an overview of the sustainability and corporate citizenship activities in African business schools.
PRME - Principles

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

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

**Principle 3 - Method:** We will create educational frameworks, materials, processes and environments that 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.

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

Principle 6 - Dialogue: We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.
Respondents’ focus areas

- Human Resource Management
- Operations Management
- Leadership
- Innovation & Technology
- Ethics
- Accounting
- Entrepreneurship
- Sustainable Development
- Banking
- Project Management
- Tourism
- Corporate Finance
- Economics
- E-Commerce
- Marketing
- Business Environment Productivity
- Strategy
- Sales Management
According to PRME website, the signatories in Africa are:

- Association of African Business Schools
- Gordon Institute of Business Science, University of Pretoria
- Rhodes Investec Business School
- School of Business, the American University in Cairo
- University of Cape Town Graduate School of Business
- University of Lagos, Chartered Institute of Commerce of Nigeria
- University of Stellenbosch Business School
<table>
<thead>
<tr>
<th>Response options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We identify with the values of the PRME</strong></td>
<td>82 %</td>
<td>9</td>
</tr>
<tr>
<td>We are already incorporating the principles into our curriculum and strategy</td>
<td>45 %</td>
<td>5</td>
</tr>
<tr>
<td>We believe the PRME provides a new approach in education that meets the new</td>
<td>36 %</td>
<td>4</td>
</tr>
<tr>
<td>needs and expectations of the business world and the demands of a new generation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of students with regard to sustainability and good corporate citizenship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our students wanted us to</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td>Peer pressure – our competitors signed up</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td>I don't know why we signed the PRME</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td>Other reason (Please elaborate)</td>
<td>Competitive advantage</td>
<td>1</td>
</tr>
</tbody>
</table>
### Reasons for not signing PRME

<table>
<thead>
<tr>
<th>Response options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan to sign it</td>
<td>50 %</td>
<td>11</td>
</tr>
<tr>
<td>Do not plan to sign it</td>
<td>15%</td>
<td>4</td>
</tr>
<tr>
<td><strong>We don’t know what it is</strong></td>
<td><strong>30 %</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td>We don’t understand it</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td>We don’t identify with the values of the PRME</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td>The PRME is just another charter to sign up to</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td>The PRME has no real value to our organisation</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td>I don't know if we plan to sign the PRME</td>
<td>15 %</td>
<td>4</td>
</tr>
<tr>
<td>Other (open response):</td>
<td>School has not discussed the issue We would like to know more</td>
<td>2</td>
</tr>
</tbody>
</table>
Values appropriate to African business schools

- Yes: 88%
- No: 10%
- I’m not sure: 2%
Memberships and Associations

- NET Impact
- UNGC
- EABIS
- SADCNET
- EQUIS
- AMBA
- AACSB International
- SABSA
- AABS
• PRME Principles: We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.
Vision & Mission Statement

- 74% Yes
- 77% Yes
- 24% No
- 23% No
- 2% We don't have a mission and vision statement

Individual | School
--- | ---
74% | 77%
24% | 23%
2% | 0
• **Principle 2 - Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

• **Principle 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.
Core & Electives

• DBA
• MBA / Executive MBA
• Post Graduate Diploma in Management
• Post Graduate Diploma in Business Administration
• Bachelor of Accountancy
• Bachelor of Economics and Finance
• Bachelor of Business Administration
• Bachelor of Commerce
• Bachelor of Management in Leadership
• Certificates
Querying Principle 3

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

• Workshops / thought leaders seminars / practitioners forums / public lectures / Hosting guest speakers from leading companies

• Exposing delegates to social, commercial and political environment / Visits to companies with strong social and environmental stewardship credentials

• Curriculum development with experts in field and academics/ study materials for courses / case studies / study guides

• Student based academic clubs, e.g. The Corporate Governance Club and Entrepreneurs’ Society
• Principle 5 - Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
Responses to Principle 5

- 76% Yes, please explain how in the box below
- 11% No
- 14% I don't know
Business school interaction with corporate world

- Seminars / workshops / conferences with industry
- Research surveys and student research on issues drawn from industry
- Writing business cases
- Guest speakers and part time lecturers drawn from business
- Consulting work with corporates
- Site visits as part of academic programmes
- Funding from and partnerships with industry to advance special topics, e.g. Sustainable Development
- Memberships of professional industry bodies
• **Principle 6 - Dialogue:** We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.
Facilitating dialogue

- Sustainability: 69.0%
- Ethics: 69.0%
- Governance: 64.3%
- Poverty and Inequality: 59.5%
- Global Social Responsibility: 54.8%
- Global Economic Crisis: 50.0%
- Climate Change: 40.5%
- Human Rights Issues: 33.3%
- Political Stability: 33.3%
- None: 2.4%
• Georgetown MBA group.
• MBA Global Experience: Johannesburg March 25, 2011
• Researchers: Charlotte Fausett Coor, Preethi Harbuck, Jee Sun Lee, Adrienne Weil
African MBA students

• 94% of students agreed that ethics is important to them
• Top three ethical issues: corruption (62%), environmental issues/sustainability (50%), and non-discrimination (45%)
• AABS should focus on business ethics including these issues
African MBA Students

Importance of Business Ethics
- Neutral: 6%
- Somewhat Important: 25%
- Very Important: 69%

Most Important Business Ethics
- Corruption: 62%
- Environmental Issues/Sustainability: 50%
- Non-Discrimination: 46%
- Corporate Social Responsibility: 45%
- Employment Diversity: 39%
- Equitable Wages: 24%
- Sexual Harassment: 11%
- Whistleblowing: 11%
- Other: 0%
African MBA Students

- 53% of students are willing to take an elective course about business ethics
- Top three ways to discuss ethics at school: classroom case discussions (68%), team projects (47%), and guest speakers (41%)
- Electives courses should include these methods of interacting with ethics
African MBA Students

Willingness to Take an Elective Course about Business Ethics

- Not Likely at All: 24%
- Not Very Likely: 16%
- Neutral: 31%
- Somewhat Likely: 22%
- Very Likely: 7%

The Best Way to Discuss Ethics at School

- Classroom case discussions: 68%
- Team Projects: 47%
- Guest speakers: 41%
- Focus Groups: 28%
- Social media: 27%
- Classroom lectures: 22%
- Conferences: 17%
- Online discussion boards: 6%
African MBA Students

• 82% of students are willing to take an ethical oath
• 61% of students are willing to obtain an ethical distinction
• Adopting an ethical oath or distinction is recommended due to the students’ positive response
African MBA Students

**Willingness to Take an Ethical Oath**
- 56% Not Likely at All
- 26% Not Very Likely
- 10% Neutral
- 3% Somewhat Likely
- 5% Very Likely

**Willingness to Obtain an Ethical Distinction**
- 61% Yes
- 30% Maybe
- 9% No
Sufficient information about PRME

- Yes: 26%
- No: 55%
- I'm not sure: 19%
Drivers

- Dean or Director of Business...
- Specific Lecturers / Faculty
- Head of Department
- Partner companies, sponsors or...
- Students and delegates
- Principal, President or...
- Head of Academics
- Business groups or Non-profit...
- Government
- Nobody

66.7% 66.7%
23.8% 23.8%
21.4%
16.7%
11.9%
9.5%
9.5%
7.1%
Participation in African network

Individual:
- Yes 91%
- No 2%
- I don't know 7%

Business schools:
- Yes 96%
- No 0%
- I don't know 4%
Recommendations

• Create network for PRME in Africa (within AABS)
• AABS to form base of PRME secretariat to drive principles in African business schools

• Benefits of network
  – Continue responsible management into future employment
  – Avoid duplication of effort
  – Generate cross border research efforts and attraction for funding
Role of network

• Incorporate business networks or work with existing business networks, e.g. NBI
• Collaborate efforts with other African business schools
• Create awareness and promote principles of PRME
• Share information and experiences
• Provide best practice and international benchmarks
• Design learning materials and teaching strategies
• Forum for discussion and debate between African business schools and with global academia
• Source of research topics
Recommendations from MBA students

- Library of cases related to areas of expressed interest from survey
- Examples of course syllabi focused on ethics
- Database of business leaders willing to present real-life ethical dilemmas
- MBA Oath or AABS-specific oath
- Creation of ethical distinction or charter
- Explore possibility of AABS enforcement panel
Most students prefer to learn about business ethics in the classroom with real-life examples, case discussions, and only a minor focus on theoretical principles.

**Teach Best Practices**
- Spotlight companies/leaders who have behaved ethically
- Account for any insurmountable hurdles (e.g., rampant corruption)

**Teach that Ethical Behavior Creates Competitive Advantage**
- Use Case Studies (e.g., JP MorganChase)
- Engage outside speaker testimonials
MBA Student Survey

AABS should segment member schools according to rates of ethical curricula adoption in order to be most effective in reaching the most in-need schools.

- Wits and GIBS Business School highlighted for its commitment
- Most schools have at least one core or elective course about business ethics
- Across AABS member schools, relatively weak curricula in ethics compared to US/European counterparts
Examples of best practice

- University of Stellenbosch Business School ranks #39 out of Global 100 in Beyond Grey Pinstripes Ranking
  - First South African business school to incorporate business ethics into its core curriculum and incorporate Environmental Finance into its MBA
  - Centre for Social Responsibility
  - Academic themes include: management of diversity, social entrepreneurship, economic development and sustainable business and environments, corporate governance and ethics