

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Stellenbosch Business School

September 2026

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Stellenbosch Business School, including key details and basic institutional data.

Mission

The mission of Stellenbosch Business School is to develop responsible leaders who positively impact society through knowledge advancement and transformative learning. This mission represents a commitment to providing education that is academically rigorous, practically relevant, and rooted in values of responsibility, equity, accountability, compassion, and respect. The School seeks to cultivate leaders who understand the ethical, social, and environmental implications of their decisions, and who are prepared to act with integrity in complex and dynamic environments.

The mission is expressed through the integration of teaching, research, and stakeholder engagement. In teaching, the School offers programmes that not only equip students with sound theoretical knowledge of management and leadership but also encourage them to apply this knowledge responsibly in diverse contexts, both locally and internationally. In research, the School produces scholarship that addresses urgent societal challenges with particular relevance to Africa, while simultaneously contributing to global debates on responsible management, sustainability, and innovation. In engagement, the School works closely with communities, governments, civil society, and industry partners to co-create knowledge and solutions that drive positive social and environmental change.

Through this mission, Stellenbosch Business School positions itself as a learning institution of choice for responsible leadership. It affirms its role as a value creator for its stakeholders by aligning its strategy with the broader goals of inclusive socio-economic development, environmental sustainability, and ethical leadership. The mission underscores the School's belief that leadership is not only about organisational success but also about contributing to a more just, sustainable, and prosperous society.

Vision

Stellenbosch Business School's vision is to be recognised as a creator of value for a better world. This vision reflects the School's deep commitment to making a measurable difference in society through responsible education, impactful research, and meaningful engagement with stakeholders. It captures the aspiration to contribute not only to business and management knowledge, but also to the broader well-being of communities, economies, and the natural environment. The vision is grounded in the belief that leadership must be understood holistically: as the development of the leader as a person, as a contributor within teams and organisations, and as a responsible citizen within society and the global system.

In pursuing this vision, the School embraces its identity as an African institution with global reach. This means engaging authentically with the continent's unique realities, including poverty, inequality, corruption, and challenges in education and health, while also responding to global phenomena such as climate change, technological disruption, political and economic instability, and shifting social values. The School recognises that responsible leadership must be cultivated to address these interconnected challenges and opportunities. To this end, its vision emphasises human flourishing, inclusivity, sustainability, and ethical governance as essential elements in shaping a better world. As such, Stellenbosch Business School positions itself as a hub of innovation, thought leadership, and collaboration that not only reflects its African context but also contributes to international conversations on responsible management and leadership.

Strategy

Strategic Direction, Governance and Institutional Alignment

Stellenbosch Business School's strategy map, a concise one-page summary of key strategic goals for a three-year planning period, was developed to effectively communicate the school's objectives to key stakeholders and guide operational planning and decision-making. During the 2022-2025 cycle, Stellenbosch Business School continued to focus on emphasizing impact and value creation, designing flexible learning pathways, maintaining its African identity, developing digital infrastructure, and emphasizing partnerships, adapting to the post-pandemic environment and new competitive landscape.

Stellenbosch Business School's unique selling points in a competitive market include three international accreditations, a strong focus on quality, a diverse range of management education programmes, a strong emphasis on responsible leadership, resource advantages within its parent institution Stellenbosch University, a digital strategy, and a commitment to excellence. However, the school faces risks such as reliance on external part-time lecturers, lack of sponsorships, administrative processes not yet digitised, high supervision workloads, difficulty attracting international faculty, and decreasing student numbers.

The school monitors various quantitative and qualitative success indicators to measure progress in implementing its strategic plan and to address risks. The strategy map, following a balanced scorecard approach, ensures alignment within and between perspectives to achieve the school's mission and vision.

For the period 2022 to 2025 each strategic goal was linked to goal metrics over a specific period, a baseline as well as a proposed target focused on measurables were set, and an owner was assigned. For example, for *B1 A thriving business school*, the goal metric was the number of students; the

baseline was the student numbers from the previous four years (2023: 1 276 | 2022: 1 259 | 2021: 1 182 | 2020: 1 254); and the proposed target was 1 450 students by 2025 and 1 600 students by 2028. The Director: Operations is the owner of this goal.

In 2025, a Governance & Strategy Committee (GSC) was established to provide overall alignment, leadership continuity, and high-level strategic guidance. The establishment of the GSC was a strategic step specifically aimed at pursuing alignment between the degree portfolio and the short courses portfolio, Stellenbosch Business School and University, as well as Stellenbosch Business School and the business environment. Maintaining relevance and proximity to business and industry was evident through alumni activities, social impact initiatives, connections to NGOs, and faculty engagement – documenting evidence of these engagements is a matter of priority. Towards the end of 2026, a new Executive Committee (ExCo) will be established for aligned oversight, a new Operations Committee (OpCo) for operational and administrative coordination, and a new Finance Committee (FinCo) for enhanced fiscal control and discipline. These bodies will provide focus, efficiency, and improved compliance with relevant new and existing policy. OpCo, FinCo and the (existing) Academic Committee will report to ExCo to ensure coherence of internal governance.

In 2025, a new Director, Prof Chris van der Hoven, took up a reframed post as the Senior Director, with oversight of both the degree programmes portfolio and the executive development business. At the same time, the Faculty of Economic and Management Sciences (FEMS) went through a leadership change with the new Dean, Prof Reza Daniels, taking up his position in November 2025. After serving as the Deputy Vice-Chancellor: Learning and Teaching at Stellenbosch University since 2021, Prof Deresh Ramjugernath stepped into his new role as Rector and Vice-Chancellor of Stellenbosch University in 2025. Bernard Fick, an independent non-executive director of companies, assumed the role of Chair of the Stellenbosch University Council in April 2026. These leadership changes at university, faculty and school level led to a new strategy cycle, with a refresh being done at the Rectorate and Deans meeting, and subsequently at the FEMS HoD level. Therefore, after the strategic planning process at faculty level, SBS is now entering a new strategic phase, a work in progress.

Strategy Alignment

Strategic Alignment and Commitment to Responsible Leadership

As mentioned above, the school's mission – *that through knowledge advancement and transformative learning it develops responsible leaders who positively impact society* – has been retained, capturing how it seeks to have the positive impact and underlines its commitment to impactful research and transformative learning and teaching. The School continues to strive to remain a key centre for responsible leadership by developing responsible leaders through its transformative programmes, conducting impactful research, and having a visible and measurable impact in society. Thus,

Stellenbosch Business School's updated strategic priorities that are being developed at the moment will continue to be aligned with advancing sustainable development, the common good, and quality education. We will be better able to report on deliverables in the next round.

Graduates & Enrollment

2025 Statistics	Number
Graduates	778

Degrees Offered

Masters Programs

 Master of Business Administration (M.B.A.)

Doctoral Programs

 Doctor of Philosophy (Ph.D.)

Additional

- MBA in Health Care Leadership
- MPhil in Development Finance
- MPhil in Futures Studies
- MPhil in Leadership Coaching
- MBA in Project Management
- PGDip Business Management and Administration
- PGDip Development Finance
- PGDip Futures Studies
- PGDip Futures Studies - Managing New Technologies
- PGDip Project Management
- PGDip Financial Planning
- PGDip Leadership Development
- PGDip Leadership Development for NPOs



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Student contributor
- ❖ Individual leader

Student Voices

The following narrative demonstrates how Stellenbosch Business School has influenced students' academic journey and personal growth.

Student and Alumni Voices: Global Learning, Community Engagement and Responsible Leadership

At Stellenbosch Business School, the experiences of students and alumni provide valuable insight into how responsible management education extends beyond the classroom and into professional practice, communities and international environments. Their stories illustrate how academic learning, international exposure, personal development and professional experience intersect to shape approaches to leadership, sustainability and social responsibility. Together, these perspectives demonstrate the School's commitment to developing responsible leaders who recognise their ability to contribute to positive change within organisations and society.

International Student Experiences and Global Perspectives

The School's international programmes provide opportunities for students to encounter different cultures, engage with diverse professional perspectives and reflect on their responsibilities within an interconnected world. Through international study modules, exchange programmes, international partnerships and experiential learning, students are encouraged to examine management challenges beyond their immediate geographical and professional environments. Internationalisation is therefore approached as more than geographical mobility. It creates opportunities for students to develop intercultural understanding, broaden their perspectives on organisational and societal challenges, and recognise the importance of context in responsible leadership.

During 2026, the School facilitated a range of international learning opportunities, including International Study Modules, an eight-week EMLYON exchange, International Week and EMBA Consortium activities, as well as incoming student exchanges and intercultural programmes. These experiences brought together students and professionals from different countries, academic

institutions and professional backgrounds. The diversity of participating students created opportunities for exchanging knowledge and examining differences in management practices, economic environments, institutional structures and approaches to leadership.

A distinguishing feature of the international student experience at Stellenbosch Business School is the opportunity to engage with South Africa's unique economic, historical, cultural and social environment. International programmes combine academic learning with cultural orientation, company visits, professional engagement and opportunities to interact with communities. Experiences in Langa and the Bo-Kaap, for example, introduced visiting students to different aspects of South African history, culture and community life. Such engagements encourage students to consider how historical circumstances, cultural identities and socioeconomic conditions influence the environments in which organisations operate.

These experiences are particularly relevant to responsible management education because they encourage students to examine organisational decisions within broader social and environmental contexts. By encountering different perspectives and engaging with unfamiliar environments, students have opportunities to question established assumptions, appreciate alternative approaches to problem-solving and consider the responsibilities of organisations towards the communities in which they operate. Importantly, internationalisation also enriches the experiences of students who remain at Stellenbosch Business School. The presence of international students introduces additional cultural, academic and professional perspectives into the learning environment. Through collaborative academic activities, discussions and informal interactions, local and international students can learn from one another's experiences. This internationalisation-at-home approach extends the benefits of global engagement beyond students who participate in international travel.

Student reflections from the 2026 EMBA International Week provide qualitative insight into the educational value of these experiences. The programme integrated academic sessions, company visits, cultural activities and engagement with professionals from different industries and countries. This combination provided participants with opportunities to connect classroom learning with organisational realities while examining leadership and management challenges through different cultural and professional perspectives.

Participant Sadik Isler highlighted the combination of academic sessions, company visits, cultural activities and engagement with MBA colleagues from different professional and cultural backgrounds. His reflection emphasised that meaningful learning also occurred through informal conversations and interactions between scheduled activities.

This observation highlights an important dimension of international management education: learning is not confined to formal teaching activities. Interactions between participants create opportunities to exchange experiences, discuss different organisational practices and understand how leadership

challenges are approached in different countries and industries. These exchanges can contribute to intercultural understanding, professional relationship-building and an appreciation of the different circumstances influencing organisational decision-making.

Another participant, Teboho Mofokeng, reflected on how the international experience influenced his approach to long-term strategic thinking. Rather than projecting existing circumstances into the future, he explored the value of working backwards from a desired future. Applying this perspective to a possible South African future in 2036, his reflection considered broader economic participation, value creation within ecological boundaries and an equitable green transition. His experience illustrates how international management education can encourage students to move beyond immediate organisational priorities and consider the relationship between economic development, environmental sustainability and social inclusion. It also demonstrates how exposure to different perspectives and approaches to strategic thinking can encourage reflection on the responsibilities of individual leaders in shaping future economic and social systems.

Collectively, these reflections highlight the contribution of international learning to developing a broader understanding of responsible leadership. Academic engagement, professional exposure and intercultural exchanges create opportunities for students to consider the implications of management decisions across different geographical and institutional contexts. They also reinforce the importance of adaptability, collaboration, critical reflection and an awareness of the wider consequences of organisational decisions.



Connecting International Learning with Community Engagement

International student engagement at Stellenbosch Business School also extends beyond academic and professional environments into communities. Through collaboration between the International Office, Social Impact and community partners, international learning experiences incorporate opportunities for students to engage directly with South African communities and participate in activities addressing local needs.

During 2026, fifteen international students from Germany, France and Finland participated in the Social Impact Volunteerism Initiative in partnership with the Spirit Early Childhood Development Foundation. The initiative formed part of a two-day international exchange experience and incorporated a community-based volunteerism component involving the Bonnie People and Kapteintjies early childhood development centres. Students participated in various practical activities, including logo-stencil painting, creating murals, cleaning vegetable gardens, preparing for athletics activities, rehearsing Sports Day songs and developing team posters. These activities introduced an additional dimension to the international student experience by creating opportunities for direct participation alongside community-based organisations and early childhood development centres.

The collaboration demonstrates how internationalisation and social impact can intersect within the student journey. Rather than limiting international exposure to academic institutions, cultural experiences and company visits, the initiative provided students with opportunities to encounter community environments and participate in practical activities supporting local organisations.

This approach is relevant to responsible management education because it connects international learning with an appreciation of local circumstances and social responsibility. Community engagement provides opportunities for students to encounter different societal realities, reflect on their assumptions and recognise the importance of understanding the needs and priorities of communities. It also illustrates the value of partnerships between academic institutions and community organisations in creating meaningful educational experiences.

The initiative further demonstrates the role of the Spirit Early Childhood Development Foundation as a community partner connecting international students with early childhood development environments. Through this collaboration, the School was able to incorporate community participation into an international learning experience, bringing together intercultural engagement, volunteerism and social responsibility.

Together, the School's international programmes and student experiences illustrate an approach to internationalisation that connects global perspectives with local realities. By combining academic learning, industry engagement, cultural experiences, intercultural interaction and community participation, Stellenbosch Business School creates opportunities for students to develop a deeper understanding of the interconnected social, economic and environmental challenges facing contemporary organisations. These experiences also reflect the wider contribution of international

partnerships to responsible management education. Collaboration with international academic institutions, industry stakeholders and community organisations enables the School to create learning environments in which students encounter different perspectives and engage with organisational and societal challenges beyond their immediate professional environments.



Alumni Voices: Responsible Leadership Beyond Graduation

The experiences of Stellenbosch Business School alumni provide another perspective on the longer-term application of responsible management education. Their professional journeys illustrate how graduates apply their knowledge across sectors and geographical boundaries, contributing to research, development finance, healthcare, institutional governance, sustainability and community development.

Dr Rafeeq Bosch's doctoral research demonstrates the contribution of academic inquiry to understanding complex global challenges. Recognised with the Morné Mostert Award, his research explored how emerging economies can prepare for the Fourth Industrial Revolution. His Fourth Industrial Revolution Readiness Assessment Framework identified 29 factors influencing technological preparedness and was applied across 15 emerging economies. His work illustrates how futures research can contribute to strategic decision-making and inform discussions about technological transformation and the future development of emerging economies.

The international career of Teopolina Namandje, an MPhil in Development Finance alumna, provides an example of responsible leadership in international development. Building on her early leadership experience in rural Namibia, she has pursued opportunities to influence development policy and strengthen health systems internationally. Her experience includes contributing to Sierra Leone's Health Sector Strategic Plan 2026–2030 and being selected as a Policy Leader Fellow at the European University Institute in Italy. Her work places particular emphasis on inclusive healthcare, institutional reform, development partnerships and African ownership of health systems. Her journey illustrates how development finance education can inform leadership that connects local community realities with continental and international policy challenges. Her experience also demonstrates the importance of cross-border collaboration in addressing complex development challenges and strengthening institutional capacity.

Similarly, Sine Maphumulo, a Development Finance alumna, demonstrates how financial leadership can be connected to sustainable development and social inclusion. Through an international career spanning several multinational organisations, she has developed expertise in finance, operations and organisational transformation. Alongside her professional responsibilities, she established Leave No One Behind, a platform dedicated to advancing the SDGs, with particular emphasis on gender equality, reducing inequalities and youth empowerment. Her participation in international platforms, including the Y20 Summit and World Bank Group Youth Summit, reflects her commitment to creating opportunities for young African voices to contribute to global development discussions. Her professional and social development activities illustrate how financial expertise can be combined with broader commitments to inclusion, responsible leadership and sustainable development.

The experiences of other alumni demonstrate responsible leadership within institutional and public-sector environments. Simphiwe Artwell Malaza, an MPhil in Development Finance graduate, was appointed to the Board of the Finance and Accounting Services Sector Education and Training Authority. His professional experience in financial governance, auditing, development finance and youth enterprise development demonstrates the application of management knowledge to skills development, institutional accountability and public-sector strengthening.

MBA alumna Thandeka Jwara offers a further perspective on purpose-driven leadership. With more than a decade of experience in the water and sanitation sector, she has contributed to institutional development and youth empowerment. As Chair of the Stellenbosch Business School Alumni Association, she has also facilitated opportunities for professional engagement and knowledge sharing. Her participation in the Global Africa Business Initiative in New York reflects her continued engagement with international development and African economic transformation. In 2026, she began studying medicine at Stellenbosch University, seeking to integrate her experience in systems thinking

and strategy with compassionate, evidence-based healthcare. Her journey highlights the evolving nature of responsible leadership and the application of management education across different professional disciplines.

Connecting Student and Alumni Voices to the PRME Framework

Collectively, these student and alumni experiences illustrate the different ways in which responsible management education can be understood, applied and extended throughout a professional career. International student reflections provide qualitative evidence of learning, intercultural engagement, exposure to different perspectives and reflection on personal responsibilities. Community-based international activities demonstrate how global learning can be connected to local contexts, while alumni experiences illustrate how graduates continue to apply their knowledge within organisational, institutional and societal environments.

These voices contribute to several dimensions of the PRME, particularly Purpose, Values, Teach, Partner and Share. They demonstrate the importance of educational environments that encourage critical reflection, international engagement, collaboration and an understanding of the wider consequences of leadership decisions. Importantly, internationalisation contributes to these principles by bringing diverse cultural and professional perspectives into management education and connecting students with organisations, institutions and communities beyond their immediate environments. The experiences of international students, together with the continued contributions of Stellenbosch Business School alumni, demonstrate how learning can extend across institutional and geographical boundaries. Whether through international exchange, community engagement, academic research, financial governance, healthcare or youth empowerment, students and alumni are engaging with complex challenges in different contexts. Their experiences provide tangible illustrations of Stellenbosch Business School's aspiration to be a creator of value for a better world and demonstrate how responsible management education can continue to influence professional practice and societal engagement beyond graduation.

Continue telling your story

Responsible Management Values in Practice

At Stellenbosch Business School, the values associated with responsible management education become meaningful when they shape both learning and institutional behaviour. Across the 2026 evidence base, recurring themes include responsibility, accountability, equity, respect, compassion, inclusion, dignity, participation and stewardship. These values are most visible where the School creates conditions in which different forms of knowledge, professional expertise and lived experience can influence how leadership, organisational practice and social responsibility are understood.

The Inclusive Futures Symposium provides a strong illustration of this orientation. Convened around the International Day of Persons with Disabilities, the symposium brought researchers, practitioners, policymakers, business leaders, postgraduate students, community advocates and people with lived experience into the same conversation. Disability was approached not as a peripheral diversity issue, but through questions of accessibility, participation, organisational systems, workplace culture, technology, power and dignity. The event's accessibility arrangements and the visible participation of people with different access needs reinforced the principle that inclusion depends not only on stated commitments, but also on the practical conditions that enable meaningful participation.

The broader Social Impact portfolio reflects similar values through partnership-based engagement with children, young people, families, healthcare workers, nonprofit organisations and communities. Initiatives are framed around reciprocity, dignity and identified partner needs rather than charitable activity alone. This approach is significant because it places respect for partner knowledge and context at the centre of engagement, while recognising that responsible institutions should work with communities and organisations rather than simply act on their behalf.

The MBA Business in Society Social Engagement Project translates these values into the student learning experience. MBA syndicate teams are required to consult partner leadership, understand organisational realities and co-develop interventions in response to genuine constraints. By making students accountable to real partner organisations, the project creates a setting in which responsibility, empathy, listening, ethical judgement and collaboration are practised rather than discussed only in abstract terms. The emphasis on co-creation also helps guard against the assumption that management expertise alone is sufficient to define another organisation's needs.

International programmes add another dimension by placing students in environments characterised by cultural, professional and institutional difference. Incoming and outgoing mobility, study modules, exchanges and international programmes create opportunities to engage multiple perspectives, challenge assumptions and reflect on the responsibilities attached to leadership in different contexts. This supports a view of responsible leadership that is attentive to difference without reducing it to a checklist, and that values curiosity, respect and contextual understanding as part of professional judgement.

Values are also reflected in the School's approach to inclusion and public knowledge. The Small Business Academy widens access to management education and mentoring for entrepreneurs from historically disadvantaged and lower-income communities. The Sustainability Thought Leadership and Voices portfolio distinguishes between peer-reviewed research, research highlights, faculty commentary, student work and alumni perspectives rather than presenting them as equivalent forms of evidence. This transparency is itself values-based: it supports intellectual honesty and makes clear what is research, what is interpretation and what is professional or lived experience.

Institutional practice provides a further test of whether values are lived consistently. Bellville Park Campus demonstrates stewardship through energy, water, waste and biodiversity practices, while staff volunteerism creates opportunities to participate directly in education, early childhood development, mental-health and environmental initiatives. Alumni narratives extend this values framework into professional life through work in public service, governance, development finance, sustainability, health systems and institutional strengthening. In each case, values are expressed through decisions, relationships and practices rather than through statements alone.

The School's 2026 evidence therefore presents Values as a thread connecting inclusion, teaching, partnership, research, international engagement, institutional practice and alumni leadership. Within PRME, this coherence is important: responsible management education is strengthened when the values promoted in the classroom are also visible in how the School convenes people, works with partners, communicates knowledge, manages its environment and understands its role in society.





Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Courses that support RME

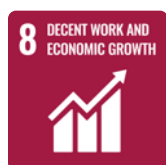
Stellenbosch Business School reports 18 courses in 2025 that support responsible management education and sustainable development goals.

Business Analytics | Postgraduate Diploma in Business Management and Administration

The purpose of this module is to enable students to develop skills necessary to analyse data from different sources and use the outputs of those analyses to make informed business decisions as future leaders in their organisations. This module forms part of the fundamental phase of the Postgraduate diploma, and the skills acquired in this module will also provide an analytical foundation on which students can build as they progress through their studies.

The emphasis of this module will be on communicating using data rather than just on how to process data (number crunching). The majority of this module will be focused on the use of descriptive and inferential statistics to make business decisions using a wide variety of data sets, as well as how to use modern decision support tools and software applications to effectively process and interrogate these data sets. The techniques covered in this module are highly relevant, not just to business, but to all walks of life, including economics, health, housing, the environment, politics, and psychology (to name a few). Through the emphasis on the practical application of these techniques, students will learn to appreciate the ubiquity of statistics and data analytics in all facets of the modern world. Students are encouraged to read further, engage, and expand their knowledge in order to maximise the potential application of these techniques in their own organisations and areas of expertise.

The module introduces students to descriptive statistics so that students can acquire the skills needed to visualise and summarise data sets. Students will then progress to inferential decision-making that will allow them to gain insights into data sampled from larger populations. Students will also explore how to build effective analytical capabilities in their organisations and how to use relevant decision support tools to model decisions and their possible outcomes.



Entrepreneurship | Master of Philosophy in Development Finance

The Entrepreneurship course explores the role of entrepreneurship in addressing socio-economic challenges such as poverty, unemployment, inequality, and economic development, with particular emphasis on Africa and other resource-constrained contexts. The course examines both the theoretical foundations and practical application of entrepreneurship, including entrepreneurial opportunities, business models, venture growth, innovation, social entrepreneurship, and the challenges of starting and scaling enterprises. It encourages students to critically evaluate

conventional entrepreneurship models, consider their relevance to African contexts, and apply entrepreneurial thinking to support sustainable economic and social development.

Promoting entrepreneurship in Africa may contribute to alleviating the high levels of poverty and unemployment experienced on the continent. However, policymakers, scholars, and practitioners often draw on models formulated in developed countries to address these challenges. Sometimes, these models are ill-suited for the African context.

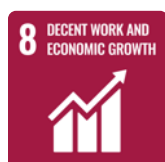


Marketing Management | Postgraduate Diploma in Business Management and Administration

The Marketing Management course provides students with an understanding of the fundamental role of marketing in organisations and how business processes can be aligned with customer needs and expectations. The course focuses particularly on the service industry, examining the market environment, competitive landscape, consumer behaviour, market segmentation, targeting, positioning, branding, and the development of a differentiated market offering. It also explores the services marketing mix, including product or service, price, place or channel, people, process, physical evidence, and marketing communication, with particular attention to integrated and digital marketing communication.

The Marketing Management module focuses on the service industry and its unique marketing requirements. The market environment, including the competitive landscape and trends in the buying behaviour of consumers, receives attention. The module also highlights the marketing mix for services (the 7 Ps), the importance of market segmentation, choosing the appropriate market segments (targeting), and positioning of the brand. Towards the end of the module, the marketing mix is unpacked, including service/product, pricing, place/channel, people, process, and physical evidence. The 7th P of the marketing mix – the development of an integrated marketing communication mix – forms an important part of this module, and special attention is given to modern-day digital marketing communication.

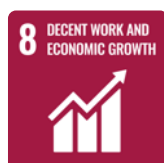
The skills to determine business value and make pricing decisions that students acquired in the Business Finance module are well aligned with this module. Additionally, skills developed in Marketing Management will lay a solid foundation for other flagship modules in this stream, namely Business Process Management, and Entrepreneurship and Innovation.



Organisational Behaviour | Postgraduate Diploma in Business Management and Administration

Organisations are required to respond to an ever-increasing fast-paced globalised economy. Change, disruption, and competition is also ever-increasing. Speed, cost, quality, and customer satisfaction are no longer options, but imperatives. Today's customers want immediate access to high-quality products and services at a reasonable price. Managers and leaders are challenged more than ever before to reduce costs, increase performance, and satisfy customers' expectations, whilst growing talent. Regardless of the size and purpose of the organisation and technology involved, people are the common denominator when facing these immense challenges. Success or failure hinges on the ability to engage motivated and skilled people. The human factor drives everything. Human behaviour is complex, unpredictable, and multi-faceted. To develop a knowledge base about people and workplace behaviour is to gain a valuable competitive edge. The purpose of this module is to help students develop a better understanding of human behaviour in the workplace and to manage and lead people now and in the future. In the module, we focus on people and behaviour on three levels: 1) the individual, 2) groups and teams, 3) organisational and social level processes.

The purpose of this module is to help managers and leaders improve their understanding of human behaviour in the workplace. The aim is to better manage and lead people at work, now and in the future. The module is designed to coach students to progress as leaders through a developmental journey in growing organisation behavioural capabilities to develop and leading high-performance people management practices.



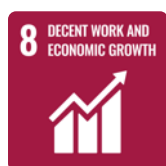
Accounting for Decision Making | Master of Business Administration

The Accounting for Decision Making course is designed to equip students with relevant management and financial accounting knowledge to interpret and evaluate both internal and external financial information. The course covers internal financial information such as costing systems and budgeting, as well as external financial information including financial statements, historical reviews, and sustainability reports. It enables students to use accounting and financial information to support informed managerial decision-making and responsible business practice.



Contemporary Decision Making | Master of Business Administration

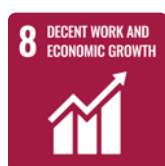
The Contemporary Decision Making course is designed to equip students with a structured decision science framework for navigating complex and uncertain organisational challenges. The course integrates critical thinking, human cognition, data-driven analytics, predictive modelling, complexity theory, systems thinking, and emerging technologies to support effective managerial decision-making. Students progress from understanding cognitive biases and structured decision processes to applying analytical models, regression and forecasting techniques, systems approaches, and complexity frameworks. The course also explores the use of cognitive analytics, Generative AI, and Large Language Models in organisational decision-making, with attention to ethical, legal, governance, and cybersecurity considerations.



International Study Module (outgoing international destinations)

| Master of Business Administration

The International Study Module (ISM) extends the MBA Leadership Development journey by exposing students to international institutions, faculty, organisations, and cultures in host countries. The academic content is developed by the hosting institution within Stellenbosch Business School guidelines and is structured around a particular theme. Through this experience, students are expected to engage with new knowledge and contexts, reflect critically on their learning, and demonstrate their development through both a team assignment and an individual reflective essay. The module is designed to strengthen global understanding, cross-cultural awareness, contextual decision-making, and responsible leadership.



Digital Enterprise Management | Master of Business Administration

The Digital Enterprise Management course examines the principles and practices required for successful digital transformation within global and African contexts. It explores how technologies such as artificial intelligence, cloud computing, blockchain, and the Internet of Things are reshaping industries, business models, operating models, customer value propositions, and organisational competitiveness. The course emphasises the importance of digital strategy, leadership, innovation, data-driven decision-making, and investment in digital capabilities, while also considering the broader impact of technology on people, operations, society, and sustainable business transformation.



Leadership Development | Master of Business Administration

The Leadership Development course is designed to support the personal and professional development of competent and responsible leaders. It combines leadership theory, reflective learning, journaling, experiential learning, and practical application to help students deepen their self-awareness, challenge assumptions and beliefs, and strengthen their leadership capabilities. The course takes a holistic approach to development by integrating academic content with students' lived experiences and leadership practice, encouraging continuous reflection, personal growth, and the application of leadership principles in real-world contexts.



Health Care Systems and Policy | Master of Business Administration

The Health Care Systems and Policy course provides healthcare managers with a comprehensive understanding of the principles, structures, and goals of health systems. It explores how healthcare is organised, financed, and delivered, and examines the factors that influence population health outcomes, including prevention and the social determinants of health. The course also addresses health system reform, comparative health system frameworks, public health policy, global health governance, ethics, human rights, and policy design. Through these areas, students develop the knowledge and skills needed to evaluate, strengthen, and influence health systems in both local and global contexts.



Business in Society | Master of Business Administration

The Business in Society course examines the role of business and leadership in society through a responsible leadership lens, using a Me, We and All of Us approach. It encourages critical reflection on the obligations of organisations and the role of managers and professionals in shaping ethical, responsible and sustainable business practices. The course equips students to analyse and respond to issues related to ethics, responsibility and sustainability, while considering how businesses can

contribute to societal well-being, environmental sustainability and inclusive development. It also emphasises the integration of social and environmental responsibility into core business strategy and decision-making.



Perspectives of African Frontiers | Master of Business Administration

The Perspectives of African Frontiers course equips students with a deeper understanding of the challenges and opportunities facing organisations operating across Africa. It examines the broader economic, political, regulatory, social, demographic, technological and cultural environment that shapes business performance, decision-making and strategy on the continent. The course also explores Africa's place in the global economy, regional economic integration, technology and innovation, risk and risk management, and the opportunities and challenges associated with entrepreneurship and business development across African markets.



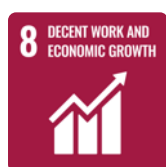
Strategic Analysis | Master of Business Administration

The Strategic Analysis course is a foundation module designed to develop students' strategic thinking and strengthen their ability to analyse complex business environments. It introduces a range of strategic management tools, models, and frameworks that support the analysis of global, macro, competitive, customer, and internal organisational contexts. The course emphasises both analysis and synthesis, enabling students to interpret multiple sources of information, identify key strategic issues, evaluate potential courses of action, and formulate well-supported strategic recommendations. It also encourages students to integrate insights from different business disciplines in order to develop coherent strategic, operational, and tactical perspectives on business challenges.



Strategic Management | Master of Business Administration

The Strategic Management course is a capstone module designed to integrate learning from across the MBA into a holistic and synthesised view of the organisation. It develops students' ability to lead from a strategic perspective, formulate and execute strategy, make strategic choices, create competitive positions, explore multiple futures, and mobilise strategy across the organisation. The course also emphasises entrepreneurial thinking, innovation, strategic renewal, business model development, strategy execution, and strategic agility, while encouraging students to consider the ethical, environmental, and social implications of strategic choices and business models.



Value Based Health Care | Master of Business Administration

The Value Based Health Care course examines how healthcare systems can improve patient outcomes while optimising the use of financial, human, and material resources. It explores the principles and structures that link healthcare quality with funding, with particular attention to patient-centred care, outcomes measurement, cost management, healthcare delivery models, reimbursement approaches, and risk-sharing arrangements. The course also considers how value-based healthcare is implemented across different health systems, including developed and developing economies, and encourages students to apply these principles to practical healthcare challenges and reform initiatives.



High-Impact Leadership and Teaming | Postgraduate Diploma Leadership Development

The High-impact Leadership and Teaming course focuses on developing leaders' ability to build, lead and sustain effective high-performance teams. It explores team dynamics, behavioural and cognitive diversity, leadership styles, team strengths and potential blind spots, and the ways in which different individual profiles influence team functioning. Students learn to assess team dynamics, leverage diverse strengths, anticipate potential conflict and challenges, and identify practical actions that

improve collaboration and performance. The course places strong emphasis on applying leadership theory in real team environments, developing self-awareness, reflecting on personal leadership practice, and translating insights into sustainable, values-based and high-impact leadership behaviours.



Leadership, Transformation, and Inclusivity

| Postgraduate Diploma Leadership Development

The Leadership, Transformation, and Inclusivity course develops students' ability to lead effectively in diverse, multicultural and transforming organisational environments. It focuses on understanding the dynamics of diversity, inclusion, belonging, gender, culture, rank, power, privilege, bias and stereotyping, and how these influence individuals, teams and organisations. The course equips students to identify and overcome barriers to transformation, apply inclusive and cross-cultural leadership practices, and develop integrated strategies that support equity, belonging and sustainable organisational transformation. Particular attention is given to the African and South African context, encouraging leaders to use self-awareness, responsible leadership and practical organisational interventions to create more inclusive and effective workplaces.



Leadership in Society | Postgraduate Diploma Leadership Development

The Leadership in Society course explores the role of leaders and organisations within the broader social, economic, cultural, and environmental context in which they operate. It focuses on responsible leadership, responsible business, organisational citizenship, active citizenship, social development, and sustainability, while examining how organisations can contribute constructively to public life and society. The course also considers key environmental challenges, including pollution, carbon footprint, energy utilisation, waste, and operating within planetary boundaries, and equips students to develop leadership responses that support long-term organisational relevance, sustainability, and positive societal impact.



Continue telling your story

Experiential, Applied and Globally Engaged Responsible Management Education

As a business school that strives to be a creator of value for a better world, social impact is embedded in Stellenbosch Business School's DNA. Its mission, vision and strategy reflect this focus. The social impact journey provides depth and context to the school's purpose as educators and creators of knowledge, challenging staff to be more purposeful in how and what is taught and creating enabling environments for exploration and transformation.

Stellenbosch Business School demonstrates its commitment to social impact through community engagement in the following ways:

- Through community-based organisations: The school relates to NGOs and other community-based organisations as part of its social outreach agenda.
- Through staff, students and alumni: It engages its staff, students, incoming international groups, and alumni in outreach activities.
- Through the business industry: The school collaborates with business organisations to support and promote social impact.

The school plays an active role in making social impact public by:

- Talking about it: Hosting debates/discussions on social impact matters and encouraging staff to participate in all media formats where social impact is addressed.
- Participating in it: Encouraging staff and students to participate in activities and collaboration with the school's social impact partners, such as fundraising drives, collecting necessary items, physical work.
- Contributing to public service: Encouraging individual staff members to accept public service positions, i.e. members of national committees, non-executive directorships, and education governing bodies.

Teaching at Stellenbosch Business School combines rigorous management education with reflective, experiential and applied learning. The 2026 evidence demonstrates that responsible management education is delivered not only through formal curriculum content, but also through learning environments in which students engage with genuine organisational, social and sustainability challenges. This strengthens the connection between responsible management concepts and their practical application.

Integration into the School's Educational Offerings

As a key centre for responsible leadership, the school ensures that its academic degree programmes have specific competency goals aligned with its mission to develop responsible leaders who positively impact society through knowledge advancement and transformative learning.

Master of Business Administration (MBA)

Two of the competency goals of the MBA programme are aligned with developing responsible leaders, namely producing graduates who (i) are responsible leaders, and (ii) act as stewards of society. The Business in Society module on the MBA is underpinned by these two high-level competency goals. After the completion of the module, graduates should be able to examine the ethics, responsibility, and sustainability imperatives for business in a global society faced with systemic risks in the environmental, social, and economic domains. Another learning outcome expects students to be able to explain the roles of governance, responsible leadership, and decision-making about sustainable development risks, imperatives, and opportunities.

The MBA Business in Society module incorporates a Social Engagement Project, where students engage with an NPO. Many students report on the transformative impact of the Social Engagement Project. The Social Engagement Project provides a significant experiential component within the Business in Society module and constitutes 40% of the module assessment. MBA syndicate teams work directly with nonprofit organisations within the School's Social Impact partner network. Students engage organisational leadership, identify pressing resource constraints and co-develop and implement interventions that may include fundraising, resource mobilisation, strategic planning, organisational systems, digital capability and professional communication. The project consequently moves beyond hypothetical case work. Students are accountable to real partner organisations and are required to navigate stakeholder relationships, ethical considerations, limited resources and the practical challenges associated with implementation. This provides an opportunity for responsible management learning to be applied in authentic organisational and community contexts.

Stellenbosch Business School believes responsible leaders are developed, not born. Students, therefore, follow a Personal Leadership Development Journey in the MBA's Leadership Development Module. This journey focuses on personal leadership, responsible leadership and organisational or strategic leadership, which ultimately deliver leadership performance and sustainable organisational performance.

MPhil Development Finance

In 2023, the MPhil Development Finance introduced a new programme competency goal: Graduates are entrepreneurial-minded. A module on Entrepreneurship was also added to the curriculum. Promoting entrepreneurship in Africa may contribute to alleviating the high levels of poverty and unemployment that are experienced on the continent. However, policymakers, scholars, and practitioners often draw on models designed in developed countries to address these challenges.

Sometimes, these models are ill-suited for the African context. In this module, various theoretical and practical implications of entrepreneurship, especially as it relates to Africa and other developing contexts, are explored.

The first module presented on the programme, Economic Development Perspectives in Africa, examines major issues in development economics with special emphasis on how they relate to sub-Saharan Africa. The module wants students to gain an understanding of the major issues in Africa's development and how they relate to current thinking in development, and to strengthen their ability as development practitioners to analyse and evaluate how the economic and institutional systems in Africa impact economic development. The topics that are covered include poverty and inequality, and sustainable development in Africa. The topic of sustainable development in Africa includes aspects related to climate change, mitigation, and adaptation in Africa.

Postgraduate Diploma Portfolio (Business Management and Administration, Development Finance, Futures Studies, Project Management)

During the period under review, four postgraduate diplomas were reviewed to standardise credit units, consolidate content across modules, and enable various modes of provision. The creation of a foundation phase enabled the introduction of a module on Responsible Leadership as the initial module for students across the four postgraduate programmes. The module learning outcomes include the integration of ERS in leadership and organisational and societal institutions. A further learning outcome requires students to assess the impact and outcomes of leadership behavior and decisions on others, on society, and the environment.

Another foundation phase module is Understanding the World. Its purpose is to broaden students' understanding of the international, African, and South African political, economic, social, technological, legal, and environmental landscapes. A review of the growing importance of environmental factors due to the increasing scarcity of natural resources and the influence of ecological and environmental aspects is included in the module learning outcomes.

Postgraduate Diploma Leadership Development

A competency goal of the Postgraduate Diploma Leadership Development is that graduates should become stewards of society. The Leadership in Society module covers topics like (i) the role of business in society; (ii) environmental challenges related to pollution, carbon footprints, energy utilisation, and waste; (iii) the environmental imperative and sustainability in terms of operating within planetary boundaries and social foundations; (iv) the challenges of contributing to active citizenship and social development; and (v) environmental challenges facing society and the role of organisations in addressing environmental challenges.

International and Globally Engaged Learning

Internationalisation further extends responsible management learning beyond the classroom. Incoming and outgoing mobility, International Study Modules, international exchanges and programmes, company engagement, cultural orientation and community experiences expose students to different institutional and societal contexts. These experiences support intercultural collaboration, contextual judgement and an understanding that responsible leadership must be attentive to history, community and lived experience.

Responsible-business learning is also supported through international academic activity. In 2026, 17 MBA students participated in the Council on Business & Society Advanced International Certificate in Responsible Business Practices, providing an additional international platform through which students could engage with responsible-business perspectives and practices.

Small Business Academy Development Programme and NPO Management Programme

The Social Impact Division of Stellenbosch Business School offers two dedicated programs that leverage the school's expertise in business and leadership education to support low-income entrepreneurs (Small Business Academy) and non-profit managers (NPO Management Programme).

Small Business Academy

A recent study reported on the SBA's positive impact and found that 98 per cent of alumni respondents had indicated that their businesses had grown stronger because of what they had learned on the programme. The respondents also indicated that their businesses were surviving for longer: 81 per cent of the respondents were still operating the small businesses they had when attending the SBA, compared to the national business survival rate of 25 per cent. Significantly, in a country with the world's highest unemployment rate, past participants were creating jobs and more than 90 per cent of SBA alumni employed at least one full-time person in their business.

Since 2013, the SBA has assisted over 500 small business entrepreneurs to gain business knowledge that will enable them to survive, strengthen their businesses, and grow. The nine-month course covers management, marketing, finance, and writing and presenting business plans. On completion, graduates earn an NQF Level 6 qualification from Stellenbosch University. The Small Business Academy also demonstrates the School's applied approach to management education. Entrepreneurs combine formal business content with practical application to their own enterprises and personalised mentoring, reinforcing the relationship between management knowledge and the day-to-day realities of running and developing a small business.

NPO Management Course

The non-profit sector in South Africa faces significant leadership and capacitation challenges, much as in the rest of the world. A common pattern for leaders of NPOs is to have significant field experience and expertise but very little training on how to lead and run a complex organisation. Furthermore, employees of NPOs rarely have access to the resources to enroll in formal management training. Stellenbosch Business School has long tried to bridge that gap by providing low-cost management training to NPO leaders from organisations across South Africa. The NPO Management Course, introduced in 1990, has served 172 leaders from 118 not-for-profit organisations during the period under review. External lecturers, often alumni, from partner organisations are invited to deliver the course. In 2020, the popularity of the course led to the creation of a specific NPO offering in the Postgraduate Diploma Leadership Development.

Teaching-linked capability is further strengthened through the Institute for Futures Research, particularly in the areas of strategic foresight, environmental scanning, scenario planning, systems thinking and long-range decision-making. These capabilities complement the School's wider responsible management education portfolio by equipping students and participants to consider uncertainty, interconnected systems and the longer-term consequences of managerial decisions.

Across these programmes and learning experiences, responsible management education is characterised by movement from concept to application. Students and participants are required to interpret context, engage stakeholders, make decisions and reflect on the consequences of action. This pedagogical orientation supports the development of capabilities required for responsible and sustainable leadership in practice and demonstrates how responsible management education is embedded across formal academic programmes, experiential learning, international engagement and the School's social impact offerings.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Research vs Research for RME/Sustainable Development

41 Peer-reviewed articles were published by Stellenbosch Business School from this past calendar year. **vs** **16** Peer-reviewed articles were published by Stellenbosch Business School from this past calendar year in support of RME.

Research Funding

In 2025, Stellenbosch Business School was awarded funding for research that is:



**Institution
Specific**



National

Socializing Research

In 2025, Stellenbosch Business School contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Publications Related to RME and/or Sustainability

Editorial: Special collection on responsible leadership in emerging economies

| [DOI](#)

Authors: Prof. Arnold Smit, Stellenbosch Business School | Dr. Natasha Winkler-Titus | Dr. Nicola Pless

Date of publication: May, 2025

Department: Stellenbosch Business School

The four selected articles for this special edition address distinct but interrelated aspects of responsible leadership, exploring its application and implications in various cultural, organisational, and professional contexts. The four articles explicitly contribute to the following topics recommended in the initial call for articles: (1) responsible leadership and African leadership philosophy, (2) how the scope of a leader's responsibility and accountability may be influenced by the cultural and/or situational context, (3) the stakeholder expectations of responsible leaders, and (4) the responsibility challenges, paradoxes, and dilemmas that leaders are facing.

The sequence of the articles as they appear in the special collection is not accidental. Two of our selected articles are prominently rooted in African philosophy, specifically ubuntu. Taking ubuntu as their vantage point, the authors of these two articles (Sachikonye & Ramlogan, 2024; Toendepi & Cele, 2024) work their way towards the other topics while touching on responsible leadership implications as they go. The authors of the other two articles explore specific applications, namely public sector leadership (Jonck, 2024) and the education of accounting students (Basson & Steenkamp, 2024).



The Role of Energy Poverty on the Gender-Health Gap in Ghana | [DOI](#)

Authors: Dr. Abdul Ganiyu Iddrisu | Prof. Euan Phimister | Prof. Alexandros Zangelidis

Date of publication: September, 2025

Department: Stellenbosch Business School

This study explores the impact that energy poverty has on health and the gender-health differences in Ghana. The novelty of the study lies in the use of 2SLS-IV estimation as our identification strategy. Using micro data from the Ghana Living Standards Survey (GLSS), the study finds significant gender health differences, with female individuals reporting lower health than their male counterparts. In addition, energy poverty matters for health, as those who use cleaner forms of cooking fuel, such as gas and charcoal, are found to be healthier than their counterparts who use firewood. Furthermore, the results indicate no significant gender differences in the effect of the use of charcoal and gas compared to the use of firewood on health. Given that cleaner types of cooking fuel are less harmful for health, and since women are more exposed to this, adopting cleaner cooking fuel may reduce the health gender gap in Ghana.



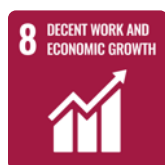
Being-Centred Responsible Leadership: A systemic pathway

Authors: Prof. Mias De Klerk

Date of publication: January, 2026

Department: Stellenbosch Business School

Responsible leadership is one of the most considered topics in the leadership discourse, as well as in the discourse on the Sustainable Development Goals. Although there is ample literature on what responsible leadership entails and the characteristics of responsible leaders, there is a scarcity in literature on how to develop and become a more responsible person and leader. Becoming a responsible leader does not happen simply by having good intentions, following a recipe with a few simplistic steps, or by attending a development programme. The world of work and its associated challenges are far too fierce and complex for this to happen. Instead, developing into a responsible leader requires intensive and transformative development work on ourselves, at the core of our being and as a holistic person. As a practical yet science-based manuscript, the book presents a systemic pathway that could enable individuals to develop into responsible leaders.



BOP Entrepreneurship and Environmental Sustainability | [DOI](#)

Authors: Dr. Nishana Bhogal | Prof. Ralph Hamann

Date of publication: February, 2026

Department: Stellenbosch Business School

In this chapter we explore the dual potential of base of the pyramid (BOP) entrepreneurship to impact the environment positively and negatively, emphasising the need for further research in this area. We highlight the intersection of BOP and environmental entrepreneurship, noting the challenges faced by entrepreneurs in BOP contexts, such as limited consumer purchasing power, infrastructure, and institutional voids, which can influence environmental practices. We review case studies demonstrating innovative responses to these challenges, in the energy, water and sanitation, agricultural, and waste management sectors. We identify key themes, including the role of tensions between economic and environmental objectives, the importance of social inclusion, and the embeddedness of entrepreneurs in local contexts. This chapter also calls for more research on the connections between BOP environmental entrepreneurship and informality, suggesting that brokers can play a crucial role in linking informal actors with formal markets while avoiding exploitative practices.



Coaching and mentoring to foster self-efficacy for early-stage survival-driven entrepreneurs

| [DOI](#)

Authors: Mr. Jean Pierre Cronje | Prof. Nicky Terblanche | Dr. Marietjie Theron-Wepener

Date of publication: June, 2025

Department: Stellenbosch Business School

Purpose: In developing economies, the intention to engage in entrepreneurship has steadily increased. However, the failure rate of small and medium enterprises remains high. Entrepreneurial self-efficacy is a useful lens to study entrepreneurial support. This study aims to investigate the respective mechanisms and contributions of coaching and mentoring in developing entrepreneurial self-efficacy of early-stage, survival-driven entrepreneurs.

Design/methodology/approach: The study was exploratory and qualitative, and followed an inductive approach. Purposive sampling ($N = 21$) was used to collect data through semi-structured interviews with 12 survival-driven entrepreneurs, four coaches, four mentors and one entrepreneurial support provider. Data were analysed using inductive thematic content analysis.

Findings/results: Although there are similarities and overlaps between the outcomes of coaching and mentoring, the results indicate that coaching is used as an exploratory intervention to generate options for entrepreneurs and predominantly contributes to the development of self-regulatory processes. Mentoring is used in a more consulting and directive manner to guide the entrepreneurs towards business-related solutions and contributes to the development of entrepreneurial business management competencies.

Practical implications: This study provides guidelines to coaches and mentors of survivalist entrepreneurs on when to use which approach.

Originality/value: Currently the lines between coaching and mentoring to support and develop entrepreneurs are blurred. This study created a conceptual framework (based on Social Cognitive Theory and Entrepreneurial Self-Efficacy) that delineates the different mechanisms and contributions of coaching and mentoring to the development of the self-efficacy of survival-driven entrepreneurs.



Energy consumption and inclusive growth in Sub-Saharan Africa: Does foreign direct investment make a difference?

| [DOI](#)

Authors: Dr. John Abdulai Jinapor | Prof. Joshua Yindenaba Abor | Prof. Michael Graham

Date of publication: January, 2025

Department: Economics

In line with the quest to achieve inclusive and sustainable growth, this paper examines the potential impact of energy consumption and foreign direct investment (FDI) and their interactive effect on inclusive growth for 32 Sub-Saharan Africa (SSA) countries from 2000 to 2019. The results of the two-stage system generalised method of moment (2SGMM) show that energy consumption induces inclusive growth. However, there is evidence of a non-linear relationship between FDI and inclusive growth, where FDI dampens inclusive growth to a certain point and begins to induce it after that point. Notably, the results reveal that FDI can effectively form synergies with both renewable and non-renewable energy consumption to promote inclusive growth in SSA. Also, our empirical results from the GMM is robust to Diskroll and Kraay methodology, which caters for cross-sectional dependence. We recommend that African leaders focus on attracting FDI to finance their energy needs, particularly in the area of low-carbon or renewable energy sources, by leveraging private sector capital investments to achieve inclusive growth and also promote sustainable development.



Less is more: Organisational and employee outcomes of reduced working hours

| [DOI](#)

Authors: Ms. Johette Smuts | Prof. Renata Schoeman

Date of publication: November, 2025

Department: Stellenbosch Business School

Purpose: The study explores factors and consequences of reduced working hours as an example of flexible work policies, in particular assessing whether global findings observed also manifest in the South African (SA) context, and provide key considerations to inform strategies in organisations looking to adopt such policies.

Design/methodology/approach: Primary data were collected through semi-structured interviews with senior managers who participated in the 4-Day Week South Africa trial. Data were analysed thematically.

Findings/results: Findings affirmed that benefits experienced in SA companies trialling reduced working hours were similar to those in developed countries. The 4 Day Week SA pilot programme largely appealed to people-centred leadership in smaller companies offering specialised services. Furthermore, results confirmed that favourable working conditions increased employee well-being and engagement, which could drive productivity and business outcomes. Favourable working policies could also lead to increased worker retention and talent attraction, creating a sustainable advantage for organisations. Lastly, increased flexibility and work–life balance appealed to men and women, indicating that such work policies could contribute to a more equal society.

Practical implications: The study provides guidelines for companies considering adopting flexible work, and more specifically, reduced working hour policies. Because the study is based on real-life experience, it highlights considerations not available elsewhere that will help companies plan and implement steps when introducing new work policies.

Originality/value: This research uncovered in-depth information not fully addressed in the publicly available reports on 4 Day Week Global trials. Some previously



With a little help from my Region: Coopetition in regional development and the creation of tourism social value in low-density territories

| [DOI](#)

Authors: Prof. Adriana Fumi Chim-Miki | Prof. Rui Augusto da Costa | Prof. Jako Volschenk

Date of publication: November, 2025

Department: Stellenbosch Business School

This paper analysed the role of coopetition in increasing the efficacy of regional tourism development in low-density territories to enhance social value creation, addressing research gaps related to its role in fragile regional contexts, its connection with regional development, and its link to Resource Dependence Theory. We applied a mix of quantitative methods. Partial least squares structural equation modelling (PLS-SEM) was used to test the model, the PROCESS model to verify the mediated effects, and a robustness check was performed using Necessary Condition Analysis (NCA). We collected data from tourism stakeholders in the LDT of the Douro River region of Portugal. Findings

reveal that regional tourism development is a necessary but not sufficient condition for creating social value. In contrast, coopetition is a determinant and a necessary condition. Results indicated that coopetition, expressed by the level of coopetition mindset, the regional integration system or associationism and the Co-production, enhances regional tourism by reducing resource dependence and fostering inclusive growth. The regional tourism development was expressed by the connected regional sustainability, regional leveraging, territorial progress, regional innovation, and economic revitalisation. Coopetition fully mediated the relationship between regional tourism development and the social value created, influencing social change, cultural safeguards, social belonging, quality of life, and social cohesion. Implications suggest that coopetition is a drive for improving the benefits to the host society and a mechanism for reducing resource dependence. Our framework, Coopetition-based on regional development at the Low-Density Territory, advances knowledge, demonstrating that coopetition concretises key Resource Dependence Theory (RDT) concepts.



Continue telling your story

Research, Knowledge and Impact for Responsible Leadership

Stellenbosch Business School's mission is to develop responsible leaders who positively impact society through knowledge advancement and transformative learning. Research plays a crucial role in achieving this mission and other strategic goals, such as fostering collaborative partnerships, being a preferred partner for local, national, and global ecosystems, and developing a skilled, inclusive, and engaged workforce. Stellenbosch Business School is committed to international dimensions of research, responsibility, and sustainability, as evidenced by its involvement in various initiatives and collaborations. The research strategy has been regularly reviewed since the last reaccreditation, with a focus on strengthening research for impact, transdisciplinary research, and promoting the school's distinctive research strengths. The key aims include maintaining an inclusive research environment, building academic quantity and quality, and enhancing the impact and distinctiveness of research. Stellenbosch Business School has aligned its research themes with the Stellenbosch University Vision 2040 strategy, leading to the evolution of research focal areas into leadership, financial and economic inclusion, managerial innovation, and environmental sustainability. Approximately 59% of the academic research output is related to social justice and development, 6% to health and human security, 10% to the natural environment, and 25% to systems and technologies. The school has also implemented measures to build a culture of internationally recognised research, such as informal mentoring for new faculty, research impact case studies, workshops with industry partners, a transdisciplinary research manager, and seed corn funding for internal collaborations.

Stellenbosch Business School aspires to be the leading research-led business school in Africa, helping the University on the path to becoming a top global university, recognised for research excellence, as a hub of intellectual stimulation for and with business and society, with research impact that addresses real-world challenges through innovative, interdisciplinary and transdisciplinary research.

Stellenbosch Business School intends to conduct research of significance, build partnerships and convene academic and public debates, to address grand societal challenges in areas of existing and emerging strength (leadership, financial & economic inclusion, managerial innovation, environmental & social sustainability, digital managerial innovation, entrepreneurship in complex socio-political environments) plus emerging issues building on the current research expertise in the School and Centres, and linked to Stellenbosch University's strategic research areas.

The alignment between these focused areas, the School's research centres and institutes, and Stellenbosch University's wider research themes is reflected below:

School Focused Area	Linked Arenas	SU Research Themes
Leadership	Centre on Conflict and Collaboration Centre for Corporate Governance in Africa Centre for Responsible Leadership Studies Institute for Futures Research	Social Justice & Development Innovation & Society
Financial & Economic Inclusion	African Centre for Development Finance Centre for Corporate Governance in Africa Centre on Conflict and Collaboration	Social Justice & Development Innovation & Society
Managerial Innovation	Institute for Futures Research Centre for Corporate Governance in Africa Centre for Responsible Leadership Studies	Innovation & Society Smart Systems & Digital Futures

Environmental & Social Sustainability	African Centre for Development Finance Institute for Futures Research Centre for Corporate Governance in Africa	Environmental Futures Social Justice & Development
Digital Managerial Innovation	Institute for Futures Research Centre for Corporate Governance in Africa	Smart Systems & Digital Futures Innovation & Society
Entrepreneurship in complex socio-political environments	African Centre for Development Finance Centre on Conflict and Collaboration	Social Justice & Development
Future Emerging Areas/ Grand Societal Challenges	(cross-cutting)	(cross-cutting)

Research at Stellenbosch Business School extends from formal scholarship to applied inquiry and the translation of knowledge into organisational, policy and public value. The Institute for Futures Research provides a strong illustration of this approach. Its work applies strategic foresight, scenario development, environmental scanning and futures research to complex questions facing public institutions, higher education, tourism, democratic governance, industry and other sectors.

The broader Sustainability Thought Leadership and Voices portfolio adds research and research-linked contributions on climate resilience, food security, financial inclusion, water, technology, governance and social inclusion. For reporting purposes, the portfolio distinguishes peer-reviewed research and research highlights from faculty commentary, alumni perspectives and other public thought leadership. This distinction is important: public scholarship extends the reach of research, but opinion and interpretation are not presented as audited institutional outcomes.

Alumni research provides another dimension to this research environment, demonstrating how research-informed inquiry and responsible management thinking continue beyond graduation and into professional practice. The alumni research represented within the evidence base engages with areas such as strategic foresight and futures studies, technological transformation and preparedness within emerging economies, development finance, public policy and health-system challenges. Collectively, these contributions illustrate the continuation of research-informed approaches to complex economic, technological, developmental and societal challenges.

Taken together, the evidence demonstrates a research environment in which responsible management questions are examined across disciplinary and sectoral boundaries. Through its strategic research priorities, specialist centres and institutes, applied foresight, sustainability-related scholarship and

engagement with business and society, Stellenbosch Business School extends research beyond knowledge production to support long-term judgement, stakeholder engagement, organisational decision-making and public debate. In this way, research contributes directly to the School's mission of advancing responsible management education and addressing complex social, economic, environmental and technological challenges.





Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ CEEMAN (Central and East European Management Development Association)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Graduate Management Admission Council (GMAC)
- ❖ GRLI (Globally Responsible Leadership Initiative)
- ❖ Local institutions and associations
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations Global Compact non-business signatory
- ❖ Association of African Business School (AABS)
- ❖ Change Makers Hub
- ❖ Global Business School Networks (GBSN)
- ❖ Goldilocks and The Bear Foundation
- ❖ Instructional Leadership Institute (ILI)
- ❖ South African Business School Association (SABSA)
- ❖ Spirit Early Childhood Development Foundation
- ❖ The Bis Issue
- ❖ Tores Foundation
- ❖ Tygerberg Children's Hospital Trust

Student Organization Partnerships

- ❖ PRME Students

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Advancing Responsible Management Education Through Collaboration

Partnership is a defining and cross-cutting feature of Stellenbosch Business School's approach to responsible management education. Through sustained collaboration with community organisations, nonprofit institutions, businesses, academic partners, government stakeholders and international networks, Stellenbosch Business School connects its teaching, research and engagement activities to real-world social, economic and environmental challenges. These partnerships are embedded in the School's institutional approach, enabling the co-creation of knowledge, the development of organisational capacity and the advancement of shared societal objectives. Rather than treating

partnership as a separate outreach activity, Stellenbosch Business School recognises collaboration as an integral mechanism for translating responsible management principles into meaningful action and impact.

Stellenbosch Business School has established and maintained relationships with a diverse network of organisations. By engaging with organisations operating in different social and economic contexts, the School strengthens its understanding of societal challenges while creating opportunities to align academic expertise, institutional resources and community knowledge with identified needs.

A distinguishing feature of Stellenbosch Business School's partnership approach is its emphasis on continuity, reciprocity and long-term engagement. Many relationships extend beyond individual projects, with partners participating in multiple initiatives and becoming connected to different aspects of the School's teaching, research and community engagement activities over time. This sustained interaction enables Stellenbosch Business School to develop a deeper understanding of partner priorities, strengthen institutional relationships and create opportunities for collaboration that evolve in response to changing needs. The emphasis is on generating mutual value through meaningful participation, shared learning and collective responsibility rather than pursuing isolated or short-term interventions.

Partnership is also embedded in the School's academic programmes, where students engage directly with external organisations to address practical management and societal challenges. Through initiatives such as the MBA Business in Society Social Engagement Project, students collaborate with nonprofit organisations to identify organisational needs, develop appropriate interventions and support implementation. These engagements encompass resource mobilisation, fundraising, digital systems, organisational strategy, communications and governance. Co-creation is central to this learning process, with students working alongside organisational leadership to develop contextually appropriate responses. This approach connects responsible management education to practical experience while creating opportunities for organisations to benefit from academic knowledge and management expertise.

Stellenbosch Business School further advances partnership through inclusive entrepreneurship and small-business development. Collaboration with corporate organisations, regional stakeholders, industry experts and international partners supports entrepreneurial learning, mentoring, enterprise development and access to economic opportunities. By bringing together academic expertise, external resources and practical business experience, the School contributes to strengthening entrepreneurial capacity and supporting the broader small-business ecosystem. These relationships recognise entrepreneurs as active participants in their own development and emphasise learning approaches that respond to their specific business circumstances and growth ambitions.

The School's partnerships also extend across national and international boundaries, strengthening opportunities for knowledge exchange, academic collaboration and cross-cultural learning. Relationships with international academic institutions, industry partners and communities facilitate student mobility, exchange programmes, international learning experiences, company engagement and community-based activities. These interactions expose students and institutional partners to diverse perspectives, management practices and societal contexts. Through reciprocal learning and international engagement, Stellenbosch Business School strengthens its capacity to prepare responsible leaders who can navigate interconnected global challenges while remaining attentive to local realities.

In addition, Stellenbosch Business School draws on collaborative research and stakeholder engagement to address complex and emerging societal challenges. Working with public institutions, businesses, higher education institutions and other sectoral stakeholders, the School facilitates knowledge exchange, stakeholder consultations, workshops, scenario development and future-oriented discussions. These engagements bring together diverse expertise and perspectives, enabling participants to explore uncertainty, consider alternative futures and strengthen organisational and institutional decision-making. Such partnerships demonstrate the value of collaborative knowledge production in addressing challenges that extend beyond the capabilities or responsibilities of any single institution.

Across these activities, Stellenbosch Business School demonstrates an integrated approach in which external partnerships connect education, research, entrepreneurship, international engagement and societal impact. Relationships established through one initiative can create opportunities for further collaboration, allowing academic learning, institutional expertise and community experience to reinforce one another. This interconnected approach strengthens the School's ability to respond to emerging needs, build lasting relationships and contribute to wider systems of social and economic development.

Within the PRME framework, Stellenbosch Business School's partnership approach reflects a commitment to sustained dialogue, mutual learning and collective action. The significance of these relationships lies not only in their diversity and reach, but also in their capacity to connect academic, professional and community knowledge to generate shared value. By embedding partnership across its institutional activities, Stellenbosch Business School demonstrates how responsible management education can extend beyond the classroom to strengthen organisations, empower communities, inform decision-making and contribute to a more inclusive and sustainable future.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Carbon reduction or offset commitments
- ❖ Curriculum guidelines
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Ministry of education recommendation documents
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides
- ❖ Equity reporting (DEI, EDI, etc.)

Policy Documents Related to RME and/or Sustainability

Vision 2040 and Strategic Framework 2019 - 2024

[View document](#) [Download document](#)

Code 2040 Stellenbosch University's Integrated
Ethics Code

[View document](#) [Download document](#)

Strategic Vision – Environmental Sustainability,
2020-2025

[View document](#) [Download document](#)

Policy for Responsible Research Conduct

[View document](#) [Download document](#)

Stellenbosch University Social Impact Policy 2026

[View document](#) [Download document](#)

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From Principles to Practice: Embedding Responsibility and Sustainability in Institutional Operations

The Practice Principle demonstrates the relationship between the responsible management principles Stellenbosch Business School teaches and the way its own institutional environment is managed. The strongest operational evidence comes from Bellville Park Campus, where environmental sustainability is expressed through energy management, water stewardship, waste reduction, biodiversity protection and sustainability awareness. These practices give responsible management education an institutional dimension by making the campus itself part of the context in which sustainability is discussed and experienced.

Energy management provides a measurable example. The campus sustainability evidence records electricity consumption of 1,759,894 kWh in 2015 and 1,260,572 kWh in 2025 for the same reporting period. Operational measures include LED replacement, occupancy-responsive HVAC controls and preparatory work for solar energy. These actions show an ongoing effort to manage resource use more deliberately and to connect infrastructure decisions with the wider sustainability commitments associated with responsible institutional practice.

Water stewardship is another significant feature of the campus environment. Water from the campus quarry lake supports cooling and, under normal operating conditions, campus water requirements. The City of Cape Town awarded Bellville Park Campus a 3-star Water Star Rating in October 2023. Together, the quarry system and external recognition provide a tangible example of how local environmental conditions, infrastructure and resource management can be integrated into institutional operations.

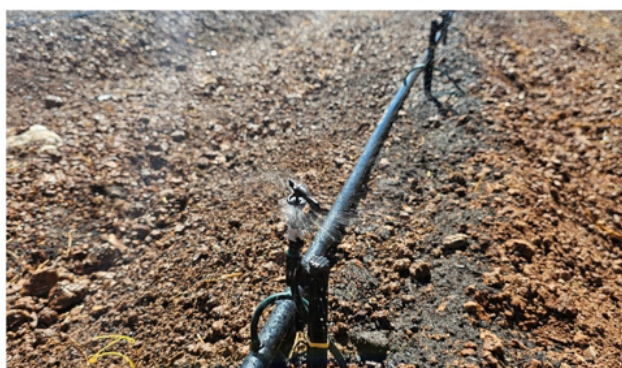
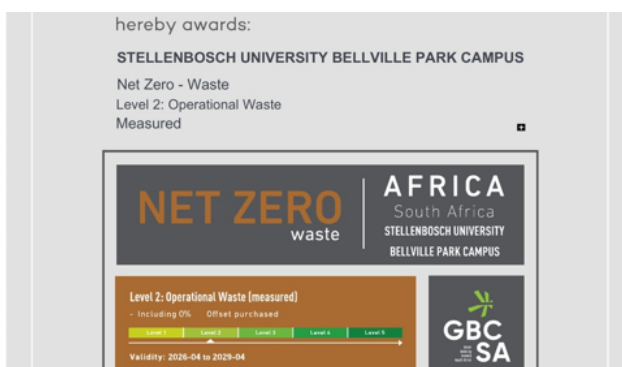
Waste management provides independently verified evidence. In 2026, the Green Building Council South Africa awarded Bellville Park Campus Net Zero - Waste, Level 2: Operational Waste (Measured), valid from April 2026 to April 2029. This certification strengthens the Practice narrative because it provides external confirmation of operational waste performance rather than relying only on institutional description. It also aligns the School's physical environment with the sustainability principles promoted through teaching, research and public engagement.

The campus also contains a 2.7-hectare conservation zone with fynbos and renosterveld elements, including areas identified for rehabilitation and restoration. Biodiversity therefore forms part of the School's operating context alongside energy, water and waste. This broadens institutional practice beyond efficiency measures and recognises the ecological setting of the campus as part of responsible stewardship.

Responsible institutional practice is not limited to infrastructure. The Social Impact Office has developed staff volunteerism opportunities across education, early childhood development, mental health and environmental stewardship. Examples include the refurbishment of two early childhood development centres in Bonnievale, the establishment of a vegetable garden and irrigation system, support for mental-health screening, youth-development activities and an International Volunteer Day beach clean-up at Lagoon Beach. These initiatives create opportunities for staff to participate directly in the values the School seeks to advance.

Governance and coordination provide a further dimension. The Social Impact Committee and related faculty structures connect initiatives across departments, encourage collaboration and improve the visibility of Social Impact activity. This helps move responsible practice beyond individual projects by creating institutional mechanisms through which activities can be coordinated, discussed and linked to broader faculty priorities.

Taken together, the operational, environmental, participatory and governance evidence demonstrates that responsible management education is strengthened when institutional practice itself reflects the principles promoted in the School's academic work. For PRME, the School can therefore present Practice as the alignment of measurable campus stewardship, staff participation and institutional coordination - an environment in which purpose, values and sustainability are increasingly expressed through the way the institution operates.





Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Engagement Opportunities

Stellenbosch Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Stellenbosch Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

SIGNATORY

Stellenbosch Business School



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