

2025 Sharing Information on Progress **(SIP) Report**

Wits Business School

September 2025

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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 Wits Business School, including key details and basic institutional data.

Mission

The Wits Business School Mission: To graduate agile and ethical leaders who are a force for positive change locally and globally. We will achieve this through empowering education, relevant research and impactful public discourse. These will be informed by the principles of critical thinking, innovation and sustainability.

Vision

Vision: WBS will be a leading African Business School firmly embedded among the best business schools internationally.

Strategy

WBS Strategy 2022-2026

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Strategy Alignment

Strategic Alignment with PRME

The WBS vision, mission and values are closely aligned with the parent University's Vision 2033: Wits University aims to be a leading research University in the Global South, using its strategic position in Johannesburg to connect the Global South and North, guided by its motto, *Scientia et Labore*. The University is committed to developing future global leaders, generating groundbreaking knowledge, and addressing critical global challenges, such as climate change, inequality and public health. It also seeks to promote democracy in South Africa and reshape the global academic landscape in collaboration with its African partners.

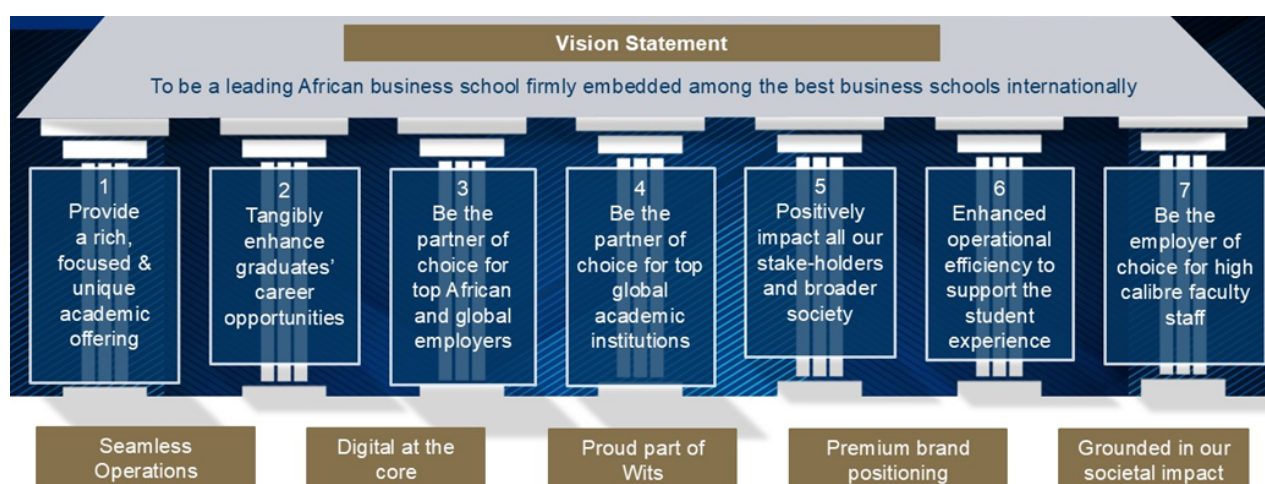
The WBS Vision, Mission and Values are further supported by a formal Commitment to Sustainability which sets out six key points:

- WBS is committed to ethical conduct, social responsibility, environmental sustainability and the principles of diversity and inclusion.
- WBS aims to develop a pipeline of graduates who are driven to lead their organisations and communities in honest, transparent and responsible ways.
- WBS is committed to ethical behaviour in everything we do, and in our interactions with staff, students and faculty, as well as with all other internal and external stakeholders.

- WBS is deeply rooted in its African context which is reflected in both the diversity of our faculty and students and in our programmes and research initiatives.
- WBS is committed to having a positive impact on the people we serve - from our students and employees, the community in which we operate, and broader society.
- WBS is committed to caring for and protecting the environment, from localised energy-saving actions to utilising the strength of our research to find solutions to challenges that threaten the future sustainability of our continent.

The vision and mission place particular emphasis on the School's identity as an African business school, recognising both its responsibility and capacity to address the socio-economic and political challenges confronting communities across the continent. In this context, the School aspires to develop leaders that are equipped to conduct business in Africa, from Africa, and with Africa. Its overarching goal is to become the premier institution for leadership development and a preferred source of talent for organisations engaging in business on the African continent.

The WBS strategy is summarised in the 7 strategic pillars shown below:



Graduates & Enrollment

2024 Statistics	Number
Graduates	1125
Faculty & Staff at the University	6700

2024 Statistics	Number
Faculty & Staff at the Institution	143
Student Enrollment at the University	43003
Student Enrollment at the Institution	2808
Undergraduate Attendance	0
Masters-Level Postgraduate Attendance	1599
Doctoral Student Attendance	117
Certificate, Professional Development, or Continuing Education Attendance	2462

Degrees Offered

Masters Programs

- Master of Management
- Master of Management by Research
- 📖 Master of Business Administration (M.B.A.)

Doctoral Programs

- 🎓 Doctor of Philosophy (Ph.D.)


Additional

- Postgraduate Diploma in Management
- Postgraduate Diploma in Business Administration

Masters Degree Programmes

-  Master of Management in Finance and Investment
-  Master of Business Administration - General
-  Master of Business Administration in Healthcare Leadership
-  Master of Management in African Philanthropy
-  Master of Management in Energy Leadership
-  Master of Management in Digital Business
-  Master of Management in Entrepreneurship and New Venture Creation

Postgraduate Degree Programmes

-  Doctor of Philosophy



Purpose

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

Letter of Commitment



To: PRME Board
c/o PRME Secretariat
United Nations Global Compact Office 685 3rd Avenue, 12th Floor
New York, New York 10017

25 September 2025

Adoption of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers, Wits Business School is committed to implementing the Principles for Responsible Management Education—starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders, and exchange effective practices related to these Principles with other academic institutions.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students and broader stakeholder group.

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

A handwritten signature in cursive script, reading "M. Radebe".

Prof Maurice Radebe
Head of School

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Definition of Purpose

We see purpose as defining our reason for existence and the School's purpose is clearly spelt out through our mission statement: "to graduate agile and ethical leaders who are a force for positive change locally and globally. We will achieve this through empowering education, relevant research and impactful public discourse. These will be informed by the principles of critical thinking, innovation and sustainability." The mission statement is supported by the WBS values, stated Commitment to Sustainability and strategic priorities.

Institutional Engagement

51% - 75% of faculty at Wits Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Additional Evidence

WBS Vision, Mission and Values

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

wits-today-brochure

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

PRME PIR Sharing

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



WBS Sharing commitment to PRME with staff and students

Dr Jabulile Msimango-Galawe Appointed to G20

Startup20 Task Force on Inclusion and Sustainability

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



Values

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



How We Define Values

Values provide a clear understanding for everyone at the school of what guides everything we do and the expectations that we have of ourselves and all our stakeholders.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

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

Student Voices - Values

Student Coordinators prepared the EQUIS Student Report and responded to the following questions: Does the school prepare students well to become responsible citizens, with a sound appreciation of ethics and regard for the sustainability of the environment? What aspects of the school's work achieves this?

- 94% of respondents affirmed that the school prepares students to be responsible, ethical citizens with a focus on sustainability highlighting a major strength in values-driven education that complements international readiness.
- The school clearly equips students to become responsible citizens with a solid grounding in ethics, social accountability, and environmental sustainability.
- Across the board, students recognized that ethical reasoning and sustainability principles are deeply woven into both academic and experiential learning.
- Modules on digital ethics, governance, and responsible technology usage foster real-world awareness of how business decisions impact society and the environment.
- Guest lectures and panel discussions on topics like climate tech, digital equity, and responsible AI enrich these insights, encouraging critical reflection and civic consciousness.
- Many students praised courses such as Business and Society, ethics in research, and global tours for exposing them to global challenges and sustainable development goals.

- Group work and case studies often emphasize Environmental, Social, and Governance decision-making, developing a mindset attuned to long-term impact and values-driven leadership.
- This consistent focus combined with an ethos of servant leadership, inclusivity, and academic integrity prepares students not just to succeed professionally, but to lead with accountability and empathy in an interconnected world.

Student Awareness

26% - 50% of students at Wits Business School are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Wits Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

Dr Lehlohonolo Tabane represents WBS at Women in Leadership Seminar and Wharton Faculty Development Programme

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

WBS Walks the Talk with “Walk a Child to School” Shoe Drive

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

World Environment Day 2024


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


Additional Evidence

9 Minutes Sustainability Committee (1)

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

WBS Vision, Mission and Values

View document 

Download document 



Teach

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



How We Define Teach

One of the School's strategic priorities focuses on ensuring that ethics, sustainability and governance is taught across all programmes. A course has been developed for the new MBA that serves as a foundational introduction to these areas, and all further courses in the programme then build on and deepen that knowledge. The plan is to introduce similar courses into all programmes over time as curriculum revisions happen.

Courses that support RME

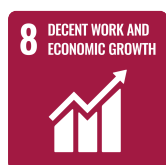
Wits Business School reports 13 courses in 2024 that support responsible management education and sustainable development goals.

Leadership Quest

| BUSA7418A

The Leadership Quest BUSA 7418A comprises three components: leadership quest, career management, and negotiation skills. The leadership quest will focus on LQ project and coaching. The LQ project will introduce the different theories and leadership styles to support you develop your leadership change through coaching. Towards the end, coaching is introduced to help enhance the personal leadership journey. The coaching component is aimed at helping students sharpen and support themselves in becoming effective authentic leaders. The leadership quest and coaching will contribute 70%, split into 45% for the leadership quest project and 25% for the coaching activities.

The LQ Project ties directly to the MBA theme of the context in South Africa. The LQ challenges students to question what makes an effective leader in South Africa and how one should become a business leader that impacts the South African economy. Students need to engage critically with this important topic to arrive at a realistic and workable outcome. The Leadership Quest is one of the Capstone elements of the MBA. Students need to integrate what they have learnt on the MBA into their view of ideal leaders. In addition, as part of the LQ Project, students are required to give their insights from core modules on the MBA and explain why these insights are important for South African business leaders.



Marketing in a Connected World

| BUSA7411A

In this age of rapidly changing marketplaces and marketspaces, globalisation presents executives and policymakers with new and complex challenges. Globalisation is due to many factors, including worldwide investment, media, marketing and production, regional unification and trading blocks and world travel. Rapid advances in technology, especially new digital technologies, underpin these global trends by revolutionising the creation and distribution of information and dramatically lowering the cost of communication. The rise of emerging markets and advent of the digital economy are among the most important and visible products of the changing global marketing environment. The changing environment is characterised by levels of heterogeneity and complexity that leaders and policymakers could not have anticipated just two decades ago. Organisations that cannot make sense of the new rules of the game and understand the effects on sources of demand, sources of supply and methods of effective management are at great risk in this rapidly changing world, even if they do not participate in markets outside their home country. Marketing provides the lifeblood of any business and is at the core of strategy and operations. It is an organising philosophy and set of guiding principles that inform environmental analysis and market planning as well as the crafting and implementation of effective strategic responses to stakeholder needs profitably. The global expansion of business activities has highlighted the need for general managers to understand how context affects marketing and management strategies. There have been several dramatic failures when a respected organisation entered an enemy market and tried to apply standardised strategies. Attempts to understand the reasons for these failures have prompted large-scale global research initiatives in marketing, cross-cultural psychology, and institutional theory involving hundreds of thousands of respondents. These very rigorous studies illustrate that emerging markets present significant departures from the institutional assumptions of the high-income, Western industrialised markets in which theories on marketing, management and strategy typically have been developed. Typical emerging market characteristics link reliably to basic differences in the way that individuals and organisations recognise problems in daily life, search for and process information, evaluate alternatives, conduct marketplace exchanges and purchases, and evaluate their satisfaction with the purchase and consumption experience. Consequently, it is increasingly clear that we need to assess generalisability and boundary conditions of prevailing theories before blindly assuming theories apply in the emerging markets context. Marketing in a Connected World (MCW) surveys marketing and the role of marketing management in modern organisations from the perspective of general management at a time of globalisation and rapid change. It provides an overview of the contributions of marketing to organisational strategy crafting as well as its role in adding stakeholder value through contributions to financial and non-financial performance. Marketing is both science and art. MCW is designed to impart an understanding of the marketing professional's toolkit to general managers. It illustrates how marketers marketing models to segment markets, select target segments, and position brands. Marketing instruments (i.e., the marketing mix, product, price, promotion, place), the design and implementation of integrated marketing communication strategies, marketing investment and allocation decisions, implementation of interactive data-driven customer relationship marketing strategies and measurement and management of returns on marketing investments are also included in the survey. Learning is underpinned by an emphasis on behavioural factors that motivate and

influence purchase and consumption decisions and their outcomes, by individuals and organisations. This course contributes to your MBA qualification by enhancing your understanding of marketing contributions and tools. The strategic marketing planning input affects your decision-making role as a senior manager / executive as it deals with the analysis, planning, implementation and control of the strategic marketing function within the organisation and contributes to performance management of the entire function. Marketing in a Connected World includes discussion on internet technology, globalisation, increased competition from local and foreign companies, research in developing countries and the firm's social responsibility. Curriculum tied to context in South Africa MCW is a case-based course that explores strategic marketing in the emerging markets context. The text and readings introduce marketing concepts and relations and explain the impact of heterogeneity on marketing strategy and implementation. Cases drawn from South Africa, other emerging markets and industrialised countries illustrate typical marketing problems and opportunities, which are frequently encountered in business and grounded in institutional contexts. Discussions and assignments focus on marketing challenges facing African firms in a globalised world. Curriculum tied to context in African and other dynamic emerging market economies MCW is grounded firmly in the context of emerging countries, with special emphasis on South Africa and sub-Saharan Africa. Of course, similar emerging economies' cases and examples will be used to broaden students' perspectives. The course is broadly situated in emerging market context where growth in economic output and consumption have shifted to. Hence, institutional and social contexts will feature prominently in discussing how successful marketing strategy can be crafted. Critical engagement Marketing connects businesses to their customers and as such requires critical engagement with them. By its very nature, it also necessitates critical engagement with other stakeholders. It is responsible for upholding the image and reputation of the organisation in the context within which the organisation operates.

Marketing connects businesses to their customers and as such requires critical engagement with them. By its very nature, it also necessitates critical engagement with other stakeholders. It is responsible for upholding the image and reputation of the organisation in the context within which the organisation operates.



Evolving Healthcare Law, Policy, & Ethics

| BUSA7523A

This course is intended to enable students to develop the essential competencies needed to become effective and ethical healthcare leaders who are equipped to lead in an effective and meaningful manner, driving positive change in organisations and communities. Further, equip students to access and interpret relevant healthcare legislation that will guide the student in their daily decision-making process. Significant case studies will be examined in relation to legislation and Health Professions

Council of South Africa (HPCSA) offering students insight into the application of legislation and consequences of non-compliance. Students will be further guided to critically examine and evaluate existing healthcare policy. In turn, providing students with the necessary tools to prepare relevant policy that accommodate the changing needs and demands in healthcare. Balancing legislation and policy, students will be presented with ethical dilemmas that will challenge. The course is thoughtfully designed to provide insights into the healthcare industry. This global and local perspective ensures that students gain a rich understanding of different healthcare environments, policies, and market dynamics, preparing them to tackle diverse challenges and lead effectively in any setting. By exploring healthcare trends and leadership practices within these varied contexts, the course prepares future healthcare leaders to excel in managing organizational performance and driving impactful change in both domestic and international healthcare landscapes.

The course explores the intersections of law, policy, and ethics in global and South African healthcare systems. It equips students to critically examine healthcare dilemmas and regulatory challenges in diverse, dynamic, and often ethically contested environments. The course supports the development of the WBS graduate competencies. The course strengthens the curriculum's commitment to multidisciplinary perspectives on sustainability and public good. It centres on South African and African healthcare challenges, such as inequity in access, public health ethics, and the professional obligations of healthcare leaders. Session 6 of the course links individual and institutional ethics to healthcare outcomes and public trust.



African Philanthropy/Gifting and the SDGs

| BUSA7505A

The role of philanthropy and gifting in the SDGs is poorly defined and contested. The course will help students gain a discerning view of the extent to which gifting should or should not enter collaborative arrangements with other actors, particularly given the significance of SDG implementation through multi-stakeholder partnerships. This will enable students to understand and explain the capability of a gifting or philanthropy entity to engage effectively in complex collaborations. It critically engages with the roles of philanthropic actors, both institutional and informal, in achieving sustainable development

on the African continent. By examining African philanthropy as a vehicle for systemic change, the course foregrounds ethical responsibility, sustainability, and social justice within leadership practice. The course supports the development of the WBS graduate competencies.

Entrepreneurial action The students will be exposed to philanthropic enterprises in a way that focuses on the achievement of the SDGs, as well as their survival. The students will be able to engage in public debate to advance SDG achievement. They will be able to explain the moral dilemmas they encounter and how they can best be dealt with from a strategy and decision-making point of view. **Critical engagement** This course will expose students to skills of problem identification through presentation and critical examination of ideas and choices. Combined with the ongoing development of personal life examples of philanthropy, this approach will enable students to engage in debates around different approaches and methods to understand philanthropy and SDGs. It is therefore important that students engage with their fellow class/work/country mates on an ongoing basis throughout the course as well as stay up to date with any current strategic topics in the business world, as this could/will be discussed during contact sessions.

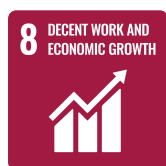


Innovation & Entrepreneurship for Digital Business

| BUSA7468A

This course explores ways to facilitate and sustain innovation and entrepreneurial thinking in larger, more established firms. In the quest for sustainable competitive advantage, companies are finding that lower costs, higher quality and better customer service are not enough. Today, they must be more fleet of foot, more aggressive and more innovative in order to maintain the competitive edge. However, a caveat: unless corporate venturing and innovation is a fundamental part of the firm's strategy and seen as essential to survival and achieving corporate objectives. Also, recognize that corporate venturing and intrapreneurship is, in some form and at some level, necessary to your company's long-term survival in a competitive world. The course introduces diagnostic tools such as the Corporate Entrepreneurship Climate Instrument (CECI) and the Corporate Entrepreneurship Assessment Instrument (CEAI), enabling critical reflection on organisational cultures that foster or hinder ethical innovation and responsibility. Concepts such as lean startup, agile transformation and resilient venturing are linked to organisational sustainability. The final session of this course explicitly addresses digital transformation and customer experience as levers for value creation in ways that are both innovative and socially responsive.

This course also has application value, where students must take the ideas, concepts, tools, and frameworks to which they are exposed and apply them in a series of real-world cases and contexts. It is designed to foster critical and creative thinking around corporate innovation, sustainable entrepreneurial orientation, and digital transformation in organisations. The course supports the development of the WBS graduate competencies.

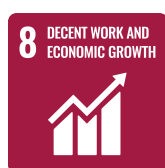


Ethics and Corporate Governance

| BUSA5243A

Ethics and Corporate Governance module covers themes such as development, the corporation, the organisational architecture, leadership and management, strategy, ethics, corporate governance, development theory, the political economy issues in the energy sector and the global shifts in the energy sector. This module will mainly cover ethics and corporate governance issues in the energy sector. This module further covers the leadership and management challenges for good governance in the energy sector as they apply to the local, national, regional and global arenas. By analysing energy governance through both normative ethical frameworks and practical institutional lenses, the course fosters deep critical engagement with the social, ecological, and economic implications of leadership decisions.

The course is designed to equip future leaders in the energy sector with the ability to navigate complex governance, ethical and sustainability challenges at the organisational, national and global levels. The course supports the development of the WBS graduate competencies.



Energy and Environmental Sustainability

| Ms Wendy Poulton

At the global level, the United Nations facilitated Millennium Development Goals (MDGs) did not speak to energy, but the Sustainable Development Goals (SDGs) include “affordable and clean energy”. This is recognition of not only energy production and consumption’s impact on the environment, but also of

the role that energy plays in underpinning economic development, which has huge social impacts. The course will also explore how companies and other institutions have included sustainable development considerations in their strategies and long-term business models. This is particularly true of energy-related companies but given the cross-cutting nature of the energy sector and the fact that it impacts on virtually every other sector in a modern economy, these considerations have to be front and centre in most strategy discussions and have become an imperative not a choice. This all implies that decision makers need to be able to think systemically, holistically and for medium-to-long periods. This requires a different set of mind-sets and approaches. This course relates directly to the impacts and interrelations between Sustainable Development and energy on South Africa as well as developing countries in general. It also relates to how the influence of sustainable development is fundamentally changing the energy sector and players within the sector, as the central large utility model is shifting and allowing smaller more entrepreneurial companies and individuals to participate. Students must critically engage in this topic as it is fast moving and requires different mindsets and risk appetites. Long term analysis at a holistic level is required.

The course is purposefully designed to develop students' knowledge, skills and values around sustainable energy transitions, environmental ethics, climate justice and low-carbon development.



Research Methods and Ethics for Healthcare Leadership

| BUSA7515A

This course is designed to familiarise candidates with the fundamental components of the research process, to enhance their comprehension of the research process and their ability to carry out a small-scale, applied research project within the healthcare sector. The course delves into the philosophical underpinnings of empirical research in the social sciences and management and the ethical considerations that must be considered. Additionally, the course provides an overview of the research process, including how to conduct a literature review and improve writing skills. Topics covered include defining the research problem, formulating research questions, objectives, and hypotheses, as well as the methods and techniques for data collection and analysis, including qualitative and quantitative approaches. The course constitutes an extensive and sophisticated module that aims to provide students with the requisite research knowledge and application skills to conceptualise, develop, and execute an independent research project while simultaneously grappling with this rapidly

evolving sector's distinct challenges and opportunities. By employing cutting-edge research methodologies that are grounded in evidence-based practices, the course will enable students to appraise, critically evaluate, and synthesise information in an academically rigorous manner.

The course constitutes an extensive and sophisticated module that aims to provide students with the requisite research knowledge and application skills to conceptualise, develop, and execute an independent research project while simultaneously grappling with this rapidly evolving sector's distinct challenges and opportunities. The courses intended learning outcomes foster graduate competencies in ethical research conduct, reflective inquiry, sustainability awareness, and responsible problem-solving in healthcare leadership.

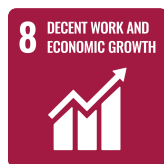


Business, Society & Collective Action

| BUSA7404A

Business, Society and Collective Action examines the role of business in society in the complex geopolitical environment with a South Africa lens. With ever-increasing intensity in recent years, management scholars, policy-makers, and practitioners have been working to understand and address major societal issues traversing organizational boundaries. Issues such as these have been variously labeled “wicked problems” (Rittel & Webber, 1973), “messes” (Ackoff, 1997), or “grand challenges” (Brammer, Branicki, Linnenluecke, & Smith, 2019; Ferraro, Etzion, & Gehman, 2015; Howard-Grenville & Spengler, 2022). Honesty is a fundamental human value. Yet, the world has witnessed increasing indifference towards honesty over the past several years and stood by while dishonest leaders rose to positions of power and influence. Through an interrogation of the global economic and political environment and South Africa’s structural economic and political issues and the problems that these pose, students will gain an understanding of the need for ethical approaches to business, as well as the role of collective action in facilitating change. The importance of corporate social responsibility, corporate citizenship, tackling corruption and state capture, sustainable development and climate change are explored in detail, so that you will be able to articulate, plan for and manage in an improved way, the role of business in collective action in society.

Successful completion of the module will allow students to demonstrate scholarly mastery of how the role of business in collective action in society can contribute to addressing South Africa’s structural economic and political issues and the wicked problems that these pose. This course will expose students to the enormous complex challenges of the socio-political environment that face us as a society in South Africa, and by extension in Africa and other emerging markets.



Business in Africa

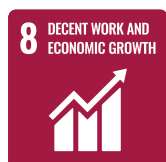
| BUSA7422A

From the 'Hopeless Continent' to 'Africa Rising' with tremendous growth and opportunity. The financial turmoil in the developed world has not deterred Africa's high growth levels. Sub-Saharan Africa is the "second fastest-growing region of the world, trailing only developing Asia. In 2012, Sub-Saharan Africa maintained solid growth, with output growth at five percent on average. The factors that have supported the region through the Great Recession – strong investment, favourable commodity prices, and generally prudent macroeconomic management – continued to be at play" (imfdirect, 2013).

However, the Covid-19 pandemic has seen Africa's growth patterns decline, but there are fresh hopes that the continent will recover as one sees Covid restrictions lifted. The African business environment is constantly and rapidly changing and understanding that a firm's success is intrinsically linked to the external environment is critical. Often firms lack the understanding of the economic, political, environmental factors, be they location, the prices of products, the distribution system, or the labour policies that ultimately have dire consequences on a firm's success. In Africa, "copy/paste strategies don't work, for companies wishing to expand their operations across the continent, quantitative data and statistical analyses are meaningless unless they go hand-in-hand with a deeper understanding and appreciation of the non-traditional factors that make growing a business there possible" (Arino, 2015). The Business in Africa course provides students with a comprehensive understanding of Africa's competitiveness in the global economy and the relationship between various factors and institutions that influence the economic development and the competitiveness of countries, regions and firms. The course is aimed at preparing students for doing Business in Africa. Students will be exposed to best practice, models and methodologies that will enrich the learning experience and insights generated by formal lectures, case studies and subject matter experts. This course will not cover North African countries, as these nations are technically part of the Middle East and North African region, referred to as MENA. Curriculum tied to the context in South Africa This course draws on various South African companies' experience in various African markets. The extensive use of company case studies allows comparisons between the companies' operations in South Africa and on the continent. Curriculum tied to context in African and other dynamic emerging market economies The course identifies the opportunities for growth of the African continent as well as its challenges such as the slow-down of China and the associated drop in commodity prices. It maps these global issues to the level of individual African countries and major firms therein, thus enabling students to begin to address these issues at a management level. Sustainability Through company case studies, the course addresses the optimality of overall resource allocation in economies and its role in economic systems such as free markets and command economies and mixtures thereof.

Entrepreneurial action The case study provides insight into innovation and entrepreneurial action and

(managed) risk-taking thus equipping students with skills to make well-informed decisions at a management level. Critical engagement By drawing on examples of successful and unsuccessful business ventures in Africa and emerging markets, the course enables students to acquire a better perspective on foreseeable and unforeseeable consequences of action and business decisions. Integration with other MBA subjects This course focuses on the Business Environment thus various subjects such as strategy, and entrepreneurship will be covered within the African continent.



Business Innovation as a Response to Global Sustainability Challenges

| BUSA7423A

The course seeks to create systemic changes through business innovation and sustainable improvements in response to a number of social problems which are enlisted in the SDG goals. World over, social responsibilities from businesses have developed rather rapidly and have been shaping the business and non-profit landscapes in very interesting ways. Increasingly lines are blurred between non-profit enterprises, businesses and governments raising the need for business students to understand the opportunities and limitations that are presented by this new landscape. Worldwide policy makers are using the language of local capacity building as a strategy to assist impoverished communities to become self-reliant. Social entrepreneurs and SMEs are perceived as mission-based businesses rather than as charities. They seek to create systemic changes and sustainable improvements, and they take on risks on behalf of the people their organisations serve. Though they may act locally, their actions have the potential to stimulate global improvements in various fields, whether that is education, health care, economic development, the environment, the arts, or any other social field. The course is designed to provide a holistic understanding of issues associated with innovation such as diffusion of innovation and social business models, social innovation, systems thinking, innovative and alternative financing models, sustainability, impact investing, and philanthro-capitalism among others. This will be done through highly experiential, interactive lectures and collaborative workshops. Students will learn lean innovation, sustainable development and tools to initiate social impact changes in business. The focus of the course is to provide insight into how value is created through innovation, can be valued, the breadth of businesses that can be created with a social intent and the variety of models that can be used to convert a good idea into a realisable opportunity that contributes to the sustainable development goals. Students will also meet organisations that have adapted their operations and used innovation to sustain themselves and the networks that they serve. Curriculum tied to context in South Africa and Africa The course has been designed to tackle most of the issues that are relevant to South Africa in particular, but also with relevance to most African markets. The course materials are drawn from international cases, African

examples but also based on examples of innovators from South Africa, particularly social change makers, NGOs, social enterprises and champions in different sectors of the economy. Of particular interest are the sustainable development goals and how these are implemented by businesses. The course will prioritise emerging markets in Africa such as Kenya, Nigeria, Ghana, and South Africa among others. Sustainability Africa at large has societal problems that the private sector, government and the traditional non-profit organisations may fail to address. There is need for other players, especially businesses and social entrepreneurs, to assist in solving these challenges. Some of the challenges are outlined in the UN's 2030 sustainable development goals. The course will help students to understand how to be innovative and agile to assist in solving some of these challenges effectively and sustainably.

Students will engage with their fellow class/work mates on an ongoing basis throughout the course as well as stay up to date with any current strategic topics in the business world, as this could/will be discussed during contact sessions. In addition, students will learn about how innovation and sustainability can be used to make decisions inside and outside of the company. However, students will be encouraged to engage critically with the subject matter with open-ended questions, robust online discussions and debates, so that they are able to analyse, synthesise and evaluate differing viewpoints.



Mergers & Acquisitions

| BUSA7448A

Mergers and acquisitions (M&A) are a crucial investment strategy for both local and global market players. Essentially, M&A deals facilitate the consolidation of companies positions while at the same time engendering competitiveness and market access. More specifically, through M&As companies enjoy strategic advantages and the expansion of their share of market. In essence therefore, M&As have had an effect of restructuring the corporate and competitive landscape. This module is designed to introduce students to the world of M&As and encourage the development of the necessary core skills to understand an M&A transaction, while being ever mindful of the pitfalls. This course will engage you in an intensive combination of lectures, case studies and interactive discussions. The course is designed to be a hands-on experience for individuals that are involved or may be involved in corporate decision-making, risk management, or other disciplines that would benefit from an understanding of M&A activity, with a view to improve the possibility of success in the deals. Context in South Africa In a report released in 2021, the World Economic Forum cited failure of critical infrastructure (such as the intermittent supply of electricity), unemployment and underemployment, social instability and corruption as the top risks associated with doing business in South Africa. This atmosphere has been associated with the delisting of numerous companies from the JSE. In the

previous months it is reported that completed M&As deals collapsed almost 90% to \$1.9 billion in 2023 from the previous 12 months, as infrastructure challenges such as higher borrowing costs and power outages dented investor confidence. Inevitably, M&As lead to public interest considerations, especially regarding the country's empowerment ownership policies.

Considering the critical role that M&As play in the economy it is only proper that those who would be tasked with making corporate decisions should be adequately equipped with critical skills to facilitate effective decision-making and implementation. The course will develop students understand of the critical aspects of M&As so as to give advice on the suitability of such transactions. Through robust discussions and debates, students should be able to reflect, analyses, and evaluate diverse circumstances pertaining to M&A decision-making.



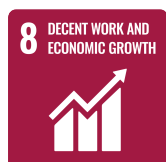
Strategy

| BUSA7413A

This course enhances your theoretical and applied knowledge of strategy and strategic management through the critical examination of the art and science of this discipline. This enables you to integrate these strategic principles across all areas of business, enhancing your effectiveness as a manager.

Therefore, the course contributes to the achievement of the programme outcomes of developing enhanced strategic leadership and problem-solving skills. It equips you with the ability to use scholarly knowledge and theory, applied to complex and rapidly changing organisational environments – such as those found in emerging markets – in order to derive appropriate strategic plans and recommendations for business effectiveness. Curriculum tied to context in South Africa, Africa, and other dynamic emerging market economies Strategy concepts have largely been derived and refined based on Western conceptions of business. Over time, these have drawn on Eastern philosophies and applications. In global corporates there is a tendency to use the generally accepted language of strategy based on these combined conceptions. So, the intention of this course should be to ensure that a Wits MBA graduate can join any high-level discussion, anywhere in the world, and in any sector, and that they will be familiar with the concepts and the language being used. However, the nuances of the application of strategy concepts and language in the African context may differ from the classical view. For this reason, this course explores regional and contextual idiosyncrasies. Cases, readings, videos, debates and guest inputs where appropriate, will be used by students to test the opportunities for emerging market applications. Critical engagement This course will demonstrate the meta-skills of problem identification, pattern recognition, option development, solution selection and making a coherent case via presentation and critical interrogation/ 'stress-testing' of strategic ideas, options and choices. This approach is combined with the ongoing development of a rich understanding of the 'language' of strategy.

The learning elements raise awareness of opportunities and obstacles in the conceptualisation and execution of strategy. The course is deliberately balanced between the tasks (syndicate- and class-based) of presenting concepts or cases on the one hand and being able to critically explore the underlying assumptions and data on the other hand (via the interrogatory questioning sessions).



Teaching Awards

In 2024, 1 award was given to faculty and educators at Wits Business School.



North American Case Research Association (NACRA) conference 2024, Orlando, Florida, USA - Ruth Green Award

Granter: NACRA - Ruth Green Award

Grantee: Dr Emmanuel Quaye (WBS) and Angie Urban (WBS)

Award Description:

The North American Case Research Association (NACRA) is a nonprofit, voluntary professional association whose mission is to promote excellence in case research, writing and teaching in business and other academic disciplines. The Ruth Green award is award to the best case where all authors' primary affiliation is with institutions outside North America. Case: Khayelitsha Cookies: Empowering Women One Bite at a Time

Educator Recognition

At Wits Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Faculty promotion and tenure consideration

Teaching Voices

The following statement demonstrates ways in which educators at Wits Business School support sustainability and responsible management in their classrooms.

DESCRIPTION OF PEDAGOGICAL INITIATIVES PROJECTS OR INNOVATIONS

This shares various inputs by staff across the school relating to their teaching:

Assessments: Innovation in assessment is encouraged to support authentic, valid and practice-oriented learning experiences. In the Business Integration course, the use of the balanced scorecard to assess student performance in simulations ensures that evaluation is grounded in real-world business metrics such as financial performance, customer impact, internal processes, and learning and growth. As part of this pedagogical approach, students are also required to deliver presentations to justify their decisions, demonstrate integrated business thinking, and communicate using appropriate business terminology. In other instances, examples such as the Famous Brands Project and the Case Competition incorporate feedback from company representatives into grading, further enhancing the external validity of assessments by aligning them with real-world expectations.

Simulations are encouraged: For example, in the Business Integration course of the MBA, students develop and execute strategies in a dynamic market on the CAPSIM platform, applying their knowledge to make strategic decisions while competing against other student-run companies. The simulations leverage technological advancements. They now feature built-in, customized AI ChatGPT bots, giving students access to immediate, personalised feedback, much like having a full-time tutor available at all times. During simulation debriefs, faculty leverage advanced software that enables seamless sharing of material, with functionality to zoom, annotate, and highlight content in real time. This ensures that technology actively supports clear, effective, and modern delivery. In other instances, real organisations are involved in courses to present an authentic scenario for students to engage with, but without the use of a formal written case study.

Use of AI: Whilst the School is still coordinating its efforts around the appropriate use of AI for teaching and learning, below are instances where faculty have used AI successfully in their courses:

- Assignment to Digital Business students examining how GenAI might be used in government departments

- Incorporation of Gen AI in assessments for Technology and High Growth Entrepreneurship, including AI-enhanced student self-introductions using platforms like Synthesia, RunwayML, and ChatGPT. The course uses Gen AI to teach concepts around digital entrepreneurship, AI-driven automation, and innovation ecosystems, with a focus on South African SMMEs. Students engage with Gen AI tools (e.g., Descript, Speechify) to refine presentation delivery and explore AI's role in personal branding and venture creation. The individual summative assessment requires critical analysis of AI's impact on entrepreneurship, referencing systematic literature reviews and proposing future research directions. Research themes include AI as an enabler for entrepreneurs, AI innovation contexts, and the role of generative AI in education and venture development.

- ScholarAI4 is used to critique the research submission in terms of structure, bias, and gaps, which feeds into lecturer feedback. The lecturer acknowledges the use of AI in the analysis and encourages students to explore deeper themselves.
- AI tools are used in the preparation of teaching materials, notably providing a critique and identifying of gaps or bias, checking for recency of references which is particularly relevant in the energy field because it is a constantly evolving field.
- An AI algorithm has been developed to evaluate exam standards and fairness against predetermined criteria, detecting significant issues in certain national assessments. An AI-enabled standardised rubric approach has been designed and piloted across the MBA Healthcare Leadership programme which reduces variability in marking, ensures fairer evaluation, and strengthens feedback quality across courses.
- AI has been applied to develop a business case simulation tool, building on prior experience in business simulations. This provides students with data-driven, real-world decision-making scenarios that enrich engagement and practical problem-solving skills.
- A programme-level AI use guideline has been developed and piloted across the MBA Healthcare Leadership curriculum. This promotes AI as a research and business tool while preserving critical thinking; integrates plagiarism principles requiring declaration and referencing of AI use, with sanctions for non-disclosure.

Academic entrepreneurship: This initiative seeks to create a culture which is supportive towards start-ups and also fostering an entrepreneurial orientation. The purpose of the initiative is to develop entrepreneurial capabilities and help academics and support staff to be more successful in innovation, research, teaching, and engagement in practice, as well as in the commercialisation of academic knowledge. The course emphasises the importance of an entrepreneurial mind-set and seeks to foster high levels of proactiveness, improve networking skills and enhance abilities to leverage resources. This approach is embedded in the school's entrepreneurship offering and was also run via the Wits Research Office across the university.

Articulation between programmes: Programmes that articulate (i.e. the Postgraduate Diploma which feeds Masters programmes) have been designed to allow a portion of credits to transfer from the postgraduate diploma to the degree. This shortens the time needed for candidate without a postgraduate qualification to complete a Master's degree, making the learning pathway more attractive to candidates.

Skills and personal development: The MBAs and several Master of Management programmes include a course called the Leadership Quest. This is a course in which students undertake a year-long facilitated evaluation of themselves as a leader and create a self-directed plan for their ongoing leadership development. As a 'quest', it is designed as a reflective experience where students introspect and learn about psychological constructs that they apply to their personal development over the year. Students also engage with ethical issues in leadership, and coupled with elements of coaching, the course creates a powerful and enabling environment for accountability and self-development.

Rethinking the classroom: Masterclasses have been introduced in the MBA in Healthcare Leadership. These are designed to allow delegates other than registered students to attend relevant sessions for which they can earn Continuous Professional Development (CPD) points. These are points that healthcare practitioners are required to earn on a regular basis as part of their registration with their professional bodies. WBS is thus able to provide services to a wider group of candidates, and registered students benefit from the interaction and engagement with other professionals or delegates. Ensuring that the masterclasses comply with the requirements for the CPD points also keeps the School well informed as to the demands and expectations of the healthcare industry.

Shift towards more blended learning: Programmes are being increasingly designed for blended delivery which supports our part-time working students.

Foundational Introductory Course - Sustainability, Ethics and Governance in Business: Given the importance placed by society on stakeholder inclusivity and responsible corporate citizenship, it has become critical for business leaders to be well versed in the theoretical and practical conceptualisation and real-life application of the multidimensional aspects of sustainability, ethics and governance. As part of the new MBA launching in 2026, a five-credit (50-hour) introductory course has been developed to provide a foundation in sustainability, ethics and governance. Designed in consultation with the Wits Mervyn King Centre for Corporate Governance and Sustainability, the course aims to equip business leaders with the knowledge and critical thinking skills needed to navigate the areas of decision-making and strategy. Over time, the course, or elements of it as micro-credentials, is expected to be extended to all School programmes. The course emphasises reflective and reflexive practice, challenging students to question assumptions and engage deeply with the interconnected dimensions of responsible business.

Provision of joint programmes and collaboration with academic partners: Collaboration with international partners is another recent pedagogical development. The joint EMBA with Kedge is the first official joint programme to be offered at WBS. Executive Education is also partnering with Warwick Business School to co-design and co-deliver its International Executive Development Programme. Joint provision enables exposure to wider contexts, different approaches to teaching and learning, multi-cultural and international points of view, and immersive visits.

Use of the case-study teaching methodology: Whilst case-based teaching is not new or novel, it is an effective teaching method that allows students to apply theories and skills to authentic business-related challenges. Case-based teaching is a hallmark of the WBS learning experience, as it is supported by the school's own internationally acclaimed and award-winning Case Centre. The school invests in the continued development of cases, including the employment of specialist case-writers, training of faculty (three faculty have attended training on the Harvard case method and case teaching in the last five years). The school produces approximately ten new cases per annum, with co-authoring used as an effective means to upskill faculty.

Use of digital tools and technologies in the classroom: A growing number of faculty are using digital tools to support delivery including polling tools, streaming and presentation tools, economic modelling and collaborative tools.

Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



A lot

Our institution supports a lifelong learning mindset significantly through teaching and learning.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Wits Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Assessment challenges
- ❖ Change fatigue
- ❖ Faculty expertise gaps
- ❖ Faculty resistance
- ❖ Learning curve for faculty
- ❖ Risk aversion
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2024, Wits Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints
- ❖ Assessment rigor concerns
- ❖ Change resistance
- ❖ Faculty confidence gaps
- ❖ Faculty resistance
- ❖ Learning curve for faculty
- ❖ Risk aversion
- ❖ Scalability issues
- ❖ Time constraints

Additional Evidence

Dr Lehlohonolo Tabane represents WBS at Women in Leadership Seminar and Wharton Faculty Development Programme

View document  Download document 

The WBS Case Centre – Business Cases on African Challenges for developing African Leaders

Established in 1999 for the purpose of writing cases that are set in the South African and broader African context, the intention of the WBS Case Centre is to research and write management cases that will tell Africa's business stories so that the world can learn through these stories. The Centre now has more than 400 cases in its collection, and currently produces between 10 and 15 cases each year.

The cases cover the full spectrum of courses taught at WBS, from strategy and economics to organisational design and development and marketing. We have built up a substantial collection of cases that focus on entrepreneurship and have recently started producing cases for the WBS Centre on African Philanthropy and Social Investment (CAPSI), the WBS African Energy Leadership Centre (AELC) and the Digital Business courses offered at WBS. This year (2025), we are also involved in a case writing partnership with Lagos Business School, in terms of which we have one case actively in the research and writing process, and two cases in the pipeline.

The focal companies in the WBS case collection reflect the range of organisations in the African business domain, from large multinationals such as AngloGold Ashanti, Discovery Ltd, MTN and Standard Bank, to small entrepreneurs such as Sakhumzi's (which operates a restaurant in Vilakazi Street in Soweto) and BongoHive (an innovation and technology hub in Zambia). The WBS Case Centre makes a conscious attempt to ensure that cases include black and female protagonists, who have historically been under-represented as case protagonists worldwide.

Cases originate in a number of ways: through business contacts of WBS faculty and their students, through direct approaches from companies who wish to take part in the process, and sometimes through cold calling on companies that look to have a story that would form a good focal point for a case. The WBS Case Centre manages the case writing process, working with faculty and writers to identify learning outcomes and case content, liaising with the focal organisations to facilitate the process, editing the cases that are written to ensure quality and facilitating sign-off at the end. The Centre also works closely with WBS faculty members to assist them in writing publishable teaching notes.

WBS sells and distributes most of its cases via the WBS website and through The Case Centre. A large proportion of its collection is included in the Sage Business Cases collection. A select, but growing number of WBS cases, is also published in Emerald Publishing's Scopus-accredited Emerging Markets Case Collection. Thus far, WBS Case Centre cases have a 100% acceptance rate in this journal. As a result of these varied distribution mechanisms, WBS cases are used not only in WBS classrooms, but in university and business school classrooms across the world, including the United Kingdom, Nigeria and the United States.

As a pioneer in the case writing process in South Africa, other organisations often seek out the expertise of the WBS Case Centre, and the head of the Centre, Claire Beswick, has delivered courses on case writing for the Association of African Business Schools at the Namibia Business School, the American University in Cairo, the School of Business Leadership at the University of South Africa and the University of Johannesburg. She has also delivered workshops at the request of the UKZN Business School and the North West University Business School. The broader Wits community has also sought out her expertise, and she has delivered workshops to the School of Accounting and the School of Governance, and will soon be delivering a workshop to the School of Business and Economic Sciences.

An indication of the quality of the cases that the WBS Case Centre produces is that its cases have regularly been placed in the top three of the African case competitions run by Emerald Publishing over the past 10 years. Additionally, at the North American Case Research Association conferences in 2023 and 2024, WBS cases won the Ruth Green Award for the best case produced by authors not affiliated to North American institutions.

Digital Business Case Studies for teaching and assessment

Lee, G.J. & Thaver, V.T. (2024). Digital Business Case Studies & Solutions Vol 1. Mercury Books is a book produced from the Wits Business School digital business division, with Vol II expected in 2025. The book is a collaboration between Prof Lee of the division and Vernon Thaver who is a senior Gartner Group executive in South Africa. The book contains Digital Business Case Studies and Solutions and is a remarkable compendium of over forty cases in the domain of digital business and digitalization, as well as a varied collection of challenges to the readers and reflections by the authors on those challenges.

The cases are designed primarily from a digital business viewpoint, however, many of the studies have broader applicability. For example, there are a collection of cases on digitalization in healthcare (e.g., Google's Augmented Reality Microscope, 3D printing of human organs, CRISPR as a digitallinked technology, etc.), which could be of interest to people in that profession more broadly, and, certainly, many of the cases pertain more broadly to technology and technology management.

The book is broadly organized into four sections of cases, which can be held in many cases quite loosely: a) Cross-cutting cases, b) Cases in 4IR technologies and the business application of these, c) Cases illustrating strategy in the digital era, and d) Cases illustrating digital transformation and maturity. The book covers a great many US-based technology companies, as can be expected given the dominant position that Silicon Valley in particular and that country in general has within the history of digital expansion. However, we have also strived to diversify the cases with many examples from

other countries and regions, such as UK or European cases, cases from China (e.g. Alibaba and Temu), cases from Africa (Discovery Group, and Lonmin / Sibanye Stillwater in Case 2) one intersecting Canada and France (Modiface and L'Oréal), and one from Australasia (ANZ Bank). There are also several geographically-agnostic cases.

All cases present the reader with a Challenges section containing one or more challenges, which often draw on models and theories from the Mercury Books Digital Business series by Brian Armstrong and Gregory Lee. For instance, a challenge might be for the reader to apply the "Antsoff Matrix" (a strategy tool for thinking about organizational growth opportunities) to the case study. Then, there is a Reflections section in which at least some of the challenges are answered by the authors. Note that some of these reflections are separated out into the book Instructor's Solutions for Digital Business Case Studies & Solutions Vol I which is only available to verified instructors who are prescribing or using this book for courses. This facilitates some of the challenges being used for tests and exams.

Most of these cases have been brought up-to-date as of late 2024 or even early 2025. However, some of the cases are strictly historical. Also, any business case can and should be analyzed within its time even years later. It is certainly possible and desirable for us to place ourselves years or decades into the past to place ourselves into the shoes of leaders, managers, employees, regulators or other stakeholders in that time and use the case to learn lessons and compare to where the organization actually did go. This works so long as we are respectful of the true time and context of that case, while still pushing to learn how we could have . Therefore, we trust that, should we not have the privilege of further updating these cases, they can still provide learning and reflection opportunities over years to come for readers



Research

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

How We Define Research

Research at WBS is increasingly being viewed through the dual lenses of quality and impact. As part of a designated research-intensive institution, peer reviewed journal articles, book chapters and conference proceedings have always been encouraged, but increasingly, more applied research that contributes to policy and practice is valued, with a strong focus on more diverse and inclusive dissemination.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Wits Business School was awarded funding for research that is:



International



Regional



National



Local

Socializing Research

In 2024, Wits Business School contributed research findings to:

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

Research Projects

In 2024, Wits Business School reported 2 research projects that implemented responsible or sustainable activities.

Contribution (s) of the Non-Profit Sector to African Economies with Specific Focus on the creation of employment for Young People

Period Covering: March, 2023 - December, 2028

Department: African Philanthropy

The Mastercard-funded project, titled Contribution (s) of the Non-Profit Sector to African Economies with Specific Focus on the creation of employment for Young People, has a budget of \$ 7 865 317 and will run for a five-year period from 13 March 2023 to 31 December 2028.

This initiative seeks to uncover the true contribution of the non-profit sector to youth employment and economic growth in Africa. Covering 17 countries across the continent, the project is rooted in a simple but powerful belief: that the non-profit sector, often underestimated in economic analysis, plays a vital role in shaping opportunities for young people.

At its heart, the project aims to generate credible knowledge about how this sector supports youth between the ages of 15 and 35, and how it contributes to national economies, including Gross Domestic Product (GDP). The research designed to influence action, producing data and strategies that can help ensure young Africans access dignified and fulfilling employment. In doing so, the project directly aligns with the Mastercard Foundation's Young Africa Works strategy, which envisions a future where youth are at the centre of economic growth and development.

The project has three clear objectives. The first is to provide data and evidence on how the non-profit sector creates jobs for youth across the 17 countries. The second is to support and graduate 20 PhD fellows over five years, helping to build a new generation of African scholars focusing on disciplines such as social entrepreneurship, technology inclusion, enterprise development, and youth studies. The third is to establish a strong network of experts and knowledge-sharing platforms that bring together voices from across the continent, shaping policy and practice to support youth employment.

To achieve these objectives, the project is guided by three interconnected interventions: Research and Publication, Education and Training, and Communication and Dissemination. Each has a distinct role, yet they work together in cycles where knowledge generation, learning, and sharing reinforce one another. So far, this intervention has produced a synthesis literature review that establishes the conceptual and empirical foundations of the project and frames the role of the non-profit sector in

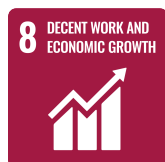
creating dignified and fulfilling work for young people across Africa. Country-level literature reviews have also been published for Kenya, Uganda, Senegal, Mozambique, Ghana and Zimbabwe. These reports consolidate existing scholarship and reveal gaps in evidence, methodological challenges and the heterogeneity of youth labour markets within national contexts. The literature reviews are authored by national scholars and anchored in local realities, ensuring that they reflect the economic, cultural and institutional dimensions of youth employment. Together these outputs represent the first layer of evidence generated by the project, validating the research design and providing a baseline against which forthcoming field studies and survey-based reports will be assessed.

The publications shows that while the scale and modalities differ across countries, the nonprofit sector consistently provides pathways into work, enhances youth skills and strengthens community resilience. They also demonstrate the unevenness of outcomes, highlighting issues of sustainability, funding dependency and limited recognition within national economic planning. These consolidated results now serve as the empirical foundation for developing the Research Implementation Toolkit and Youth Criteria, ensuring that the next phase of the project responds directly to the realities identified in diverse African contexts.

Twenty PhD fellows are receiving supervision, mentorship and opportunities to grow their research expertise. This is not only about supporting individual scholars-it is about creating a ripple effect in universities and research institutions across the continent. The fellows are expected to produce at least two peer-reviewed publications each by 2025, ensuring that the project delivers tangible academic outputs.

The third intervention, Communication and Dissemination, ensures that the knowledge generated reaches the right audiences and has a practical impact. Findings will be consolidated into communication products, policy briefs and reports that are accessible to both policymakers and the wider public. Dissemination will be proactive, feeding research results into key policy discussions and sectoral debates at critical moments.

Another important output will be the creation of networks and communities of practice. These will allow research teams, stakeholders and practitioners from across the 17 countries to exchange insights, refine approaches, and collaborate in real time. Feedback loops will ensure that dissemination is not a one-way process but an ongoing conversation, helping to refine research questions and open new directions. Taken together, these interventions and outputs form a powerful platform for impact.



“An Analysis of South Africa’s Petrochemicals and Basic Chemicals in the Context of South Africa’s Energy Transition”

Period Covering: June, 2024 - October, 2024

Department: WBS African Energy Leadership Centre

Understanding Sasol’s Future: A TIPS Report Co-Authored by AELC Researchers at Wits Business School

In August 2024, Trade & Industrial Policy Strategies (TIPS) released a pivotal policy research report titled “An Analysis of South Africa’s Petrochemicals and Basic Chemicals in the Context of South Africa’s Energy Transition”, examining the future of Sasol’s Secunda coal-to-chemicals complex—the largest single-point carbon emitter in Africa. The report was co-authored by Dr. Roderick Crompton and Dr. Bruce Young, both affiliated with the African Energy Leadership Centre (AELC) at Wits Business School, together with researcher Tristan Hahn.

This research showcases the African Energy Leadership Centre’s core mandate, to provide rigorous, interdisciplinary analysis that informs energy policy, industrial strategy, and sustainability transitions in South Africa and across the continent.

The report investigates Sasol’s central role in South Africa’s fuels, plastics, fertilizers, and chemicals sectors and assesses the viability of its future under tightening greenhouse gas (GHG) regulations, dwindling feedstocks, and global market pressures. Sasol’s Secunda facility—a legacy of South Africa’s apartheid-era energy security policy—is today deeply reliant on outdated coal gasification technology with high emissions intensity. Despite Sasol’s commitment to reduce emissions by 30% by 2030, the report finds that this goal is undermined by a combination of technical infeasibility, financial constraints, and declining coal and gas supplies.

The report models six key risks to Sasol’s viability: sustained low oil prices, increased carbon taxes, costly and uncertain capital projects, coal, and gas feedstock shortages, mounting regulatory compliance costs, and high debt from past megaprojects such as the Lake Charles Chemicals Project (LCCP). These risks threaten not only Sasol’s business continuity but also the downstream industrial ecosystem and employment that depend on it.

The findings have reverberated in national discourse. Shortly after its release, Bloomberg published a feature article on October 18, 2024 titled “Sasol’s Gas Supply and Volatile Oil Raise Sustainability Risks”, citing the TIPS report directly (Bloomberg). The article elevated the report’s warnings to an international audience, emphasizing how Sasol’s declining feedstock security and exposure to global carbon pricing regimes such as the EU’s Carbon Border Adjustment Mechanism (CBAM) are shaping investment decisions and policy responses. This type of real-world policy engagement underscores the African Energy Leadership Centre’s relevance in influencing and informing high-stakes energy debates.

Recognizing the economic and social implications of potential decline at Sasol’s Secunda and Sasolburg plants, TIPS has commissioned a follow-up study, now underway, also led by AELC researchers, to assess the Just Transition implications. This follow-up research focuses on how production scaling or closures at Sasol may affect workers, communities, and regional economies, particularly in Mpumalanga, where Sasol provides the majority of employment for Secunda’s 40,000 residents. The study aims to offer actionable insights to guide labour, industrial, and development policy in ways that balance decarbonization with economic justice.

This research aligns with the AELC’s mission: to bridge policy, economics, engineering, and environmental science in ways that equip Africa’s energy leaders to manage the continent’s complex transition landscape. With energy, industrial policy, and climate pressures converging, the kind of granular, cross-disciplinary research featured in this TIPS report is essential for responsive, forward-thinking decision-making.

As South Africa navigates an uncertain energy future, this work by Dr. Young and Dr. Crompton, grounded in the AELC’s interdisciplinary expertise, offers a model of how academically rooted, policy-connected research can shape public discourse and inform critical decisions. The African Energy Leadership Centre at Wits Business School continues to lead with insight, rigour, and relevance helping chart a sustainable path forward for South Africa’s economy, environment, and people.



Research Voices

The following statement demonstrates a way in which researchers at Wits Business School bring sustainability and responsible management into their research.

The work of the WBS Centre on African Philanthropy and Social Investment (CAPSI)

WBS CAPSI's Research Activities & Outputs

WBS' Centre on African Philanthropy and Social Investment (CAPSI) has emerged as a pivotal institution in advancing the understanding and practice of philanthropy and social investment across Africa. Through its comprehensive research initiatives, CAPSI has produced a wealth of tangible outputs that contribute significantly to the academic, policy and practical landscapes of the sector.

Over the last few years, CAPSI has collaborated with several researchers and partners in Africa to begin to write a new narrative on African philanthropy and social investment. There has been an increase in the Number of published articles in the field of Social Investment, African Philanthropy/ HNWI, Philanthropic Foundations, Community Philanthropy, High-Net-Worth Individuals and Philanthropic Organisations. This is just the beginning CAPSI'S sense-making of the philanthropic landscape in Africa.

In addition to reports, CAPSI has consistently produced peer-reviewed journal articles, book chapters, and an edited volume that elevate African perspectives within global debates on philanthropy. For instance, African Philanthropy: Philanthropic Responses to COVID-19 and Development Goals in Africa and The Future of the South African Political Economy Post COVID-19 centred African experiences and narratives of giving during the pandemic. These outputs are important in counterbalancing the dominance of Western-centric scholarship and provide a platform for African scholars and practitioners to showcase their work at the global level. As part of CAPSI commitment to understanding and addressing challenges in civil society, we are preparing an upcoming volume on Barriers to African Civil Society Scaling Capacity. This work reflects our ongoing research and will contribute to knowledge and dialogues in the field. CAPSI has also embraced innovative methods of disseminating research findings through multimedia platforms.

The Women in African Philanthropy (Adjo), for example, celebrates, and amplifies women's significant roles and impacts in all areas of philanthropy across Africa. Building Knowledge through academic and action-oriented research that informs practice and contributes to publications, development of academic and practitioner-oriented curriculum, a senior fellowship programme to support critical reflection, writing and knowledge sharing and a mentorship programme to nurture emerging leaders in women's philanthropy.

Similarly, the Conversations on African Philanthropy podcast features leaders and game-changers whose work has enabled social investment and philanthropy in Africa. With the growing number of episodes shared, the podcast has become a valuable resource for those interested in understanding

the dynamics of African philanthropy. CAPSI's research outputs are also tangible in the form of knowledge exchange platforms. The annual African Philanthropy Conference, and high-level dialogues provide avenues for presenting and testing research findings while also fostering cross-sector collaboration. Papers

and presentations delivered at these events often form the basis for published outputs, ensuring that discussions translate into permanent knowledge products. In doing so, the Centre bridges the gap between research and practice, creating feedback loops that enhance the relevance and quality of its work.

CAPSI has also been involved in collaborative research initiatives. For instance, CAPSI and the Mastercard Foundation partnered on a project geared towards youth employment research in 17 African countries. This collaboration underscores CAPSI's role in facilitating research that addresses pressing issues such as youth employment and economic development on the continent. CAPSI has also worked with more than thirty (30) associate researchers-in the beginning most of these were not trained in philanthropic studies. Over time these have become experts in the field and continue to produce knowledge in the subject. In addition to academia and research community, CAPSI's other audiences include policy makers, the nonprofit sector and the private sector. The private sector is expected to give back to society and also serves as the source of the financial dimensions of philanthropy.

Looking ahead, CAPSI remains committed to deepening and expanding its research outputs. The focus on emerging themes such as Feminist Philanthropy, Climate Philanthropy and the role of artificial intelligence and ethics signals the Centre's forward-looking agenda. In sum, CAPSI's research outputs span academic publications, policy-oriented reports, innovative dissemination platforms and capacity-building initiatives. Each output contributes to the Centre's overarching mission: to build and share knowledge that strengthens philanthropy in Africa, enhances social investment and drives inclusive and sustainable development on the continent.

Research Barriers

In 2024, Wits Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Collaboration challenges
- ❖ Data access and management
- ❖ Ethical concerns
- ❖ Funding challenges

Additional Evidence

CAPSI Participates in 8th World Philanthropy Forum
in Geneva

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

CAPSI join forces with Mastercard Foundation

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

WBS launches new open-access academic journal_
Advances in Corporate Governance

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

Young_2025_001

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

Recognition of Research Excellence_ Dr Michael
Sony Honoured at 2023 CLM Research Awards

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

The African Review of Economics and Finance
(AREF) 2025 Conference hosted in collaboration
with WBS

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

WBS launches new academic journal_ The Wits
Business Review (WBR)

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



Partner

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

How We Define Partner

Partners are any individuals or organisations including industry, research institutes, academic and related bodies, non-profit, governmental, etc. that the School works with both formally or more informally on activities including teaching, research and projects in or for our broader community.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Graduate Management Admission Council (GMAC)
- ❖ Local institutions and associations
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ University Councils
- ❖ AABS (Association of African Business Schools)
- ❖ GBSN (Global Business Schools Network)

Student Organization Partnerships

- ❖ None

Additional Evidence

CAPSI Participates in 8th World Philanthropy Forum
in Geneva

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

B20 Public Advocacy Dialogue on Digital Skills &
Employment Access

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

Prof Soko Leads 2025 Nedbank Chairman's
Dialogue between Government, Business and
Academia

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

WBS and VUT Partner to Develop Agile, Ethical
Leaders through Executive Education

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

WBS Hosts National Dialogue Preparatory Series
with Business Unity South Africa

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

CAPSI Contributes to the 2nd African Forum on
Urban Forests

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



Practice

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

How We Define Practice

WBS and Wits University are committed to responsible and accountable management practices on our campuses and broader operations. The Wits Pro Vice-Chancellor: Climate, Sustainability and Inequality leads activities across teaching, research and operations. Wits undertakes integrated reporting to demonstrate progress towards targets and commitments.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Water
- ❖ Zero-waste guides
- ❖ Professional training opportunities

Policy Documents Related to RME and/or Sustainability

2024 Wits Annual Integrated Report_ep

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

Policy - Amended Employment Equity
Policy_2023_1

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

SustainabilityStrategyReport


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

Additional Evidence

WBS launches Mervyn King Centre for Corporate Governance and Sustainability

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

WBS launches Wits Crucible' Centre for Entrepreneurship (CfE) and New Venture Creation

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

B20 Public Advocacy Dialogue on Digital Skills & Employment Access

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



Share

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



How We Define Share

WBS reports on success and continued efforts in all our accreditation and QA endeavours, both externally and within the University and School. We both seek feedback from students, alumni and staff through annual surveys (including our student experience, alumni and PIR surveys) and share the results with that community.

Engagement Opportunities

Wits 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:

- ❖ Open faculty and student meetings and town halls
- ❖ Boards and advisory committees
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ We are currently working to offer engagement opportunities
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

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

- ❖ Accreditation bodies
- ❖ Boards and advisory committees
- ❖ Faculty and staff
- ❖ Media and public relations channels

Communication Barriers

Wits Business School faces the following barriers in transparent communications:



**Transparency
hesitation**



**Inconsistent
updates**



**Donor
sensitivities**

Additional Evidence

Energy Conversations Podcast by the African
Energy Leadership Centre (AELC) at WBS

View document  Download document 

PRME PIR Sharing

View document  Download document 

SIGNATORY

Wits Business School



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Website

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