

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

North West University Business
School

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	8
5. Values	11
6. Teach	16
7. Research	18
8. Partner	21
9. Practice	23
10. Share	25

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 North West University Business School, including key details and basic institutional data.

Graduates & Enrollment

2025 Statistics	Number
Graduates	551
Faculty & Staff at the University	4022
Faculty & Staff at the Institution	48
Student Enrollment at the University	58021
Student Enrollment at the Institution	833
Undergraduate Attendance	0
Masters-Level Postgraduate Attendance	246
Doctoral Student Attendance	114
Certificate, Professional Development, or Continuing Education Attendance	1946

Degrees Offered

Masters Programs

- Master of Business Administration

Doctoral Programs

- PhD In Business Management

Additional

- other
- Postgraduate Diploma in Management



Purpose

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

Definition of Purpose

The defining development in 2026 has been coherence. Responsible management, societal impact and quality are governed through one institutional architecture rather than separate accreditation projects. The School's Continuous Impact Model makes that purpose measurable across six domains: Educational Impact; Executive Education and Lifelong Learning; Research and Knowledge; Institutional and Governance; Societal and Continental Engagement; and Inclusive Entrepreneurship and Agripreneurship. It also gives the next cycle specific direction. In Inclusive Entrepreneurship and Agripreneurship, for example, our goals as outlined in the model sets 2027 targets of 275 youth trained, 60% linked to funding or markets, 60 new ventures and a 60% 12-month survival rate, rising in 2028 to 300 trained, 70% linked, 80 ventures and 70% survival. Purpose is visible in the scale and character of what the School delivers. Executive Education reached 1,946 participant enrolments across 68 SLP events/groups by 11 September 2026. Four development-focused SBAB interventions accounted for 272 programme places: 103 participants in Advanced Business Management with NWDARD, 124 in Entrepreneurial Skills with LDARD, 25 unemployed youth supported through Naledi Ringrollers and 20 young people supported through Swing for Hope. The learning is deliberately practical: participants develop bankable business plans, elevator pitches, practical assignments and consultation outputs, and are connected to markets and networks through Young Farmers Day, the Mahikeng Farmers Market and the Annual Community Showcase. AGB Finance provides a further partner-confirmed example, recording 80 beneficiaries trained and upskilled through a New Venture Creations/agripreneurship programme with the stated aim of improving re-employability and enabling business opportunities. The same purpose is visible in governance and public value. UCIS works with the Financial Intelligence Centre and the Financial Sector Conduct Authority on financial-integrity capability and the South African Financial Crime Symposium. The Policy Uncertainty Index marked ten years in 2026 as a public resource for economic and policy debate. Pitso and Think Tanks bring academic, business and public voices into national conversations on fiscal choices, trade, growth, manufacturing, democracy and governance. Our thought-leadership anchors, Ethical Leadership and Governance, and Inclusive Innovation and Sustainability give this activity intellectual coherence. They connect curriculum, research, Executive Education, the PhD Hub for Africa, ICGSD, SBAB, UCIS, PUI and public engagement to the realities management education must confront in Africa: unemployment, inequality, institutional capability, entrepreneurship, technological change, climate pressure and sustainable development. For us, "Shaping Executive Minds in Africa" is therefore a responsibility. It asks whether graduates can make strategically sound decisions without separating performance from ethics, stakeholders, sustainability and consequence. It also asks whether the School itself contributes beyond qualifications, through stronger enterprises, better professional capability, useful research, public dialogue and partnerships that expand opportunity. That purpose is designed into the academic portfolio. The PGDip develops integrated management knowledge, ethical reasoning, applied problem-solving, communication, leadership and research literacy. The MBA develops strategic perspective, ethical judgement, leadership and applied organisational problem-solving through coursework, the Company Project and the Mini-Dissertation. The PhD develops

advanced research capability, while Executive Education takes responsible management directly into organisational and professional settings. Purpose is therefore governed as an institutional discipline. The School uses its Continuous Impact Model, Assurance of Learning, programme review, partner and participant feedback, graduate-destination evidence, research-output tracking and community-engagement reporting to connect mission to decisions and results.

Institutional Engagement

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

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01_NWUBS_ExEd_PRME_2026_Purpose_and_Governance_Summary [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

At our School, values are defined as the guiding principles that shape how we engage, learn, act, and lead within the PRME framework. Being relational, we foster open, approachable, and honest communication that builds trust and strengthens partnerships with stakeholders. Through learning, we embrace lifelong development and adaptability, ensuring our students and institution remain relevant in a dynamic business environment. With responsibility, we cultivate accountability and empower individuals to uphold ethical standards and make principled choices, even in challenging circumstances. Finally, by practicing empathy, we acknowledge and value diverse perspectives, fostering collaboration, inclusivity, and socially responsive leadership that contributes to sustainable impact in Africa and beyond.

Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across parent organization

Student Awareness

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

Student Engagement

51% - 75% of students at North West University Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values

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

Values voices

Joseph Thabiso Mabina is a healthcare manager with leadership experience in radiology and hospital operations. He is also a strategy management consultant who advises private healthcare organisations on strategy, operational excellence, business development and financial sustainability. An NWU Business School MBA graduate, MBA Student Ambassador Award recipient, speaker and PhD candidate in Business Administration, he is passionate about developing leaders and improving healthcare through research, innovation and strategic leadership.

Question 1: Tell us about your connection to the NWU Business School.

My connection with the NWU Business School began when I enrolled for the MBA. I was working in healthcare and aspiring to move into radiology management and, ultimately, hospital management. I realised that clinical experience alone would not prepare me for this responsibility. I needed to understand finance, strategy, governance, stakeholder engagement and organisational leadership.

NWU Business School stood out because of its academic reputation, international recognition and human-centred approach. From the beginning, I felt that the lecturers cared about our development as students, leaders and people.

The MBA became a transformative journey. It challenged how I approached problems, exposed me to different perspectives and allowed me to learn alongside professionals from various industries and backgrounds.

Receiving the MBA Student Ambassador Award was one of the proudest moments of that journey. It reflected my relationship with the School and my commitment to representing its values.

After completing the MBA, I returned to pursue my PhD in Business Administration. I returned because I believe in the quality of the education, the calibre of the faculty and the culture of excellence within the NWU Business School.

Today, I am proud to call myself an alumnus, ambassador and PhD candidate of a School that continues to shape my career and the leader I aspire to become.

Question 2: What motivated you to pursue a qualification with the NWU Business School?

My decision to pursue an MBA was driven by purpose. I wanted to grow from being a healthcare manager into a strategic leader who could understand finance, strategy, governance and organisational performance, and use that knowledge to make a greater contribution to healthcare.

The multicultural and inclusive environment of the NWU Business School strongly influenced my decision. Our MBA class brought together people from different cultures, languages, industries, provinces and professional backgrounds. Everyone had an opportunity to contribute, and we learned as much from one another as we did from our lecturers.

Engaging with different perspectives and leadership styles strengthened my ability to listen, collaborate and lead with empathy. It taught me that effective leadership creates an environment in which diverse voices are respected and people can succeed together.

The School's academic reputation and the quality of its MBA were important, and its inclusive, human-centred culture confirmed that this was where I belonged. I graduated with an MBA and a broader understanding of leadership, people and the value of diversity in building stronger organisations.

Question 3: What aspect of your experience with the NWU Business School has had the greatest impact on you?

The NWU Business School made the child in me happy.

Before my MBA journey, I had never received an award. Being honoured with the MBA Student Ambassador Award therefore meant a great deal to me. It represented being seen, recognised and trusted to represent an institution larger than myself.

The School gave me a platform to share my journey and express my pride in the MBA experience. My enthusiasm was welcomed, and I was encouraged to become an authentic ambassador for the School.

That recognition strengthened my confidence and sense of belonging. It allowed me to represent the NWU Business School proudly in professional and industry spaces. My confidence came from the quality of the education, the calibre of the lecturers, the strength of my classmates and the leader I had become through the programme.

The award also gave me a responsibility to continue living and representing the values of the School. The greatest impact was therefore the confidence the Business School gave me to believe in myself, use my voice and represent an institution that believed in me.

Question 4: In your view, how does the School contribute to business, leadership, community or societal development?

One of the greatest contributions of the NWU Business School is its commitment to research and the application of knowledge to real-world challenges.

Before joining the MBA programme, my highest qualification was a postgraduate diploma, and I had never written a dissertation. Research initially felt intimidating. Through the guidance of an exceptional supervisor, constructive feedback and engagement with the wider academic community, I developed confidence and discovered a genuine passion for research.

The School created an environment in which students were supported, challenged and encouraged to succeed. I completed my research on time and gained a new understanding of research as a tool for solving practical problems.

Today, I actively encourage radiographers, healthcare managers and students to conduct research, publish their work and use evidence to improve healthcare services. I have also engaged with radiography schools about the importance of integrating business, leadership and management into the profession. Radiology requires clinical expertise alongside strategic leadership, financial understanding and evidence-based decision-making.

This demonstrates the School's wider societal impact. Its graduates influence industries, improve organisations, mentor others and develop solutions to real challenges.

The NWU Business School taught me to remain curious, ask better questions and use knowledge to create meaningful change. I believe this is among the most valuable contributions a university can make to society.

Question 5: What message would you like to share as the School prepares for its AMBA and BGA re-accreditation visit?

I would like to thank AMBA and BGA for their role in recognising and advancing excellence in business education internationally.

Re-accreditation reaffirms that a business school continues to meet recognised standards and develop graduates who can lead with competence, integrity and purpose. As an alumnus, international recognition strengthens my confidence in the qualification I carry and in the education that prepared me for leadership within healthcare and business.

During the review, I hope the panel experiences the people and culture that define the NWU Business School: lecturers who care about their students, supervisors who develop confident researchers, and a diverse academic community committed to ethical leadership and continuous improvement.

I am living evidence of that impact. I entered the School seeking an MBA and left with confidence, a passion for research and a stronger sense of purpose. I received the MBA Student Ambassador Award and later returned to pursue my PhD in Business Administration. My decision to return reflects my confidence in the Business School and the institution.

Accreditation strengthens the School and every graduate who proudly carries its name. We become ambassadors of its values, education and commitment to excellence.

The NWU Business School gave me the confidence to dream bigger, the courage to lead with purpose and the foundation to make a meaningful difference. I will always be proud to call myself an alumnus, an MBA Student Ambassador Award recipient and a PhD candidate of the NWU Business School.



Teach

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



How We Define Teach

We define Teach as the deliberate development of managers who can think critically, act ethically and make responsible decisions when the answer is not obvious. Responsible management is therefore developed across governance, strategy, economics, finance, operations, marketing, research and entrepreneurship, and tested through applied assessment, authentic problems and reflection.

Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Professional development opportunities
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Publication or research support

Barriers to Innovative Curriculum

In 2025, North West University Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Assessment challenges
- ❖ Time constraints
- ❖ History and institutional tradition

Barriers to Innovative Pedagogy

In 2025, North West University Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Faculty confidence gaps
- ❖ Technology gaps



Research

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

How We Define Research

We define Research as rigorous scholarship that addresses questions of consequence for organisations, institutions, communities and society. Research quality is inseparable from relevance: the School develops knowledge on ethical leadership, decent work, sustainability, innovation, governance and African development and creates pathways for that knowledge to inform teaching, public dialogue, policy and practice.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, North West University Business School was awarded funding for research that is:



National



International

Socializing Research

In 2025, North West University Business School contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ Community organisations

Research Barriers

In 2025, North West University Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Data access and management
- ❖ Funding challenges
- ❖ Institutional policies and bureaucracy
- ❖ Time constraints



Partner

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

How We Define Partner

Define Partner We define Partner as purposeful collaboration with business, government, civil society, professional bodies, communities and academia to solve real problems, strengthen responsible management practice and extend learning beyond the classroom. Partnership is demonstrated through co-created programmes, applied projects, capability building, knowledge exchange, public dialogue and sustained stakeholder relationships.

Institutional Partnerships

- ❖ AABS (Association of African Business Schools)
- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Business Graduates Association (BGA)

Student Organization Partnerships

- ❖ None



Practice

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

How We Define Practice

We define Practice as operating the School in ways that are consistent with what we teach: accountable governance, ethical conduct, quality assurance, responsible technology use, inclusive people practices, environmental stewardship and evidence-based improvement. Responsible management is therefore embedded in decision-making, academic integrity, programme quality, staff development, operations and institutional accountability.

Institutional Policies and Practices

- ❖ AI use guide
- ❖ Campus operations guides
- ❖ Professional training opportunities
- ❖ Sustainability strategy or strategic plan (school or university level)

Practice Awards

In 2025, North West University Business School received 1 award for responsible and/or sustainable practices.



Best Paper Award, 30th Annual International Management Conference, Makerere University Business School (2026)

Granter: Makerere University Business School

Grantee: Dr. Theresa Lisita

Award Description:

Best Paper Award for “Relational Market Intelligence and Ubuntu-Informed Knowledge Ecosystems for African MSME Competitiveness,” recognised for scholarly merit, originality, methodological rigour and its contribution to innovation and sustainable development in the African context.

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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

We define Share as transparent communication that enables collective learning. We share achievements, evidence, ideas and lessons through public dialogue, research dissemination, stakeholder feedback, accreditation reporting and institutional communication so that students, staff, alumni, partners, business, government and society can engage with and learn from the School's work.

Engagement Opportunities

North West University 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:

- ❖ Public events and panel discussions
- ❖ Community events and consultation forums
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations

Communication Audiences

North West University Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Prospective and current students
- ❖ Research and academic networks

Communication Barriers

North West University Business School faces the following barriers in transparent communications:



**Feedback
loops**

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SIGNATORY

North West University Business School



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