

***“The Business of Promoting Women in South Africa in  
Business Schools and Glossies part 1”***

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## Methodology

This paper looks at two sections, the first of which looks at the strategies of both private and public business schools in South Africa to recruit and promote women. The second section looks at how other platforms in the media contribute to this, specifically women's magazines.

For the first section, most of the information was available for a website called [MBA.co.za](http://MBA.co.za) that acts as a middle ground for the all re-accredited business schools to engage with the public. The information on the website about each school is provided by each school individually. Their profiles, student body composition etc are all provided. This site also provides direct links to the institutions themselves.

For this paper we specifically looked for gender promotions, articles and reports that tackle how business schools are actively pursuing gender equality. For instance, do they offer specific grants, incentives or scholarships for women to study, or do they encourage the various corporates to get their female employees to acquire an MBA? Other key indications for promotion include how the homepages of the different schools work together with the visual text to show that they encourage women to participate at their institution.

The other aspect that was assessed on the individual business schools website, was to look at if other organisations promote women to participate in this public enterprise. These organisations were varied, from corporates as mentioned above, and also non-governmental organisations and women's organisations.

However, before embarking on assessing rhetorical arguments, it is important to consider the history of education and gender parity particularly in tertiary institutions in light of South Africa's illustrious background of apartheid and gender segregation. Also, information about graduate output of these various establishments and which alumni they choose to highlight add to rhetorical strategies of building a reputation, especially a gender friendly one depending on who is focussed on.

Government publications offer mandates that business schools must incorporate into the running of their establishment, however this information can also be used rhetorically to build ethos for each institution, and this paper will assess how effectively this is achieved. More specifically there is a thorough look at language that needs to be assessed. What does it mean to include words such as "diversity, opportunity, global and future" in regards to obtaining an MBA? The question that needs to be answered is how websites appeal to ethos, pathos and logos, not forgetting the impact that visual images have on the message of promotion.

The second section will look at women's magazines and how they go about reinforcing the message of what a successful South African woman should be. Just as what has been done with the business school websites, text and

images work together to build an argument. What is the argument that is being forward and how is contributing to a particular identity of women and South Africa.

## The Business of Business Schools

### Introduction

South Africa is a burgeoning democracy that aims to compete aggressively with international standards and trends through various avenues. An example of this would be the success of powerful pressure groups in amending policy. Added to this, the South African socio-economic and political platforms have been open to much international scrutiny that has aided this competitive nature. It is with this in mind that this paper aims to look at how both private and public business schools have recruited and promoted women in South Africa.

One way to measure the success of equal rights and economic development in a country is to look at the productivity of its women. The idea is that if a country can prove that it has a high number of women who have access to resources, are entrepreneurs, or actively contributing to the economy in any way, the country itself will reflect a high rate of development both socially and economically. It also implies that other societal areas that have been known to be discriminatory and an impediment to women's rights are being resolved.

We would argue that the rate of enrolment and output of female graduates in business schools is one of the key indications to show the success of equal opportunity policies. Furthermore this data implies the level of qualification/competence of women who are active in industry and commerce. The methods of recruitment and promotion of women into business schools also reveals how adaptable and how much reform these previously male bastions have become in recent years.

Regarding analysis, this paper will first assess women and education trends globally and how well South Africa fares in comparison. Secondly, the nature and background of business schools in South Africa will be considered. By looking at the concerns of re-accreditation standards and the tensions between private and public school provisions for this product; it would be interesting to look where and how the issue of gender is tackled if at all. Thirdly, this paper will assess women's contributions by looking at how they see themselves in the South African economy and how they encourage other women to enrol into these institutions. Finally there will be a critical analysis of websites of accredited institutions and what they have written to encourage women's participation. There will be a comparison of private and public school rhetorical patterns.

Lest we forget, this is a rhetorical analysis of these sections. The techniques of persuasion are going to be present in all the categories, but how persuasive they are going to be is what is of importance. South Africa has a complex history of racism and discrimination that is still fresh and fertile within its populous; this is why we will also look at how this history is manipulated into the various promotional texts.

## Global trends regarding education and gender

### A Summary

The following is a summary based on literature provided by a report published by (United Nations Educational Scientific and Cultural Organisation) UNESCO in 2006.

There has been a noted trend that Africa and Asia have set a priority to increase women's participation in tertiary education, these priorities have aided the female share in tertiary education globally.

Ostensibly the total enrolment has risen by about 50% in developing countries since the 1990s while the increase is much slower in developed countries. Women have actively continued to progress towards achieving parity with men. Their share in tertiary enrolment rose from 46% to 46.8% at the world level.

The report also explains that female tertiary students outnumber males in 59% of countries. However, in sub-Saharan Africa women are poorly represented at tertiary levels, with the exception of some southern African countries, where they are in the majority such as South Africa.

It comes to bear that there is a difference in the gender balance of enrolments at tertiary levels than lower down the education system. Simply put, within the younger population there are far more boys than girls going to primary and high school, but some how at tertiary level girls are now out numbering boys. Perhaps this may be because boys are encouraged to go out into the working world sooner than girls. Many countries have shifted from having a majority of male students to the balance being strongly in favour of women.

Finally, the report illustrates that the gender pattern in the choice of fields of study in tertiary education is a key issue in debates about gender equality.

This is because the figures raise questions as to whether differences in this pattern reflect gender preferences or 'specialization', or whether they are a more direct result of cultural and social stereotypes.

In general, although the distribution changes across countries, the broad field of 'social sciences, business and law seem to attract the largest number of enrolments (often more than one-third of the total) in almost all countries. As regards to female participation, the statistics prove that women are most numerous in the field of education, where they often represent three-quarters or more of enrolments, especially in industrialized and transition countries.

### South African Higher Education

Looking more specifically at the impact of business schools on gender education I will use the report supplied by Professor Eon Smit of Stellenbosch Business School. He highlights that besides dealing with the redistribution of learning all across South Africa, this is a country that has to reach competitive world class standards of education. He summaries that higher education in South Africa consists of "22 public institutions: 11 universities, five universities

of technology and six comprehensive institutions brought about by the merging of universities and technikons. The mergers have created large enrolments of above 30 000 the new distance education institution an enrollment of more than 200 000 students” (Smit 2006:224).

Any one of these institutions provides management studies at Bachelor degree level. However, for those who want to pursue management of business studies at postgraduate level and earn the much sought after MBA (Masters in Business Administration) “only 17 fully accredited MBA programs are in existence, at 15 higher education institutions (the greater majority of them public). Three institutions still have conditional accreditation” (Smit 2006:225). This is due to a rigorous re-accreditation process that was prompted in 2004 by the Council of Higher Education (CHE) after it noted a rapid increase in institutions offering this much envied qualification. There seemed to have been a demand for this qualification and the argument provided for the re-accreditation was that “access to higher education is a waste of resources if the training is not a high standard. The cruelest thing that you can do to a person is to provide them with training of an inferior quality. The MBA re-accreditation process will prevent this from happening” according to Saki Macozoma chair person of CHE (mba.co.za:17 November 2007)

Nonetheless, these institutions are still looking for well qualified individuals who have been successful in the world of business. This paper will challenge if these establishments have been targeting women to be part of the faculty.

It was difficult to find out what the graduate output was for these schools because it is nearly impossible to estimate student numbers “due to definitional problems, but in 2000, 19,200 degrees, diplomas and certificates were awarded in the field of commerce by public universities and technikons [the figures for private institutions are unavailable]” (Smit 2006:225). Of these figures we cannot accurately gauge how many women graduates have come out of these schools.

Business schools (Smit 2006), are aware of the many weaknesses within their structures that relate to creating racial diversity within the faculty and the student body, stresses as a result of a transforming economy, pressure from international competition, coping with the agenda of diverse national goals, financial constraints and the balancing act of academic endeavor versus other secondary objectives.

There is a prestige that is associated with an MBA (Master of Business Administration) globally. The trend for scholars and business persons to seek the qualification in order to secure better paying jobs, or warrant the expertise of their organisation sky rocketed throughout the 1990s and into the following decade. By obtaining an MBA, the proverbial door of opportunity opened. It is a degree that is original in that it expects the prospective student to have had some work experience before embarking on studies. It is also unique in that even if you have specialised in a subject far from business and commerce, such as medicine or engineering, it is possible to apply its theory

to your given specialisation. Or so much of the promotions would have us believe. The MBA selling points are:

- It is globally applicable to various businesses,
- It is exclusive in that not everyone can afford to do it, have the time or the ability to apply themselves,
- There is a universal acceptance that it is a tough degree to obtain that puts a strain on personal relationships and psyche
- For some strange reason it is a one of the few post graduate degrees that can be obtained without the student being accused of being too academic.

It is through the help of this pomp that an MBA has become so sought after. This also led to many schools, both public and private offering it in order to cater to the demand. After the Council of Higher Education acknowledged this, they saw to check if certain standards were being adhered.

“MBA experts from the United States, the Netherlands, Australia, Hong Kong and the UK to structure the evaluation...local business schools were invited to the process. All evaluation and criteria were measured against the standards set by international accreditation organizations such as the European Quality Improvement System (EQUIS) and the International Association of MBAs (AMBA)...[As a result] of the 28 institutions that were evaluated, 10 organizations did not meet the criteria and [had to] shut down their programmes” ([www.mba.co.za](http://www.mba.co.za) 17 November 2007)

The MBA re-accreditation report published in 2004 does challenge the issue of gender and the role of women in MBA, but not extensively. There criteria looks broadly at the issue of diversity particularly in South Africa, but it does not begin to tackle why “the demographic profile of MBA enrolments seems to be dominated by white males in their 30s” (CHE 2004:16), or how this pattern can be changed. Diversity, Access Redress and Equity was regarded as one benchmark criteria in that the given institution must show that targets are in place and are being actively pursued. It does not explain or define what is meant by ‘pursued’.

As for gender representation, the CHE report does do a quantitative analysis of MBA providers, taking data from between the years 2000 and 2002. The data only includes schools that had been evaluated according to the re-accreditation criteria from both private and public schools. The report however acknowledges that the numbers may not be entirely accurate as the information was provided by the institution themselves.

#### CHE ACCREDITED INSTITUTIONS

Gordon Institute of Business Science - MBA

Henley Management College of South Africa (PVT) - MBA

Management College of South Africa - MBA General, MBA Tourism Management & Development

Milpark Business School - MBA

Nelson Mandela Metropolitan University of Technology, MBA Unit

North-West University Mafikeng Campus - MBA  
Potchefstroom Business School  
North-West University: Potchefstroom Campus, Vaal Triangle Campus- MBA  
Regenesys Management (Pty) Ltd MBA  
Regent Business School MBA  
Rhodes Investec Business School (RIBS) University of Rhodes MBA  
Tshwane University of Technology Business School MBA  
Turfloop Graduate School of Leadership (TGSL) MBA  
University of Cape Town Graduate School of Business (GSB) – MBA, EMBA  
University of the Free State School of Management - MBA General  
University of KwaZulu Natal (Westville Campus)-Graduate School of Business  
MBA  
University of Pretoria Graduate School of Management  
MBA  
UNISA Graduate School of Leadership (SBL) MBA, MBL  
University of Stellenbosch Business School (USB) - MBA  
Wits Business School MBA  
Source: CHE  
(mba.co.za: 17 November 2007)



Table 6: Headcount enrolments by gender per provider type

Gender groups	2000				2001				2002			
	Public providers		Private providers		Public providers		Private providers		Public providers		Private providers	
	Univ	Tech	Local	Transnet	Univ	Tech	Local	Transnet	Univ	Tech	Local	Transnet
Male	3660	466	136	331	3653	409	228	390	3701	491	526	628
Female	1208	136	32	175	1293	114	104	174	1380	174	191	212
Total	4868	602	168	506	4946	523	332	564	5081	665	717	840

Table 6 shows a progressive increase in the numbers of women enrolled in the MBA between 2000 and 2002. Among public providers the increase was minimal while among private providers female enrolments grew much more markedly. Particularly interesting to note is that the number of female enrolments at local private providers grew almost sixfold between 2000 and 2002.

Table 7: Enrolments by gender per provider type percentages

Gender groups	2000				2001				2002			
	Public providers		Private providers		Public providers		Private providers		Public providers		Private providers	
	Univ	Tech	Local	Transnet	Univ	Tech	Local	Transnet	Univ	Tech	Local	Transnet
Male	75%	77%	81%	65%	74%	78%	69%	69%	73%	74%	73%	75%
Female	25%	23%	19%	35%	26%	22%	31%	31%	27%	26%	27%	25%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 7 shows that, even with the dramatic increase in female enrolments at local private providers, the proportion of male and female students in the MBA seems to have stabilised itself between 73 to 75 percent male and 25 to 27 percent female. Although these figures show an improvement in women's participation in MBA enrolments since the beginnings of the degree, it seems that female enrolments in the MBA are comparable to those in science, engineering and technology, where female students' participation in enrolments is at its lowest.

State of the Provision of the MBA in South Africa 2004 Chapter 1 pg 17  
(che.ac.za:17 November 2007) Fig.1

As the data presents the rate of increase of female students in private institutions grew by almost six fold in such a short space of time. The question then is what are private providers doing in order to attract a high level of female student enrolment? Unfortunately, the overall figures when compared to other subjects is still one of the lowest, much like those of science and technology and engineering country wide.

The second critical aspect to assess is the syllabi and how it caters in equipping the students to issues of gender. Considering that South African societal policy aims to achieve employment equity in the business

environment, how is it that the syllabi of many of these institutions does not actively seek to study and re-dress the situation.

**Table 2: Status of social responsibility topics in the curriculum content of select MBA programmes**

<i>Theme/issue</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>	<i>I</i>	<i>J</i>	<i>K</i>	<i>L</i>	<i>M</i>	<i>N</i>	<i>O</i>	<i>P</i>
Globalisation	OE	SE	O	O	O	O-	OE	O-E	E	O-	O-	O	O			
Industrial sector specific		E				E		E	E					E		
Entrepreneurship		E		OE	O	E	E	O		O	O-	S	E		O	O
Public sector																S
SMMEs																
HIV/Aids		E				E					O-					
Technological management		E				O-		O-					E	O-	O	
E-commerce etc.	E	E			E	E	E	E		O-E						
Business and society					O			E	O-		O-	O-			O-	
Environmental management		E					O-E	E			E				O	
Employment equity/ transformation	O-		O-		O		R				O-	O-	O-		O-	O-
Social justice	O-															
Business ethics	O	OE	O-		O	O		O-	E	O-	E	E				O-
Governance		OE		O		E	O-		E	E			O-			
Law							O					O	O-		O-	O
Change management							O						O	O-	O	O

**KEY:** O: OBLIGATORY COURSE/MODULE. O-: HALF-COURSE OR PART OF OTHER COURSE. E: ELECTIVE.  
S: SPECIALISATION. R: RESEARCH/CASE STUDY.

State of the Provision of the MBA in South Africa 2004 Chapter 5 pg 121  
(che.ac.za:17 November 2007) Fig.2

As evidenced in Fig.2, only one institution looks at equity and transformation, through individual research or case study. It therefore implies that students are not being exposed or challenged about this topic enough. Whether its incorporation into the curriculum will raise female enrolment is yet to be tested as the report does not provide data of which specific institution offers this subject and what its female enrolment is like.

The final critical category to assess regards how equity employment is being realised within these institutions. The number of female lecturers tends to be low in numbers for both private and public providers. Perhaps with the inclusion of more female staff, issues of gender parity can be incorporated into the curriculum. This is not to suggest that only women can be the authority on this topic, but their presence will at least reflect that social policy on gender is realistic in the business environment.

**Table 12:** Academic staff by gender according to institutional types in 2003

<i>Gender</i>	<i>Public providers</i>				<i>Private providers</i>			
	<i>Universities</i>		<i>Technikons</i>		<i>Local</i>		<i>Transnational</i>	
Male	319	80.15%	57	81.43%	95	73.64%	65	83.33%
Female	79	19.85%	13	18.57%	34	26.36%	13	16.67%
<b>Total</b>	<b>398</b>	<b>100%</b>	<b>70</b>	<b>100%</b>	<b>129</b>	<b>100%</b>	<b>78</b>	<b>100%</b>

Ascertaining the nature of the contractual relations between academic staff and business schools is a relatively difficult task especially because different schools use a variety of definitions of full-time and part-time staff. As can be seen from the table below, besides the traditional descriptions of type of employment there are a variety of contractual arrangements that link non-academic staff to business schools; these are reflected in the table below under 'other'. The predominance of part-time over full-time academic staff combined with the existence of 'other' contractual arrangements is the fundamental element of what we describe in this report as the matrix model of the MBA. As will be seen in Chapter 2 and, especially, in Chapter 4, the matrix model has pervasive implications for the academic governance of the programmes.

**Table 13:** Academic staff per type of employment in 2003

<i>Type of employment</i>	<i>Number of staff</i>	<i>Percentage</i>
Full-time	228	32.20
Part-time	379	53.53
Other	101	14.27
<b>Total</b>	<b>708<sup>a</sup></b>	<b>100</b>

State of the Provision of the MBA in South Africa 2004 Chapter 1 pg 21  
(che.ac.za:17 November 2007) Fig.3

## Private and Public School Tensions

However, we would like to highlight that it seems that generally, private schools' adherence to socio-economic issues is an aspect that the accreditation authorities assess when sanctioning a private school the right to provide services to the public. An introduction to a report that was done by CHE on private schools states the following:

The Ministry recognises that private provision plays an important role in expanding access to higher education, in particular in niche areas, through responding to labour market opportunities and student demand. The key challenge in expanding the role of private institutions is to create an environment which neither suffocates educationally sound and sustainable private institutions with state over-regulation, nor allows a plethora of poor quality, unsustainable 'fly-by-night' operators into the higher education market.

Private provision of higher education – current estimates indicate that the number of private providers is approximately 117 – make it necessary to include these providers in a regulatory framework that not only ensures that they will uphold quality standards but also that they will be important actors in the achievement of a transformed single coordinated higher education system capable of serving broader societal needs.

*CHE Higher Education Monitor Introduction June 2003*

From the above excerpt, it seems then that an ideology or rather an attitude regarding the legitimacy of private institutions has been established. The tone of this introduction seems skeptical and negative about the quality of private school education. This skepticism is disguised as concern for the public good.

Private institutions were organizations that proliferated in order to supply the high demand for the MBA. Many of them were found to be “unsustainable ‘fly-by-night’ operators” and were closed down either due to this process or because they themselves had come to financial ruin. The irony is that given the aforementioned statistical data regarding social responsibility and gender equity. These are the schools with the highest female enrolment and also with the highest number of female faculty members.

Other tensions come out in how private schools view their treatment by regulatory authorities such as CHE according to an article that appeared in *Business Day* Newspaper the 17<sup>th</sup> of August 2007. The article focused on an interview of Regenesys’ Management CEO Marko Saravanja, who argued that, “without accreditation from CHE and South African Qualifications Authority’s (SAQA)... it is difficult for higher education institutions – which are not allowed to be called universities – to compete with SA’s public universities and their business schools.”

Coincidentally, Saravanja is a Buddhist monk, turned University of Witwatersrand Business School lecturer, and the head of the business school as profiled in *Oprah Magazine* (October 2007) Phici Mbatha, is the youngest and only black female to ever have had this position in South Africa. Saravanja left to start Regenesys after he became discontented with the big institution that did not allow people to be imaginative. He endeavors to make education more holistic, emotional and spiritual. His school is the fifth school to be registered by the controversial re-accreditation programme.

Saravanja feels that there is a lot of anti-private sector higher education sentiment from the government – .....they are not allowed to call themselves universities and, although they receive no government subsidies, when applying for the CHE accreditation they have to show they produce the same amount of research, have full libraries on all campuses and meet other requirements for large publicly funded universities.....also have to pay lectures twice what the universities do, or they [the lecturers] will not come.

Business Day 17 August 2007 Sue Blaine

[www.allafrica.com](http://www.allafrica.com) :accessed 17 November 2007

This may have an impact in answering why private education providers have a higher faculty of women. It is because they are under such an intense level of scrutiny, they have to go above the considered norm in applying social policy reform to their structures if they are to get the accreditation they deserve.

On the other hand Professor Eon Smit of the Stellenbosch Business School in his 2006 report argues that universities have had to suffer reductions from government financial support which has led to an insufficient number of faculty positions. There is also evidence that the salaries for staff are too high and not market related and they are having trouble retaining and attracting the academics locally and internationally. Furthermore due to lack of resources there is difficulty in maintaining the facilities or even upgrading them.

So it seems that government is not really helping either one, by providing financial solutions of help in addressing gender and employment parity.

### Breaking the Gender Barrier or Going Round It

South Africa is very proud of its gender policies, and they are for the most part some of the most revolutionary ideas when comparing to other African and developing nations. The Global Entrepreneurship Monitor (GEM) did a study in March 2004 and found that “relative to 34 countries in the world, almost as many women as men are starting a business in South Africa. Significantly for every woman who starts a business motivated by necessity, a woman is starting a business because an opportunity presents itself.” (mba.co.za: 10 September 2007). The starting age is also quite young where most begin their business between ages 25-34 years just like high income countries. Which is surprising as South Africa is not considered a high income country.

However, the report seems to single out that men and women tend to have very different business interests, start up size, business expansion ideas and managerial styles, refer to the table below

WOMEN	MEN
Usually on a small scale	Large multi-corporations
Stronger ties and egalitarian	Weaker ties and hierarchical
Egalitarian – less need for monitoring and explicit incentives	Benefits of hierarchy – easier to monitor large numbers of people Rapid dissemination of information
Conservative approach to business start-up Start up costs lower Slower growth	
More likely to start consumer orientated	
Tend to like established markets	Tend to explore new markets

Rate of job creation very slow if at all usually between one and five within five years	Higher level of job creation
Motivated by flexibility business will afford family needs and child rearing	Financial reward a strong motivator
More concerned with security than profits	
Spending habits are different Food and education for children or themselves	Spend substantially more on personal needs
Independence of women facilitate more egalitarian domestic relationships Challenges power relations in the house Have more say over their bodies	

*Table 1*

*Different managerial and business habits of Men and Women*

Information sourced from [www.mba.co.za/article](http://www.mba.co.za/article).

Noting the differences in how men and women tend to operate their businesses, the question then is, have business schools accommodated for these differences? Have they encouraged the different types of administration or has the male view point of how business should run scared off many of the potential female students. The argument is when one is entering a business school, to learn how to run a business women are learning to run male businesses rather than learning how to run women's business with more efficiency.

Even with the high enrolment level of women in tertiary institutions, "South African women still represent on average less than 30% of the MBA students, and the faculty and administrative staff of the business schools remain predominately white and male." This is according to a study done by Dr Babita Mathur-Helm for a South African based women's organisation called Top Women in Business and Government.

## Women's NGO Business Organisations

*"It's not about what we as women are doing today. It is about what we are doing for the next generation... We need to focus on building substantial women-owned companies that can stand as role models for future generations... This is the clearest message of equity in the work place."*

Pearl Luthuli-Mashabela 2006  
CEO of Landelahni

The power and influence of women's organisations concerned with business must be assessed in order to determine if they are encouraging women to enrol in business schools. Statements like the one mentioned above give insight as to how powerful women envision their role in the business sector.

What is prevalent here is the motherly references to children which also evoke a nation building ideology that is all too recognizable with South African women's rhetoric.

This quote is featured in an article in the, *Top Women in Business & Government* (TWIB) publication of 2006. TWIB is a publication from a non-governmental women's organisation that has the same name. This organisation "aims to acknowledge the tremendous entrepreneurial spirit of South African women and fully support entrepreneurial endeavours; initiatives and emerging business." (businesswomen.co.za: 14 November 2007). There are also links to supports structures in place for South African women to go to for reference material, mentorship and networking opportunities.

Organisations such as these make appeals to women by encouraging them to challenge the status quo. They give reports on each industrial sector and headcount how many female executives of managerial personnel are there and how they have increased or decreased in number in different sectors. For example:

"The gender empowerment statistics within the banking sector reflect an increase in the number of women in directorial and managerial positions. The Absa Group Ltd has had a total of seven female executive managers. Nedbank Group Ltd has one women director, and one women executive manager. The Standard Bank group has three women directors and one executive manager, and finally FirstRand Ltd has three female directors and 283 women executive managers out of a total 1 066."  
(Dominy 2006:110)

This statistical data forms particular arguments. Firstly, there is an appeal to both ethos and logos in that it highlights that there is a change that is happening in banking sector that should be regarded as positive. The examples that have been used are of prominent and aggressively exposed banks that have their own strong credibility within the banking sector and regular civil community. It continues to make an appeal to the audience's logic by implying that there is still room for improvement. For instance, women constitute less than 30% of executive managerial positions at FirstRand Bank. These statistics are knowingly catered for a female audience that is actively seeking some reflection or encouragement to be involved in a space that has for such a long time been male dominated. The language used in the feature article is statistical and somewhat masculine in that there is no narrative about what the publication feels about the statistics or what they would like for the audience to empathise with. This is a unique presentation for a feature article catered for a feminine audience.

One other prominent organisation is Business Women's Association of South Africa, (BWASA).

“The Businesswomen's Association is the largest and most prominent association of business and professional women in South Africa, and the voice of women in business.

Through strategic partnerships with sponsors, non-profit organisations, leading companies, business schools and international associations, it provides ongoing opportunities to advance the interests of women in business.

Members include entrepreneurs, professionals and senior decision makers.

Both men and women are welcome to join the Association.”  
([www.bwasa.co.za](http://www.bwasa.co.za): 12 September 2007)

As mentioned the organisation has made strategic partnerships with business schools. This is the best example of a promotion for its members investigate the benefits of obtaining a qualification from these organisations. However, the information is not personal testimony from any of the successful members, but a blurb of a link to a website called MBA.CO.ZA, This website is a directory for some of the top re-accredited business schools in South Africa. The website acts as the middleman between the organisation and the business schools there is no direct link that leads you from BWASA straight to the homepages of the business schools.

BWASA does not have a page stating how exactly they are involved with business schools, or explaining what is encompassed in this strategy. We could not find out whether or not they make recommendations towards policy within business schools but they do supply support in the form of bursaries for the prospective female student. However, advice on whether an MBA is a right decision for the applicant and how it affects their personal lives is a link that has also been left to mba.co.za to explain. The article does not provided a gendered perspective on apparent difficulties in obtaining an MBA, but a rather generic explanation weighing the pros and cons without any personal testimonies from women.

Added to that, none of the business schools web pages had direct links to this website, nor is this organisation mentioned in Prospective Students' web pages, if there is any mention at all it is for the page promoting available bursaries for students. For example on the UCT website the Business Women's Association bursary selection “is based on merit and need,...and it is only offered to South African women with the desire to succeed as corporate mangers and the ability to equip themselves appropriately”  
([www.gsb.uct.ac.za/gsbwebb/default.asp?intpageNr=35](http://www.gsb.uct.ac.za/gsbwebb/default.asp?intpageNr=35): 25 November 2007)

Rhetorically, the homepage of BWASA appeals to the audience's logos. Firstly the audience is overwhelmed by the sheer reach this organisation has. It gives a list of branches from all over South Africa, from Soweto to Cape Town, including Lesotho, it is an organisation that has been in existence for 7 years and the major advertiser on the site is Nedbank. It then makes sense



that a powerful organisation such as BWASA is involved in strategic partnerships with business schools.

However, one must keep in mind that none of these claims are made in a vacuum. South Africa is a place where there is tremendous media focus on business and the reputation of organisations within this sector. For example, the schools managed to gain a good reputation from the media exposure the re-accreditation debacle caused are currently riding on the coattails of this success. Another example is that the BWASA website boasts of its members who have been in the press from 2004 and it also implies the benefits of being part of BWASA by stating one can obtain a bursary and it acts as a lobby group on women's business issues. The problem is that the benefits of the partnerships are not explained and the audience is left to conclude for themselves what they are and how they are realised. Added to that, no links are made from this website to any of the business schools leaves the audience to assume that because BWASA is the 'largest most prominent association of business and professional women' the most prominent business schools such as the University of Cape Town Graduate School of Business are linked to it rather than the other way around. But on further investigation, University of Cape Town GSB has no link to BWASA website.

Another problem is that the website is clearly catered towards women, in terms of the research that is being done, the articles, and the bursaries are for women. Perhaps we have cynical point of view, but it is not clear why and how men can benefit from being involved in this organisation seeing as it is not directed or catered for them. The inclusion of men in the mission statement seems as a rhetorical aversion but it is not clear what it can achieve. There is no history supplied of whether this organisation was challenged by men nor do they supply evidence of men who join as individual members and or are represented in the media.

## WEBSITES AND RECRUITMENT OF WOMEN

In looking at how the business schools set out to promote and recruit female students I looked for key words on the Homepage or the School introduction, such as gender equity/equality or women. If none of these words could be found. Next I looked at the Prospective Students page; most often this page would show admission requirements, in terms of work experience and fees but nothing that relates directly to women. The next step was to type in a keyword search for the entire sight. In most cases for both public and private institutions this action would gleam the most results. The words "women", "female" or "gender" were primarily mentioned as parts of articles archived from a media event, and not directly relating to the institution's view points of encouraging women to enrol. That being said, and perhaps relying on the adage that a picture says a thousand words, many of the institutions showed that there was female representation by adding pictures of women to various pages on the site.

We know that women are important to represent because of equity policy, but how do websites show that they have adhered to implementing policy if we

cannot find key words that help define that policy on the websites. It seems that indeed if you are looking for specifics it may be difficult to get the results you want

### Student composition of Business Schools

This information is available on mba.co.za, a site that business schools use to advertise their profiles. The content and statistics presented on this website are provided by the institutions themselves. With the exception of Milpark Business School and Regenesys Business School, where information was obtained straight from the home page as information had not been updated on the MBA.co.za website.

#### The University of Pretoria's Gordon Institute of Business Science (GIBS) Public

MBA 2004/2005

Applicants: 275

Accepted: 77

#### Gender Diversity

Men: 59%

Women: 41%

#### Average Age

34

#### Mancosa Management College of South Africa PVT

##### **Student Body**

Annual Intake

Approx 1000.

#### Percentage of women

30%

#### average age

of 34

#### Nationality, countries/regions of origin

MANCOSA students are drawn from South Africa and all countries across the Southern African Development Community(SADEC) region.

#### Average work experience

Approx. 12 Years

#### Type of Students

MANCOSA students generally hold middle to upper management positions in the Public and Private sectors.

## Milpark Business School PVT

### Student Body

Milpark Business School's student population is truly representative of the demographics of our country, 60% of our students are black and 30% are women. Many of our students go on to run their own successful business. Students are drawn from corporates, SSME's, government and public sector environments.

Although 85% of our students live in South Africa, our Block Release and full time MBA programme attracts a further 15% of our student population from other African countries.

Our distance learning MBA programme, which is being introduced for the February 2008 intake, will also allow students access to cutting edge business solutions which they will be able to access online.

Student: teacher ratio: 35:1

Student Age range: From 26 years upwards with average student age (29-45)

Percentage of women: 30%

Percentage of managers: 60% middle to senior managers

Average work experience: 5 years and upwards

### Structure

Regenesys' staff composition reflects the demographics of South Africa in terms of the government's employment equity policies. Ownership is made of 67.5% historically disadvantaged individuals and 47.5% women, which reflects ownership in line with BEE requirements. Total staff complement comprises of 70% HDI's.

## University of Stellenbosch

### **Student Body**

Annual intake

Number of MBA groups: 4 groups with 50 - 100 students per group

Total number of new students for 2007: 230

Age:

Under 25: 2%

25-30: 31%

31-36: 37%

37 & older: 30%

Gender:

Male: 72%

Female: 28%

Nationality:

SA: 81%  
Foreign: 19%

Geographic location:  
Western Cape: 53%  
Rest of SA: 27%  
Foreign: 20%

First qualification(s):  
Commerce: 30%  
Engineering: 18%  
Natural & Physical Sciences: 13%  
Arts & Humanities: 8%  
Other: 31%

Work field:  
Management: 25%  
Finance: 14%  
Engineering: 9%  
IT: 7%  
Marketing: 6%  
Other: 39%

Work experience:  
2 years: 25%  
3-6 years: 33%  
7-11 years: 25%  
12 years and more: 17%

Industries they work in:  
Financial Services: 14%  
Trade & Industry: 7%  
Agriculture, food and beverages: 10%  
Health & medical: 8%  
Management & Consultancy: 3%  
Other: 59%

## University of Cape Town Graduate School of Business

Number of Students  
MBA Full-time: 61  
MBA Part-time Final Year: 30  
MBA Part-time First Year: 24  
Modular First Year: 39

Average Age  
MBA Full-time: 30  
MBA Part-time Final Year: 32  
MBA Part-time First Year: 31  
MBA Modular :33

#### Women

MBA Full-time: 26%

MBA Part-time Final Year: 26%

MBA Part-time First Year: 33%

MBA modular: 18%

#### Nationality

SA: 65%

International Students: 21%

SADC Region: 14%

Countries Represented: Germany, Norway, Ethiopia, Ghana, Zambia, Zimbabwe, Britain, Botswana, United States of America, Kenya, Nigeria, Uganda, Belgium, Swaziland, Finland, France

### Private and Public School Websites Patterns of Persuasion

There are keywords that are prevalent in all the business school websites that are used to describe the MBA programme, and the quality of the school

- World class/International/Global – are terms used in reference to how the provided MBA programme fares against other competing schools, and referring to how the degree is world applicable, flexible and accepted. Facilities are frequently described as world class and so are the faculty members especially those who come from overseas.
- Excellence, modern, efficient, effective, purpose-built, cutting-edge – are terms usually used in reference to the curriculum and the rigour of the programme itself.
- Well rounded, Marketable, Competitive edge – the end result the prospective student will have achieved after obtaining an MBA at this institution.
- Diversity, diverse – usually in reference to the composition of the student body

These categories of words are all seemingly useful buzzwords used in the business sector, particularly in marketing. I use the term buzzword as probably a broader definition of cliché. All of these words build the reputation of an institution, but, they seem formulaic in that all the institutions use them to describe their programmes. Arguably these words are stylish and impressive as they have substance because 'excellence and efficiency' have been measured and accredited by various organisations. Unlike most buzzwords that become trite after a period of time because they are actually meaningless. All of us have been victims of adverts that use these words to sell a product, and we all understand their persuasiveness. In essence the first marketing lesson prospective students learn from a business school is achieved by just looking at how it markets itself.

There is an irony however, in that MBA schools have not always marketed themselves very well. In a little more than a decade ago a study was done in

Britain that showed weaknesses in the marketing strategy of business schools, to the point where it was said that “business schools should improve their marketing or stand accused of not practising what they preach.” The problem was attributed to the apparent dilemma that “many academics in educational establishments seem to feel uncomfortable with an increasing marketing orientation, regarding marketing as too close to sordid commercialism, and expect students to compete for selection rather than institutions actively to market themselves to suitable customers.” (Nicolls et al 1995: 31, 35) This was before the Internet had made the impact that it has done today, where even individuals are forced to brand and market themselves in order to get a job via the World Wide Web. I do agree in part that the strategies of persuasion are still questionable particularly when it comes to directly targeting women. As any business would when trying to gain a marketable lead, it assesses its target audience and their needs and sets about trying to persuade a specific audience. Currently in South Africa it seems that the success of different corporates and organisations with their methods of advertising and entry requirements aided by equity policy have done a better job of persuading women to enter business schools than the institutions themselves, thus accounting in part for such a low enrolment.

#### Building Ethos

All the websites seem to build ethos in similar ways; equally, these aspects create a space for a deliberative argument. Firstly, they aim to make strong cases for why they are the best school to attend in order to compete and MBA. They do this by showing pragmatic benefits of earning a degree such as an MBA and the courses of action that must be taken in order to achieve this.

1. All business schools mention or show the companies that they are affiliated to. Usually large conglomerates for example AngloAmerican.
2. They also mention which International Universities or business schools they have agreements with or affiliations with.
3. All use testimonies either in the form of recent alumni that are now successful in various industries or current students.
4. All have a business magazine they are linked to. Either it is one the institution publishes itself or another one that is publicly available. Other publications that seem to feature frequently are to do with rankings
5. All sites have areas of interest or research where the user can see what the faculty and the students are studying.
6. All business Schools make a concerted effort to show that they have been accredited not only by SAQA or CHE, but any other International accreditation organisation.

#### Non Artistic Proofs, Forensic Arguments

All of the websites use statistical data to show a track record of success. This has been exemplified by the proviso of data about student and faculty composition. By understanding the environment in South Africa is acutely sensitive to issues of representation, this data works in ending the argument of whether or not the establishment is actively pursuing government policy of diversity and parity for the previously disadvantaged.

### Loss of Logos and Pathetic Pathos

When it comes to targeting and recruiting women to enrol in business schools many of the websites fell short. It can be agreed that the sites provide valid arguments to encourage anyone on the apparent value and advantages of having obtaining this degree or enrolling, but no specific effort is made. When an institution states that it “aims to attract a diverse audience” without defining at any point what they mean by diversity they have failed in creating a pathetic appeal by not creating a general sense of identity with their female audience.

There really is not much difference in the way public and private institutions create their websites except for one thing. Private institutions tend to have more pictures of women on their websites. Very often one might not find a picture of a man in the entire website. If there is a picture of a group, the picture tends to have representation from people of colour and it involves them working around a computer or doing some team activity. Public schools hardly had any pictures at all, and if they were present it was usually of scenery or a classroom.

It is hard to calculate if this is a reason why private schools have a higher enrolment of women than the public counterparts. It certainly not about cost as private institutions cost more. Two of the private schools have female directors, i.e. Milpark Business School, Dean of Academic Affairs is a Dr Cecelia Rosu and as mentioned before Regenesys Head of Business is Phici Mbatha, perhaps this indicates that private schools are more flexible to having female headed schools and thus attracting more women to their enterprises.

It seems that business schools have to look critically at women as the target audience directly acknowledge their presence and the complexities they experience when trying to obtain further education. Business schools need to know what women’s values concerning business school are; secondly finding out what women believe about the business schools already, they already have an existing opinion that may or may not be unfounded depending on the information they have had access to. Finally MBA schools need to find out what women find persuasive and if the material on their websites are doing justice to this.

APPENDICES



<http://www.mba.co.za/article.aspx?rootid=6&subdirectoryid=608>

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### **Breaking gender barriers**

South Africa's gender policies are amongst the most progressive of developing countries in the world. This impacts on women's economic activity. The Global Entrepreneurship Monitor (GEM) Report released in March 2004 on women's entrepreneurial activity, found that relative to 34 countries around the world, almost as many women as men are starting businesses in South Africa. Significantly, for every woman who starts a business motivated by necessity, a woman is starting a business because an opportunity presents itself.

On average, the percentage of male entrepreneurs around the world tends to be approximately 50% higher than that of women. The higher the total entrepreneurial activity in a country, the more likely that women will be active as entrepreneurs. In other words the more entrepreneurial a country, the more likely women are to start their own businesses. The report shows that the gender gap is widest in middle income countries and lowest in high-income countries. The gender gap is widest in France, Spain, Greece and Hong Kong and statistically insignificant in Ecuador, Finland, Hungary, Japan, the United States and South Africa. As South Africa's total entrepreneurial activity is low relative to nations with a similar per capita income, this finding comes as somewhat of a surprise.

The GEM report highlights a number of interesting findings about businesses owned and managed by women. Most women entrepreneurs start a business between the ages of 25 and 34. In high-income countries, where women tend to start businesses that are more technologically sophisticated and that have higher educational entry levels, women tend to be older. But in middle and low income countries - South Africa being classified as the latter - the peak age to start a business is similar to that of men: 25 - 34.

Businesses started and managed by women tend to be smaller than those started by men. The report argues that the start-up size of the business has to do with the different managerial styles of the sexes. Women forge relatively strong ties and egalitarian relationships, while men forge relatively weak ties and hierarchical relationships. "The hierarchical structure of male organisations allows them to create organisations that effectively monitor large numbers of people and that permit rapid dispersal of information. The stronger ties of female organisations, on the other hand, reduce the need for monitoring and for systems of explicit incentives. This analysis suggests that male and female entrepreneurs will differ in the value attached to start-up size and to business expansion".

Regardless of per capita income of the country, women entrepreneurs expect to employ far less people than men do. The vast majority of women expect to create no jobs or between 1 and 5 jobs within five years. Only about 1% of

women entrepreneurs in low and middle-income countries expect to create more than 25 jobs within 5 years. There are a number of reasons for this finding.

Firstly, the GEM report argues that women tend to adopt a more conservative approach to starting a business. Women are more likely than men to start consumer-orientated businesses than service orientated businesses, where start-up costs are lower, but growth is slower. In addition, women tend to start businesses in established markets, rather than exploring new markets.

Secondly, the study argues that the motivation to start a business is far more complex for women than men. Whereas financial reward is a strong driver for men, women are motivated as much by the kind of flexibility that the business will afford them to accommodate family needs and child rearing. Other studies show that irrespective of the socio-economic background, women are more concerned with security than profits. In other words, women are more risk averse than men, preferring a lower but secure income to a higher insecure income.

What are the policy implications for South Africa? A startling finding is that women are less likely to provide employment. Does this mean that government should reduce support for female entrepreneurs, given the pressing need to create jobs? Definitely not - the social benefits of encouraging female entrepreneurs are enormous. First, a number of studies in South Africa show that female spending patterns are different to male spending patterns. These studies specifically looked at households that are socio-economically disadvantaged. The studies concur that females tend to spend money on food and education for children and very little on their own personal needs, whilst men spend substantially more on their personal needs. Second, greater economic independence of women facilitates more egalitarian domestic relationships between men and women, which challenges power relations in households, which in turn enables women to have more say over their bodies and how they live their lives.

Von Broembsen is the lead researcher for the Global Entrepreneurship Monitor, South Africa, which is run by the Centre for Entrepreneurship and Innovation at the UCT GSB. This article has been sponsored by Liberty Life and appeared in Business Day's Real Business in April.

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<http://www.mba.co.za/article.aspx?rootid=31&subdirectoryid=259>

### **Re-accreditation raises the standards of South Africa's MBA**

In 2004, South Africa's Council on Higher Education (CHE) completed an extensive re-accreditation of Masters of Business Administration (MBA) degrees offered in the country, a process that has undoubtedly raised the standard of local MBA programmes.

The CHE, a statutory organisation tasked with advising the Minister of Education on higher education and ensuring that all higher education programmes meet minimum quality standards, decided to re-accredit local MBA programmes because of the rapid proliferation of institutions offering the qualification.

A survey by topmba.com showed that between 1998 and 2000 the number of MBA graduates in South Africa increased by 80%. As a result of this, a plethora of new institutions entered the market in South Africa to cash in on the strong local demand for an MBA.

Many of these organisations, however, had question marks over the standard of their programmes, which made it necessary for the CHE, through its permanent sub-committee the Higher Education Quality Committee (HEQC), to conduct a formal evaluation of the quality of all the MBAs offered in South Africa.

The release of the final findings of the CHE's MBA re-accreditation revealed that many of the institutions offering MBAs in South Africa were indeed not up to standard, and had been offering students inferior MBA qualifications. Of the 28 institutions that were evaluated, 10 organisations did not meet minimum requirements and will now have to shut down their programmes.

Saki Macozoma, Chairperson of the CHE, says that the process will ensure that when students enrol for a MBA programme they will receive training of the highest standard and quality.

"Access to higher education is a waste of resources if the training is not of a high standard. The cruellest thing you can do to a person is to provide them with training of inferior quality. The MBA re-accreditation process will prevent this from happening," Macozoma says.

The MBA re-accreditation is certain to raise the standard of MBA programmes offered in South Africa and will benefit prospective students by providing a benchmark that will ensure that they are investing in an MBA course at a recognised business school that will provide relevant training of the highest quality.

It will also improve the value of the MBA brand, which was diluted by the large volumes of graduates produced by second-rate institutions. Employers will

now know that when they hire an MBA graduate, they are acquiring an employee who has received thorough instruction at a credible organisation.

Business schools have welcomed the re-accreditation for these very reasons.

Susan Adendorff, MBA Programme Director at the University of Pretoria's Graduate School of Management, says the re-accreditation provided "a means of distinguishing between world-class MBAs available in the South African market and other so-called MBA programmes which are nothing more than an attempt to capitalise on the standing of recognised and valued MBA programmes".

Eon Smit, Director of the University of Stellenbosch Management School, says the process will see fewer schools offering MBAs which means the "average quality level of the South African MBA will be improved considerably", while Gavin Staude, Director of the Rhodes Investec Business School, says the re-accreditation will protect students who "were at risk when they enrolled for programmes about which they did not have any real evidence of quality".

The CHE's MBA re-accreditation will also improve the standing of South African MBAs internationally and make an MBA in South Africa a more attractive option for foreign students because of the exhaustive measures undertaken to ensure that MBA programmes were up to scratch.

The re-accreditation was demanding and in line with international best practice. The process was the first of its kind in the world to be undertaken by a statutory body and attracted widespread international media attention for its innovation and thoroughness.

The CHE enlisted the help of MBA experts from the United States, the Netherlands, Australia, Hong Kong and the UK to structure the evaluation and also invited all the local business schools to participate in the process. All procedures and evaluation criteria were measured against the standards set by international accreditation organisations such as the European Quality Improvement System (EQUIS) of the European Foundation for Management Development (EFMD) and the International Association of MBAs (AMBA).

Each business school was evaluated according to a set of thirteen criteria drawn up by these stakeholders, and each criterion was supported by a set of detailed minimum standards. All business schools had to complete detailed questionnaires and have site visits conducted on their campuses. They also had the opportunity to make submissions to the CHE and respond to any queries throughout the re-accreditation.

"The rigour of the process can be attested to by all involved. It was extremely thorough and matched the standards set by leading international accreditation organisations," says Hugh Africa, Chairperson of the HEQC.

Prem Naidoo, Director of Accreditation and Coordination in the HEQC, says the next phase of the probe into local MBAs is even more exciting and significant than the re-accreditation process.

“In this next phase we want to go beyond the quality assessment of MBAs and see what we can do to facilitate quality improvement in the standard and international competitiveness of South African MBAs even further,” says Naidoo.

For the moment though, at least prospective students will no longer have to be concerned about the standard of their MBAs. Students can register with one of the institutions below safe in the knowledge that they will be studying towards an MBA that is recognised and meets the highest quality standards.

#### CHE ACCREDITED INSTITUTIONS

Gordon Institute of Business Science MBA

Henley Management College of South Africa MBA

Management College of South Africa MBA General

MBA Tourism Management & Development

Milpark Business School MBA

Nelson Mandela Metropolitan University of Technology, MBA Unit  
MBA

North-West University

Mafikeng Campus MBA

Potchefstroom Business School

North-West University:

Potchefstroom Campus

Vaal Triangle Campus

MBA (Contact)

Regenesys Management (Pty) Ltd  
MBA

Regent Business School

MBA

Rhodes Investec Business School (RIBS)

MBA

Tshwane University of Technology Business School

MBA

Turfloop Graduate School of Leadership (TGSL) MBA

University of Cape Town Graduate School of Business (GSB) MBA

EMBA

University of the Free State School of Management

MBA General

University of KwaZulu Natal (Westville Campus)

Graduate School of Business MBA

University of Pretoria Graduate School of Management

MBA

UNISA Graduate School of Leadership (SBL)

MBA

MBL  
University of Stellenbosch Business School (USB) MBA  
Wits Business School  
MBA  
Source: CHE

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<http://allafrica.com/stories/200708170299.html>

### **South Africa: Private Educators Battle Bureaucracy**

Business Day (Johannesburg)

17 August 2007

Posted to the web 17 August 2007

Sue Blaine  
Johannesburg

HALF the battle to establish a reputable private education institution in SA is to get through the paperwork necessary to obtain official accreditation from the education department, the Council for Higher Education (CHE) and, in some cases, the sectoral education and training authorities (Setas).

While institutions can operate without accreditation, this is a stamp of quality sought after by students, and not to have it would lose companies students and the revenue they bring, says Theuns Laubscher, chief academic officer of Educor, SA's largest private education provider.

Regenesys Management CEO Marko Saravanja says: "Half my energy was spent fighting accreditation battles ... it costs millions of rands and (there are) thousands and thousands and thousands of papers to be filled out."

Without accreditation from the CHE and the South African Qualifications Authority's accreditation of their programmes, it is difficult for higher education institutions - which are not allowed to be called universities - to compete with SA's public universities and their business schools.

"It's difficult, but we have fought our battles and we have come out victorious when others have been deregistered or have gone out of business," says Phici Mbatha, the new head of one of the group's three educational institutions, the Regenesys Business School. Both are, however, also thankful that when Saravanja first began to establish the business school and its two affiliates - the Regenesys School of Public Management and the Regenesys Centre for Local Government - nine years ago, SA's education arena was undergoing a sea change.

"It was a whole new system ... there was a lot of experimentation in those first few years and it probably runs better now, but I couldn't have started Regenesys as it is now, or in Europe or any other developed country, without maybe R100m in start up capital."

When Saravanja started Regenesys he did it on a wing and a prayer.

The Buddhist monk turned University of the Witwatersrand (Wits) lecturer began developing Regenesys courses from a Killarney flat after three years at Wits Business School taught him that he was a square peg in a round hole there.

"I was unhappy at Wits. It's part of a big institution, and it doesn't allow people to be creative. I wanted to make education more holistic, emotional and spiritual," he says.

Saravanja left Wits and, with no money, began Regenesys from his flat, working 24/7. The company has now taught more than 20000 people from the Presidency, the European Union, the UK's international development department, Anglo American, Mercedes, Woolworths, the education and health departments, and several municipalities.

"It was a real test of my ability, spiritual knowledge and wisdom ... I was the receptionist, I washed teacups, I did financial management, I was a lecturer," he says.

Regenesys's latest triumph is that the business school's masters of business administration (MBA) programme has received full accreditation from the CHE.

It is the fifth MBA programme to be registered by the CHE's controversial national MBA review in 2005, which saw the number of MBA programmes offered in SA dramatically reduced - from 37 programmes offered by 27 institutions to 19 programmes offered by 15 institutions.

The council's move led to some international institutions shutting down their operations and leaving SA on the grounds that its demands were unreasonable and biased against independent institutions. The most prominent instance was the complete withdrawal of Australia's Bond University from SA.

Once again, Regenesys had to jump through hoops to achieve accreditation, says Mbatha.

Saravanja feels there is a lot of anti-private sector higher education sentiment from the government - private institutions are not allowed to call themselves universities and, although they receive no government subsidies, when applying for CHE accreditation they have to show they produce the same amount of research, have full libraries on all campuses and meet other requirements for large publicly funded universities.

"We also have to pay our lecturers almost twice what the universities do or they won't come to us. It's a very difficult environment," he says.

In almost the same breath, Saravanja highlights the advantage Regenesys has over its public-sector rivals -- it is smaller and less bureaucratic, so it can quickly respond to new developments in the higher education environment.



"We don't have to wait six months for senate to approve things," he says.

Dealing with the Setas has created similar bureaucratic nightmares for Saravanja, who says SA's learnerships (which have for the most part replaced apprenticeships) have become "a paper exercise" he fears is drawing educators' attention from the production of quality training programmes.

"If the (money collected through) the skills levy (a tax of 1% of payroll on businesses earning more than R500000 a year) was given to learners to go and buy the training they wanted ... if the money spent on administration and red tape was spent on training, we'd all be in a better place."

Like many, Saravanja bemoans the "lack of synergy" between the education and labour departments, both of which have some jurisdiction over education and training.

"The problem is, who has the power? Who is boss? Nobody knows."

<http://www.studysa.co.za/contentpage.aspx?pageid=4156>

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### **Study South Africa. International education Association of South Africa**

Small but vibrant

South Africa has a private higher education sector that is small compared to the public sector in terms of student numbers but comprises nearly 80 institutions, ranging from fair-sized universities offering 'traditional' degrees to colleges with limited numbers of students enrolled on courses in niche areas such as theology, the arts, business and computing.

Most for-profit colleges, both local and foreign-based, were established during the 1990s in response to growing demand for tertiary level study, and especially for short, flexible market-related courses and for distance education. There were also perceptions of instability and declining quality in public institutions, which were undergoing post-apartheid transformation.

Lack of regulation enabled a burgeoning of private institutions. In 1995 it was estimated that some 150,000 students were enrolled in hundreds of private colleges – although most of them offered further education certificates and diplomas – and reports of growing numbers of fly-by-night colleges.

The Department of Education became concerned on several fronts. Many for-profit institutions lacked resources and offered education of dubious quality. Officials were also worried about a qualifications 'upward creep' that was distorting the value of degrees, and that private colleges were offering a narrow range of courses and 'cherry picking' in-demand courses such as business, marketing, information technology and MBAs.

The Government responded with national policies and legislation, and set up a quality assurance and accreditation processes aimed at regulating the sector, run by the Higher Education Quality Committee of the statutory Council on Higher Education (CHE).

Today all private institutions are obliged to participate in these processes, and can only offer courses if they are granted registration by the Department of Education. Institutions that receive conditional accreditation have six months to comply with conditions attached by the Department, and those that do not comply (or do not participate in the process) must close.

In a 2003 report, *The State of Private Education in South Africa*, the CHE stressed that government recognised the important role of private provision in expanding access to higher education. The key challenge was:

"...to create an environment which neither suffocates educationally sound and sustainable private institutions with state over-regulation, nor allows a plethora of poor quality, unsustainable 'fly-by-night' operators into the higher education market."

There is now stability in South African private higher education. In mid-2007 there were 76 private higher education institutions registered with the Department, and six that were provisionally registered. Many of them also offer approved courses in further education, which is also being regulated by the Department.

Although private providers submit information to the Department, there is still some confusion about how many students there are in higher and further education colleges. It has been estimated, however, that only around 20,000 students are enrolled in private higher education, or less than 3% of all higher education students.

There is great variety in the size, focus and range of programmes among the 76 registered for-profit universities and colleges, although most are in urban areas. Most are local – following the withdrawal of many foreign-owned institutions during the registration process – and many attract middle class students onto courses that are high quality and are market-related and well rated by employers. Some offer contact education leading to qualifications offered by the distance education University of South Africa.

Some, such as Damelin Education Group and the Independent Institute of Education, have colleges around the country that provide a range of certificate, diploma and degree courses across several subject fields.

Midrand Campus in Gauteng is set up as a ‘traditional’ university and offers advanced certificates and diplomas as well as bachelor degrees in popular fields such as public relations, business administration, graphic design, eco-tourism and computer science. Monash University in Australia has a campus in Johannesburg providing arts and commerce degrees with some postgraduate provision.

But the vast majority of registered private colleges are small and focused and offer courses in areas such as theology, beauty, alternative therapies, commercial arts, media and marketing, business and management, information technology and tourism.

**DATE ACCESSED: 17 NOVEMBER 2007**

[http://www.sabcnews.com/south\\_africa/education/0,2172,80161,00.html](http://www.sabcnews.com/south_africa/education/0,2172,80161,00.html)

## SABC NEWS

Top MBA programmes lose accreditation

May 20, 2004, 14:15

By Rachel Stewart

MBA programmes at the University of Natal (Durban and Pietermaritzburg) are among the casualties of an MBA assessment and re-accreditation exercise undertaken by the Council on Higher Education (CHE), the results of which were announced at 1pm today.

The two-year process to evaluate and accredit 37 MBA programmes at 27 public and private institutions in the country found that 15 of the programmes could not be accredited at all – 44% of these failed to meet even minimum standards.

The MBAs which failed to make the grade include two (general and water management) at the University of Natal (Pietermaritzburg) and the MBA at the Graduate School of Business at University of Natal (Durban).

Other high profile public institutions whose MBA programmes failed to be accredited include Technikon Witwatersrand, the Durban Institute of Technology and Cape Technikon.

Among the private institutions, five of Regent Business School's MBA programmes – general, finance, health care management, tourism, and marketing – were not accredited as was the case at De Montfort SA, Bond South Africa's School of Business, Business School Netherlands and at the Graduate School of the International Negotiation Academy (GSINA).

### Flying colours

Those MBA programmes which came through with flying colours and which were fully accredited include MBAs at the Gordon Institute of Business Science, the Wits Business School, the University of Stellenbosch, the University of Cape Town, UNISA and the University of Pretoria.

Fifteen MBA programmes at 12 institutions, eight public and four private, were conditionally accredited - meaning that overall they meet minimum standards in just above half of the criteria used to assess the programmes. Some (unspecified) programmes were commended in some of the criteria, while some failed to meet minimum standards at all in some criteria; the general comment in the report is "in quite a large number of criterion areas they still have a great deal of work to do to achieve minimum standards".

The conditionally accredited institutions have been given a year by the CHE in which to sort out their problems.

These conditionally accredited programmes include MBAs at the University of the Free State, Durban-Westville, Rhodes University, the University of the North, the University of the North West, Potchefstroom University, Technikon Pretoria and at Port Elizabeth Technikon.

Among private institutions, MBAs at Milpark Business School, Henley Management College of SA, the Management College of Southern Africa and at Damelin International College were only conditionally accredited.

[http://portal.unesco.org/education/en/ev.php-URL\\_ID=24148&URL\\_DO=DO\\_PRINTPAGE&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=24148&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html)

**DATE ACCESSED 14 NOVEMBER 2007**

## EDUCATION

Tertiary education and the gender goals

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Tertiary education and the gender goals

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The priorities in Africa and South Asia are to increase the female share in tertiary education.

During the last decade, enrolments in higher education worldwide have continued to increase, from an estimated 69 million in 1990 to 88 million in 1997<sup>24</sup>. Total enrolment rose by about 50% in developing countries over those years (from 29 million to 43.4 million), while the increase was much slower in developed countries (up 13%, from 39.5 million to 44.8 million). Over this period, women continued to progress towards achieving parity with men. Their share in tertiary enrolment rose from 46% to 46.8% at the world level. In developing countries women registered the highest gains in absolute terms (an increase of 6.2 million, as against 3.5 million in developed countries), but in the developed countries their participation – already representing more than half of total enrolment (51.2% in 1990) – increased by 1.7 points, to reach 52.9% of total enrolment. It is likely that the overall trend observed from 1990 continued during more recent years.

Caution is necessary in comparing 2000 data with 1990 owing to changes introduced in ISCED 1997 (see Box 2.5). However, a rough comparison of 1990 and 2000 enrolment ratios in countries with comparable data seems to confirm an increase in the tertiary GER in practically all the countries having the data.

Other sources using consistent data series report decreases in enrolments in several OECD countries since 1995 (e.g. France and Germany), owing to a decrease in population in the relevant age group, in Turkey (OECD, 2002b, p. 225) and, since 1990, in some countries of Central Asia (Armenia, Turkmenistan and Uzbekistan) (UNICEF, 2002a, p. 77). The same sources report growth in other transition countries, particularly those in Central and Eastern Europe.

Table 2.18 shows the striking differences in overall levels of participation between industrialized, transitional and developing countries. While thirty-one countries, mainly from OECD and transitional Europe, have GERs at tertiary level above 45%, the great majority of developing countries have values below 30%, and almost two-thirds of them have ratios less than 15%.

No countries in sub-Saharan Africa (with the exception of South Africa) or South and West Asia have GERs higher than 15% – indeed all countries of sub-Saharan Africa, with the exceptions of Mauritius, Namibia and South Africa have the equivalent of fewer than 5% of the age group enrolled. In East Asia, too, a number of countries including Cambodia, China and Viet Nam have tertiary GERs lower than 10%.

Table 2.19 ranks countries within each region in increasing order of gender disparities – from the highest disparities in favour of men to the highest in favour of women. On the left are countries where male enrolment ratios are highest, and on the right those where females are ahead.

It appears from Statistical annex, Table 8 and Table 2.19 that female tertiary students outnumber males in 59% of the countries. However, in sub-Saharan Africa women are poorly represented at tertiary levels, except in some southern African countries, where they are in the majority. In the Arab States there are wide variations – from Mauritania, where women represent about two students out of ten, to Qatar, where the female GER is three times that of males. One explanation for this is that many male students from Qatar pursue their studies abroad. In several countries of Asia and the Pacific the female GER is less than two-thirds of the male GER. These are Cambodia, China, the Lao People's Democratic Republic and the Republic of Korea in East Asia; Bangladesh, India and Nepal in South and West Asia, and Tajikistan in Central Asia. There are however a number of countries where female enrolment exceeds male enrolment, sometimes significantly so – as in Mongolia, Myanmar, New Zealand and Palau. In Latin America and the Caribbean, female rates are generally higher than male rates. Finally, in almost all the countries of North America and Europe, female rates distinctly exceed male rates – often substantially so – with the exception of Switzerland and Turkey, where female enrolment ratios are roughly three-quarters those of males.

Thus, the gender balance of enrolments is somewhat different at tertiary levels than lower down the education system. Many countries have shifted from having a majority of male students to the balance being strongly in favour of women. The priorities in Africa and South Asia are to increase the female share. In many of the richer parts of the world, however, enrolments of men will need to increase significantly if parity at tertiary level is to be achieved.

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24. 1997 is the latest year for which estimates at the world level are available and comparable with past series. See UNESCO (1999, Table II.S.3).

Distribution of students by gender and type of programme

The decisions students make about their preferred tertiary studies can have a strong influence on their future lives, their jobs and the roles available to them

in society. The gender composition of enrolments by level and by field of study is examined below.

As shown in Box 2.7, ISCED 1997 divides tertiary education into two stages, each of which includes distinctively different programmes. Data in Statistical annex, Table 8 show that students in the first stage of tertiary education concentrate on programmes of type 5A, i.e. those which are theory-based. Programmes of type 5B, which are more practically oriented, designed for direct entry into the labour market, and usually of shorter duration, are generally less popular, accounting for about 20% of enrolments at this level worldwide. This reflects the labour market advantages of more theory-based studies of the type leading to traditional university degrees. However, there is considerable variation across countries, with students in 5B-type programmes accounting for about half, or more, of enrolments at this level in some countries<sup>25</sup>.

As expected, Level 6 programmes, which are oriented towards advanced studies and research, account for less than 1% of tertiary enrolments worldwide. Programmes at this level are most well established in the industrialized countries, where they account for about 5% of tertiary enrolments. In contrast, they do not exist, or are not reported, in many developing countries, particularly those in sub-Saharan Africa and the small islands of the Pacific and the Caribbean.

Figure 2.24 indicates the extent of female participation in these two broad types of tertiary education programme. It shows that in sub-Saharan Africa, women are generally a minority in both of them, except in Lesotho, Mauritius and South Africa. Elsewhere, ratios are more balanced. However, women are more likely to outnumber men significantly in type B programmes (practically oriented programmes preparing for direct entry into the labour market). There are several examples of this pattern in each region. There are also many countries, especially in Latin America and the Caribbean, and North America and Western Europe, where women are in the majority in type A programmes as well. Nevertheless, the gender pattern in terms of career choice would be clearer if programmes could be examined not only in terms of level but also in terms of field of study within each level.

The situation is different as regards programmes preparing for advanced research qualifications (ISCED Level 6). Here, women are much more often in the minority – even in more industrialized countries (Figure 2.25). The exceptions are provided by about half of the countries shown in Latin America, the Caribbean and Central Asia, where women comprise the majority of Level 6 students, and by a quarter of the European countries shown<sup>26</sup>.

It may be concluded, that, although with wide variability between and within the different regions, there is a pattern whereby female participation in higher education tends to diminish as one moves from ISCED Level 5B (practically oriented programmes of shorter duration) to Level 5A (theory-based programmes) to Level 6 (advanced research programmes).



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 25. These include, inter alia, Belgium, China, Cyprus, Kenya, Malaysia, Mauritius, Namibia, Republic of Korea, Sierra Leone and Slovenia.  
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 26. It should be recalled that these proportions often refers to a comparatively low enrolment  
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#### Female enrolment by field of study

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The gender pattern in the choice of fields of study in tertiary education is a key issue in debates about gender equality.

The gender pattern in the selection of fields of study in tertiary education is a key issue in debates about gender equality. The question as to whether differences in this pattern reflect gender preferences or 'specialization', or whether they are a more direct result of cultural and social stereotypes, is one of the aspects of the debate (see discussion in Chapter 3). Analysis of the main gender patterns in the choices of, or orientation towards, specific fields of study is, therefore, essential to inform the debate.

Table 9 in the Statistical annex shows the distribution of enrolments among the different fields of study and the level of female participation in each field. In general, although the distribution changes across countries, the broad field of 'social sciences, business and law' attracts the largest number of enrolments (often more than one-third of the total) in almost all countries. It is generally followed by 'education' in sub-Saharan Africa and by 'humanities and arts' in many countries of the Asia and Pacific region, while 'engineering, manufacturing and construction' programmes come second in most countries of Latin America and the Caribbean, North America and Europe. The fields 'health and welfare' and 'science' follow, in this order, for most countries, while the lowest enrolments are reported in 'agriculture' and 'services' programmes (accounting for less than 5% of the total in most countries).

As regards female participation, Statistical annex Table 9 shows that women are most numerous in the field of education, where they often represent three-quarters or more of enrolments, especially in industrialized and transition countries. Sub-Saharan Africa is an exception, however: in only three countries (Botswana, Mauritius and Swaziland) do women account for more than half of the total enrolments in education programmes. In most of the other regions the second field chosen by women is health and welfare, where women often represent between two-thirds and three-quarters of the students. Again, sub-Saharan Africa is an exception, where the proportion of women exceeds 50% in only four countries (Angola, Botswana, Madagascar and Swaziland) – perhaps because many health-related programmes are provided at ISCED Level 5B, in the form of short programmes of professional orientation. The next most frequent choice for women is humanities and arts. In contrast, female presence is weakest in engineering, manufacturing and construction courses and in science and agriculture. The first of these is

widely variable, often being around 20% in North America and Western Europe, but higher in transition countries.

Notwithstanding these variations, women have undoubtedly made enormous progress in scientific and technological disciplines over the last few decades. Table 2.20 shows rough estimates of the weighted average female participation rates in the various fields of study for 2000. These values have been compared with the regional averages obtained for the same regions in 1982 (UNESCO, 1985).

The data must be used with caution as the countries included in the regional groupings are often not exactly the same for the two years. Moreover, it was not always possible to identify exactly the countries included in the 1982 figures. For Latin America and the Caribbean, Mexico was the only populous country with comparable data available for 2000.

Nevertheless, even if the table has only illustrative value, it strongly suggests that the female presence has increased everywhere, with the exception of the fields of education and agriculture in Africa. Women have continued to progress in their traditional fields, such as social sciences, humanities, services and health-related programmes. However progress has also occurred in natural sciences and engineering and – outside Africa – in agriculture. It would, of course, be necessary to examine more detailed statistics to determine in which particular disciplines women made most gains and where they still lag behind.

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 Female presence is weakest in engineering, manufacturing and construction courses and in science and agriculture.

#### Foreign students

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 The rapidly increasing international circulation of goods, people and knowledge has boosted the demand for study abroad.

The rapidly increasing international circulation of goods, people and knowledge has reinforced the demand for study abroad. This reflects the wish of young students, both from developing and developed countries, to broaden their knowledge and skills, sometimes encouraged by there being limited educational provision at home. Host countries receive direct benefits from tuition fees paid by foreign students and sometimes from increased scale economies in tertiary education services. In addition, useful links with the elite of developing countries may stem from supplying such programmes to foreign youth. There may be benefits to the sending countries too – but usually only if the students return home. However, students are often able to work and stay in host countries long after their studies are completed. This ‘brain drain’ brings considerable costs to many of the sending countries concerned.

Data on foreign students are reported by sixty-seven countries, and data by gender by forty-seven of these. Some developed countries accommodate a substantial number of foreign students. Five of them (Australia, France, Germany, the United Kingdom and the United States) are reported to receive just over two-thirds of all such students (Statistical annex, Table 8).

It has been shown that women often represent the majority of tertiary students in industrialized countries. However, among foreign students the overall proportion of women is somewhat lower (45.5%). In the two major host countries, the United States and the United Kingdom, the proportion of female foreign students is 42% and 48% respectively (which compares with 56% and 55%, respectively, among their total student populations). In other words, young women pursue foreign study less frequently than their male colleagues.

It would be useful to know more about the gender composition of foreign students by country of origin, but no such statistics are yet available. The analysis of more qualitative factors that determine the decision to study abroad (family and social factors, academic support or counselling) or that attract selectively male or female students (particular disciplines, social and cultural environment of certain host countries) would also be helpful.

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Tertiary education: definition of ISCED Levels 5A, 5B and 6  
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Figure 2.24. Tertiary education: ISCED Level 5 – percentage of female students in type A and type B programmes (2000) (in increasing order of female percentage in type A programmes)

Figure 2.25. Tertiary education: females as percentage of all students in advanced research programmes – ISCED Level 6 (2000)

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Table 2.18. Tertiary education: grouping of countries according to gross enrolment ratio, by region (2000) (in each box countries are listed in increasing order of GER)

Table 2.19. Tertiary education: gender parity index of gross enrolment ratio (2000)

Table 2.20. Tertiary education: regional estimates of female participation in each broad field of study (1982 and 2000)

## Business Schools Websites

## Private Business Schools

Millpark Private Business School

<http://www.milpark.co.za/StudentBody.aspx>

Date Accessed

23 November 2007

#### Business School Introduction

As more and more organisations need to be competitive in both internal markets and the global economy, these economic changes impact on the content and context within which management education takes place.

Business schools must teach students not only how to think about business, but also how to manage it practically. Challenges facing South African leaders include employment equity, employee advancement, skills shortages and productivity. Additionally, today's leaders need to learn how to innovate. Innovation doesn't only relate to new products and individuals, it also involves a company's operating practices, management tactics and business strategies.

Business schools should offer an MBA that provides a blend of both traditional content knowledge (finance, operations, marketing, strategy and human resources) and new economy business skills (team skills, problem solving and innovative thinking).

The Milpark MBA is the product of thinking in the future tense. As a business school of the new millennium we understand the complexities of operating in an environment that is ever-changing and realise that today's learners need to embrace the intricacies of change management through constant innovation – great leaders need to be great learners.

Our MBA programme provides new economy skills that include emotional intelligence and diversity management. The leader of the future has to learn to assist people of divergent values, beliefs and backgrounds, which will ultimately benefit both individual and organisational growth. There is incredible potential in valuing the diverse perspectives and talents of each person.

Milpark Business School has provided MBA programmes to South African and African students since 1997. Our students have relevant knowledge and skills are imparted based on what local business requires, but at the same time have had exposure to international developments and global strategies. It is our experience that learning delivered by spontaneous, committed and outstanding facilitators develops students with enquiring minds and makes the greatest impact. Your learning experience with Milpark should be: convenient, practical, interactive and educational.

The Milpark MBA is designed for managers, professionals and graduates who display business leadership potential and who are seeking an advanced management learning programme. Our MBA is ideal for students who wish to cover the entire spectrum of modern management with a focus on Strategic Management.

#### History

Milpark Business School (Pty) Ltd was established in 1997. We are part of the Educor Group of companies, share held by Naspers. Milpark Business School has established itself as a leading private provider of quality innovative and entrepreneurial business programmes.

In the latest rankings of business school's nationally, MBS is placed top three in class contact, research, operations and entrepreneurial business content. PMR ranked Milpark Business School top 6 in 2007 after conducting research with leading employers of graduates.

#### Vision and Mission

Milpark Business School Vision:

Our vision is to be a world-class institution for the creation of inspired business leaders.

Milpark Business School Mission:

We strive to create great leaders who are skilled in the dynamics of business by providing practical, relevant and innovative solutions.

We pride ourselves on being "thought leaders", renowned for the development and growth of intellectual capital, through recognised expertise in our programme delivery.

Our multi-disciplinary approach focuses on successful partnerships, enabling us to evolve with the leaders of tomorrow.

#### Student Body

Milpark Business School's student population is truly representative of the demographics of our country, 60% of our students are black and 30% are women. Many of our students go on to run their own successful business. Students are drawn from corporates, SSME's, government and public sector environments.

Although 85% of our students live in South Africa, our Block Release and full time MBA programme attracts a further 15% of our student population from other African countries.

Our distance learning MBA programme, which is being introduced for the February 2008 intake, will also allow students access to cutting edge business solutions which they will be able to access online.

Student: teacher ratio: 35:1

Student Age range: From 26 years upwards with average student age (29-45)

Percentage of women: 30%

Percentage of managers: 60% middle to senior managers

Average work experience: 5 years and upwards



## Regenesys Business School

<http://www.regenesys.co.za/rbs/index.htm>

### Regenesys Business School

#### Date Accessed 23 November 2007

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Welcome to Regenesys Business School.

The raison d'être of Regenesys Business School is to assist individuals and organisations within the business sector to achieve their goals by awakening and enhancing their leadership potential. The key differentiator that sets Regenesys Business School apart is our holistic approach to management and leadership. We equip individuals, to become leaders that possess the complete skill set that being a 21st century leader demands.

This entails not only expressing acute intellectual capabilities and business acumen, but also the ability to be emotionally and spiritually intelligent and fluent. We provide people with the ability to understand and operate optimally in the dynamic and sometimes turbulent environment in which we do business today, by assisting them to comprehend the inter-related-ness of internal and external factors, through exposure to systems theory. We impart problem analysis and solving techniques and tools that prime the way our participants think, leading to the expression of remarkable interpersonal skills, leadership, excellence and thus success.

We at Regenesys Business School (RBS) invite you to awaken your potential and become the influential and impactful leader that you know you can be, by joining the RBS family. You can do this by enrolling for our high quality management and leadership education and training programmes. We have a range of relevant and cutting edge programmes to choose from, starting with our flagship Master of Business Administration degree, all the way to our Executive management courses, our academic programmes and our skills programmes.

You are most welcome to browse our website and find the offering that best suits your needs, and then contact us to find out how we can be of assistance in awakening your potential.

Phici Mbatha  
Head of Regenesys Business School

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## **About Regenesys**

### **Purpose**

The purpose of Regenesys is to assist individuals and organisations within the business sector to achieve their goals by enhancing their management and leadership potential.

### **Values**

To achieve our purpose, we are committed to the following:

Delivering generic and customised management development training and education.

Conducting applied research in the area of organisational development and management.

Offering management consulting services to the business sector.

Engaging in partnerships with leading local and international institutions.

Recruiting and developing efficient and committed staff who are representative of the broader composition of society.

Being agile, quality focused and a cost-effective institution.

Developing life-long relationships with our stakeholders and striving to exceed their expectations.

Areas of Expertise

Regenesys' agile nature and access to a wide network of specialised management expertise enables it to provide a range of innovative and competitive management consulting services:

Learnerships

Strategic planning facilitation

Feasibility study

Evaluations: policy, programme, project, impact assessments

Research

Human resources management and development strategy

Organisational development interventions

Workshop facilitation

Methodology

Our management approach is holistic. We assist organisations to solve complex and rapidly changing problems and achieve synergy by aligning organisational strategies with culture, structure, processes and human and financial resources. Regenesys' work is rooted in the realities of an ever-changing environment and rapid organisational change. We provide our clients with the knowledge, skills and values required for the management and leadership challenges of the 21st century.

Structure

Regenesys' staff composition reflects the demographics of South Africa in terms of the government's employment equity policies. Ownership is made of 67.5% historically disadvantaged individuals and 47.5% women, which reflects ownership in line with BEE requirements. Total staff complement comprises of 70% HDI's.

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[http://www.regenesys.co.za/rbs/vision\\_mission.htm](http://www.regenesys.co.za/rbs/vision_mission.htm)

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### **Vision and Mission**

Vision:

Leading business management school in the world by 2020

Mission:

Regenesys is committed to assisting individuals and organisations to achieve their personal and organisational goals by enhancing their management and leadership potential.

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Secrets of success

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SECRETS OF SUCCESS

Welcome to Secrets of Success

The purpose of this book is to share with you a number of 'secrets of success'. The secrets of success are a set of principles or laws that, when practised regularly, lead to success. They contain insights acquired through spiritual experience, business management and various real-life encounters.

I have experimented with and applied these secrets in my own life and my dreams have become a reality – I have been blessed with abundant wealth and success in all areas of my life: family, physical, spiritual, intellectual and financial.

Success does not come about by accident or chance – it is built up by good actions over a long period of time. Actions are the result of our thoughts; thus, our thoughts are the key to success or failure. We are who we are because of our thoughts. What we think, we become. And when we change our thoughts, we can change our lives. That is the purpose of this book – to help us to change our thoughts, to plant new ideas into our minds, to reprogramme our life scripts, and to attract success into our lives.

We develop only when we face up to our inner weaknesses and start working hard on changing them. Yet the journey inward is the toughest journey of our lives. This book will provide you with the knowledge, confidence and inspiration to set out on this most challenging path – and to succeed.

Individuals who internalise and apply the secrets of success will find success and power through emotional and spiritual wisdom. And it's a virtuous cycle: successful individuals will create successful organisations, and successful organisations will ensure successful nations. Successful nations will make our world a better place to live in – more peaceful, just and developmental. It is my hope that, by showing individuals the tools for success, this book will play a part in realising the dream of a better world.

It inspires me to think that you may embark on a journey of self-actualisation. Even more inspiring is the thought that, once you achieve success, you may choose the path of serving humanity. May you awaken your potential, knowing that everything you need is within you.

Marko Saravanja  
CEO of Regenesys

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## Student profile: Zoe Fogarty

**Monash degrees:** Bachelor of Business (Management)/Bachelor of Laws

**Currently studying:** Master of Risk Management

**Current role:** Manager, Risk Advisory Services, KPMG



Zoe Fogarty currently works as a Manager in Risk Advisory Services at KPMG and is studying a Master of Risk Management at Monash, to complement her double bachelors' degrees she also obtained from Monash.

### Very supportive

"KPMG is very supportive of postgraduate study and I chose to study at Monash again because it's so easy and flexible to study here – for example I did my first semester studies via off-campus learning, and in my second semester I am attending weekend classes with other students.

"Monash is also well known for offering a cutting-edge and highly regarded Master of Risk Management. I also think it will be a great asset in relation to career progression," she said.

After graduating with a double degree in business management and law, Zoe started work with a mid-tier law firm in Melbourne, where she did her articles. She practised law for 18 months working mainly in insolvency law.

### **Fantastic experience**

“I found working as a practising lawyer a really fantastic experience. I was very interested in insolvency law and finding out about what leads to a company becoming insolvent.

“But as much as I enjoyed being a lawyer, part of me was still very interested in working in a business role as well and making use of the business skills I had learnt in my business management degree. I wanted to try something different and progress my career in a business direction, so I approached KPMG and they were interested in the double degree I had and the skills I had gained as a practising lawyer.

### **Transferable business acumen**

“I found that the business acumen I had learnt at university and built up in my time as a lawyer was very transferable to the business environment. In my role at KPMG the area I work in provides risk management services, and I look at how policies and procedures can help minimise risk exposure for KPMG and other companies.

“I feel that risk management is a particularly exciting area at the moment. With all the recent worldwide corporate collapses – such as HIH, One.Tel, Enron and WorldCom – risk management is right up there and more important than ever.

“The synergy of learning in my Masters degree and applying the theory straightaway at work has been really useful. I find this aspect of studying very relevant and it has helped me focus on our own procedures at KPMG,” said Zoe.

### **Advice:**

“Postgraduate study is a real balancing act of managing your time well. You need to be aware of the time commitment involved and have good organisational skills to juggle study, research and your own time to keep your life in balance. For me it wasn't will I do postgraduate study, it was when and I've found my organisational skills are really helping while I study for my Masters.”

## Public Business Schools

University of Cape Town

<http://mba.co.za/school.aspx?rootid=7&schoolid=1>

**DATE ACCESSED: 14 NOVEMBER 2007**

### **UNIVERSITY OF CAPE TOWN GRADUATE SCHOOL OF BUSINESS**

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#### **School Introduction**

The UCT MBA is the only South African and African MBA placed in the Financial Times Top 100 MBA rankings. The MBA programme is characterised by intensity of process and a full and demanding curriculum. It is designed to develop students both personally and professionally. The programme gives delegates the tools they need to create their own opportunities and succeed in the fast-paced world of today, whether in a small, new business or an established corporation.

The UCT MBA is one of the oldest management programmes in South Africa and has been producing world-class graduates for almost four decades.

The structure, process and content of the MBA seek to challenge students to the limit of their potential. The programme is more than an intensely rewarding course and an outstanding qualification; it is a life-changing experience. Graduates are equipped to deal with the complexities and pressures of the modern world and can hold their own regardless of where they come from or where they operate.

<http://mba.co.za/school.aspx?rootid=7&schoolid=1&pageid=overview>

**DATE ACCESSED: 14 NOVEMBER 2007**

#### **Programme Overview**

MBA

The MBA is offered in a full time and modular format. The MBA programme is designed to give students the resources they need to gain a competitive advantage - both locally and internationally. Students are encouraged to think in new ways and are challenged to come to terms with being part of the global economy and with managing under conditions of change and uncertainty.

The curriculum is international in scope with a distinctive orientation to a (South) African context and a strong practical emphasis. Over and above the functional areas of business, the MBA is developing new streams of learning around communication, leadership and entrepreneurship. A relentless commitment to producing courses that meet market needs and international



standards ensures that the content of the MBA is always relevant and challenging.

#### Modular MBA

The modular programme covers exactly the same curriculum as the full-time programme but is paced to suit the needs of students who want to continue working while they study, and accommodate those who live outside the Western Cape but wish to study at UCT. Students on the modular programme attend three two week blocks each year for two years at the Graduate School of Business and are set assignments to complete in the between module periods. Click here for further information.

#### Pre-MBA

A pre-MBA course is offered prior to the commencement of the programme. This includes statistical maths, introduction to accounting and writing skills. It is not compulsory and is only intended for students who feel they might need assistance with these disciplines.

#### Executive MBA

The only programme of its kind in South Africa, the Executive MBA is targeted at senior and executive managers and leaders who want to move their careers and lives onto another level. The course uses sophisticated learning techniques that are far removed from classic pedagogic methods. Participants are taught to develop their critical thinking and decision-making abilities and their capacity to function in complex organisational and social environments.

As their careers progress and they take on additional responsibilities, executives and professionals have to contend with ever-increasing complexity. In a society such as South Africa, and indeed throughout the developing world, these complexities are compounded by the turbulence and uncertainties in the environment in which business is conducted. In these circumstances, it is the ability to think analytically and holistically and to find novel solutions, rather than simply the acquisition of knowledge and of technique, that lies at the core of the successful leader/manager

<http://mba.co.za/school.aspx?rootid=7&schoolid=1&pageid=faculty>

**DATE ACCESSED 14 NOVEMBER 2007**

#### Faculty & Staff

The MBA programme makes use of the GSB's 22 resident faculty, many of whom enjoy international credibility. A number of visiting international and local academics and practitioners adds further to the wealth of expertise and depth of knowledge that is available to students.

Many of the GSB faculty and visiting faculty are internationally acclaimed both as researchers and teachers. Others are deeply involved in national or regional issues and play leading roles in policy formation and implementation.

All share a deep commitment to the students and are willing to go the extra mile in preparing, teaching, mentoring and counselling them. It is the norm for faculty to be in the School at night and over weekends to work with students.

<http://mba.co.za/school.aspx?rootid=7&schoolid=1&pageid=student>

**DATE ACCESSED: 14 NOVEMBER 2007**

### **Student Body**

The student body has a high proportion of international students drawn from Africa and further afield. Numbers vary from programme to programme, with the full-time MBA and Executive MBA programmes attracting the highest number of international students. International students significantly leaven the mix of each class, which helps to generate lively debate in the classroom.

#### **MBA FULL-TIME / PART-TIME (FIRST AND SECOND YEAR) 2005**

##### Number of Students

MBA Full-time: 61

MBA Part-time Final Year: 30

MBA Part-time First Year: 24

Modular First Year: 39

##### Average Age

MBA Full-time: 30

MBA Part-time Final Year: 32

MBA Part-time First Year: 31

MBA Modular :33

##### Women

MBA Full-time: 26%

MBA Part-time Final Year: 26%

MBA Part-time First Year: 33%

MBA modular: 18%

##### Nationality

SA: 65%

International Students: 21%

SADC Region: 14%

##### Countries Represented:

Germany

Norway

Ethiopia

Ghana

Zambia

Zimbabwe

Britain

Botswana

United States of America

Kenya

Nigeria  
Uganda  
Belgium  
Swaziland  
Finland  
France  
EMBA 6 AND 7 2004 – 2005 / 2005 - 2006

Number of Students  
EMBA 6: 19  
EMBA 7: 27

Average Age  
EMBA 6: 39  
EMBA 7: 40

Women  
EMBA 6: 26%  
EMBA 7: 22%

International Students  
EMBA 6: 4  
EMBA 7: 3

SADC Region  
EMBA 6: 89%  
EMBA 7: 77%

Countries Represented  
America  
UK  
Holland  
Germany  
Zimbabwe  
Botswana  
Kenya  
Lesotho  
Mozambique  
Zambia  
Malawi

<http://mba.co.za/school.aspx?rootid=7&schoolid=1&pageid=facilities>

**DATE ACCESSED: 14 NOVEMBER 2007**

### **Facilities & Resources**

The GSB's Breakwater Campus is situated in the heart of Cape Town's most popular tourist attraction, the Victoria and Alfred Waterfront. The campus derives its name from the fact that the site once housed convicts who built the breakwater for the Cape Town harbour in 1861.

The present building dates from 1901. It was built and used as an industrial prison until 1926 when it became a hostel for migrant workers. By the 1990s the building had been left empty and derelict and, in 1991, was extensively renovated to accommodate the GSB. At that time two new buildings were added to the complex to house the Breakwater Lodge hotel and restaurant facilities.

The campus is centrally located and easily accessed, just 1,5km away from the central business district and 20 minutes from Cape Town international airport.

#### Internet and IT

The GSB has a comprehensive anywhere, anytime capability and its IT services are accessible around the clock via the internet. The School uses Instructa - a tailor-made e-learning tool - to enable all course material to be accessible over the internet so that students can communicate and collaborate wherever they are.

There are more than 120 Pentium computers and high-speed laser printing facilities available to students. All PCs are networked and have internet access and run Microsoft's latest email, word processing, spreadsheet and presentation software. The School also has a wireless, broadband network which allows compatible laptops and handhelds to connect to the network wirelessly wherever they are on the GSB campus. This allows students and delegates to work where they are most comfortable - even if that is in the sun, on the campus lawns.

#### Library and business information centre

The GSB library and business information centre support the academic needs of the School. They also offer information services to members of the alumni organisation and local companies.

All MBA and EMBA students automatically become members of the GSB library for the year(s) in which they are registered for their degree. As UCT students they also have access to any library at UCT and material from libraries elsewhere in South Africa, which can be obtained through the Interlibrary Loans facility. The GSB library has upwards of 7 000 books and subscribes to all major local business and financial newspapers and journals and a selection of general interest publications, as well as major foreign business and financial journals including the Financial Times. In addition, the library has many electronic resources including a number of full text business and financial electronic databases.

To view the GSB library site [click here](#).

#### Food and drink

Tea and coffee are available free of charge in the students' common room. Sandwiches and light snacks are on sale at the Stonebreakers' restaurant where students in residence, as well as non-resident students and staff, take

their meals. More substantial meals are available in the Treadmill Club which overlooks the V&A Waterfront and enjoys a spectacular view of Table Mountain and the central city area of Cape Town. Additional Treadmill facilities include a full bar and private dining room.

There is also a student pub on campus - the Brig - and vending machines in many reception areas throughout the campus.

#### Photocopiers

Photocopiers are available in the Library during all its open hours and in the Documentation Centre.

#### Public telephones

Coin and card operated telephones are available in reception areas of the school and hotel.

#### Public transport

Public transport runs between the Victoria and Alfred Hotel at the Waterfront and the Cape Town railway station in Adderley Street, every 15 minutes from 06h30 to 19h00 in both directions.

#### Resident student lounges

Furnished lounges with television sets, refrigerators and microwave ovens are available for use by students resident on campus.

#### Health and medical

Medical treatment for all normal health problems, including personal counselling, is available from the Student Health Service on UCT lower campus.

#### Sport

MBA and EMBA students are eligible for membership of all UCT sports clubs.

#### Residence

Student accommodation is offered in the Breakwater Lodge at special rates on either a monthly or half-yearly basis. The cost includes breakfast and dinner during academic terms only. Single students may select either shared accommodation or a private suite. Shared accommodation consists of two adjoining rooms with common bathing and toilet facilities. Suites comprise a bedroom/study and adjoining lounge with private shower, washbasins and toilet. Couples (without children) may also be accommodated in a suite. A modest furnished lounge, equipped with a television, kettle, refrigerator, and microwave oven, is shared between approximately every 20 rooms.

#### Sport and leisure

The GSB offers a venue and the weather to accommodate any sporting and outdoor dream - whether it is sailing, surfing, mountain biking, running, horse-riding, paragliding, rugby, soccer, golf or any of a hundred outdoor activities. At the same time Cape Town is one of South Africa's leading centres of jazz,

opera and theatre, and has recently been placed in the top 10 culturally most creative cities of the world.

#### Career Services

The Career Services Office assists students and graduates in their search for employment by facilitating their introduction to leading recruiters. More importantly, it also works to equip them with the confidence and tools to manage their future careers. The Office offers a broad range of resources, expertise, information and services to promote career development.

#### Workshops and Job Search Presentations

This service focuses on the job search process by coordinating related workshops and presentations including interventions on Career Life / Work Planning in association with Andrew Bramley Career Consultants. Guest speakers, drawn from the alumni body and representing a variety of sectors, are also regularly arranged. Known as "Day in the life of" events, alumni speak freely to students about the obstacles they faced on entering their particular sector and how they overcame those. The insights generated have proved to be very valuable to students. The events also provide students with an opportunity to network with past graduates.

#### Annual Guide to UCT Graduate School of Business Students

Students from the MBA, Executive MBA and AIM programmes are encouraged to place their profiles in the Annual Guide. This publication, which is printed in June of each year, is distributed widely to recruiting organisations and enables students to market themselves under the GSB banner.

#### Resource Centre

The Resource Centre houses reference material covering the job search process including information about companies and practical tips as to how to write a CV or covering letter.

#### Alumni Network

Students are able to tap into the expertise of alumni via information gathering interviews and other networking opportunities facilitated by the Career Services Office.

#### CV Critique Service

CV writing presentations are offered to students during the course of the year by an independent specialist. These presentations give students the initial tools to write their CVs. Once they have attended the presentations and worked through the content and design of their CVs, the Career Services Office assists with a critical critique of the completed CV.

#### Assisting walk-ins

Prospective students are often referred to the Career Services Office to discuss their career path and the relevance of studying at the GSB. The office engages in conversation with the prospective student and in some cases introduces them to a network of current students or graduating students who face similar challenges and questions.

### Individual Career Advisory Service

This service accommodates students who wish to discuss their career development on an individual basis.

### The GSB Network

The GSB alumni network comprises more than 13 000 past GSB students including over 9 000 alumni in South Africa and 4 000 alumni in 68 countries around the world.

The alumni body constitutes a dynamic networking forum both for current students and the alumni themselves. GSB alumni hold key positions in some of the world's leading companies.

Both students and graduates rate the GSB network highly and it is estimated that students finding work – particularly internationally – typically do so through alumni contacts. Alumni are a living advertisement for the quality of the GSB both by their proficiency in their chosen careers and the enthusiasm they express for their GSB experience

home | contact | site info | UCT | the GSB edge | search | site feedback

academic programmes | executive education | corporate learning | alumni | facilities | faculty & research | centres of expertise | news

Back

Download application forms

Request information pack

Application checklist

**Selection criteria**

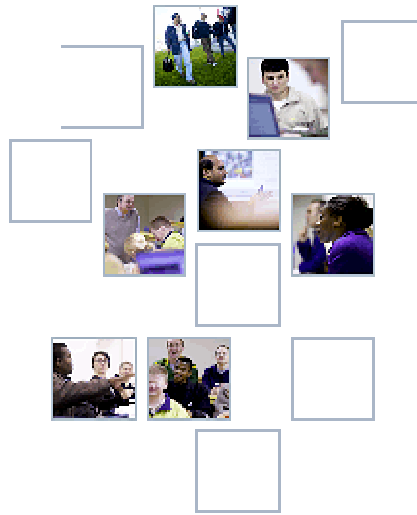
GMAT preparation course

Frequently Asked Questions (FAQ)

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## GMAT

All applicants are required to write the [Graduate Management Admissions Test \(GMAT\)](#). The GSB is the only business school in South Africa that insists on GMAT as a criterion for entry, believing that it is an important international benchmark and points to problems that a student is likely to encounter especially on the quantitative course.



The GSB offers a five-day [GMAT Preparation Course](#) to help students prepare for both the verbal and numerate aspects of the test.

## Other criteria

Work experience, background, occupational career pattern, letters of reference by employers and other qualified referees will also be considered as part of an application. These criteria may, from time to time, override the GMAT score. Admission to the programme is also guided by considerations such as whether the applicant will make a contribution to the programme as well as benefit from it.

## Work experience

Applicants should preferably have work experience. In addition The GSB will assess:

- Personal strengths such as ideas, talents and motivation for graduate business education.
- Interpersonal skills, maturity, realism, ambition and sense of purpose.
- Intellectual ability and academic achievement.

## Qualifications

Applicants should have an undergraduate degree or an equivalent qualification recognised by the University of Cape Town Senate. Examples include membership of the Chartered Institute of Management Accountants (CIMA) and Chartered Institute of Secretaries (CIS). In certain cases, non-degreed applicants may be considered. If an applicant does not have a degree, they are required to have a record of career achievement and proven academic ability. Their application should include a case study -



details of which are provided during the application process.

### **Fluency in English**

Applicants whose mother tongue is not English may be required to produce a [TOEFL certificate](#) to verify fluency in English.

### **Interviews**

GSB Admissions will liaise with applicants in this regard. If the GSB is not able to arrange for an applicant to be interviewed personally, particularly in the case of overseas applicants, a telephonic interview will be arranged. Applicants must advise GSB Admissions of any extended travel plans and contact telephone and/or fax numbers for the duration of the application process.

### **Learning Diagnostic Test (LDT)**

All applicants are required to complete the LDT (Learning Diagnostic Test). For details on test visit website [www.uct.ac.za](http://www.uct.ac.za) under (Alternative Admissions Research Project) Test. This test is part of the selection criteria and will be used to assess the applicant's potential in order to be able to provide the necessary individual academic support during the programme.

### **For more information contact**

GSB Admissions  
The Graduate School of Business  
University of Cape Town  
Private Bag  
Rondebosch 7701

Tel: +27 (0)21 406-1338/9 or 406-1175

Fax: +27 (0)21 421-5693

E-mail: [info@gsb.uct.ac.za](mailto:info@gsb.uct.ac.za)

Website: [www.gsb.uct.ac.za](http://www.gsb.uct.ac.za)

### **WHAT SETS THE GSB APART? THE GSB UNIVERSITY OF CAPE TOWN**

**Date Accessed 27 November 2007**

<http://www.gsb.uct.ac.za/gsbwebb/default.asp?intpagenr=251>

### **what sets the GSB apart? The GSB edge**

Reputation Transformative learning

Ranked as one of the top business schools in South Africa, the GSB has four decades of success in developing business leaders. GSB graduates consistently go on to achieve highly in all sectors of society and all over the world. Their success creates an enduring reputation for the School.

GSB programmes are at the cutting edge of management education. The School continually pushes the boundaries and challenges students on every level to ensure that they grow both personally and professionally.

MORE

International credibility Emerging economy expertise

The GSB is infused with the spirit of internationalism. From an international faculty, student and alumni body to an international quality label and exchange programme, the School is firmly oriented to the global environment. The GSB is taking the lead in South Africa in developing a business school that is adapted to the circumstances of a country and continent where the imperatives are democratisation, international competitiveness and economic growth.

MORE

<http://www.gsb.uct.ac.za/gsbwebb/default.asp?intpagenr=250>

### **Reputation The GSB edge**

The University of Cape Town

The GSB is part of South Africa's leading research university – the University of Cape Town. Founded in 1829, UCT is South Africa's oldest university. It is well-known for its leading-edge research and scholarship and enjoys an outstanding reputation internationally. The GSB regularly draws on the expertise within the University, giving students valuable access to teaching and research beyond the bounds of a traditional business education.

Alumni achievements

GSB graduates are world-class and have shown that they can hold their own irrespective of where they come from and where they operate. Their success creates an enduring reputation for the School. GSB alumni have achieved highly both in the public and private sector and as entrepreneurs. Well known graduates include Mike Levett, chair of Old Mutual, Sandile Zungu, chair of Denel, Kim MacFarland chief operating officer of Investec Asset Management and 2002 Businesswoman of the Year and Mike Thompson, regional executive of Nedbank Corporate.

Objective measures

Confirmation of the GSB's reputation for excellence can be found in the School's consistently high ranking by the Financial Mail survey of South African MBAs. The School is also accredited by the European Foundation for Management Development, which confirms that its programmes meet international standards. The GSB is one of only two schools in South Africa to have this endorsement. It is also the first tertiary institution in South Africa to join the Proudly South African campaign which attests to its high standards.

Top faculty and research

Students are taught by a wide-range of academics and practitioners drawn from UCT and from around the world. Many are engaged in original research that is changing the way people think about key areas in business and making a vital contribution to the future global competitiveness of South Africa.

#### Board of Advisors

The GSB has assembled an experienced Board of Advisors to help the School to navigate the complexities of the local and global environment. Board members include leading South African individuals from both business and academe, as well as top international figures. For a full list of advisors click here.

<http://www.gsb.uct.ac.za/gsbwebb/default.asp?intpagenr=252>

#### **Transformative learning The GSB edge**

##### Growing the whole person

GSB programmes are holistic and focus on all aspects of development – emotional, intellectual, spiritual and physical. Students and delegates will find that not only do they develop exceptional managerial and leadership skills at the GSB, but that they emerge with a greater sense of self awareness and an appreciation of context that will help them to operate effectively in times of change and complexity.

##### New approaches to executive development

Along with an elite group of business schools world-wide, the GSB is pioneering new and highly effective approaches to executive development. The School uses a mix of systems thinking, action learning and scenario thinking techniques to help individuals integrate their own prior experience, theory and workplace discourse into a coherent and actionable management philosophy.

The School's innovative Executive MBA programme and executive short courses are the primary laboratory for these processes. Evidence emerging from these programmes strongly shows the success of this approach in equipping executives with the skills and confidence to handle complex problems in diverse organisational and socio-political environments.

##### Intensive and actionable

GSB students are immersed in the learning experience for the duration of their time at the GSB. The full-time MBA programme in particular – which is one of the few quality programmes internationally that runs for less than a year – compresses learning and reflection into a short and intense period helping students to develop the ability to manage under pressure. All GSB programmes are also designed to deliver relevant and workable ideas. Through real workplace projects or consulting exercises, students get to apply the theory of what they have learnt to a real situation.

## Entrepreneurship, leadership, communication and sustainable development

The GSB is developing new streams of learning around communication, leadership, entrepreneurship and sustainable development. The School is the only business school in South Africa to make these streams an explicit part of its core curriculum. This enriches the learning experience, helping to ensure that students gain the broadest possible perspective of business.

<http://www.gsb.uct.ac.za/gsbwebb/default.asp?intpagenr=254>

### **International credibility The GSB edge**

#### International accreditation and links

The GSB is accredited by the European Foundation for Management Development, the recognised centre of excellence in its field in Europe. The School is one of just two in South Africa to have achieved this recognition. The accreditation takes the form of an EQUIS European quality label and gives students and employers the assurance that the School's programmes measure up to the best in the world. The GSB is also one of only 21 non-American members of the Graduate Management Admissions Council. Membership of this prestigious Council is by invitation only.

#### Exchange programme

The GSB has a thriving exchange programme with 25 of the world's top business schools including London Business School, Columbia Business School, ESADE, Duke, Stern, UCLA, Washington (Seattle), City University of Hong Kong, Indian School of Business and Cranfield. The exchange allows MBA students to spend a term at these schools giving them a different perspective on their studies. The School also benefits from the influx of exchange students from partner schools who bring with them new insights and ideas.

#### Student body

The student body has a high proportion of international students drawn from Africa and further afield. Numbers vary from programme to programme, with the full-time MBA and Executive MBA programmes attracting the highest number of international students. International students significantly leaven the mix of each class, which helps to generate lively debate in the classroom.

#### Research and teaching

Many GSB faculty are recognised internationally for their contribution to research and teaching and the School is by far the most international in its publication record, when compared with other South African business schools. The School also draws on the resources of a number of international visiting faculty that come from some of the best business schools around the world.

## GMAT

The GSB is the only business school in South Africa that insists that MBA applicants sit the GMAT test as a criteria for entry. GMAT is an important international benchmark and is commonly required by all of the world's leading schools.

<http://www.gsb.uct.ac.za/gsbwebb/default.asp?intpagenr=255>  
Emerging economy expertise The GSB edge

## A new model of a business school

Some two thirds of the world's population lives in emerging economies, which are characterised by an unusual degree of complexity and uncertainty. The significance of these regions to international business, and to the role of business schools in equipping leaders and managers to be effective in such circumstances, is obvious.

The GSB is taking advantage of the fact that it is located in Africa to respond to these challenges. It is pioneering a new model of a business school, one that is both international in orientation and suited to countries where simultaneously there are imperatives of socio-political transformation, international competitiveness and economic development. The School believes that it is only by taking this route that it will equip business leaders with the knowledge, depth and vision needed to steer South Africa and other developing societies to success both at home and on the international stage.

## Research focus

Through its research, the GSB is enlarging and articulating its understanding of the role and future of business in emerging economies. This research is laying essential foundations on which to build South Africa's international competitiveness. Current research programmes range from the Global Entrepreneurship Monitor, which looks at South African entrepreneurs in a global context and at what makes them successful or not, to individual research carried out by faculty and students.

## Local and national engagement

A key part of the School's philosophy is to ensure the relevance of the curriculum to local and national circumstances and needs, as well as to ensure that, wherever feasible, its activities are undertaken in a way that achieves positive developmental impacts. In the Western Cape, the School has initiated a number of projects that are designed to add value to the local economy as well as to enrich students' appreciation of context. Examples include the work of the Centre for Innovation and Entrepreneurship, which is working with local businesses, ranging from township enterprises to those that are knowledge-based and internationally ambitious, and the work of the

Centre for Leadership and Public Values (CLPV). The CLPV is running an Emerging Leaders Programme that is engaging directly with the needs of and challenges facing young leaders across southern Africa. The School, in association with Cambridge University and the National Business Initiative, is also involved in running a programme that is grappling with critical issues around sustainable development in Africa.

#### African initiatives

In the last decade, the GSB has been building its connections with Africa. The School now regularly hosts students and short course delegates from sub-Saharan Africa and, in 2002, mounted a recruitment drive in East Africa. Other initiatives include a distinctive programme for policy-makers, regulators and executives on the privatisation and regulation of public utilities in Africa and an executive development programme that is tailored to the needs of multinational companies operating in Africa. The School also now runs its flagship executive short course, the Programme for Management Development in Kenya once a year.

Beyond Africa, the GSB is working to form additional alliances with top-class institutions in Asia and other developing countries to complement and augment its partnerships in Africa and the industrialised world.

University of Stellenbosch

**UNIVERSITY OF STELLENBOSCH BUSINESS SCHOOL**

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E-mail: Send us an e-mail

Web-Site: Visit our web-site

Postal Address: PO Box 610, BELLVILLE, 7535, Cape Town, South Africa

<http://mba.co.za/school.aspx?rootid=7&schoolid=27>

**DATE ACCESSED: 15 NOVEMBER 2007**

**School Introduction**

The University of Stellenbosch Business School (USB) offers an MBA, two other Master's degrees, a PhD as well as certificate courses in executive development. The USB's programmes are internationally accredited and have leadership development as a strong theme. The USB experience is also characterised by personalised service.

The USB is the only business school of a South African university with two international MBA accreditations: EQUIS and AMBA. The USB is also a member of the European doctoral association, EDAMBA.

The School uses an individualised leadership development process to cultivate sustainable leadership throughout its MBA. This starts with an assessment of the students' leadership competencies and profile, after which a development plan is implemented. Individual feedback, discussion sessions, the latest thinking in the field of leadership, academic subjects and reflective exercises form part of the process.

The USB's MBA offers a learning experience which focuses on the unique challenges of South Africa and Africa, while also taking the international practice into account. The USB, like other top business schools in the world, places applied research high on its agenda.

Partnerships with over forty business schools in the UK, Europe, Australia and Asia lead to the exchange of students and lecturers. The USB also designs academic modules for visiting groups from its international business school partners.

The USB is situated on the Bellville Park Campus, some 25 km from the centre of Cape Town and 35 km from the main campus in Stellenbosch.

<http://mba.co.za/school.aspx?rootid=7&schoolid=27&pageid=overview>

**DATE ACCESSED: 15 NOVEMBER 2007**

### **Programme Overview**

#### THE USB MBA

The USB MBA will equip participants with theory as well as real-world management and leadership competencies. The outcome of this will be the acquisition of knowledge that can be applied in any industry and any country.

In addition, each participant will follow an individualised leadership development programme throughout the MBA. Participants will develop a core of functional knowledge and skills, while holistic thinking will be stimulated by the systems approach. Specialisation opportunities are provided through electives, specialist areas and research reports. The following programme options are offered:

MBA FULL-TIME (English) 1 year of lectures\*

MBA PART-TIME (English) 2 years of lectures\*

MBA MODULAR (English) 2,5 years of lectures\*

MBA MODULAR (English and Afrikaans)\*\* 2,5 years of lectures\*

\*Students have to complete a research report in the period following completion of lectures.

\*\*The USB is the only business school in the south of the country (and one of only two in South Africa) which offers classes in Afrikaans.

<http://mba.co.za/school.aspx?rootid=7&schoolid=27&pageid=faculty>

**DATE ACCESSED: 15 NOVEMBER 2007**

#### Faculty & Staff

The USB employs a combination of academic staff (full-time faculty, professors extraordinaire, visiting international faculty, part-time faculty and researchers) and experts who have distinguished themselves as local and international business leaders in order to give students exposure to academic learning and real-world experience from across the globe. Click here for a list of our faculty members

<http://mba.co.za/school.aspx?rootid=7&schoolid=27&pageid=student>

**DATE ACCESSED: 15 NOVEMBER 2007**

### **Student Body**

Annual intake

Number of MBA groups: 4 groups with 50 - 100 students per group

Total number of new students for 2007: 230

Age:

Under 25: 2%

25-30: 31%

31-36: 37%

37 & older: 30%

Gender:



Male: 72%  
Female: 28%

Nationality:  
SA: 81%  
Foreign: 19%

Geographic location:  
Western Cape: 53%  
Rest of SA: 27%  
Foreign: 20%

First qualification(s):  
Commerce: 30%  
Engineering: 18%  
Natural & Physical Sciences: 13%  
Arts & Humanities: 8%  
Other: 31%

Work field:  
Management: 25%  
Finance: 14%  
Engineering: 9%  
IT: 7%  
Marketing: 6%  
Other: 39%

Work experience:  
2 years: 25%  
3-6 years: 33%  
7-11 years: 25%  
12 years and more: 17%

Industries they work in:  
Financial Services: 14%  
Trade & Industry: 7%  
Agriculture, food and beverages: 10%  
Health & medical: 8%  
Management & Consultancy: 3%  
Other: 59%

<http://mba.co.za/school.aspx?rootid=7&schoolid=27&pageid=facilities>

**DATE ACCESSED: 15 NOVEMBER 2007**

**Facilities & Resources**  
IT FACILITIES

The USB's IT facilities include wireless broadband internet access and computer-assisted learning via WebCT. Software packages such as McGregors BFA Net, I-Net Bridge, Reuters and ISM are available for educational and research purposes.

Students have access to computers via a purpose-built classroom equipped with computers and audiovisual equipment, various computer workstations, a large computer laboratory, a cyber café and syndicate rooms all over the campus. Network connections for private notebooks are available.

#### INFORMATION CENTRE (LIBRARY)

The USB's world-class information centre (USBI) provides access to some 15 000 printed publications, 4 000 full-text electronic books, 70 printed journals and 22 000 full-text electronic journals. USBI is linked to over a 105 local and international databases, including SABINET, EBSCOHOST, GARTNER and EMERALD.

USBI provides a full-service information desk for courier, photocopying, fax, e-mail and related services. Knowledgeable staff members will assist users with information sourcing and literature searches.

#### LECTURE THEATRES

All lecture theatres are equipped with the latest audiovisual equipment. Computer network facilities are available in the lecture theatres.

#### ACCOMMODATION AND CAFETERIAS

The Bellvista Lodge on the campus has 41 comfortable air-conditioned rooms, each with DSTV, a study area, telephone and tea/coffee-making facilities. The Annexe has six bedroom units. The Lodge also has a full-service restaurant and a cosy bar. Hotspot internet access is available in all rooms and public areas of the Lodge. Two other cafeterias offer meals and snacks.

#### PUBLICATIONS

USB Agenda (biannual magazine for clients and alumni)

LEADER'S LAB (new publication focusing on research at the USB, available from August 2007)

E-newsletters (fortnightly)

MBA brochure (once a year)

Executive education brochure (once a year)

#### EXCHANGE STUDIES AND STUDY TOUR

Exchange study options for USB students: After the completion of the compulsory MBA subjects, students may enter into an exchange programme and attend classes at one of the USB's partner schools abroad (over 40 international business schools). Credits may be earned by completing three subjects abroad and/or a mini research report for the final phase of the MBA. To arrange for exchange study abroad, students need a valid study permit for the country visited. Students may also choose to do electives at these schools.

MBA International Study Tour: USB students have the opportunity to partake in an annual study tour abroad. Lecture programmes at two leading business schools and company visits form part of the itinerary.

#### CAREER AND ACADEMIC GUIDANCE

The USB Career Centre provides career guidance and planning. This includes one-on-one feedback by an industrial psychologist on selection tests and leadership measurement instruments. Client services officers and MBA administrators also provide assistance.

#### MENTORING

Through the USB's Mentorship Programme, alumni provide practice-based support to students. This service is offered in association with the USB's Career Centre.

#### RECREATION

The USB campus is close to popular shopping malls, entertainment, restaurants, first-class health care facilities and sports facilities such as gymnasiums and golf clubs. Also within easy reach are the famous winelands, magnificent mountain ranges, beaches and nature reserves.

[http://www.usb.sun.ac.za/usb/discover/mediareleases/mediareleases\\_23-05-2007\\_eng.asp](http://www.usb.sun.ac.za/usb/discover/mediareleases/mediareleases_23-05-2007_eng.asp)

**Date Accessed 23 November 2007**

#### COMMUNICATIONS

Media Releases

22 May 2007

#### **USB-ED launches Business Women's Academy**

The Business Women's Academy, the first of its kind in the country concentrating on women in business, was launched by USB Executive Development Ltd (USB-ED) of the University of Stellenbosch Business School, in association with HERS-SA, on Tuesday 22 May 2007. HERS-SA is a leading non-profit organisation dedicated to the advancement of women.

The first activity of the Business Women's Academy will be a five-day, interactive, professional development seminar for business women in southern Africa taking place from Sunday 21 to Friday 26 October 2007. It is aimed at women currently employed at senior management level, or possessing the potential to develop to that level.

The Academy provides a unique opportunity for women to utilise and "shape" the programme to suit their development needs. Each morning the delegates will hear high-profile plenary speakers chosen for their expertise. Afternoons will be devoted to professional development workshops pre-selected by the delegates. Evening dinners serve as networking opportunities enhanced by

the contributions of inspirational women who will share their life and career stories.

Willemien Law, head: Open Programmes at USB ED says: "The Academy will provide women with the opportunity not only to grow their academic knowledge, but also to network and share their career stories with other women facing the same challenges in business. As USB-ED and HERS-SA, we wish to become the learning partner of women in business, and this Academy is one avenue through which we can stimulate debate and discussion around leadership and management."

Prof Laetitia van Dyk, the guest speaker at the breakfast launch and head of the USB's Centre for Leadership Studies and former HR director of UK Retail Banking for Barclays PLS, highlighted the current situation of women in business.

"According to the latest census of the Businesswomen's Association on women in corporate leadership, state-controlled enterprises are doing much better than JSE-listed companies as far as transformation on the basis of gender is concerned. This census notes that although women make up 42,9% of our working population, only 13,1% of all directors, 4,3% of chairpersons of boards, and 2,6% of CEOs are female."

She also said that a writer in the magazine Finweek, in commenting on the results of last year's census of women in corporate leadership, had noted the rather strange situation that it seemed easier for women in South Africa to become directors or chairpersons of boards than CEOs.

Since 2001 USB-ED has been delivering high-quality non-degree management, leadership and specialist programmes as public (open) or company-specific, tailor-made courses. Organisational development and coaching form part of the USB-ED offering.

HERS-SA, a registered voluntary association, is a managed network, formed to address the critical shortage of women in senior positions in the Higher Education (HE) sector in South Africa. HERS-SA has earned its reputation via its highly successful Academy for Women in Higher Education, that attracts over 80 women from across Africa annually.

Contact: Heilet Bertrand on 021 918 4343 or [heilet.bertrand@usb-ed.com](mailto:heilet.bertrand@usb-ed.com), or Laura Kirsten on 021 918 4478 or [laura.kirsten@usb-ed.com](mailto:laura.kirsten@usb-ed.com) for more information.

[http://www.usb.sun.ac.za/usb/discover/mediareleases/mediareleases\\_15-02-2007\\_eng.asp](http://www.usb.sun.ac.za/usb/discover/mediareleases/mediareleases_15-02-2007_eng.asp)

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COMMUNICATIONS

Media Releases

15 February 2007

USB-ED of Stellenbosch Business School strikes agreement with black partners

Black women empowerment group WIPHOLD and Vincent Raseroka join hands with Stellenbosch University executive education company

On Wednesday (14 February), USB Executive Development Ltd (USB-ED), the executive education arm of the University of Stellenbosch Business School, announced that it has concluded a black economic empowerment (BEE) transaction with a prominent black company, WIPHOLD, and a businessman, Vincent Raseroka. The deal saw WIPHOLD and Raseroka acquiring a 26% interest in USB-ED, with Stellenbosch University remaining the majority shareholder.

The deal has been facilitated by leading private education provider Educor which sold its 15 per cent stake back to USB-ED with the aim of creating the first true BEE public private partnership in South Africa's executive education arena.

Said Frik Landman, CEO of USB-ED: "Educor enabled us to create a first of its kind in this market. It is part of our long-term vision to become one of the world's top ten business schools focusing effort on the African continent. In order to achieve this, the ability to learn and to adapt underpins our strategic effort. So, on the surface, the rationale for such a transaction is rather simple. However, for us this is about more than just a once-off event. We chose our partners because they share with us the passion to develop leaders and organisations in Africa – these leaders and organisations find themselves in powerful positions today, and they seriously shape the economic and social landscape."

Managing director of Educor, Hennie Louw, says Educor remains very committed to its success. "The sale of our stake has contributed meaningfully to USB-ED meeting its empowerment goals. The new ownership structure will allow the company to strengthen its already excellent reputation, expand its client base and meet the growing demand for corporate training for middle and senior managers."

Landman added: "We have an opportunity to support the development of Africa's future leaders and managers, thereby contributing to a sustainable future. BEE, approached with a performance and not a compliance mindset, opens up opportunities to generate more business as well as to impact positively on challenges such as poverty, unemployment and inequitable distribution."

The group CEO of WIPHOLD, Louisa Mojela, with Gloria Serobe, Wendy Luhabe and Nomhle Canca, masterminded the founding of WIPHOLD as a company dedicated to the economic empowerment of black women. Mojela

has been chairperson of USB-ED's board of directors since its inception in 2001.

"The emergence of WIPHOLD, majority-owned and managed by black women, is a pioneering step in the political and economic empowerment of women. WIPHOLD realises that our economy can never be developed or sustained without also developing the human capital skills of women. We believe this is one of the most dynamic ways a society can multiply its efficiency as well as local and global competitiveness," says Mojela.

"As we seek ways to become credible players in the global market place, the onus is on us to grasp this opportunity offered by USB-ED to make sure that women are equipped with the necessary skills for the ongoing development of our country. WIPHOLD will also help USB-ED to open doors to education in Africa," adds Mojela.

Vincent Raseroka, chairman of various companies and previously managing director of a subsidiary company of Cell C (Pty) Ltd, explains: "My involvement in this deal with USB-ED is based on my passion for business education. Also, as a businessman running multi-million rand companies, I believe I can help emerging executives through education. I understand what is required to achieve success in the real world – it's about sharing knowledge and experience. It's about empowering people with tools so that they will have the confidence to do what is needed.

"Also, I like to look at things from a holistic perspective. As the father of two sons, I know how tough it is to bring up children. One day, they too will need education. I believe I can help USB-ED to embrace a new way of doing business and of dealing with the challenge of building a new business culture," adds Raseroka.

Prof Russel Botman, newly appointed rector and vice-chancellor of Stellenbosch University, said, "This partnership is another first for the University, South Africa and the rest of the world. We need to pause and to be touched by this moment because it is a bold step to become the first provider of executive education with BEE credentials.

"USB-ED did not become BEE compliant merely because of legal compulsion, but because it is an authentic provider of leadership and organisational development in South Africa and Africa. This is the result of a self-renewing initiative because, above all, we as educators also have a responsibility to help build this country and continent," Botman said.

Says Landman: "We feel that we have a good cultural fit with our new partners and we look forward to working together to take our internationally accredited executive education programmes to a wider audience in South Africa as well as the rest of Africa. The focus of our negotiations has been on expanding leadership and management know-how through executive education, with no parties seeking quick gain."

Landman also said this transaction, although focusing on ownership, will also strengthen USB-ED's overall BEE scoreboard.

USB-ED has been offering open and partnership programmes since 2001, when the Business School decided to consolidate its shorter programmes and to deliver executive education via one contact point. USB-ED has since structured its services into open programmes, corporate partnership programmes, leadership and organisational development, and consulting.

"As a company from and on African soil we are adding our voice to the positive business confidence in the country, and choose to contribute to the solutions currently sought in South Africa. In this way, we are also starting to align ourselves to the progressive SA Constitution," concludes Landman.

New partners (from left) CEO of USB Executive Development Ltd (USB-ED), Frik Landman, and Prof Russel Botman, rector and vice-chancellor of the University of Stellenbosch (main shareholder in USB-ED) appear with Louisa Mojela of WIPHOLD and businessman Vincent Raseroka. WIPHOLD and Raseroka are USB-ED's new BEE partners.

[http://www.usb.sun.ac.za/usb/discover/mediareleases/mediareleases\\_28-09-2007\\_eng.asp](http://www.usb.sun.ac.za/usb/discover/mediareleases/mediareleases_28-09-2007_eng.asp)

**Date Accessed 23 November 2007**

## COMMUNICATIONS

### Media Releases

28 September 2007

### **Manyi wants stronger fines to ensure companies comply with employment equity**

The pace of transformation in South Africa is so "painfully slow" that Jimmy Manyi, commissioner of the Employment Equity Commission, wants to recommend to the minister of labour a "quantum of fines" like "10% of turnover" and for remedial action to start sooner in order to force companies to comply with employment equity.

Manyi, speaking at the University of Stellenbosch Business School's monthly Leader's Angle talk today, shot straight from the hip when commenting on issues surrounding the employment of white women, coloured people, young whites and people with disabilities, and whether employment equity is reverse racism.

"We can conclude that the management of the economy is still being controlled by whites, and that more white people are in support and line functions than blacks. Even if you look at black executives, there is nothing

that you can conclude with them because they will tell you: 'I will get back to you'."

Manyi, who is also the president of the Black Management Forum (BMF), says South African companies are referred to as Irish coffee. "There is the white part on top and a mass of black at the bottom, with a sprinkling of black right on top." He used this analogy to explain the dire lack of employment equity at the top, senior and professional management levels in South African companies, as shown by the latest equity figures.

The distribution of the economically active population (EAP) – those South Africans between the ages of 15 and 65 who are able to work – is measured as a percentage in terms of race, gender and disability. The employment equity report then evaluates companies according to how well each population group – black, white, Indian, male female and people with disabilities – is represented and whether the representation of each group in companies is in line with the EAP percentage.

The EAP for blacks is 87,2% (46,9% male and 40,3% female) and for whites is 12.8% (7,3% male and 5,5% female).

"On the issue of white women, the commission is asking: Have we, or have we not, met the policy objective of seeking equitable representation of this designated group? The EAP of white women is 5,5%, but they occupy 14,7% of all top management positions, 19% of all senior management positions and 22,1% of all professionally qualified and middle management positions," said Manyi.

"What precedent do we set by allowing one group to surpass its EAP more than three times? What if we reached 80% of EAP for blacks and simply continued to increase this percentage?" asked Manyi.

He said coloured people should challenge their employers in terms of their EAP and representation in the workplace. "Any other group can also challenge their employers on their EAP."

On the issue of whether young whites should be excluded or included under employment equity, Manyi said young whites are still more privileged than other youths because their parents benefited from apartheid. "For instance, white parents are able to make loans for their kids to study further."

Manyi said there is even a racial element in the employment of people with disabilities. While the representation of disabled people in the workplace has decreased generally, it is still white handicapped males who are being favoured for appointments.



He said employment equity is not reverse racism. This may have been the case if blacks were represented at the rate of 80 % in companies and the act continued to favour them over others.

“Being black is not good enough. There is a serious problem with white gatekeepers at companies who do not see the merit in blacks. People only see merit in people who look like them,” said Manyi.

Employment equity does not need a sunset clause, says Manyi. “The more quickly companies change, the sooner there will no longer be a need for this. Percentages will however always be measured to ensure targets are met.”

The Leader's Angle series of talks is presented by the University of Stellenbosch Business School (USB), the USB Alumni Association, USB Executive Development Ltd (USB-ED) and the Institute for Futures Research of the University of Stellenbosch, in association with FinWeek and KPMG.

A bumper audience came to listen to the Leader's Angle talk at the University of Stellenbosch Business School by equity commissioner Jimmy Manyi (second right). Among them were (from left) Prof Julian Sonn, from the USB specialising in diversity management and leadership development, Busi Mathe from Metropolitan, and Shameemah Fayker from Sanlam.

<http://mba.co.za/school.aspx?rootid=7&schoolid=17>

**DATE ACCESSED: 15 NOVEMBER 2007**

### **POTCHEFSTROOM BUSINESS SCHOOL**

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### **School Introduction**

The Potchefstroom University for Christian Higher Education (PU for CHE) was founded in 1869. It consists of several faculties, schools, institutes and bureaus. The university enrolls more than 25 000 students annually and has formal relationships with a number of universities abroad namely: Baylor University; California State University; Koinon University; Rijksuniversiteit Leiden; University of Twente; and Vrije Universiteit Amsterdam.

The Business School is part of the Faculty of Economic and Business Sciences. Management training on a postgraduate level, in a business school context, started in 1965. For the first five years lectures were presented by members of the different departments in the Faculty of Economic and Business Sciences. In 1979 the Postgraduate School of Management (PSM) was formally established as a full department of the faculty. In 1995 the name changed to the Graduate School of Management (GSM).

Over the years the GSM stayed abreast of developments in the management and leadership fields. Over the last numbers of years it was realised that globalisation and the changing environment of education requires a new approach to business learning. The challenge was accepted and programmes with the needs of the future manager in mind were developed and adapted. High technology distant learning delivery platforms were developed to enhance accessibility of our programmes.

In 1998 the name of the school was changed to the Potchefstroom Business School (PBS) realising that the Potchefstroom Business School is in the business of business schools.

In addition, the Potchefstroom Business School extended its expertise towards the business community and focuses on supplying practical business solutions to real world business problems. The Potchefstroom Business School has successfully served the agricultural, medical, and governmental sectors to name but a few, with its expertise since 1998.

**PBS: Unique competitive advantage**

The PBS, as part of the renowned Potchefstroom Campus of the North-West University, aspires to the highest standards in managerial education and training focussing specifically on the corner stores of:

Professional development, and  
Personal growth

According to the World Competitiveness Yearbook, South Africa ranks very low on all aspects of management development. The Potchefstroom Business School (PBS) accepted this unfortunate reality as a challenge in 1995. However, three other realities also had to be discounted. Firstly, there could be no compromise on the absolute necessity to supply an MBA of international calibre. Secondly, the PBS, unlike just about every other South African business school, is not located in a metropolitan area. And thirdly, the internal imposition of financial limitations by the University as such.

Consequently an MBA programme, with a network of international moderators from a variety of business schools, was designed with unique features include the following:

A total unique and innovative Strategic Thinking Project during the final study school.

As far as gender, race and geography are concerned, a high level of inclusiveness, finely blended with top quality.

The disposal of electives, based on the belief that participants should be coerced into their non-comfort zones.

The subjection of the PBS itself to normal business pressures like the need for productivity; evident in a very high participation lecturer ratio. (We believe in "practise what you preach", as inter alia reflected in our MBA fees).

Based on solid business research, the curriculum is updated to concur with market needs. The most recent update is in effect from 2005.

All modules are in an ongoing quality control system whereby international moderators from all over the world not only provide stringent control on academic quality, but also ensures that international standards are maintained by the PBS.

Being true to our mission of finding Practical Business Solutions, not only as far as the MBA participants and the business world are concerned, but also with regard to the activities and services of the PBS itself.

The ultimate test for every business school is the market itself. And although we realise that constant improvement and even further innovation are required, we are proud of what has been accomplished this far with regard to the for abovementioned challenges.

We are aware that quite a few of the unique features mentioned above are not part and parcel of the conventional business school profile. Actually, sometimes the more accustomed opposites seem to rank higher. From time to time this phenomenon also materialise when journals compare business schools in accordance with the traditional model. Such comparisons are obviously utilised by us towards further improvement. However, always with great care not to be derailed thereby into sacrificing our uniqueness.

Vision of the PBS:

To be known for practical business solutions.

Our goal is:

To change managers and unlock their potential to enable them to create value and make a difference within their organisations.

We are committed to:

Effectiveness and productivity.

Scientific and professional excellence.

Sustained ethical behaviour and a team approach.

Alignment to our business course.

Philosophy of Training:

An integrated approach to management is emphasised.

The training has a sound scientific foundation but is practically orientated.

Central to our training is the belief in business ethics.

Innovation, and strategic thinking are key elements.

To change managers to enable them to meet global challenges.

To equip students with management and leadership skills.

<http://mba.co.za/school.aspx?rootid=7&schoolid=17&pageid=overview>

**DATE ACCESSED: 15 NOVEMBER 2007**

### **Programme Overview**

The objective of the programme is to provide sound theoretical based but practical orientated training to managers. Participants will be subjected to the different fields of management i.e. marketing, finance etc. Functional co-ordination or integration, i.e. lateral co-operation and communication between business functions are emphasised.

The programme concludes with the dissertation and the study of Strategic Management to equip managers with the knowledge and skills of strategic thinking.

Candidates qualify for the degree when they have passed all the subjects of the programme.

The core of the programme consists of subjects offered by most of the major business schools in the world.

A training structure has been designed to enhance contact between lecturer and participant on the one hand, and interaction between participants on the other hand. Participants will be grouped into syndicates, and the training is modelled on work within these groups. The programme is presented on Saturday mornings (07:45 - 14:15) at the Potchefstroom campus, Monday evenings (15:45 - 22:15) at the Vaal Triangle campus (15:45 - 22:15). The programme is divided into two semesters per year and lectures have to be attended on 8 Saturdays or 8 Mondays per semester.

Programme outcomes

On completion of the MBA programme the learner should be able to:

deal with the core dynamics of the various managerial fields with an insight befitting a degree on Master's level;

apply this insight in an integrative manner in complex managerial situations, involving a number of fields;  
put such integration ability into practice with sufficient quality and originality to effectively add value on a senior level in any organisation; and thus perform as a manager leader — empowered with a mind set, skills and ethical foundation appropriate for the twenty-first century.

Syndicate groups

Each learner must join a syndicate group.

The goal is to form multi-disciplinary groups in order to facilitate group interaction, cross pollination and practising group decision making skills.

A group is only as strong as the synergistic sum of its members. Therefore the development of the individual has a high priority in the programme.

Study schools

All learners must attend the scheduled study schools.

Examination philosophy

Assignments and examination answer sheets are graded by the respective module lecturers. The lecturers may employ an assistant if he/she is able to provide a memorandum and/or provide training to the assistant to ensure that the assistant is able to maintain the same standard of examination than the lecturer

<http://mba.co.za/school.aspx?rootid=7&schoolid=17&pageid=faculty>

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### **Faculty & Staff**

Click here for an overview of PBS faculty.

<http://mba.co.za/school.aspx?rootid=7&schoolid=17&pageid=student>

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### **Student Body**

Information currently unavailable.

<http://mba.co.za/school.aspx?rootid=7&schoolid=17&pageid=facilities>

**DATE ACCESSED: 15 NOVEMBER 2007**

### **Facilities & Resources**

The Ferdinand Postma Library

Comprehensive and modern library facilities, enabling access to the latest databases, support learners in their MBA programme development. A wide range of library facilities and services are available to the MBA students on the two main campuses as well as copies of e-learning websites.

Students can also contact the dedicated library personnel for further requests. Access to library, research and computing facilities is available outside normal working hours. This is possible because of the following arrangements:

All students can use the library facilities on the two main campuses during the evenings (22H00).

Students access the library databases and download articles through the internet and by means of an e-mail alternative.

Access to computing facilities is a given, as a personal computer is a prerequisite for admission to the MBA programme.

A full-time appointment at the library to specifically service MBA students.

Access to the Ferdinand Postma library offers a more than adequate holding of books, journals, databases, case studies, indices and other knowledge sources. This exceeds by far, the requirements of a MBA programme participant. Annual additions to these knowledge resources occur by means of budget allocations, resulting in additional purchases and service extensions.

#### PBS Academic Website

The MBA-update website is an academic website which is updated weekly. It contains academic information such as the study schedule, guidelines to students and also powerpoint slides the lecturers use in the MBA classes. In addition, solutions to case studies and other academic problems are also made accessible to students. In addition, the website supports administrative matters and support and also acts as communication medium to students. The website is arranged in the different phases of the programme as well as the modules presented, and contains mainly (to name but a few):

Additional articles;

Class notes and slides from lecturers;

Additional academic newsflashes; and

Solutions to case studies are a few examples of the academic material made available on the website.

The MBA Info Update is updated weekly on Fridays throughout the academic year. However, if more urgent communication is required, the site can be updated within two hours. A full-time webmaster was appointed at the PBS to ensure timely updates and virtually no down-time of the website.

