

Educational Provision of the MBA in South Africa

The road ahead



Purposes

- A better understanding of the value of the MBA as a qualification and its contribution to society. (general)
- A strategy to share resources and experiences among business schools that will help improving identified areas of weakness.
- A strategy to deepen the terms of engagement between business schools and the developmental objectives of the country. (specific)

How was the report prepared?

Point of departure:

- Re-accreditation reports.
- Institutions' submissions.
- Extra quantitative information.

Second step:

- Analysis of the supply side of the MBA (Chapter 1: Landscape).
- Analysis of the performance of each programme against the 13 HEQC criteria. (Chapter 2: Re-accreditation)
- Situated the SA MBAs in the context of broader trends and issues in the international debate about the MBA. (Chapter 3: 100 Years of debates)

How was the report prepared?

Third step:

- Identified issues that needed further attention.
- Developed special chapters to address them.
(Chapter 4: The learning programme, and
Chapter 5: The MBA in South African society)
- Invited institutions to prepare mini-case studies of their practices in areas where they had been commended.

Content of the Report

Business schools

- Reflects on the viability of different organisational models and contents for the MBA and explores the preconditions for delivering good programmes within different organisational contexts and institutional missions.
- Analyses the relationship between the MBA and research education and research production.

Content of the Report

Students

- Discusses the strength and difficulties associated with teaching and learning in a multidisciplinary programme.
- Explores the pedagogies underpinning the learning programmes and their relationship to admission requirements.

Content of the Report

Employers

- The MBA contribution to the world of management and its capacity to renew management practices through teaching and learning, and research.
- The MBA's role in redefining the terms of engagement between business and society.

Content of the Report

Government

- The MBA's role in the context of skills development and the needs of the economy at a national level.
- The MBA's role in improving service delivery within the public service.

Content of the Report

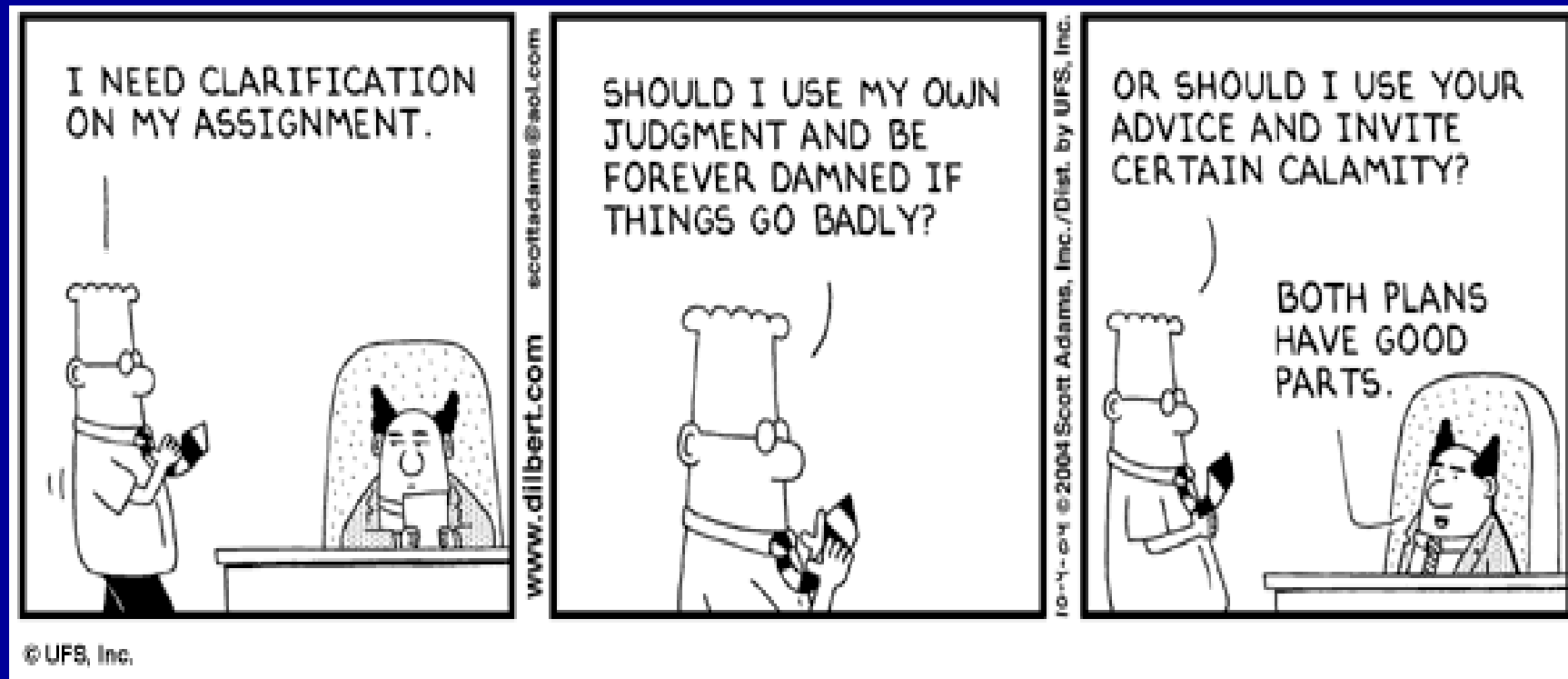
Quality assurance

- Integrated nature of the criteria on governance, learning programme and context in the definition of quality.

Structure of the presentation

- Introduction to the MBA landscape and history.
- Report's findings in relation to business schools.
- Report's findings in relation to employers and government.
- Final reflections.

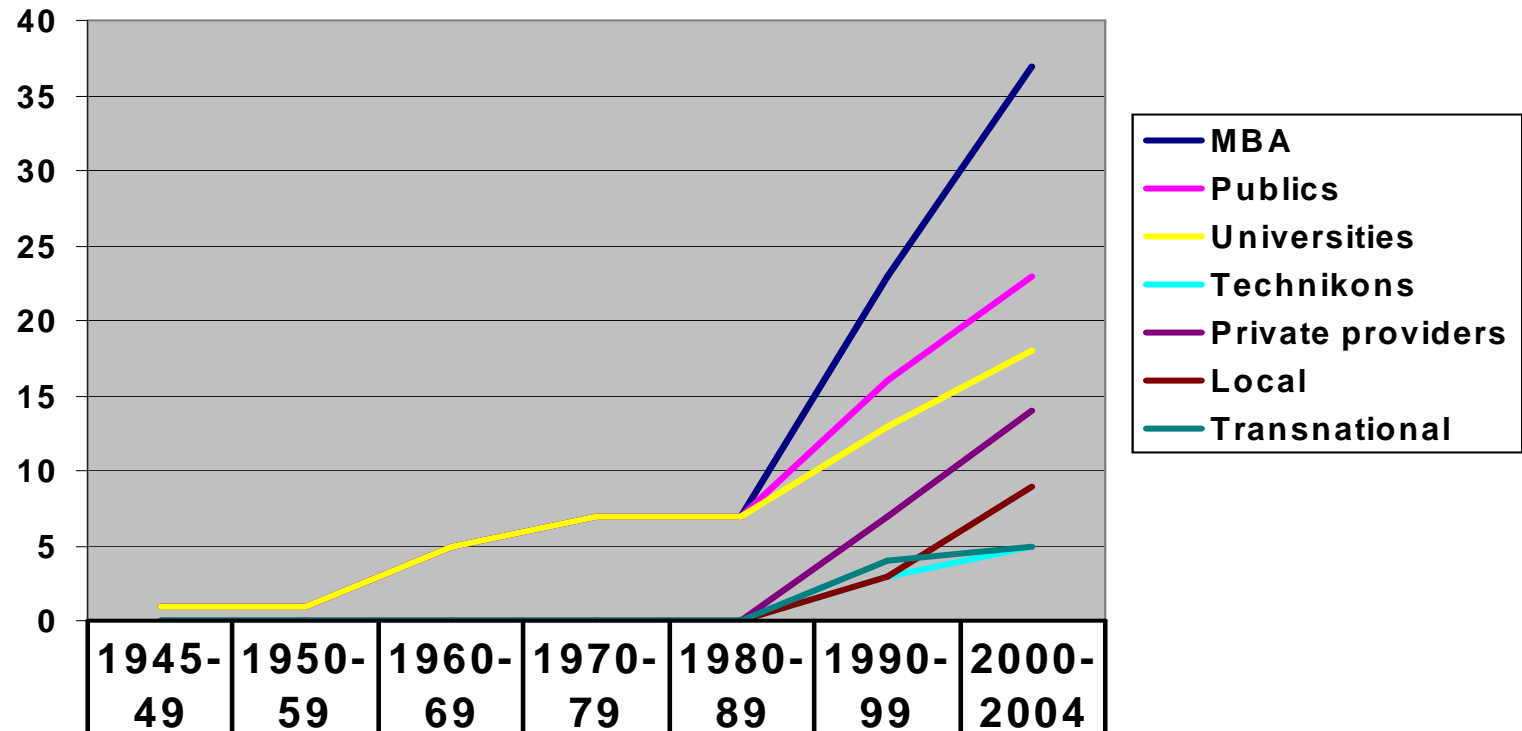
Leadership at the top?



MBA Landscape

- MBA in South Africa 50 years old
- 1949 first business school at University of Pretoria.
- In 1990
 - 7 business schools at public providers of HE
 - 6 at HWI
 - 1 at HBI
 - 4 Afrikaans medium
 - 3 English medium

Dates of establishment of MBA programmes by type of provider



	1945-49	1950-59	1960-69	1970-79	1980-89	1990-99	2000-2004
MBA	1	1	5	7	7	23	37
Publics	1	1	5	7	7	16	23
Universities	1	1	5	7	7	13	18
Technikons	0	0	0	0	0	3	5
Private providers	0	0	0	0	0	7	14
Local	0	0	0	0	0	3	9
Transnational	0	0	0	0	0	4	5

Trends in the expansion of the MBA in the 1990s

Globalisation

Opening
of SA to global
markets

Bilateral
agreements

HE
legislation

Labour
legislation

Public service
delivery

MBA landscape at the time of the re-accreditation

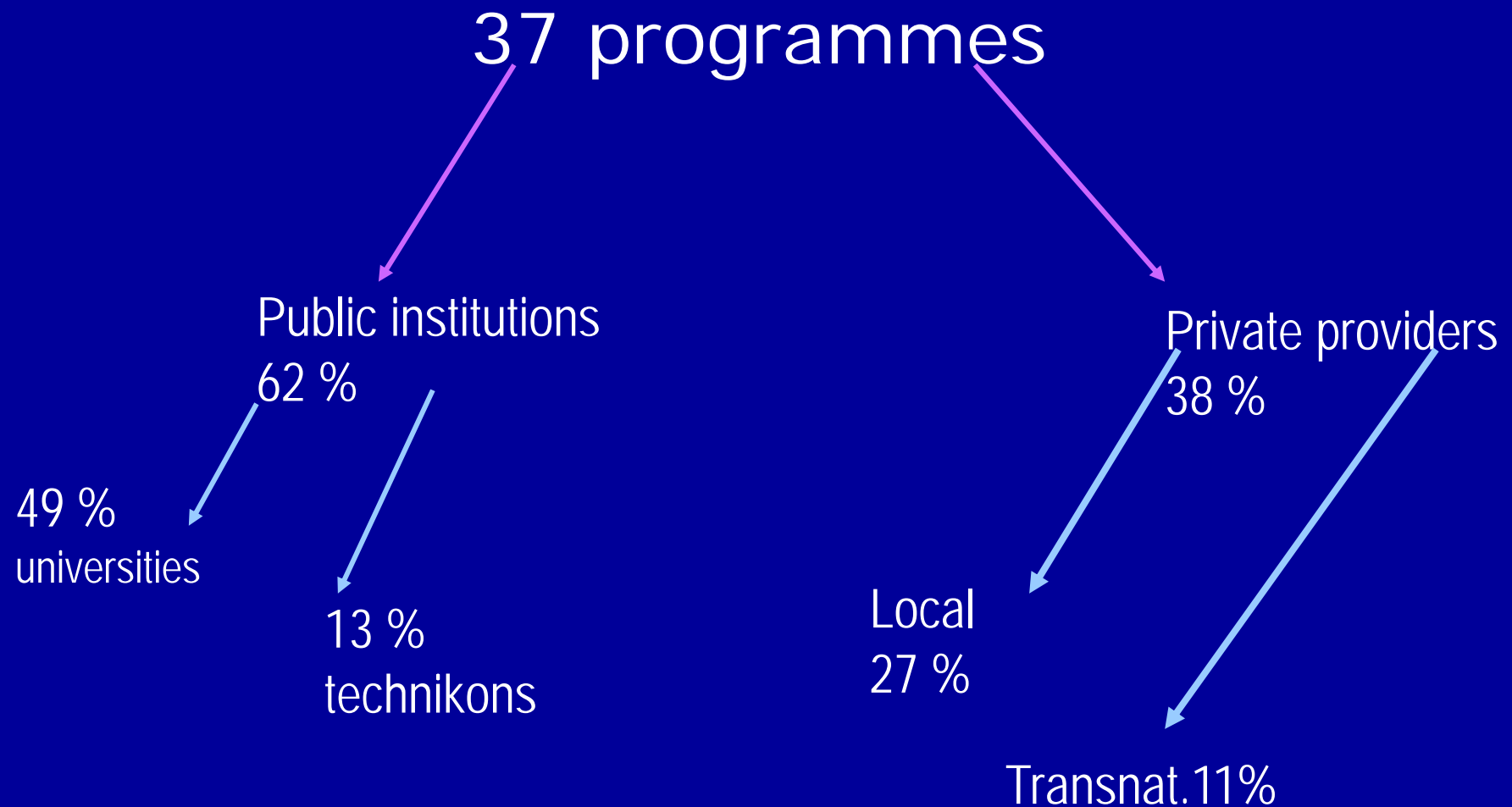
18 public HEI

- 13 universities
- 5 technikons

9 private providers

- 5 local
- 4 transnational

Distribution of programmes



MBA and postgraduate education

- Enrolments in postgraduate programmes went from 70 000 in 1995 to 92 000 in 2001.
- Master's enrolments at universities grew from 31% to 35%.
- Master's enrolments at technikons grew from 16% to 92%.
- In 1995 postgrad enrolments at universities concentrated on humanities and social sciences (39%) and education (23%), business and commerce (16%).

MBA and postgraduate education

- In 2001 postgraduate enrolments in business and commerce disciplines grew to 19%.
- The overall increase in postgraduate education at public HEIs (3781 headcounts in 1995 to 5521 headcounts in 2001) was due to enrolments in MBA programmes.
- **Technikons 18 Mtech in 1995 to 448 in 2001**
- Private providers 77% of the enrolments are in the field of business and commerce and the majority of these are for MBAs.

Issues for business schools

- Viability of different organisational models and contents for the MBA and the preconditions for delivering good programmes within different organisational contexts and institutional missions.
- Analyses the relationship between the MBA and research education and research production.

Professional MBA vs Academic MBA

1st round 1980s

Business
critique

Globalisation

Changes in
accreditation

Different
MBAs

Market
fragmentation



Fragmentation: the issues

- Market fragmentation needs to be seen in relation to programme offerings.
- This has consequences for:
 - The definition of the MBA.
 - Its pedagogical underpinnings.
 - Its relationship with undergraduate and doctoral studies.
 - The standing of the MBA as a postgraduate degree at the master's level.

Professional MBA vs Academic MBA

2nd Round 21st century

Multidisciplinary programmes need to be constructed.

The organisation of the learning programme allows students to have a teaching and learning experience that is multidisciplinary.

Professional MBA vs Academic MBA

2nd Round 21st century

- Professional = relevance
- Academic = rigour

It cannot be a trade-off between relevance and rigour.

Research and the MBA: the issues

- Teaching and learning (relevance).
- Pedagogical experience (relevance).
- The role of research in the training of MBAs.
- Position of doctoral faculty and programmes within business schools.

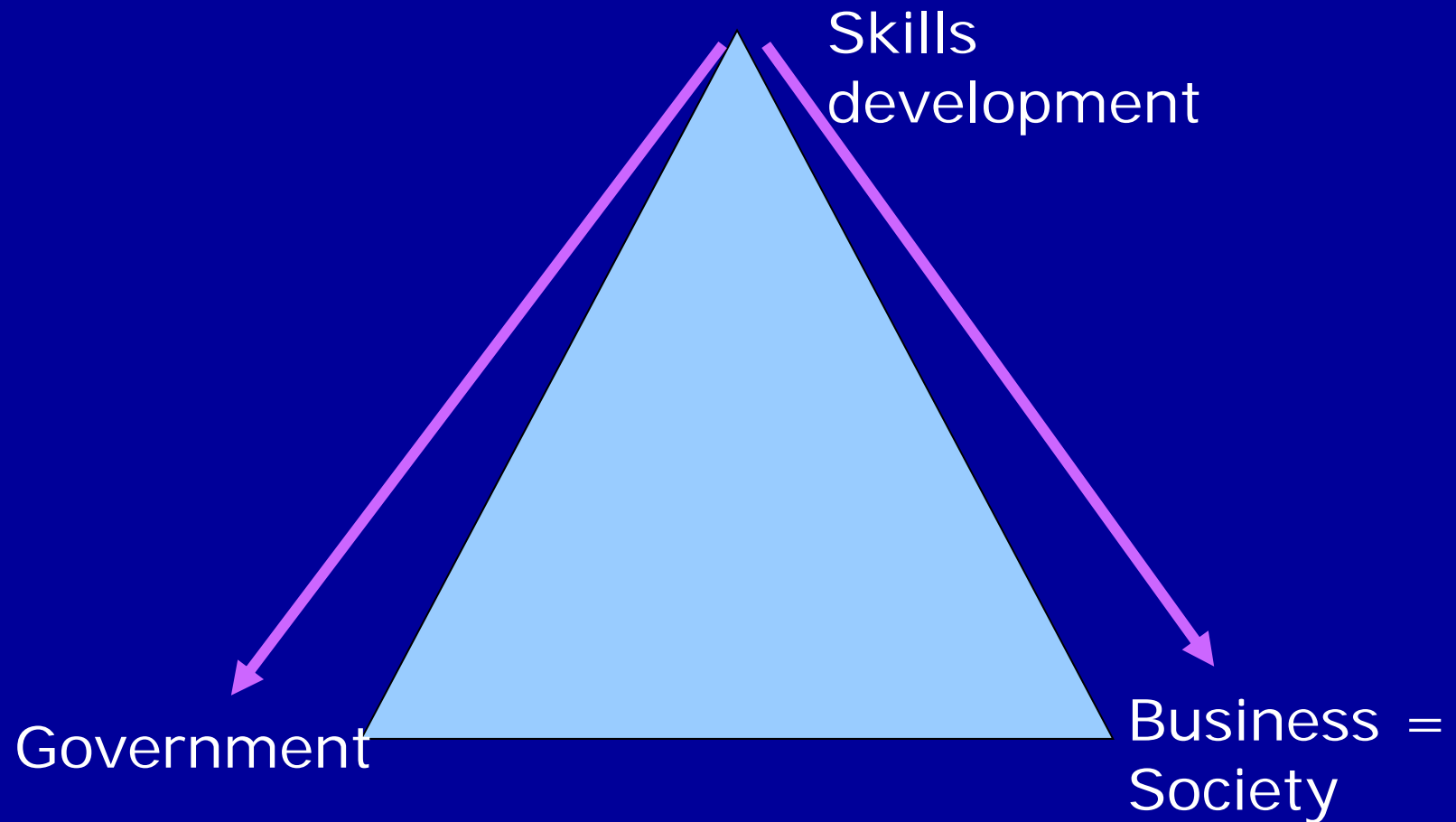
Research and the MBA

- A professional masters is a postgraduate degree at a master's level (half of applied competences are on research).
- Research training and research production by faculty are not only a matter of standards:
- Research skills are enabling tools for independent learning. (analysis and synthesis)
- Research supports: curriculum content renewal through knowledge production.
- Relevance: intersection between local and global.

Issues for employers and government

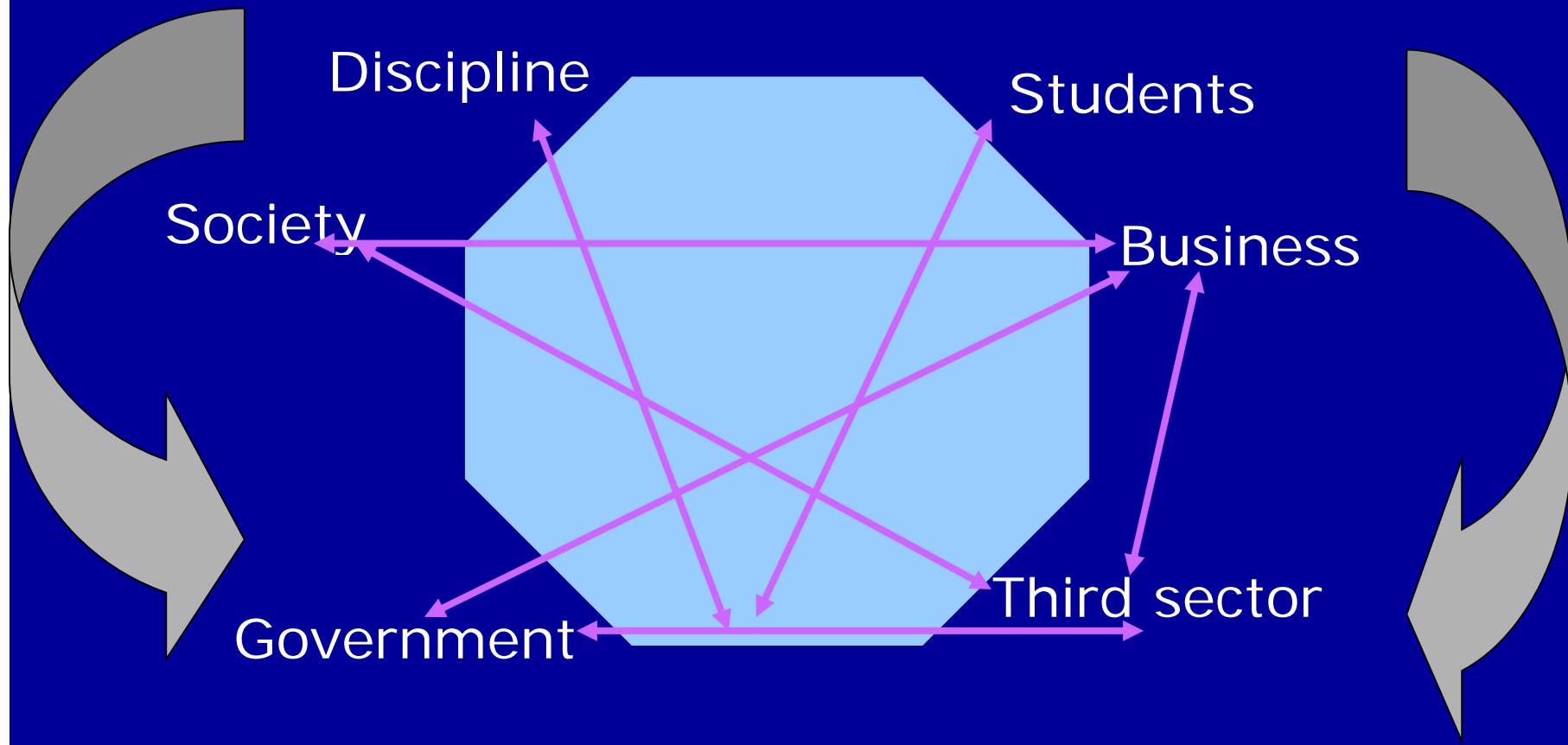
- The MBA's contribution to the world of management and its capacity to renew management practices through teaching and research.
- The MBA's role in defining the terms of engagement between business and society.
- The MBA in the context of national skills development and the improvement of government service delivery.

Simplistic responsiveness



Complex responsiveness

Learning outcomes



Training managers

- Social justice
- Economic sustainability
- Citizenship
- Management education not only contributes to educating new managers but to shape democratic society.
- Business schools have a role in the renewal of management and the disciplines that constitute it.

Managers not MBAs?



Managers not MBAs for government?

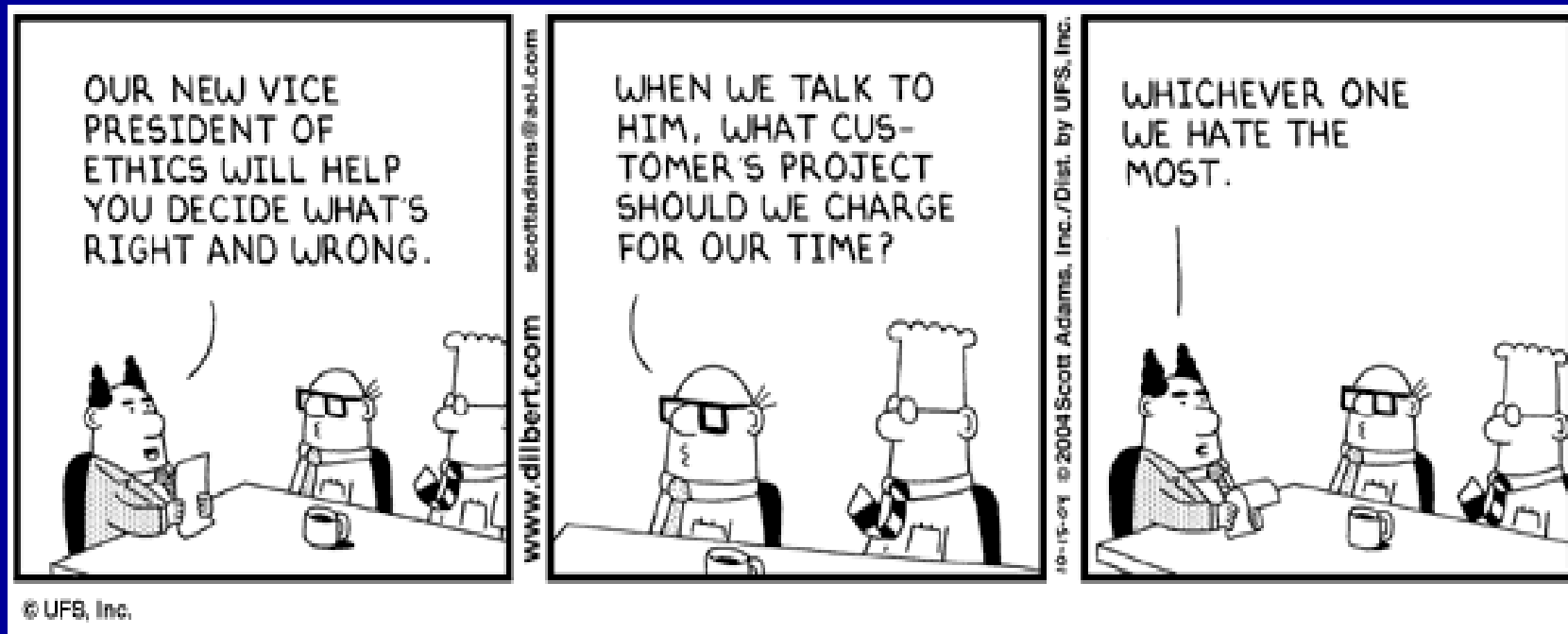
- Differentiate functions of government and private sector.
- Risk of learning technologies that replace thinking in a very specific context.
- Purposes of business and government.
- Knowledge (s) underpinning government delivery.

Conclusion:

some issues to think about

- The manner of the integration of the MBA contents to train managers.
- The role of research in the training of managers and in the contribution of business schools to renew management practices.
- The terms of engagement between business schools and social and economic development objectives at a national level.
- The ways in which and other issues suggested in the report can be taken forward.

When corporate responsibility hits new ethical standards



Thank you