

**AN EMERGING MARKET PLAYER
IN INTERNATIONAL BUSINESS EDUCATION:
THE CASE OF WITS BUSINESS SCHOOL**

Saul Klein*

Lansdowne Professor of International Business
Faculty of Business
University of Victoria
Sklein@business.uvic.ca
Tel. 250-721-6420

and

Mike Ward

Director
Wits Business School
University of the Witwatersrand, Johannesburg
ward.m@wbs.wits.ac.za
Tel. 2711-717-3628

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* Authors listed in alphabetical order. Primary contact is Saul Klein.

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Abstract

Emerging market conditions create enormous challenges and opportunities for management education. These are explored in a case study of South Africa's leading business school.

The changing context in South Africa is reviewed and the pressures of rapid globalization identified. The steps taken to respond successfully to these changes included faculty recruiting, curriculum changes, international study tours, diverse program offerings, local case development and international partnerships.

Going forward, however, the pressures are seen as more internal than external, and encompass issues of institutional autonomy and staffing in the context of political pressures for greater demographic representation.

The South African experience offers both lessons and cautions for other business schools in other emerging markets.

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Economic transition and transformation have been important features of emerging markets over the past decade. In some instances, such as in Central Europe and China, the transition has been from centrally-planned economies to market-based ones, and the key challenges have been to develop managerial skills in market-based economies and post-privatization contexts; see, for example, Spillan and Ziemnowicz (2001). In others, such as in South America and South Africa, the transition has been more from self-sufficiency and autarky to global integration; see, for example, Klein (1998). While the different transitions present different, although somewhat overlapping, challenges for management education in affected countries, more attention has been paid to the former type of transition than to the latter. This paper is an attempt to change the balance and to put the spotlight on a generally neglected region of the world.

South Africa represents an example of a country that went through a rapid transition from self-sufficiency to globalization. What makes this situation particularly interesting is that economic liberalization was accompanied by political liberalization and pressures to transform the economic and institutional base of the country to make it more demographically representative. It is in this context that the role of a South African business school is analyzed below. We begin with a brief perspective on the nature of South Africa's transition, and identify the management development challenges that arose. We then examine the case of South Africa's leading business school, and consider how it responded to these challenges. While the business school has achieved success on

many of its objectives, the transition process entails a number of obstacles, both internal and external, that make adaptive change difficult.

Transition and Re-Entry into the World Economy

Until 1994, South Africa was regarded as a pariah state in the global system. Revulsion with the Apartheid policy led to externally imposed global isolation and trade sanctions. The South African economy, in turn, became driven by the necessity for self-sufficiency. Government ownership of what was ostensibly a market-economy was extremely high, and state-owned enterprises were used as a means to protect a White electorate. Economic efficiency was seen as secondary to political stability, and domestic competitiveness was weak.

The year 1994 marked a significant change in South Africa. Following decades of minority-rule and political oppression, the first democratically elected government in the country's history was elected. The new government, under Nelson Mandela, came to power with a mandate for, and great expectations of, major political and economic transformation. Redistribution of income was recognized both as a political imperative and as an economic necessity if the country was to prosper. It quickly became apparent that redistribution required economic growth and a growth strategy for the country was put in place. Labeled GEAR (Growth, Employment and Redistribution), the policy was based on trade liberalization, macroeconomic reform and budgetary conservatism (Department of Finance, 1996). Revised antitrust policy followed in 1998 (South Africa,

1998a). The role of competition in general, and the private sector in particular, in generating economic growth was apparent in the thinking that sought to attract foreign investment and generate exports. This thinking is consistent with the principles outlined as part of the Golden Straightjacket that emerging markets face (Friedman 2000).

The end of global isolation revealed an urgent need for international management skills. A generation of managers had developed in a largely autarkic environment, with little understanding of and experience with demanding global customers and aggressive foreign competitors. Business had developed practices that served it well in a closed economy, but was largely unprepared for the vigorous nature of international competition. Risks were regarded as experiences to be avoided, rather than managed, and cozy, cartel-like arrangements were common domestically. International rankings of global competitiveness, as a consequence, placed South Africa at the bottom of the tables (IMD, 2000). While world export volumes boomed in the mid-1990's, South Africa actually lost market share in world markets following her reintegration into the world economy (UNCTAD, 2003).

Compounding the skills problem were two other factors: a brain-drain out of the country and political pressure for affirmative action. The early 1990's witnessed a strong exodus of skilled people from South Africa while inbound migration was almost exclusively unskilled. Migration thus exacerbated the shortage of international business skills (Wocke and Klein, 2002). With a political mandate for change, the new government also quickly turned to a transformation agenda that included restructuring the predominately White public sector to become more racially representative and urging the private sector to take similar steps. Legislation followed requiring business to commit to

economic empowerment of historically disadvantaged groups (South Africa, 1998b). Unfortunately, the previously economically excluded were also disadvantaged by an appalling education system. Unlike in Central Europe, where math and science skills were developed in the pre-transition education systems, the South African system of Bantu education (for Black children) led to students being ranked last in international comparisons (TIMSS, 1999).

In short, the 1990s heralded sweeping changes, including affirmative action imperatives, a resulting shortage of Black managers, and the desire of White managers for additional qualifications.

Management Education in South Africa

Prior to 1994, seven universities in South Africa offered MBA degrees. By the end of the decade the number of options increased to over 50 with more local institutions entering the market as well as the entry of foreign business schools, some in partnership with local institutions. The increase in the number of suppliers was both a response to and the cause of increased demand for management education. Foreign schools in particular sought to differentiate themselves on the basis of their international origins. Local institutions generally recognized the imperative to develop international management skills.

Relative to their counterparts in developed countries, the established local business schools tended to operate on a broad scope and their range of activities and

programs was very wide, covering the full spectrum from entry-level managers up to senior levels. Internally, they were all relatively small, few (if any) had more than 20 full-time faculty members, the majority of whom lacked PhDs, and they were largely reliant on state funding. Shorter management development programs were essential in order to cope with the financial pressures of falling state subsidies. This resulted in high emphasis being placed on teaching as opposed to research activities.

By the late 1990's rankings of MBA programs began to appear in the business press (see Table 1) and the leading institutions began to compete more on the basis of their brands than on generic programs. At the top of the rankings, one business school appears to have carved out a leading position. We turn now to the Wits Business School and examine its changing role.

Wits Business School: Past Developments

Formally the Graduate School of Business Administration at the University of the Witwatersrand, Johannesburg, Wits Business School (hereafter WBS) was established under the guidance of faculty from Harvard and Stanford Business Schools. WBS began offering executive programs in 1968, followed in 1970 by MBA degrees. By the end of the millennium, WBS enrolled 3 MBA classes of approximately 60 students each per year, along with some 120 postgraduate diploma students, 40 students in a Masters of Management Program, 450 participants in a variety of certificate programs, and saw some 750 participants in its management development courses pass through its doors

each year. The load was covered by only 22 full time faculty members and a number of part-time lecturers.

WBS is an example of an emerging market institution that has succeeded in the new South African context. This success, as reflected in rankings of business schools, has developed based on a strong commitment to internationalization. The challenges that it faces going forward, however, are also a direct reflection of its emerging market position and the external forces operating upon it.

Beginning in the mid-1990's with a reconceptualization of its role in the new South Africa, WBS took a number of steps to internationalize its offerings. It did so based on a recognition of the clear need to remain locally relevant, and attempted to avoid direct duplication of programs and processes developed in leading business schools in North America and Europe, the risks of which are recognized elsewhere (e.g., Mathews, Rivera & Pineda, 2001). A concern with global competitiveness characterized its educational efforts as well as its own position. For South African business, it was important to understand export markets and global competitors (*cf.* Kedia, Harveston & Bhagat, 2001). For the business school, it was important to compete with the best in the world and build a global brand. In doing so, however, pressures from the local environment loomed large. It was felt that it would be difficult, if not impossible, to obtain recognition through AACSB accreditation, due to the limited number of terminally qualified faculty, and that other approaches would have to be taken.

Faculty

One of the challenges facing an emerging market business school is a shortage of qualified faculty. This problem is particularly acute in South Africa due to the brain drain from the country and extreme salary differentials between state-funded universities and the private sector. Paradoxically, as its graduates were in greater demand, their salaries rose, and the ability of WBS to retain and attract new faculty from its increased pool of graduates diminished.

The academic isolation which characterized the 1980s resulted in a small, insular faculty, many of whom had little international experience of any sort. Academia was not an attractive career option, particularly at the University of the Witwatersrand, which had become a symbol of student unrest and opposition to Apartheid.

One consequence of this situation was a shortage of PhDs. Unlike US and European counterparts, a PhD was never seen as mandatory for faculty in South African business schools. This was partly a consequence of the shortage of faculty and heavy workloads, but also a philosophy that management experience was more critical in an emerging market than academic credentials. Although WBS did embark on a PhD program in the mid 1980s, aimed at developing business school faculty, this was of limited success. Efforts to make this a national initiative also failed.

To break the funding dilemma, and to attract foreign educators to help internationalize its programs, WBS was able to procure limited funding for named Chairs and visiting appointments. This proved to be a useful, albeit not sustainable, way to bring in expertise.

WBS has also been able to maintain good relationships with former faculty members who moved out of the country, and has established a regular core of visitors

from this group. Reliance on this emigrant population brings benefits in that they understand both the local environment and the global context from their own experiences.

Students

As is true elsewhere, a self-fulfilling cycle has developed at WBS. High rankings generate greater student interest, allowing the institution to be more selective, leading to better graduates who in turn help sustain high rankings. As part of its applied orientation, WBS generally requires more work experience (typically in excess of 4 years) for its MBA candidates than do its local competitors. It is felt that students with experience are better able to relate to and apply the lessons learned in the classroom, and that their own experiences add an important layer to the overall educational experience. This is reinforced through a cohort model and extensive use of group projects where students are assigned syndicates at the beginning of the program; syndicate composition is constant for all core courses.

Curriculum

As part of a restructuring of the MBA program in 1997, WBS introduced a new core course in International Business. This course was to play a central role in developing the skills of MBA students in areas relating to global competitiveness. Particular emphasis was placed on understanding the role of an emerging market player in the global economy, and recognizing that market selection requires the transferal of competencies. The result was that a focus was placed on other emerging markets in general. The characteristics of such markets, for example, misguided regulations,

inefficient judicial systems and information problems (*cf.* Khanna and Palepu, 1997), were ones with which local managers had developed skills in coping. These were also considered the most appropriate markets for South African business to enter, based on an identification of early successes, and a consideration of the transfer of local competencies. Not only did other emerging markets represent attractive market opportunities, but they also represented South Africa's major competitors for attracting foreign investment.

The transferal of competencies was partly based on a recognition that emerging markets reward generalist managers as opposed to specialists who are better able to exploit positions in developed markets.

At the same time, South African businesses were attempting to enter foreign markets. This created a new pool of experiences from which lessons could be learnt, about both successes and failures. Executives from these businesses were brought into the classrooms to discuss their strategies and performance, and these were also developed into case studies.

International study tours

WBS realized that to play a significant role in the internationalization of South African management, direct experience with foreign countries was essential. This was true both for faculty development and for student education. The first step was to take faculty on study tours to gain a better understanding of foreign markets, first into India, China and South-East Asia, and then into Europe and the USA and, finally, South America. Based on these experiences, the study tours were rolled out to MBA students in

the mid-1990's, initially on a voluntary basis, and then as a degree requirement. While study tours have become increasingly common in MBA programs worldwide, they are rarely mandatory, even in developed countries. Currie and Matulich (2003), for example, found that while 41% of North American MBA programs had an international travel component, only 6% of programs required students to participate.

The model that developed for MBA study tours was based on taking roughly 20 students with 2 faculty members on 2-week intensive visits. The typical visit involves three cities, chosen to reflect different business contexts, and entails a variety of briefings from business, government and academic experts. In a typical year, study trips are offered to: China and Vietnam; Singapore, Malaysia and Thailand; Brazil, Argentina and Chile; Hungary, Poland and the Czech Republic; and the USA. A primary focus is placed on understanding other emerging markets, as a reflection of South Africa's competitive and market opportunity set.

Case development

The twin challenge of remaining locally relevant while becoming globally competitive posed unique challenges for WBS with regard to teaching materials. While international materials were valid for many purposes, they were incomplete in terms of picking up local challenges. Modeling itself on Harvard Business School in this regard, WBS set up a case center to develop and disseminate high quality teaching materials. This was a significant expense for the business school, and one that could not be justified based on sales of materials to other institutions in South Africa. It was felt, however, that locally developed cases were essential for effective teaching. Particular emphasis was

placed on what was termed “Laboratory South Africa”, a term used to characterize the particular aspects of an emerging economy undergoing rapid transformation. Typical examples of case studies developed included the globalization of a chicken take-away franchise, the demutualization and LSE listing of the largest insurer, and expansion into Eastern Europe and China by SA Breweries. The range of cases developed (see Table 2), for example those dealing with HIV-AIDS, reflects the uniqueness of the issues being considered. To provide a market-based benchmark for the quality of its cases, WBS arranged for their cases to be distributed through the European Case Clearing House.

Executive education

Arising out of a critical need to develop its own revenue base and a commitment to remain relevant for the local business community, WBS developed a full suite of executive programs (see Table 3). What is remarkable about this list is how many offerings exist, coming out of a small business school, and the range of topics and levels covered. Internationalization also played a part in these efforts and the study tour model was extended to the school’s senior Executive Development Program. Special focus courses, such as Doing Business in Asia, were also developed. The strength of WBS in executive education was recognized by the *Financial Times* in May 2003 when the school was ranked for the first time among the leading business schools in the world. It is noteworthy that only 4 business schools of the 45 ranked, come from emerging markets.

One key initiative was the development of a new senior level executive program (SEP) targeting both public and private sector managers. Developed with and run in

combination with Harvard Business School, the SEP created a new venue for developing an understanding of global competitiveness. It also brought in some of the leading educators in the field, and allowed WBS to benchmark itself against one of the strongest players in the world.

It may be an important characteristic of emerging markets that public and private sector managers have to work together in order to generate economic growth. Typically, however, different institutions have evolved to cater to the different sectors.

Traditionally, schools of public-sector administration in emerging markets have focused primarily on policy and often provided too little in the way of management skills and understanding of global competitiveness, while business schools have underplayed the role of government policy. The SEP is a unique solution in such environments in terms of developing cross-sectoral content and providing a forum for positive interaction between senior public and private sector executives.

International partnerships

Another initiative to develop international business understanding was the development of a strong student exchange program. Through membership in the Program in International Management (PIM) consortium of leading business schools, WBS provides opportunities for its students to study abroad, and in doing so has raised its own profile. By the end of the 1990's, WBS was sending about 1/3 of its full-time MBA students on foreign exchange each year and receiving a similar number in Johannesburg.

The partnership with Harvard in the SEP was an important development in its own right. This partnership provided a vehicle for local faculty to participate in

Harvard's case teaching colloquia and learn from and teach with peers ranked at the top of their fields. It also contributed to further brand-building of WBS in South Africa.

Regionalization

By the end of the 1990's WBS's model appeared to be working well in its local market; local rankings placed the business school at the top of their lists and it was approached by institutions in other countries in the region to enter their markets. Executive education programs were drawing increasing numbers of participants and MBA applications were at an all-time high. Partly out of a recognition that a better understanding of the African context was crucial for its own success, WBS subsequently began offering a number of academic and executive programs in Mauritius and a number of management development programs in Kenya. These developments introduced the challenges of operating in partnership with other institutions and coordinating scarce faculty time in distant locations.

Wits Business School: Future Challenges

By its very nature, operating in an emerging market involves rapid change and enormous pressures. Sustaining a strong position means overcoming a number of challenges that are inherent in such environments. We turn now to look at how those challenges manifest themselves at WBS, and what constraints the school faces as it goes

forward. The two primary areas of concern are faculty recruitment and institutional structures.

Faculty recruitment and retention

Faculty recruitment and retention remains the major problem for WBS. As a public institution, the entire University to which WBS is affiliated is under significant pressure to match national demographic profiles for both students and faculty. Black faculty members (particularly South Africans) are virtually unobtainable, given the existing skills shortage and burgeoning opportunities in the private sector. Furthermore, it is difficult to attract faculty from first world countries, in part because of the high risk of living in South Africa and the weak currency. WBS is forced to increasingly rely on three sources: visiting faculty, part-time faculty, and experienced senior business executives taking early retirement (who are predominately White).

Salary differentials between academics and private sector managers are a significant issue in South Africa where skills shortages have driven up managerial salaries to international levels, while university salaries remain highly constrained. In 2000, a full professor at Wits University, at the top of the salary range, earned a complete package of less than US\$36,000, including all benefits. Such faculty were being offered 2 to 3 times this amount by international competitors, but, to counteract this pressure, a maximum supplementation of 25% could be offered by WBS. Entering students, let alone graduates, regularly earn significantly more than their teachers.

WBS has reverted to a Workload Model (WLM) and allows faculty to supplement income by taking on additional consulting work to alleviate the financial pressures on

faculty members, but this has serious consequences on research productivity that remains low. While a typical teaching load on academic programs could involve the equivalent of 4-5 semester-long courses per year, the true teaching burden is much higher. The workload model does not include work on the school's many executive and other non-degree programs, based on the fact that such work accrues extra compensation. Similarly, while the University has rules limiting private work, WBS has tried hard to accommodate and encourage such activities.

WBS continues to seek externally funded chairs, but is vulnerable to donor fatigue, and the business sector is under increasing pressure to make reparations for Apartheid. The ravages of Bantu education were most acute at the primary and secondary education levels and WBS competes for donor funds with a wide array of other institutions whose needs are often more pressing than is typically the case in more developed environments.

Competitive environment

The spate of MBA offerings mentioned earlier prompted the Minister of Education to require registration of private education providers and introduce an accreditation process in 2001. The Council for Higher Education's Quality Committee targeted the MBA as their first program, requiring the re-accreditation of all providers (South Africa, 2003). Using EQUIS, AMBA, AACSB and FIBAA as guidelines, a comprehensive re-accreditation process is currently underway. An immediate consequence was the voluntary withdrawal of several MBA offerings, bringing the competitive set down from 57 to 24 programs. The accreditation criteria include

benchmarks relating to faculty qualifications, experience and publications and are likely to re-motivate PhD initiatives.

The accreditation process, however, may also be a double-edged sword. Pressures exist for transferability of credits and multiple academic entry and exit points. These would allow students to switch freely between different institutions and provide recognition for partial completion of studies. The setting of minimum standards could also serve to dilute brand identity and reduce management education to a lowest common denominator by reinforcing the notion of generic degrees.

Institutional structures

In the late 1990's, the Department of Education sought to tackle the proliferation of tertiary public and private sector providers. In particular, many of the Historically Disadvantaged Universities (HDU's) and Technikons (Technical Colleges) were merged with their stronger counterparts and rationalized. The University of the Witwatersrand emerged largely unscathed from this rationalization exercise, but faced its own extreme budgetary pressure and also embarked upon an internal re-structuring program. Ten faculties were reduced to five, and more than 100 departments were collapsed into 33 schools. The impact of this on WBS was dramatic.

When it was established in 1968, WBS was set up as a single school, in its own faculty, on a separate campus. This proved a wise move, providing high-level access into university structures, but focus, autonomy and flexibility in operations. The university's 2000 restructuring process resulted in WBS becoming one of five schools in the largest faculty, encompassing Commerce, Law and Management. The consequence

of this has been longer lines of control, a matrix structure, significantly less focus and reduced autonomy. This represents a significant challenge for the future and a potential loss of WBS's distinctive competencies.

Rapidly changing career choices in the late 1990's amongst undergraduate students resulted in severe imbalances in staff/student ratios at the university. For example, government heavy-handedness in relation to conditions of employment for teachers made such careers less attractive, and resulted in a sudden dearth of students in the Faculty of Humanities, the primary training ground for future teachers. The university's reluctance to face the problem, re-size schools and close academic posts exacerbated an already imbalanced funding model.

In 2003, WBS finds itself contributing more than 50% of funds generated from its academic programs to other schools, whilst facing an increasing deficit on its MBA. Paradoxically, WBS's success in generating its own funds has resulted in it receiving a smaller slice of the university's budget. While the need to remain locally relevant and globally competitive is continuing to increase, the school is forced to operate with fewer resources than its international competitors are able to harness. With academic programs running at a deficit and executive courses generating income, subsidizing faculty compensation, and creating strong brand awareness through aggressive marketing, it is difficult to argue a case for growing the MBA program. The MBA, typically the flagship of any business school, stands in danger of being neglected. The school's efforts to change the university's funding model to one based on attributable income have been largely unsuccessful.

Equity

Pressures for affirmative action, created by new legislation, such as the Employment Equity Act (South Africa, 1998b) and, more recently, the Mining Charter (South Africa, 2002), have created both an opportunity and threat for WBS. Business increasingly requires competent managers from “designated groups” (women, Blacks and Asians). Regrettably, and particularly in the case of Blacks, many potential managers have inadequate educational backgrounds for postgraduate education. WBS’s response in offering intermediate certificated programs, which are in great demand, does not always satisfy aspirations. WBS’s entry requirement for MBA students, in terms of work experience, creates a risk that other MBA programs will draw off students early in their career paths making these students unavailable to WBS later.

The new legislation has resulted in a shortage of qualified faculty and made it difficult for WBS to meet its own Equity targets. As the market settles these problems are likely to be slowly resolved.

Conclusions

There are several lessons that may be learned from the WBS experience that may be transferable to other emerging market business schools. These relate to the requirements to build a successful position in a turbulent and fast-changing environment, as well as to the inevitable challenges and contradictions inherent in operating in an emerging market.

Success requirements are very clear. They relate to responding to external change and adapting rather than adopting foreign models. The forces of globalization are acting on all emerging markets and the necessity to develop globally competent managers is acute. The same is true for education providers, and the importance of globally recognized benchmarks is increasing. The WBS experience demonstrates how this challenge may be met through curriculum changes, international study tours, faculty globalization and international student exchange. Emerging markets, however, are different from developed ones in terms of the management challenges faced and the management competencies required. To address these, an emerging market business school must develop its own teaching materials and ensure that local relevance is maintained. A broad range of programs must be offered and a wide variety of local issues addressed.

The WBS experience also highlights the need for creative solutions to faculty constraints and the dangers of losing institutional independence. Funding will continue to be a pressing concern for emerging market business schools and state funds cannot be relied upon. The imperative is to develop self-generating income. Doing so through the ambit of executive education programs also provides a market test of whether or not the institution is delivering value. In an environment of scarce resources, where universities are chronically under-funded, however, there is a risk that the business school will be seen as a cash cow and used to subsidize other academic departments. Doing so is likely to lead to the demise of the school and the overwhelming challenge is to carve out sufficient financial and operating autonomy.

Overall, the challenges are more internal than external. An emerging market business school may be successful through adapting appropriately and responding well to its external market. The internal challenges of organizational structure and decision-making within publicly-funded universities are the ones that can make or break the effort.

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Table 1

Ranked MBA Programs in South Africa (2002)

Ranked by *Financial Mail*, August 2, 2002

1. Wits Business School
2. University of Cape Town
3. Unisa
4. University of Stellenbosch
5. Gordon Institute of Business Science
6. University of Pretoria
7. University of Natal
8. GIMT - Henley
9. Rand Afrikaans University
10. Potchefstroom Business School
11. University of Durban Westville
12. De Montford
13. Damelin (Oxford Brookes)
14. Business School of the Netherlands
15. Bond University
16. MANCOSA
17. Heriott Watt
18. Natal Technikon (University of Wales)
19. University of the Free State
20. Technikon SA
21. Hull University
22. University of Southern Queensland
23. Milpark Business School (Thames Valley University)

Table 2

WBS Cases (as of 2003)

- ABSA free internet access - Changing the Face of ISP
- Amanz'abantu: Water for the People
- AngloGold vs. Newmont: The Bidding War for Normandy
- Black Like Me (A-D)
- Dimension Data: Globalising at Warp Speed
- Engen and Petronas: Strengthening the Relationship?
- ERP at IST (A-C)
- GTKF
- Hansa Pilsener: From Niche to Mainstream Brand
- A Human Response to HIV/Aids
- HIV/Aids in South Africa: What is an Adequate Response?
- Identifying Best Practice - Metropolitan and HIV/Aids
- In Line with the Business - A Human Resources Model for Nedcor Bank
- Knowledge Management - Designing a Strategy for BSW
- kulula.com: Now Anyone can Fly
- Lechabile: IT as a People Business
- Management Consulting and SAB: At What Price, Advice?
- Massmart: Growing the Growth Engine
- Mozambique and the HIPC Initiative: The Politics of Debt
- Nando's International: Taking Chicken to the World
- Nedcor Incentive Scheme
- Old Mutual: Demutualisation and Listing
- Office of the Banking Adjudicator: Walking the Tightrope
- Plates (A) Barry Berman: Assessing the Opportunity
- RMB
- Rob Angel: Leading Engen to Empowerment (A)
- Sasol/AECI: The Right Chemistry for a Merger?
- South African Breweries: Achieving Growth in the Global Beer Market
- Strategising to Keep Otis SA at the Top
- Stride Pharmaceuticals: Employment Equity for Corporate Performance
- War on HIV/Aids

Table 3

WBS Management Development Course Offerings (2003)

All courses are run either in-company or at the Wits Business School.

Senior Management:

- Executive Development Programme
- Senior Executive Programme

General Management:

- Corporate Governance
- Information & Knowledge Management
- Issues in Leadership
- Managing and Measuring Organisational Culture
- Managing a Turnaround
- Managing Corporate Communications
- Strategic Alliances and Partnering

Certificate Programmes:

- Certificate Programme in Business Project Management
- Certificate Programme in E-Management
- Certificate Programme in Finance and Accounting
- Certificate Programme in Industrial Relations
- Certificate Programme in Management Advancement
- Certificate Programme in Marketing Management
- Certificate Programme in Principles of Business and Management
- Certificate Programme in Small Business Management

Finance:

- Finance For Non-Financial Managers
- Integrating Strategy, Budgeting & Reporting

- International Investments
- Managing a Turnaround
- Strategic Finance

Marketing:

- Principles of Marketing Management
- Product Strategy and Brand Management
- Sales Management
- Strategic Marketing Management
- Strategic Retail Marketing

Human Resources:

- Achieving Outstanding Performance
- Effective Labour Relations and Labour Law
- Executive Coaching

Other Topics:

- Aligning Operations Strategy
- Aligning Strategy Programme
- Call Centre Management
- Internal Corporate Venturing
- IT Leadership
- Negotiation Dynamics Programme
- New Venture Creation
- Project Management
- Strategic Transformation in a Competitive Environment
- Supply Chain Management

Management Development Unit:

- Certificate Programme in Management Development (In-Company)
- Customised Skills Programmes
- Effective Interpersonal Skills
- Self Management for Managers

