A comparative study of the MBA/MBL Programmes in the important global regions

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by

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DECLARATION

I, C.D. Maharaj, declare that this research report is my own work, except as indicated in the text and the references.

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Signed on ____________day of ________________________2000

ABSTRACT

In the United States of America and in Europe, many questions are being posed concerning the effectiveness and relevance of management education, particularly the Master of Business Administration/Master of Business Leadership programmes. The main criticism facing the MBA/MBL programme include:

- it is too analytical in its orientation and out of touch with the needs of the business world;
- insufficient attention is being paid to areas such as people skills, leadership and ethics; and
- it is seen as being out of touch with current trends in business such as internationalisation of business, the trend towards an information/service society and the renewed interest in organisational culture and participative management.

The objective of this study is to analyse the MBA curricula in the important global regions so as to identify common elements which can be used to determine focus areas in management education, particularly the MBL programme.

Based on these research findings, the following recommendations are made:

- South African business schools need to introduce pre-term courses so as to provide previously disadvantaged students the opportunity to develop the necessary quantitative and qualitative skills. Emphasis should move towards developing skills for managerial decision-making. Success in the pre-term courses can serve to measure reasoning abilities, interpersonal and

communication skills which job experience, the interview process and the GMAT serve to measure. The Unisa business school has introduced the Programme in Business Leadership which, to a large extent, has addressed the above comments. However, the PBL could be extended to include courses in computing, communication skills and English language use.

- the core courses of the MBA programmes evaluated in this report are being taught at South African business schools. Although the functional courses are taught from an international perspective, these courses should be more closely tied to the South African context. Case studies must be linked to local constraints and opportunities. This would serve to "contextualise" and to universalise the MBA/ MBL programmes;

- South African business schools must place more emphasis on entrepreneurship and cross-cultural management. These courses are popular options at European and Asian-Pacific business schools. The importance of these courses is highlighted in Chapter four;

- South African business schools should make the business project mandatory in the MBA curricula. The business project serves as an integrating mechanism and is important to develop leadership skills which are crucial for the national and international business environment; and

- there is a trend at North American business schools to offer specialised/joint degree MBA programmes. This serves to internationalise the MBA programme and to address cross-cultural issues. South African business schools and especially the Unisa business school should consider this option.

South African business schools need to develop an appropriate vision and values for South Africa in the twenty-first century and to translate them into practice. If business schools are driven by a relevant mission, it will be strategically positioned in a changing society. The challenge facing management education is to develop an adequate supply of competent managers to take South Africa into the twenty-first century.

Table of Contents

ANNEXURE B:

ANNEXURE C:

CHAPTER 1

BACKGROUND AND PROBLEM STATEMENT

1.1 INTRODUCTION

The Master of Business Administration degree (MBA) originated in the United States of America (USA.) at the turn of the century. The MBA degree has become a widely accepted management qualification. It is the only management qualification bearing international recognition. The MBA degree may be an academic qualification, but its purpose is almost purely vocational - in most cases to produce general managers (Bickerstaffe, 1996: 1-2).

The original MBA degree was a two-year academic programme, and most participants enrolled immediately after taking a first degree. This model won rapid acceptance and was widely copied.

During the early sixties, management education and particularly the MBA degree was attacked for lack of academic rigour and poor relevance to business issues. Critics such as Hofmeyr (1990:103) have highlighted that insufficient attention is being paid to areas such as people skills, ethics and leadership. It is also seen as being out of touch with current trends in business such as internationalisation of business, growth in the service/information sector and renewed interest in organisational culture and participative management (Hofmeyr, 1990: 102). The aforesaid criticisms are not confined to America and Europe, but are equally applicable to Southern Africa.

Most African countries badly need trained managers in order to overcome their numerous economic and social problems, however, many African countries also lack high-quality management education provision. Many African management training institutes have been heavily criticised for failing to make a significant impact on either individual or organisational performance. One particular problem lies in the fact that many current programmes are adapted from Western models and lack specific African focus or relevance.

Western educational models which rely heavily on classroom teaching are increasingly seen as having little value in an African context. It is suggested that more traditional African models of learning such as apprenticeship and other forms of on-the-job training might be more useful in Africa today than the formal institutional programmes currently in existence.

Africa is often spoken of in the West as if it is a single country, when in fact it is a continent occupied by some fifty independent nations. While it is possible to find socio-cultural and historical similarities between African countries, in general, the

African continent is characterised by great complexity and variety (Jones, 1996: 2752).

One experience common to all but a few African countries is their colonial inheritance. Arguments continue as to the effects of the subjugation of most of Africa's peoples, mainly during the last century, by the European imperial powers, but the lasting destruction of African traditions, societies and cultures was certainly one of the results of colonialism. The African nations, most of which achieved self-government during the 1960s, have attained political independence and in a few cases economic stability, but few have repaired the psychological damage inflicted by colonialism.

However, this legacy of colonial rule is but one of a number of interrelated factors which account for the current problems of many African countries. The continent's multiple economic, social, ecological, political and climatic crises are regularly reported by the Western media. Although levels of poverty and economic stagnation vary widely between African nations, the continent has some of the poorest countries in the world.

The countries of Africa, struggling to build cohesive nation states within the artificial boundaries bequeathed by the departing European powers, have experimented with many patterns of governance and administration.

It is now widely accepted that effective organisations will be an essential element in any African renaissance, and that the development of competent managers is an urgent priority (Jones, 1996: 2752-2753) and (Blunt 1996: 2752-2753).

Corporate South Africa is concerned about its international competitiveness and the socio-political pressures currently facing businesses. Most South African organisations have tried to understand and implement democratic participative management and the concept of self-directed teams, in order to compete effectively locally and internationally. Most of these organisations have not been successful and are struggling to fit theory into practice (Saunders, 1998: 33).

In order to accomplish a better quality of life for all South Africans and to compete effectively in the global marketplace, South Africa needs business leaders/managers who are capable of understanding the needs and desires of employees. These needs and desires have to be integrated with the organisation's objectives which in turn will radiate synergy and result in benefits for all.

Management and leadership training in South Africa and particularly the MBA/MBL programmes, have not produced leaders/managers who bave the skills to harness the intrinsic motivational energy of a diverse workforce (Saunders, 1998: 34).

How, as a nation, can management educators best educate and develop those individuals who have – and will have– responsibility for managing, leading and directing our organisations, particularly those organisations engaged in business-type activities? (Porter & McKibbin, 1984: 3). Clearly management education and training (particularly the MBA/MBL) must undergo a re-evaluation so as to address this issue.

1.2 FORMULATION OF THE PROBLEM

What are the essential features of the MBA/MBL curriculum that will comply with the requirements of developing successful business leaders for Southern Africa in the twenty-first century?

1.3 OBJECTIVES OF THE STUDY

For purpose of this study the following objectives are set with a view to addressing the above-stated problem:

- to analyse the MBA curricula of business schools in the important global regions, so as to identify common elements in the curricula which can be used to determine focus areas in management development and training;

- to identify specific characteristics such as specialisation or joint degree offerings in the MBA curricula that are peculiar to specific global regions;

- make recommendations for the MBL degree that will comply with the requirements of the global and Southern African business community.

1.4 RESEARCH METHODOLOGY

A literature survey was conducted so as to ascertain: what is the Master of Business Administration degree (MBA); which universities/business schools offer the MBA degree or its equivalent; and are schools ranked in a particular region? The literature surveyed included: Foundation for Management Development in Europe (Hijlkoma N, 1998: 4-8); Journal of Management Development (Kretovics, 1999: 125 – 136); Which MBA? (Bickerstaffe; 1996: 1); Magazine of the Graduate Management Admission Council (Dyer & Frank, 1998: 1-14); Business Week (Reingold, 1998 : 64 – 80).

The research units identified for this study are business schools in North America, Europe, Asian-Pacific and South Africa. A sample of fifty business schools that offer the MBA programme were selected and their course contents evaluated. The sample of business schools were selected as follows:

- the top twenty business schools in the USA are ranked and published annually by "*Business Week*", which is an international business publication;

- the top ten business schools in Europe and top ten in the Asian-Pacific region are ranked and published by "*Financial Times*" which is also an international publication;

- the top four business schools in South Africa are ranked and published annually by "*Professional Management Review*". The other six business schools were selected in the following manner:

Two business schools that have previously been ranked in the top four positions, were the Universities of Cape Town and Stellenbosch. These were included in the sample. The remaining four schools were selected for the following reasons:

- Pretoria University's business school is the oldest in South Africa, hence it can be regarded as a pioneer in business education in South Africa;

- Rand Afrikaans University's and Durban-Westville's business schools are recent business schools and both have a unique approach to the MBA programmes;

- Heriot-Watt business school is an international school operating in South Africa.

Hence, based on the best available information, the sample size of fifty business schools was selected. The regions selected for this study were:
North America, Europe and Asian-Pacific because these regions clearly are the focus areas of global economic activity.

What are the key elements of the MBA programme? For the purpose of this study, the following elements were evaluated:

- the core subjects;
- the electives;
- projects (research/business project);
- specialisation/joint degree options; and
- admission criteria.

This information is usually available in some detail in brochures.

MBA brochures were requested from the various business schools ranked in the various regions outlined above. The request was followed up two months later thus allowing for postage delays. The various brochures were analysed and the following information was selected:

- the course content;
- admissions criteria;
- business/research project;
- common electives; and
- joint degree/specialisation.

This information was tabulated so as to compare the essential features of the various MBA programmes in order to identify:

- common elements;
- highlight characteristics perculiar to specific regions; and
- deviations from the norm.

1.5 DEMARCATION

The North American, Europian/Asian-Pacific and South African regions were chosen for this study for reasons already outlined. Management education and particularly the MBA degree have undergone major changes due to market demands. By evaluating the business schools offering the MBA degree in North

America, Europe and the Asian-Pacific region, major trends in management education can be identified and used for South African management development and training in the twenty-first century.

1.6 PROPOSED STRUCTURE OF THE STUDY

This research study compares the course content of the MBA/MBL programme of business schools in the relevant global regions, namely North America, Europe, Asian-Pacific and South Africa.

Chapter 2 provides a survey of the literature so as to establish the purpose of the MBA degree, the issues facing business schools locally and abroad, and the main characteristics of the MBA degree.

The research methodology is discussed in chapter 3 together with the hypotheses and research objectives. The results are analysed and discussed in chapter four.

The report is summarised and concluded in the following chapter.

1.7 SUMMARY

Management education and training, particularly the MBA degree, provides present and future business leaders/managers with the essential tools of managing, leading and directing our organisations so as to compete in the global marketplace.

Constant criticism of the MBA programme has led to a re-evaluation of the MBA programme in the important global regions namely North America, Europe and South Africa. The emerging trends in management education and particularly the MBA degree in these regions provide the necessary ingredients to review management education and training in South Africa.

Chapter 2 will henceforth review the literature so as to determine:

- the nature of the MBA programme;
- the issues facing business schools nationally and internationally; and
- the main characteristics of the MBA programme.

CHAPTER 2

THE NATURE OF THE MBA PROGRAMME

2.1 INTRODUCTION

Chapter 1 highlighted the major criticism directed towards management education and training and particularly the MBA degree, both nationally and internationally. The purpose of this chapter is to outline:

- the purpose of the MBA programme;
- the evolution of management education;
- the important issues facing business schools;
- the main characteristics of the MBA programme; and
- the emerging third generation MBA,

so as to identify essential characteristics of the MBA programme that can be used to determine focused areas in management training and development.

2.1.1 Business Schools and the MBA

The future will see dramatic changes in business schools. The rapid expansion in the number and size of business schools in the 1980's was a consequence of various social and economic factors: deregulation, rapid economic growth, mergers, privatisation and other changes placed an increasing premium on management skills and management careers. Global competition and the growth of international business led many organisations to remove layer after layer of middle management and to centralise operations into strategic business units. Sub-contracting and consulting increased as organisations focused on identifying and retaining core staff. All of these changes created more opportunity for career development and a greater demand for management skills training.

In addition the 1980's saw the rebirth of the cult of ideology of individuals. Increasingly, individual managers began to make their own decisions about enrolling in management programmes, rather than waiting to be offered training by their employers. Traditionally, enrolment in MBA programmes was largely a consequence of individual choice, while nomination to an executive programme lay in the hands of the organisation. Today, however, the individual takes the initiative.

One of the consequences of these changes is that both individual managers and organisations have become increasingly sophisticated in their awareness of and evolution in management education.

All of this is happening at a time when the Master of Business Administration (MBA) programme curricula has come under fire for lack of relevance. The criticism launched against business schools and in particular the MBA, will be discussed in detail later on in this chapter. Suffice to mention at this point that business schools face a fundamental choice between curricula featuring a more analytical approach with less attention to practical realities, or curricula based on action learning, experiential and project-based approaches which emphasise personal and managerial development. This is a key dilemma - switching from the former to the latter is not easy. The latter approach places great emphasis on having the right kind of tutorial staff. who are capable of holding their own in top management settings. This kind of staff members are expensive to recruit and retain.

However, the latter approach also appears to be what managers want. Even top business schools in the USA are now recognising this, and more than one major North American school has now adopted a project-based approach for its MBA programme. But willing the ends does not necessarily equate with willing the means. It is not obvious that the teaching staff members who do well in a more analytical and research-based environment will also possess the skills needed in an environment in which joint learning, practical experience and feedback are paramount.

Not all business schools are like this, but all suffer from these problems to some degree. Many large companies are now assuming a greater responsibility for management education by either providing management training and education themselves, or by influencing business school curricula. Many consulting firms have also moved into management training. Moreover, there is a growing belief among business school faculties that consulting firms offer more technologically and managerially imaginative solutions and approaches than do business schools, and that the quality of presentations offered by these organisations is often superior to that found in business schools (Carnall, 1996: 3440).

2.1.2 Management Education and the Global Village

As the world grows "smaller", management education needs to become increasingly international in its approach. Particularly from a European perspective it seems likely that the growing economic and political integration of Europe will create significant opportunities for European business schools. Europe already has one business school, the European Institute of Business Administration (INSEAD), which was created with the specific purpose of attracting an internationally mixed faculty. Generally, however, European business schools are essentially national in character: examples include London

Business School, Henley Management College and Rotterdam School of Management in the Netherlands. The same is true of the principal schools in the USA including Harvard Business School and Stanford Business School. Those schools that do attract an international set of students do so largely on the basis of the reputation of their courses and faculty, which are essentially national in approach, often heavily influenced by the North American model. This is not to say that these schools have no faculty of other nationalities, nor that they pay no attention to international issues in their curricula. However, their image largely derives from being seen as "national centres of excellence".

MBA programmes at high quality business schools are increasingly targeting people with management experience and are therefore aiming for people in their late twenties or thirties. At the same time, careers are foreshortening as a consequence of career changes, the growth of part-time employment and the delayering and increased flexibility of work. The "typical" programme member at a major school is between the ages of 28 and 40, and is in mid-career. He or she will have worked as a professional and as a manager within a professional or functional discipline. These managers expect quality and relevance from the business school and where possible demand recognition for the programmes they have completed. All of this requires flexibility of delivery and the ability to accredit programmes of prior study elsewhere or previous development programmes within the company or the school.

More importantly, however, this target audience is facing and needs help with some or all of the following challenges:

- international competition and organisation;
- the growing rate of change in strategies and structures;
- the emergence of the knowledge-based organisation as a new management challenge;
- delayering and restructuring within organisations; and
- the breakdown of functional barriers.

All of these factors require business schools to move towards greater flexibility in delivery, learning arrangements and settings. This also refers to tailoring programmes which include the development of consortium programmes and alliances of providers. In order to meet these challenges, business schools need to:

- create continuous development opportunities;
- provide knowledge through learning rather than teaching;
- provide recognition, accreditation and qualifications;
- design programmes that focus on client needs;
- introduce action learning, self-directed learning and project-based learning;
- develop partnerships with clients and consortia of clients; and

- develop the ability to network internationally in order to access learning resources and opportunities on a global scale.

Once it was necessary for business schools to shift their vision from the campus to the world of work. Now they must create a global vision of their role within management development (Carnall, 1996: 3440 – 3441).

2.2 THE PURPOSE OF THE MBA PROGRAMME

Unlike almost all other professions, management broadens into generalities rather than narrowing into speciality as management practitioners progress in responsibility. The MBA aims to assist that broadening by delivering a general introduction to a wide range of subjects that together roughly equate to "management". It takes functional specialists in one area and teaches all the other functions and the way they interrelate and integrate within a business (Bickerstaffe, 1994: 1).

According to Beaty and Harari (1985: 17) the real purpose of the MBA degree can be obtained by looking at two schools of thought on this issue. One school of thought argues that the MBA is supposed to provide the student with a common body of knowledge in functional areas such as finance, accounting, operations, marketing, policy, human resource management, economics and organisational behaviour. It is assumed that these functional skills and aptitudes are universally necessary for all managers and can be generalised across different industries, regions, cultures and nations. Hence the MBA is viewed as a professional degree based on a common knowledge base in key managerial functions.

The second school of thought states that the value of the MBA programme should be in providing participants with a set of skills and knowledge that will assist managers to manage in complex situations (industry, region, culture, nation). According to this school of thought, a certain amount of uniformity across MBA programmes is both necessary and inevitable. However, this school of thought argues that applying one common standard across all business schools can be counter-productive because often skills and knowledge are not generalizable. The implication is that different MBA programmes reflect overlapping situations - specific bodies of knowledge rather than a common body of knowledge.

Is there any support for these two schools of thought? A number of scholars have suggested the need for differing managerial styles and philosophies depending on the nation or culture with which one is dealing (Hayes and Abernathy, 1980: 67-77), and (Booysen, 1999: 25).

2.3 THE EVOLUTION OF MANAGEMENT EDUCATION

The roots of modern, formal business education can be traced back to the opening of the first faculty of finance and commerce at the University of Pennsylvania in

1881 (Cheit, 1985: 54-59). As American business flourished, the number of business "schools" proliferated. By 1920 there were 50 business schools (Miles, 1985 : 63-73) and today there are probably around 700 schools in the United States of America alone (Bickerstaffe, 1994: 40). These schools catered for both undergraduate and postgraduate students, as they still do today.

The development of and the changes in curricula have closely modelled the developments in business and the related managerial theory being postulated at the time (Miles, 1985: 63-73). Miles described three phases in their history:

- the initial phase of functional specialisation. This closely mirrored the functionally structured, vertically integrated and centrally planned organisations upon which much of the Classical School theory was based;

- in the mid-fifties, there were strong calls to reform the curricula and for the emphasis of business schools to reflect and educate managers who could manage the emerging decentralised, geographically distinct organisational forms. This resulted in a shift towards the education of "generalists" – future general managers. Academic rigour and indepth analysis that had previously been scoffed at, were introduced into many areas. The study of the social and behavioural sciences was also encouraged (Porter and Mckibbin, 1988 : 52-63); and

- by the late eighties there were, once again, calls for further reforms in business schools and in particular the MBA curricula, teaching and learning methods. These cries were again motivated by the changing "world of work".

Interest in management education began to grow in the United Kingdom. During the early sixties the United Kingdom was looking for an antidote to its economic and industrial decline relative to its major world trading partners (Bickerstaffe, 1994: 1-2).

A report by Lord Franks in 1963 examined the issue and he was instrumental in the creation of two new business schools. not in the hallowed halls of Oxford and Cambridge, but in the altogether more pragmatic precincts of London and Manchester universities. These schools are the leading business schools in the U.K. They were modelled closely on the North American schools (Bickerstaffe, 1996: 2).

Many argued that the UK was wrong to copy a system that was then relatively new. Insistence on a rigorous academic regime, they added, meant that business schools would ignore the contribution that business itself could make. Not all schools and institutions in Europe followed the example of London and Manchester. Many top European institutions offering MBA programmes such as the Institute for Management Development (IMD), INSEAD or Ashridge were founded by groups of companies to provide management training. In France, the local and regional chambers of commerce have played a large part in establishing and supporting business schools which are starting to have a worldwide reputation.

Hence distinct American and European styles of MBA programmes have emerged. In general, European business schools place greater emphasis on job experience as a prerequisite for entering a programme. Apart from the few European schools such as London and Navara that have followed the American Model, their programmes are shorter.

The MBA is not set in stone, either in America or Europe. Porter and McKibbin, (1988: 64 – 66) highlighted that the business school curricula:

- emphasise importance of a broad education;
- expose students to the external environment of organisation;
- provide an international dimension;
- encourage cross function integration; and
- develop people skills.

The curriculum of business schools that has evolved over the past two decades or so, has recently come in for sharp criticism from a number of sources, both in the academic and in the world of business.

The total set of criticism includes concerns about what subject matter is overemphasised in today's business schools, especially what is underemphasised.

According to Porter and McKibbin, (1988: 64-66) the criticisms facing business school curricula are highlighted below.

2.3.1 Insufficient emphasis on generating "vision" in students

This criticism typically takes the form of stating that current business school courses focus more on problem solving than on problem finding; more on analysing solutions than on creating novel approaches; and more on locating safe or acceptable courses of action than on taking prudent or moderate risks. This criticism goes beyond a concern only with curriculum matters to also include, problems with instructional methods, faculty and student attributes and the like. The curriculum in terms of the types of courses offered is viewed as one of the chief culprits responsible for this state of affairs.

2.3.2 Insufficient emphasis on integration across functional areas

A study conducted by Porter and McKibbin in 1988 known as the "Foundation Report", came out in favour of a "capstone" type of course in business policy/strategy that would be designed to show how knowledge from the various functional areas could be combined in addressing real-world business problems. The need for such an integrative approach (but not the necessity of confining it to a single course) was subsequently put into the American Assembly of Collegiate Schools of Business (AACSB) Standards as one of the five required common body of knowledge areas. From the perspective of some critics, the issue is whether the typical business school curriculum (particularly the MBA programme) gives sufficient attention to the need for using specialised functional knowledge in an integrated approach towards the increasingly complex, fast-changing and multidimensional problems of contemporary business.

2.3.3 Criticism aimed to specific topic areas

Too much emphasis is being placed on quantitative analytical techniques. The focus of such criticism is that while it may be useful for students to learn many of these sophisticated techniques, the amount of time spent on them is much too relative to what could be spent on other, more useful areas. Also, too much attention to these techniques reinforces undesirable tendencies in students to believe that all business problems are amenable to quantitative solutions.

2.3.4 Insufficient attention to managing people

Business schools have not made much progress in developing students' leadership and interpersonal skills. The curriculum, coupled with other elements in the total degree program, is seen as a major avenue for doing so if business schools and their faculty were inclined to use it in this way. The problem is that the faculty by and large are not oriented in this direction and hence tend to ignore this problem or, at best, give it only passing attention in the curriculum.

2.3.5 Insufficient attention to communication skills

This type of criticism usually contain the observation that many business executives and managers complain that employees hired after completion of the MBA, are not good communicators, either orally or in writing.

2.3.6 Insufficient attention to the external (legal, social, political) environment

This criticism voices the concern that business schools have overly concentrated on the internal operations and management of business and have generally tended to neglect the necessity for coping effectively with the external environment.

Relationships mismanaged with various aspects of the social, political, and legal environment, have caused some of the most serious problems for American business firms in the last decade. Business schools have contributed to these problems by not modifying their curricula to keep up with important developments in the external context in which modern-day business organisations must operate.

2.3.7 Insufficient attention to the international dimension of business

The international aspects of business have become increasingly crucial in recent years. The need to pay attention to the international as well as domestic aspects of business was recognised officially by the AACSB in 1974. Thus in recent years the international component of the curriculum has been emphasised both from the organisation of business schools (AACSB) and from individual schools. The issue being whether sufficient emphasis is being placed on the international area.

2.3.8 Insufficient attention to entrepreneurship

Business schools traditionally have been far too oriented towards preparing students for working within large, well-established organisations rather than encouraging and teaching students how organisations can be started and how small businesses operate.

2.3.9 Insufficient attention to ethics

Unethical behaviour in all walks of life has always been with us. The charge is that in the typical business curriculum ethics are seldom given direct, explicit attention in either separate courses or as designated parts of other courses. The net result is that business schools have not sensitised their students sufficiently to the ethical components of business problems and issues.

Following the report of Porter and McKibbin, the early 1990s saw changes to the detailed structure of MBA programmes. The changes that business schools have made and are still making in their MBA programmes have three main elements (Bickerstaffe, 1994: 4):

- a reduced emphasis on quantitative disciplines such as accounting, and statistics (while continuing to acknowledge their importance) in favour of softer management issues such as leadership, ethics and interpersonal skills;

- increased emphasis on internationalism as a pervasive issue in all MBA courses; and

- an acknowledgement that the MBA programmes should above all be practical and designed to integrate the various management functions.

Which parallels can be drawn in South Africa and what is the current situation?

2.4 THE EVOLUTION OF MANAGEMENT EDUCATION IN SOUTH AFRICA

South African universities traditionally offered business and management related subjects only in their commerce faculties. The University of Pretoria was the first to launch the MBA programme in South Africa. There are now at least twenty MBA providers, eight of these being local. The remainder are a mix of British, American and Australian programmes (*Professional Management Review*, 1998: 28 - 32).

Criticism against local management education and in particular MBA programmes, to some extent mirror those expressed by commentators in America and Europe, but there are some important differences. These criticisms have been directed at the local programmes (Harari and Beaty, 1986: 17 and Hofmeyr, 1990: 102). The new MBA providers that have emerged over the last five years appear to be less appropriate in meeting the needs of South African managers and consequently have been subjected to fairly harsh criticism (Garrun, 1997 : 3).

The overwhelming recommendation that emerged from the critics is the need for "contextualising" MBA programmes. Harari and Beaty (1986 : 20) argue that the present MBA programmes which are modelled on the American MBA model, are inappropriate. They categorically state that South Africa needs managers who understand the unique political, cultural and social psychological features of the country better than their non-managerial counterparts. Their recommendations revolve around adding significant amounts of local case study material, additional courses on the social science segment of the course covering aspects of local history, political science, culture and the development of teams and other inter-personal skills.

In 1990 Hofmeyr (1990 : 102-109) undertook extensive research into the direction that business schools should be moving towards. The conclusion reached by the author is that business schools should:

- emphasise human resource skills;
- anticipate organisational changes,
- redesign the curriculum;
- reach out to communities; and
- undertake useful research.

2.4.1 Human Resource

According to Hofmeyr (1990:107) the 90's would be characterised by challenges relating to the skills shortage, race relations in the workplace, employee advancement and productivity. An immediate implication would be that these issues should be addressed more directly in our courses on human resources management and organisational behaviour. Management education has to prepare future managers to understand these issues and be able to place them in the context of a society which has technical and structural problems.

In terms of the skills which will be needed in the future, people skills are emphasised by Hofmeyr (1990:107). Management education in South Africa will have to pay more attention in its curriculum to the management of people, the development of human relations and interpersonal skills. There is every indication that people management skills will play a crucial role in the organisations of the future (Hofmeyr, 1990: 107).

2.4.2 <u>Organisational Change</u>

Business is undergoing fundamental changes internationally and locally and management education has to adapt and respond accordingly. Hofmeyr (1990: 107) identifies participative management as a major feature of South African businesses as corporations try to involve all employees in a more meaningful commitment to their organisations. According to this author, communication and co-operation are features of the employee workforce in South Africa. Hence new management styles and culture changes would require the vision, the flexibility, the leadership, the willingness to change and new attitudes as prime issues for management education. These qualities are what Leavitt recalls the "soft front end of the management process" which management education in South Africa has neglected. Leavitt (1988: 20) argues that it is time to seed a new generation of more diverse, more innovative and more visionary managers. MBA graduates must be able to transfer their knowledge and relate it to the real situation. This seems particularly important in the local context where there is a shortage of managers and a hands-on style is necessary. If MBA and MBL students are taught to approach management in a detached, analytical, cautious manner this could have serious consequences as the issues faced by South African managers are complex, intense and often emotional (Hofmeyr, 1990: 108).

2.4.3 Curriculum Change

No American text or case study approach can fully capture the context and nature of South African challenges. Among other things, this means that traditional subjects such as marketing, operations and human resource management, finance and accounting need to be linked much more closely with the South African context. Techniques of operations management, theories of organisational behaviour and case studies on marketing, need to be linked constantly to local constraints and opportunities. A large part of the South African economy is third world, with unique challenges often not even referred to in traditional management texts.

Most of the textbooks used in our business schools and many of the articles and case studies, are written by American academics. The material may cover theories which are universally applicable, but when the text applies the theory to problems which American business people have to face, these often lack relevance for a South African audience. South African business people are grappling with questions about affirmative action and corporate social responsibility, the social political ideological, educational and economic environment in which they are doing so are vastly different from the ones in which Americans/Europeans have to answer these questions (Moulder, 1989: 77).

Hofmeyr (1990: 108) highlighted some South African issues which suggests that the MBA/MBL curriculum will have to go beyond simply imparting knowledge about business concepts and processes. South African managers need to be exposed more deliberately during their management education to political issues: the role of business in politics; discussions on different socio-political and economic systems; and debates on issues such as sanctions and disinvestment. These would have the effect of making potential managers more practically aware as they prepare to take up business leadership positions in the future. Both business and labour are inextricably caught up in broad political processes and sound information as well as conceptual understanding will be required in these areas (Godsell, 1988: 7).

Hofmeyr (1990:108) identifies the need for knowledge of other cultures. Management courses should probably include input on sociological issues such as race, class and culture and revisionist interpretations of the history of whites and blacks in South Africa and Africa. This author also highlighted the need for attitude changes, the need to move away from discrimination and the need for tolerance and open-mindedness. If one purpose of management education in South Africa is to prepare students for institutional and societal change, then educators must pay attention to change processes, how change takes place and how it is resisted.

Values and ethical considerations underlie attitudes. It appears that South African managers need to understand what values are, gain an insight into the values which determine their own behaviour and be able to compare and contrast their values and those of others. In terms of the current debate, South African managers need to have the opportunity to think through different and often competing value systems and related concepts such as liberty, justice, equality, rights, privileges, power, competition and co-operation. Similarly, an understanding of business ethics linked to issues such as corporate social responsibility and affirmative action would also be important context for a relevant curriculum (Moulder, 1989: 77). This author also suggests that teaching/learning strategies have to be made relevant to the South African scenario in order to develop independent, self-directed, and critical thinkers. One way of helping students deal with the qualitative dimensions of the MBA/MBL courses, is to make use of experiential learning such as games, debates and simulation exercises which would allow students to learn about stereotypes, attitudes, values and concepts in a personal and practical rather than an academic way.

Many of the comments discussed above have to do with contextualising management education: responding to our own challenges and trends and not simply replicating an American model. Hofmeyr (1990: 109) cautions that there has to be a balance between South Africanising the curriculum and staying close to developments in the international business scene.

2.4.4 Outreach Initiatives

The growth of the informal sector of the economy, the need for entrepreneurial skills and job creation, and the problems of poverty and inequality, point to the need for "outreach" initiatives in our business schools. According to Hofmeyr (1990: 108) scarce resources must be maximised. The management skills which can be developed by business schools are in short supply. Management skills are required not only in the business world. They are also needed in communications, the educational field, health-care, rural areas, and the informal sector. The trend towards community outreach is already reflected in the establishment of institutes such as the Centre for Developing Business at Wits Business School. The South African business school cannot become isolated on a first world island.

2.4.5 Student Profile

Demographic trends and the education crisis present some of the greatest challenges for management education. Apart from the content of courses, for South African management education to be relevant, business schools have to recognise demographic forces and their implications. South Africa cannot rely almost entirely on the white population for its managerial talent as it has done in the past. South African businesses have to make better use of women in the workforce and attract more women into commerce and industry. In the United States 32% of executive jobs are occupied by women, compared with approximately 8% in South Africa (Hofmeyr, 1990: 108-109).

Management education in South Africa has to play its part in assisting black, coloured, Asian and female employees to succeed in management. More effort has to be made to enrol people in these categories into management programmes and to improve pass rates.

The background, experience, and inferior education suffered by most black students puts them at a severe disadvantage and these students require additional tuition in key subjects as well as assistance with skills acquisition, critical thinking and English language use.

2.4.6 Research

Business schools need a faculty that is on the cutting edge in its field, doing research that will result in innovative course development and will assist in corporate decision-making. There are numerous South African challenges and problems which require indepth research such as: job creation, productivity improvement, management information and organisational culture. There is a shortage of relevant, action-orientated publications, working papers and reports. The effective utilisation and dissemination of research findings are of major importance.

The role of a business school is to pick up the signals from the trends and issues at hand in the business community and then use this experience to undertake the necessary analysis and research to find new directions and solutions.

As a whole, South African business schools will have to take up the challenge of socio-economic development and socio-political change. To do so these, business schools have to become involved in considerable rethinking and restructuring, so as to make a meaningful contribution to a post-apartheid future.

In some respects Hofmeyr's (1990: 109) findings were similar to those of the Porter and Mckibbin report, especially as regards the need for improved human resource skills. However, the main message of Hofmeyr's research was that South

African MBA programmes need to both "contextualise" and "universalise" in order to remain relevant.

It is now fifteen years since the Porter and McKibbin recommendations were released and nine years since Hofmeyr's recommendations. It is important to see whether management education, and MBA-programmes in particular, have begun changing to reflect the new realities.

2.5 THE MAIN CHARACTERISTICS OF THE MBA PROGRAMME

2.5.1 Knowledge base of the MBA Programme

For business schools "getting it right" as the end of the century approaches, will involve developing the institutional self-confidence from which a positive external image can be created. From this perspective, those in management education have a good idea of what ought to be included in course design and curriculum. It is possible to identify the relevant knowledge bases for management and the skills and competencies which managers need to develop. That does not mean that MBA-programmes should not contain options or electives; rather, it means that the traditional approach to options which in effect allows for specialisation, is increasingly outmoded (Carnall, 1996: 3441). In particular the "shop window" approach to options is questionable on various grounds, not least economic criteria. Where lists of twenty or more course options are available, sometimes taught by research staff, one is forced to conclude that the option curriculum reflects what faculties wish to teach and not necessarily what programme members need to know. This situation cannot be justified merely by pointing to the elective nature of these courses. In fact, choices should be available throughout the curriculum which will allow programme members to focus on the subject in ways which are relevant to their own careers or employers. Carnall (1996: 3441-3442) argues that the MBA curriculum will become more integrated and more flexible, while at the same time choices will be related to individual learning needs rather than limited to elective choices. Business schools will be confident enough of their ability to facilitate learning that they will be less concerned with "proving" their quality through general spurious claims as to the intensity of the study experience. If individuals manage their own learning, the intensity of the "experience" will be the basis of the business schools' image.

According to Carnall (1996: 3442) three key factors should dominate MBA programme design. First, as already indicated, the main knowledge bases and skills/competencies needed for management development, can be identified. Business schools should therefore require that programme members cover all of these in order to obtain an MBA. This applies whether or not particular competency models are accepted.

Secondly, effective management development must follow work and management experience. In consequence the MBA should be a general management programme rather than becoming overly specialised; although some disciplinary or sector focus is not precluded, such specialisation should be a matter of excellence and degree.

Third, if the MBA programme is to he genuinely challenging and relevant, it should not be overly dominated by academic subjects. Subjects such as Psychology and Economics are arbitrary in the definition of their scope, owing as much to the emergence of professional disciplines and departments in the university or business school as to the perceived relevance of the subjects to management practice. Management problems rarely emerge readily labelled. Managers do not face psychological problems or economic problems. For that matter, they rarely face personnel or production problems. Rather, they face problems whose solutions can be informed by different subjects and disciplines. If a production manager is trying to achieve a more flexible production system, then ideas and techniques drawn from psychology (such as motivation theory), personnel management (flexible hours, flexible pay systems), production (flexible technology, just-in-time management and materials requirements planning techniques) and accounting and finance (capital appraisal techniques) will be needed.

All of these argue for a general management approach rather than specialist programmes which need to he integrated at a final stage. The programme should be designed to encourage the study of current management issues on a broad basis.

Course work and assessment should be both project-based (although that need does not require the submission of a project as such, but rather a focus upon members' own experience and/or organisations). The curriculum needs to be treated not as the last "pressure" of the faculty, but rather as a learning opportunity. The curriculum should facilitate individual study linked to personal study plans.

According to in-house research carried out by Carnall (1996: 3442) at the Henley Management College in the United Kingdom, one of the key features of the MBA programme demanded by many of the interviewees was that the programme should be designed to ensure that managers' personal development was maximised. Rarely did respondents wish only for cognitive or knowledge-based input - often they had already acquired the basic knowledge of some or all management disciplines through management training or previous programmes. However, the research results could be summarised as arguing for programmes designed along the following lines. Ideally programmes should:

- have a practical, work-related orientation which draws upon a well-developed theoretical base;
- have an interdisciplinary and issue-based approach;
- recognise that managers need to be able to deal with a rapidly changing environment;

- develop consultancy skills, which are valuable both from internal and external perspectives;
- emphasise project work;
- have a well-established faculty possessing a broad range of academic, commercial and business experience;
- have a deliberate focus on the development of personal skills and competencies;
- be international in flavour, with participants from all over the world and a programme design which recognises the need to understand a changing business environment; and
- introduce speakers from industry and politics.

A key element is the need for integration of delivery methods, learning events or situations and the assessment process or programme. To give one example: projects are undertaken during the programme rather than only once the course work, assessment and examinations are complete. This allows feedback to be formative rather than summative. The project is "embedded" in the MBA programme as well as in the client's organisation. Feedback could include feedback from other programme members as well as faculty. It can be development orientated rather than assessment orientated and can be managed by programme members themselves rather than by a member of faculty. If the project is a separate exercise largely conducted once the formal programme is complete, then there is a possibility that the project will be "distanced" from learning and become more of a hurdle than a development vehicle. It remains to be seen, however, whether this kind of integration will require joint control of the learning process by programme members and faculty, and what this kind of joint control will mean in practice.

2.5.1.1 MBA Guidelines

- the MBA is a postgraduate degree at the Master's level and must correspond to minimum intellectual and academic standards for such degrees. Admission to an MBA degree will normally require a first degree or equivalent qualification. This requirement can only be lowered in the case of candidates with substantial and proven professional experience;

- the MBA is a post-experience degree seen as a career accelerator or a means to make a career shift after a minimum of two or three years professional experience. Programmes that are designed to help young graduates prepare for their entry into professional life, should not be called MBA's;

- the MBA is a generalist degree in business administration. In line with the previous guideline, it is a broadening programme. As a result, a specialised Master's degree should not be called an MBA;

- the MBA must put theory into practice. The curriculum must be clearly identified with broad coverage of the main functional areas in management. The curriculum should extend beyond the mere acquisition of knowledge and technical skills, to put theory into practice by focusing on the personal development of participants through such competencies as decision-making, teamwork, leadership skills, entrepreneurial potential, negotiation skills, communication and presentation skills. The latter part of an MBA programme should provide elective courses and may include the possibility for participants to choose a major area of study;

- the MBA has a minimum length of one year of full-time study or the equivalent when the programme is offered on a part-time basis;

- the MBA will require a minimum of 400 hours of classroom study or structured contact. The entire programme should require a minimum of 1200 hours of personal work;

- an MBA-programme should be intellectually demanding and require a substantial personal investment in terms of commitment and effort;

- admission to an MBA-programme should entail a rigorous selection process to ensure that only qualified participants are given access to the degree;

- participants in an MBA-programme should be rigorously assessed through a series of examinations and graded work to ensure that learning objectives meet Master's degree standards (European Foundation for Management Development Forum, 1998: 8).

Business schools have responded to the above guidelines by structuring the MBA curricula accordingly. The focus is on developing the following skills which are essential for leadership success:

- indepth management knowledge;
- cross-functional learning;
- global perspective;
- leadership and entrepreneurial skills; and
- applied problem solving and innovation.

2.5.1.2 Indepth Management Knowledge

Managers require specific skills to meet the complex and immediate challenges of business. Indepth knowledge of a particular field provides an essential foundation for leadership in any business arena. This foundation is built through:

- grounding in the functional and analytical skills required for business study; and

- indepth study into a specific field through specialisation or exploration of new areas through elective courses.

2.5.1.3 Cross-functional learning

It is difficult to know every area of business in depth, but managers need the skills and knowledge to view the organisation's needs from the broadest possible perspective. In order to understand the interconnecting functions that define and drive a corporation, business schools offer:

- a core curriculum that provides exposure to all major functional areas of business and cumulatively builds participants' capacity to integrate the knowledge and global insights acquired in these courses;

- cross-function perspectives through specific course work and case studies; and

- business strategy simulations and field projects that require multi-disciplinary solutions to problems.

2.5.1.4 Global Perspective

All business today is global and all managers need to understand the specific markets and cultures within which they operate. To address these issues, business schools offer:

- a core course in global strategic management;
- specific courses focusing on aspects of global business;
- specialised offerings such as multinational marketing programmes and opportunities for foreign language development; and
- international dual degree program and exchange programs with leading international business schools.

2.5.1.5 Leadership and interpersonal skills

Managers must communicate a unifying vision to those they oversee in an environment of rapid and constant change. They must bridge cultural differences in an international workforce and deal with complex ethical issues. While performing as a leader, the most highly placed manager must work effectively as a team member. The leaders of tomorrow must be equally adapt at building consensus and drawing on colleagues' diverse fields of expertise. The MBA curriculum fosters such leadership skills through:

- leadership and teamwork courses that help participants refine skills as both a leader and a team player;
- team learning experience throughout the curriculum;
- development of strong skills in written and oral communication;
- access to the personal insight of leaders from business and government through various speaker series and classroom visits; and
- opportunities to develop and demonstrate leadership skills through organising and implementing community service projects.

2.5.1.6 Applied problem solving and innovation

The complexities of the decisions that managers make in the real world rarely conform to traditional textbook examples. Faced with accelerated change, managers can no longer rely on conventional solutions. The skills to identify, formulate and solve problems innovatively cut across all disciplines. These skills are developed through:

- core courses, case studies and leadership courses that require participants not only to solve but to formulate and define problems;
- field application projects in which teams of students work in real time to analyse a particular organisations strategic problems;
- advanced and independent study projects as well as class assignments that match students with actual business challenges;

- the opportunity to serve as consultants to small businesses in the area in which the business school operates; and
- an entrepreneurial climate which fosters active student involvement in the school's strategic initiatives. continual evaluation and re-engineering of administrative processes and innovative course development by faculty.

The above trends in the design of the MBA curricula have emerged due to the criticism launched against business schools (Porter and McKibben, 1998: 64-66).

2.5.2 Core Courses of the MBA

From a superficial overview of the existing curricula of business schools, it seems that any programme described as an MBA should at the very least include courses in the following subject areas. Course names may vary, but the content must be covered fully (Bickerstaffe, 1996: 19):

- Accountancy.
- Economics.
- Finance.
- Human resource management.
- Marketing.
- Organisational behaviour.
- Quantitative analysis.

These subjects constitute the core of an MBA-programme and usually take up the first of a two-year programme or the first one or two terms of a one-year programme. They are generally compulsory with schools insisting that students take all core courses, whatever their background. However, some schools allow students to opt out of a subject if they can prove proficiency, usually in an examination, and substitute with a more advanced course in the same subject.

The core courses provide participants with a solid foundation in the functional activities of an organisation and also equip students with basic skills and analytical tools for decision-making.

2.5.2.1 Choosing Electives

At a few schools the core makes up the whole of the programme, but most schools offer additional optional courses or "electives". Students can choose these courses to suit their own interests or future career plans. Electives can usually be selected from a wide range of subjects, usually reflecting one of the core areas such as finance or marketing. At some schools students may be required to group some of their elective choices into a concentration also called a specialisation or major, such as accounting, marketing or finance. However, most schools allow students to specialise or not as they choose, and some indeed do not. The choice of electives vary from year to year. Schools use electives to introduce new research, experiment with new subject areas or teaching methods or because the faculty has expertise in a certain area. The extent and number of electives depend on the faculty.

2.5.2.2 Projects

MBA-programmes frequently include a compulsory project and sometimes more than one. Schools differ in the emphasis they place on project work. However, some in Europe, for example Trinity College in Dublin, build almost the whole programme around project work. They may offer a project lasting for several months which constitutes a major part of their teaching and assessment systems. A project normally consists of a consultancy-like task. Projects are seen as a valuable way of ensuring that students apply the results of their academic study to real-life management problems and situations, as well as illustrating how possible situations have to fit the institution's system and people as an integrative whole, not just one subject area. Projects also help to get across some of the so-called softer business skills such as leadership and interpersonal relations. The projects consist of:

- the involvement of the client company's top management (a prerequisite for participation in the program); and

- the projects are directed by senior members of the faculty who have extensive line or consulting experience.

Each project is divided into four phases:

2.5.2.2.1 Industry Analysis

Each team examines the key factors required to compete successfully in the client company's industry. At the end of this phase, teams present their findings to the company and defend their conclusions.

2.5.2.2.2 Company Analysis

Team members study the competitive position of the client company and identify priority issues. Results are presented to management, and an agreement is reached between the client and the consulting team as to the specific issue to be addressed in the next phase.

2.5.2.2.3 Issue Analysis

Team members then explore indepth the specific issue chosen at the end of the company analysis. They prepare a set of practical recommendations to resolve the identified problems and formally present them to top management.

2.5.2.2.4 Implementation

In this final phase, participants discuss their recommendations in detail with the client and prepare specific guidelines for their implementation. They then generally make formal presentations to various members of the client organisations to explain the proposed changes.

2.5.2.3 Languages

As the globalisation of business continues, language skills are becoming increasingly important both to facilitate communication and for the appreciation of the national cultures and customs. The best business training in the world is of little use if an executive is unable to adapt. While English is by far the dominant language in business schools. some insist on a second language and others offer a specifically multinational programme.

2.5.2.4 Meeting top business people

The ability to meet and discuss issues with practising senior executives is also important. Hearing how organisations have confronted major problems or pushed through significant strategy changes, provides a valuable counterpoint to academic training.

2.5.2.5 The alternatives – Joint degrees/specialised MBA

It would be impossible to describe all the variations now available on the MBA theme. In the United States there are opportunities to combine the MBA with another postgraduate degree such as law, engineering, communications, medical sciences, social work and nursing, to name but a few. These joint degrees are becoming increasingly popular. Some schools in Europe, for example London Business School, offer specialised MBA's which, while teaching the basic core subjects, concentrate on one specific area such as marketing, information technology or finance.

According to Porter and McKibben (1988: 122-123), business schools should prepare graduates for a long-term management career - and develop capabilities for assuming later positions of leadership - rather than being to focused on more specialised preparation for a job. Given rapid changes in the environment, it seems that both students and the business world would be better served if graduates are given more exposure to business challenges in the MBA-programme. However, individual schools face different sets of circumstances, so the extent of this "exposure" should not be expected to be uniform across all degree programmes. The important point is that the market (corporate employers and individuals) will determine the type of skills that graduates should possess. It is up to business schools to respond to these requirements. Specialised MBA's such as in marketing or finance are offered upon completion of the core courses in the curriculum. Functional subjects are specified and usually include two or three courses plus two electives in the same discipline.

2.5.2.6 Admission Requirements

The admission criteria for MBA-programmes in general are:

- a bachelors degree or equivalent qualification;
- job experience;
- Graduate Management Admission Test (GMAT);
- References;
- interviews.

In the 1960's the Ford Foundation reported on the state of American management and training. The overall views of this report was summed up by Gordon and Howell (1959: 325) who pointed out that business schools enrol a disproportionate share of very weak freshmen and graduate only a small proportion of the best students from campus. A major solution to this problem that was advocated by Pierson (1959: 55) was to raise the standards for both admission and performance. Gordon & Howell (1959: 331) believed that the American Assembly of Collegiate Schools of Business could be a major force in promoting higher standards for student admissions and performance. In 1965, the now famous Graduate Management Admission Test (GMAT) was introduced and in 1974 specific quantitative cut-off criteria was set.

2.5.2.7 Graduate Management Admission Test – GMAT

The GMAT (Graduate Management Admission Test) is a requirement for virtually all business schools around the world. As with all intelligence tests, exactly what the GMAT measures, is open to doubt and some controversy. Most schools find that the GMAT is a good predictor of likely success on an MBA-programme, particularly the quantitative aspects. Students with lower scores may have trouble with subjects such as statistics, accounting and finance. For this reason, GMAT scores are widely used (despite denials that this is so) as an initial screening for candidates.

There are suspicions in some quarters that even the best schools may have to lower the limit on GMAT scores. The reason given is the need to attract more overseas students (non-English speakers tend to do less well on the test) or to provide a more "rounded" student body, and also some genuine concerns about the relevance of tbe GMAT itself.

A major concern relates to the cultural bias in the GMAT, which is said to work particularly to the disadvantage of Japanese and other applicants from the Far East. The test exists only in English (some say American English at that) and its multiple choice approach is alien to many cultures. Schools claim, however, that they are well aware of the bias and make the necessary allowances.

Recent revisions of the GMAT are intended to counter these criticisms. A new GMAT was introduced in 1994. It retains the multiple choice sections and also includes essay questions, which are difficult to prepare in advance and will, it is hoped, tell business schools more about candidates. According to the Graduate Management Admission Council (GMAC), schools and employers requested that essay questions be included in the GMAT, because schools and employers are interested in students' ability to write about complex issues. It claims that essays are not a test of writing skills but of thinking ability. The GMAT does not presuppose any specific knowledge of business or of specific content areas. It does not measure achievement in any particular subject area. A typical GMAT questionnaire is composed of the following:

- critical reasoning questions;
- problem solving questions;
- sentence correction;
- analytical writing (essay questions); and
- analysis of an argument (essay questions).

Further changes to the GMAT are being made. As of 1999, the GMAT will be available via the internet. The test can then be taken all year round rather than four times a year.

2.5.2.8 Referees

The majority of business schools want a good rounded picture of applicants and their achievements. This information is supplied by referees who have relevant and detailed knowledge of the applicants academic and work background. These referees must know what an MBA is and why participants plan to study for the MBA degree.

2.5.2.9 Interviews

Interviews are the new fashion within admission departments. Only a few years ago top schools dismissed them as suitable for little more than spotting potential "mad axemen". But doubts have arisen about the adequacy of the old procedure of relying on the GMAT and other tests and there is now hardly a school anywhere in the world that does not stress the desirability if not obligatory nature, of interviews.

The most important reason for the change is the sweeping review of the content of almost all programmes in recent years. In particular, the new emphasis on softer skills has made the personality of students a much more important ingredient in their success in a programme. People management has at last been given the recognition it deserves, but for this schools must get an overall view of candidates in order to assess their personalities and their ability to think on their own feet.

A further reason is the need for greater diversity. Standard admission approaches tend to produce standardised classes. An interview is a very good way of assessing students who may not quite match up to the academic ground rules, but have other desirable qualities. Hence interviews are used to identify and assess interpersonal and communication skills which are critical to success both in the classroom environment and in positions of broad managerial responsibility.

However, interviews are time-consuming and difficult to arrange administratively. For foreigners or students at a distance, schools must use external interviewers. But then the selection criteria and interviewing structure must be understood by the interviewers, and conscientiously applied and observed.

.5.2.10 Qualifications

Any kind of first degree or its equivalent is a suitable base for an MBA programme. General management is a generalist subject and in theory no previous specialist knowledge is required for its study. However, with a few exceptions, the MBA-programme is quantitative. Despite trends towards the teaching of soft skills, few of the top schools are eager to relax their traditional reliance on quantitative methods (Bickerstaffe, 1996: 59).

There are concerns, especially in the USA, that too much emphasis on the human sciences subjects. will result in graduates who do not understand the quantitative background to management. Most of the major schools, again especially in the USA, demand evidence of previous maths study, including calculus and a minimum level of ability in the subject. But most run pre-programme refresher courses for participants.

2.5.2.11 Test of English as a Foreign Language (TOEFL)

For people whose grasp of English is not good, an MBA-programme outside their home country is a daunting prospect. Much of the source material is in English, the international classes are mostly conducted in English and the style of teaching is very interactive.

Most schools teaching in English therefore demand some objective proof of fluency from non-native speakers. A few schools run their own tests or accept other qualifications, but TOEFL has now become widely accepted as a standard measure. However, like the GMAT the test has been coming under fire.

2.5.2.12 Job Experience

The original American MBA-programmes took students straight from studying their first degree, like any other postgraduate school. Some of the best schools in the USA still do this. However, the need for relevance and the charges of elitism have prompted students to have some job experience before taking the MBA programme. Usually this is set at a minimum of two years but many prefer much more. In part the move also reflects the growing importance and influence of European MBA-programmes, which have always demanded work experience and have indeed always seen the MBA as a post-experience qualification. Job experience enriches the learning and teaching. Job experience is important in case method teaching. (Bickerstaffe, 1994: 14).

According to Bickerstaffe, (1994: 14), there is a shift among recruiters from an emphasis on management experience towards management potential. Business schools claim that many companies are starting to think that a young MBA graduate is just as good as an older graduate and easier to fit into an organisation.

Students with little or no work experience can be a significant drawback since these students do not have much personal knowledge to contribute to discussions of case studies. On the other hand, by recruiting students with little or no work experience, business schools could help bring in diversity, especially in respect of women and disadvantaged groups.

The changes that seem likely to take place in the MBA student body, may not necessarily result in a drop in the amount of job experience everywhere. European schools are highly unlikely to drop their insistence on job experience, since the business organisations with which many European schools are closely linked generally regard the MBA as a post-experience qualification (Bickerstaffe, 1994: 13).

2.6 TEACHING METHODS

Three main methods of teaching are used in addition to traditional lectures. They are case studies, project and group work.

2.6.1 The Case Method

The case method simply means that subjects ranging from accounting and statistics to marketing and corporate strategy, are taught using case studies of actual companies' experience. These are usually framed as narratives which are sometimes quite well-written. Some will have a mass of supporting data, relevant and otherwise. Others will have little and students, like managers, will be expected to respond on the basis of what information is available.

Often the case study will end with the control manager figure facing a dilemma which students must analyse and then justify in terms of the action they recommend. The virtue of the method is that it reflects the messy, cross-functional nature of business life where there are no clear-cut problems and often no right or wrong answers. Schools, which use case studies exclusively, say that subjects such as accountancy can be taught using the method; others argue that it is best suited to broader areas such as marketing or strategy. In a number of schools cases are used more in elective subjects than in the core curriculum.

One problem with the case method is that cases take a lot of time and resources to find, study and write. Few schools can write all of their own cases even if they wanted to and therefore use studies prepared by other schools in addition to their own.

The predominance of American cases provokes criticism elsewhere that the case method results in an inappropriate cultural bias. A further criticism, especially from employers, is that the case method develops a habit of concentrating on the overview of management problems rather than the detail of how to solve them.

Nevertheless the case method seems to be coming back into fashion. It remains a stalwart of the MBA-programmes around the world because it stimulates class discussion and forces students to think for themselves about real business problems. As there is no single solution to a complex problem, case discussions elicit competing viewpoints that promote creative discovery. Each participant applies his or her own experience to the problems, enriching the discussion and intensifying the learning process.

Cases may get a new lease of life through the application of new technology. Information technology has been slow to make an impact in management education, because learning in this way presents bigger problems than the science suggests. But the ever-expanding capacity and the advent of videoconferencing, multimedia and other techniques will no doubt speed up the process. Many schools, including Harvard and INSEAD are now experimenting with case studies on CD-ROM.

Multimedia not only allows the data to be assessed but also provides video images, such as interviews with marketing and finance chiefs, examples of advertising campaigns, product developments and so on. INSEAD would like to use the enormous data storage potential of CD-ROM to put as much information as possible on disk in an unstructured form. Students would then have the freedom to assess and analyse for themselves what they considered to be the problems and opportunities, much as a consultant might (Bickerstaffe, 1996: 86-87).

2.6.2 Projects and Group Work

(Refer to paragraph 2.5.2.2)

2.6.3 Learning Methods

The acquisition of theory and knowledge is not an end in itself. New trends in learning methods leverage participants' experience and provide opportunities to put learning into practice. The learning process reinforces individual study by way of class and small-group work, using participative and interactive methods.

2.6.3.1 Collaborative, team-based learning

The collective work experience in the class that comes from a wide range of industry and business functions, and the knowledge and insights that participants bring, are an integral part of the learning process. Each individual is expected to contribute to the classroom and group exercises by sharing his or her expertise and viewpoints with peers.

Teamwork is the catalyst for collaborative thinking. Participants spend roughly two thirds of their time working in teams. This intensive teamwork fosters the development of skills in conflict resolution, effective communication and leadership in a multicultural environment.

Typically, the learning activities involve three distinct phases:

- Initially, participants work individually, studying and analysing the assigned material. The students then work in small groups of six or seven participants, broadening their outlook by testing their opinions and viewpoints on classmates from different cultural and business backgrounds.

- Finally in the classrooms, guided by faculty members, participants explore new concepts and techniques, share experiences and are challenged to present their analysis, defend their viewpoints and propose new solutions to resolve problems.

2.6.3.2 Case Studies

(Refer to paragraph 2.6.1)

2.6.3.3 Presentations

By working in small groups to develop and defend presentations, participants experience the challenges associated with group responsibility collective decision-making and persuasive communication. Group presentations enhance participants' ability to express their ideas clearly and convincingly – a valuable personal asset in business life.

2.6.3.4 Exposure to Experts

Executive development programs draw senior management from the largest, most successful companies in the world. This executive expertise does not go untapped in the MB- programme. Participants take part in joint events with senior managers giving both groups a chance to observe the other in action. For the MBA participant, contact with such a large number of executives from multinational corporations is both an intellectually stimulating and a professionally invaluable experience.

2.6.3.5 Entrepreneur Speaker Series

This series is intended to help participants learn from the "real world" experiences of successful entrepreneurs. The speakers discuss the initial hurdles and how they overcome them, and the issues of managing growth for a small operation. The entrepreneurs also address the personal thrills and professional challenges of operating in an environment without a "safety net".

2.6.4 Full-time MBA Programmes

In North-America the length of the MBA programme is normally two years. In Europe and elsewhere, although some leading schools such as London Business schools and IESE in Barcelona insist on two years, quite a number (notably SDA

Bocconi in Milan, the Australian Graduate School of Management in Sydney and Wits Business School in Johannesburg) offer programmes of around 16-18 months. This is a timescale many academics believe is ideal for an MBA programme. Both Manchester and Erasmus School of Management have sliced chunks off their two-year programme to meet market demand for shorter programmes.

2.6.5 Part-time and other programmes

Generally the part-time programme is identical to the full-time version. Students take two to three years to complete the programme depending on the length of the full-time version. Part-time students tend to be older than their full-time counterparts, bringing greater practical experiences into the classroom. Since students are working, they can test and apply what they have learnt almost immediately.

2.6.6 Modular Programme

The modular MBA aims to tackle two of the criticisms levelled at MBA programmes: that they are too academic and lack relevance to real business issues. A modular programme alternates periods of traditional MBA education in a business school, usually lasting several months, with periods back in the students company undertaking projects based on the theory learned.

On most modular programmes the school insists on keeping in close contact with students during their time back in their companies. The downside is that, like part-time programmes, the modular design does not readily engender involvement and camaraderie. Furthermore, the company link may curtail academic freedom and the development of the individual. On the other hand, projects can entail interesting and highly visible work within the company.

2.6.7 The Consortium Programme

Consortium programmes are a form of modular MBA, bringing together three to six companies and a business school, to design an MBA-programme for employees of these companies. Consortium programmes aim to provide the companies involved with an educational experience for their employees that is relevant to their own company, but wide enough to allow the networking and broadening process that is a major advantage of traditional programmes.

The programme can be tailored fairly closely to the needs of the member companies, although one of the problems is the need to persuade a number of diverse organisations to agree on the content. Some programmes restrict employees' project work to their own companies, but where projects can be carried out in other consortium companies, the students probably benefit more from the contrast and the companies from a fresh viewpoint.

A consortium MBA may be a valuable qualification and the content may be the equal of most other programmes, but it will be different from that offered by the same school on its full-time or part-time programmes.

Some leading schools have consistently refused to provide consortium programmes – London Business School and the International Institute for Management Development (IMD) are European examples– despite being offered lucrative contracts. Thus even the best-constructed consortium programmes will lack the elements that make the MBA so effective: academic rigour, teaching based on sound research, and exposure to a wide range of individuals with diverse backgrounds and experience. Nevertheless, consortium programmes have many supporters among companies. Their argument rests on a fundamental difference about the purpose of an MBA degree. They suggest that what industry needs is an MBA programme that makes existing managers more effective in their jobs, not an academic course to help relatively young individuals improve their job prospects or change their careers.

2.6.8 The Executive MBA

The executive MBA is a type of programme that is also growing in number and popularity, most notably in the USA. It mixes some of the best elements of part-time, modular and consortium programmes and seems to offer advantages to all.

Executive MBA-programmes are usually made up of fully sponsored up and coming executives with considerable work experience, which can be as much as ten years for many schools. The programmes consist of large modules of residential work and even foreign field trips.

The courses are usually innovative and closely relate to experience rather than classroom speculation. The executive MBA-programme carries more prestige than the conventional MBA and the combination of theory and job experience, has a direct value for the organisation. The executive MBA offers an opportunity for well-motivated, skilled executives to broaden their experience and their thinking through discussions with top-flight business academics.

2.6.9 <u>Distance Learning</u>

The huge growth in the number of MBA's awarded in recent years is largely due to distance-learning programmes. They are most common in the United Kingdom, with Henley Management College and the Open Business School, some of the biggest. Students study in their own time at home or even while travelling and programmes can take three years or more to complete (Bickerstaffe, 1996 : 37).

The distance-learning phenomenon is part of a larger fundamental structural transformation taking place in higher education. That larger structural change is driven in part by economic forces, in part by greater international mobility and communication, and in part by changes in technology. Technology changes are having a significant influence on distance learning. In addition, technology use is transforming much of the pedagogy for campus-based learning. Campus-based students are experiencing many of the same electronic information tools that enrich distance-learning programs. These include electronic communication with faculty, electronic student group projects, internet-based research and the delivery of course materials on the internet. Faculty ingenuity is continually devising new ways to use technology tools to enhance learning. Students face a wide variety of challenging learning experiences. Along with these new pedagogical innovations changes are taking place at other levels within higher education. Much no-credit education delivered by traditional educational institutions and by corporate educators, is being delivered by CD-ROM, internet, and video. Many institutions deliver a full menu of courses online and in some cases, consortia of institutions have combined their menus to increase the selection available to potential students. Some institutions and consortia have begun delivering entire degree programs online. These range from programs that require a mixture of on-site and online experiences, to programs offered entirely online. Finally, new virtual institutions have been created to deliver courses and programs where no campus location or traditional campus-based instruction is available (Blood, 1999: 1-4).

Distance learning is shown by research to be a highly effective means of transferring the basic knowledge contained in the MBA-programme, particularly as information technology becomes cheaper and easier to use (Bickerstaffe, 1996: 37).

2.7 AN EMERGING THIRD GENERATION MBA

The third generation MBA-programme recognises the need to take account of the judgmental, intuitive and experimental nature of much of management practice. It is becoming genuinely international. Fundamentally, it integrates delivery systems and learning methods, incorporating and integrating distance learning and computer-based methods including conferencing, action-learning and multinational learning events along with traditional methods. By doing so, this model can create enough flexibility in the learning system to allow learners to control their own learning in terms of pace, teaching style and their own learning styles (which are known to differ).

In a third generation programme, learning takes place not only in the business school but also in business schools in other countries and organisations. The third generation requires faculties to move their sights to the world outside the business school. Some may have long done so.

According to Carnall (1996: 3444) moving towards the third generation MBA requires significant changes in content, learning process and delivery system:

- *content:* the movement is from knowledge itself to knowledge acquired through application. Rather than deliver knowledge, the challenge is to secure learning and development through facilitating knowledge acquisition and application;

- *learning process:* the focus is on action learning and projects as a means of securing application, feedback (from tutors, managers, mentors and peers) and learning;

- *delivery systems:* there is a need to deploy a wide range of learning modes, technologies and environments including distance learning, action learning, international learning opportunities and conferencing (through various media).

All of these changes need to be made within a coherent quality assurance framework which deals with the whole learning activity of the school in an integrated way. Partnership models are also emphasised: these include partnerships between groups of faculty from around the world who are involved in the programme and partnerships between faculty programme members and sponsoring organisations.

Most importantly, the focus of an integrated programme design encourages active learners. The programme should focus on skills and competence balanced with cognitive learning control of the learning process, shared between faculty and programme members.

Paradoxically the need is for higher quality faculties who will feel confident to handle learning situations which the faculty members no longer control, and in which subject expertise is merely a perspective rather than the subject of the learning event.

Hence the third generation MBA will be managed as an international service business, wherein quality and client satisfaction are key performance parameters. Learning will focus on management issues and challenges rather than on subjects. Multidisciplinary approaches will be practised increasingly.

2.7.1 Towards a Third Generation MBA : A Case Study

An example of an emerging third generation MBA is the Henley-Brunel University MBA. Since 1985, Henley Management College has been developing an internationally networked MBA through joint venture partnerships in Europe and elsewhere. In Europe a genuine network is emerging, with a number of bilateral arrangements between Henley and partners in other countries. They are beginning to transform into a transnationally managed network with a genuinely international curriculum, teaching and learning settings. According to Carnall (1996: 3445) the intention is to operate the programme on global basis, utilising generic principles of management and management learning, but to focus it regionally on Europe, the Pacific and the Americas. Developing the programme through the network ensures that the national and other diversity both between and within these regions, can be dealt with.

It is clear that quality and internationalisation are key issues in this programme. In turn both raise the question of control. Not only must control of learning be shared between faculty and programme members: in order to internationalise, network members must also learn to share control of curriculum and learning with faculty from other organisations around the world. In the third generation MBA there is a partnership between programme, participant and sponsoring organisation, creating a "learning contract" for the individual manager which includes the specification management and evaluation of incoming project work. This sits within a context which comprises three levels: service delivery day by day; a programme design creating integrated management education; and development within a quality audit framework increasingly managed by a European network. Throughout the programme the focus is on the manager and management development.

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Expectations of management education are high. Programmes are expected to be delivered flexibly and at high quality, and business schools are expected to create partnerships between the school, programme members and industry. Consideration of individual needs is fundamental to the design and delivery of programmes. No longer is it good enough to deliver a "standard" lecture to large numbers of people; participants also require learning to focus on their own interests. The work and management experience of programme members in itself are key learning vehicles. Above all else, programmes are expected to be international in all respects.

The management development market and more specifically the MBA market, is increasingly competitive. Once dominated by North America, the MBA market is now global, demonstrating a strong tendency to reflect distinct regional characteristics.

According to Carnall (1996 : 3447) European business schools have, on the whole, been more responsive to intuitive judgmental and action-based management and management development approaches and are particularly well placed to take up this challenge. That challenge is now nothing less than the development of a new kind of MBA.

The business school needs to become client driven, not faculty driven. It must not be merely be an academic institution, but also a service provider determined to achieve "satisfied clients". The business school should balance research and teaching concerns with a growing recognition of the importance of the business and personal needs of its many clients. The emphasis must be less on programmes and more on partnerships. The objectives of business schools must shift from concern with only individuals on a particular programme, to concern for both life-long learning and management development partnerships conceived within a global framework. Faculties will need to spend less time engaged in traditional teaching methods and more time as mentors, developers and facilitators of learning and change. The focus of learning will then be applied to the world of work. Delivery systems will use more multi-media technologies, will be designed to achieve active learning and will be flexibly developed and deployed.

Today some refer to "renaissance manager", implying a new concern for the integration of technical managerial and people skills. It seems inevitable that the new business school will respond to this concern. The third generation business school will be different, managed differently and experienced differently. In a world of change it should surprise no one that to respond, the present curricula must change, together with the delivery system and learning processes (Carnall, 1996 : 3446 – 3447).

2.8 SUMMARY

The literature review has highlighted the purpose of the MBA degree and its role in management education. MBA-programmes in the United States and Europe came under attack during the early sixties. Following the recommendations of Porter and Mckibbin, the early 1990's saw significant changes to the detailed structure of MBA-programmes.

South African business schools have also faced severe criticism since the early 1980's (Harari and Beaty, 1986 : 17). To some extent these criticisms mirror those expressed by commentators in America and Europe. In addition, extensive research conducted by Hofmeyr (1990 : 102 – 109) highlights the need for South African MBA-programmes to both be contextual and universal in order to remain relevant.

In view of the changes that have taken place and the changes that are currently occurring in the structure of the MBA-programme, the main characteristics of the MBA-programme were outlined. By comparing these characteristics, the common elements and specific trends occurring in the important global regions will be identified. Chapter three will explain how the information pertaining to the main characteristics of the MBA-programme was obtained and arranged so as to perform an analysis.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In chapter two, the literature survey highlighted the following:

- the aim of the MBA programme;
- the evolution of management education and training;
- the main characteristics of the MBA programme; and
- the teaching methodologies used in the MBA programme.

By comparing the MBA curricula of various business schools in the important global regions (North America, Europe, Asia) and South Africa it is envisaged that specific characteristics and recent developments in the MBA programme can be identified so as to determine focused areas in management development and training.

The purpose of this chapter is therefore to explain the research method followed in this study.

In this chapter, the following elements pertaining to the study are addressed:

- problem statements;
- research objectives;
- research design; and
- research strategy.

3.2 PROBLEM STATEMENT AND OBJECTIVE

What are the essential features of the MBA/MBL curriculum that will comply with the requirements of developing successful business leaders for the South African region in the twenty-first century?

3.3 OBJECTIVES OF THE STUDY

- to analyse the MBA/MBL curricula of business schools in the important global regions in order to determine focus areas in management development and training;
- to identify specific characteristics in the MBA/MBL curricula that are peculiar to specific global regions;
- to make recommendations for the MBA/MBL degree that will comply with the requirements of the global and Southern African business community.

3.4 RESEARCH OBJECTIVE

The research objectives pertaining to this report are to:

- identify common elements in the MBA/MBL programme;
- identify specialised/joint degree offerings;
- identify what the admissions criteria of various programmes are in terms of:
  - bachelors degree or equivalent;
  - work experience;
  - Graduate Management Admission Test (GMAT); and
- establish if various programmes offer a business project or research project.

3.4.1 Hypothesis

The course content of the Unisa MBL programme does not differ significantly from the MBA programme of other business schools in the important global regions with respect to:

- common elements in the MBA/MBL programme;
- specialised joint degree offerings;
- admissions requirements;
- research/company projects.

3.5 RESEARCH DESIGN

Various journals and international publications were consulted so as to establish what the MBA programme entails and which universities are providers of the MBA degree or its equivalent. These journals/publications included the *European Foundation of Management Development Review (EFMD review), 1998; The Magazine for Graduate Management Admission Council, 1998, Business Week and Financial Times, October 1998.*

The North American, European and Asian-Pacific regions were chosen for the purpose of this study for the following reasons:

- these regions are considered to be areas of high global economic activity;

- approximately one hundred thousand MBA graduates graduate on a yearly basis from North America and Europe alone. These regions have the highest concentrations of business schools offering the MBA programme (Bickerstaffe, 1996: 2);

- management development plays an important role in the economic development of a region/country (Mitiku and Wallace, 1999: 46-62). South Africa's weak competitive position and the current socio-political pressures placed on its business leaders, make it crucial to evaluate management development trends in the important global regions so as to streamline South African management development initiatives, particularly the MBA/MBL programme.

3.6 RESEARCH STRATEGY

3.6.1 Research type

One of the objectives of this study is to identify the main characteristics of the MBA programme so as to determine focused areas in management development and training.

The curriculum serves as a useful and logical starting point to examine academic degree programmes. The curriculum provides the structure for the educational delivery system of an institution. The nature of the curriculum content and design, along with of course the abilities and qualifications of the faculty, therefore has a significant impact on the quality of education that students receive. Another very useful purpose the curriculum serves, is it provides excellent diagnostic indicators of several key features of the academic program, particularly the kinds of educational objectives that the faculty thinks should be pursued (Porter and Mckibbin, 1988: 47).

Given the importance of the curriculum in any overall assessment of current degree programmes in business/management and their possible modifications in the future, this report concentrates primarily on major curriculum issues rather than micro-details of specific curriculum components. This study will compare different MBA curricula and attempt to explain differences/similarities. Hence, this study would be explanatory. Explanatory studies are grounded in theory, and theory is created to answer "why" and "how" questions. An explanatory study goes beyond description and attempts to explain the reasons for the phenomenon occurring.

Theories or hypotheses are used to account for the forces that caused a certain phenomenon to occur (Cooper and Schindler, 1998: 11-12).

3.6.2 Research population

The population was defined as all business schools offering the MBA degree or equivalent in the important global regions. For the purpose of this study the important global regions are defined as North America, Europe, Asian-Pacific and South Africa.

The research sample was drawn from this population. The following considerations were taken into account:

- the sample was confined to those business schools that are ranked by agencies operating in the above regions;
- the top twenty business schools in the Unites States as ranked by *Business Week*;
- the top ten business schools in Europe as ranked by *Financial Times*;
- the top ten business schools in Asian-Pacific region as ranked by *Financial Times*;
- the top four business schools in South Africa as ranked by Professional *Management Review* (PMR).

Note: The other six South African business schools were chosen for the reasons outlined in paragraph 1.4. Hence, a total of fifty schools were chosen for this study. For the purpose of this study, the general management MBA programmes were chosen.

The rankings of business schools in the USA, Europe and South Africa are determined by graduate and company survey feedback. The criteria used for the rankings can be obtained from (www.businessweek1998.com) or (www.topten.org), (www.pmr1998.com).

3.6.3 Information gathering

Having established the sample, the program directors of the various business schools were approached via electronic mail and the MBA brochures of various ranked business schools requested.

A cut-off date of 1 November 1999 was chosen. By this date twenty MBA brochures had been received from North America, ten from Europe, ten from Asian-Pacific and ten from South Africa. This represented a 100% response rate.

The brochures were analysed in order to obtain information regarding the following key variables: course content, admission requirements, speciality/joint degree offerings, and whether a research project, similar to MBL programmes, is offered.

The research instruments used in this study are the MBA brochures and websites of the ranked business schools. Brochures serve as marketing tools. These brochures provide information on the course content, admission criteria, optional or elective subjects, projects and other relevant information. However, since brochures are extremely expensive to produce and programmes are updated every year, all brochures do not necessarily contain up-to-date information.

3.6.4 Data analysis

The key variables highlighted above were tabulated as follows:

- course content;
- admission criteria (undergraduate qualification; GMAT; work experience; interviews);
- specialisation/Joint degree offerings;
- research project/business project offerings;
- elective/optional courses.

Note: North American and European business schools offer a wide range of electives which makes it difficult to list. The choice of electives varies from year to year, hence up-to-date information is difficult to obtain. To simplify analysis, similar electives were grouped together into each of the following core areas: accounting, finance, marketing, operations, human resources, organisational behaviour, international management, information technology, strategy, decision science, economics and, entrepreneurship.

3.7 SUMMARY

Chapter three outlines, the research methodology followed. In order to identify specific characteristics in the MBA/MBL curricula that are common to specific global regions, the main elements of the MBA/MBL programme were tabulated. By comparing the main elements of the various MBA programmes, recent trends in management education and training could be highlighted and compared to South African MBA/MBL programmes. The sole purpose being to enhance management development initiatives particularly the MBA/MBL programmes in Southern Africa.

In chapter four, the results are analysed and discussed in relation to the research objectives and the objectives of this study.

CHAPTER 4

ANALYSIS AND DISCUSSION OF RESEARCH RESULTS

4.1 INTRODUCTION

In chapter three the research methodology was outlined together with the purpose of the research and its objectives. The research procedure was described and the methodology followed while restructuring the research data.

In chapter four, the research results were analysed and discussed in relation to the research objectives described in chapter three. The analysis and discussion will serve to answer the overall objectives of the study and the research problem.

In this chapter, the analysis of the research data will highlight the following variables:

- main features of the MBA program;
- common elements;
- deviations from the norm;
- possible trends; and
- substantiation of theory.

4.2 THE ADMISSION REQUIREMENTS OF BUSINESS SCHOOLS (Refer to Annexure A Table A.1 - A.4)

The results displayed indicate that all fifty business schools analysed in this study require a bachelor's degree for admission to the MBA/MBL programme. The top 20 business schools in North America, the top ten in Europe and the top ten in Asian-Pacific region require the Graduate Management Admission Test (GMAT) or its equivalent as an admission requirement. However, three of the ten business schools in South Africa do not stipulate GMAT or its equivalent as a prerequisite for admission to the MBA/MBL. According to Table A.4 of Annexure A, these schools are UNISA, Wales and the Rand Afrikaans University (RAU).

Eighteen of the top 20 business schools in North America (Table A-1), nine out of ten in Europe require job experience (Table A-2) and all ten schools in Asian-Pacific require job experience. Nine of the ten schools in South Africa require job experience as an admission requirement.

According to Table A1, Wharton, Northwestern University and Chicago do not stipulate job experience as an admission criterium. The above information suggests that the majority of business schools in North America, Europe, Asian-pacific and South Africa require the following entrance criteria for their MBA/MBL programmes:

- a bachelor's degree (refer to chapter 2, paragraph 2.5.6.4);
- GMAT (refer to chapter 2, paragraph 2.5.6.1); and
- job experience (refer to chapter 2, paragraph 2.5.6.6).

The European Foundation for Management Development (EFMD) has laid down certain MBA admission guidelines. These guidelines have been outlined in chapter 2, paragraph 2.5.6. These guidelines are:

- admission to an MBA programme will normally require a first degree or equivalent;
- a minimum of two to three years of professional work experience is required;
- a rigorous selection process should be applied. Business schools have been using the GMAT and interviews to fulfil this requirement.

4.2.1 <u>**Qualifications**</u> (refer to chapter 2, paragraph 2.5.2.10)

In Chapter two, paragraph 2.5.2.10 highlights that any degree is a suitable base for entering the MBA programme. However, specific criticism has been directed towards business school curricula – refer to chapter two, paragraphs 2.3.1 to 2.3.8.

According to the various MBA brochures that were evaluated, business schools in North America and Europe have responded to the above criticisms by providing pre-term courses which aim to ensure that students from diverse backgrounds begin on an equal footing. These pre-term courses provide a grounding in both the quantitative and qualitative aspects of management. These pre-term courses are:

- Accounting.
- Economics.
- Applied Statistics.
- Communication.
- Computing.
- Foreign Language Usage.
- Workshops in Teamwork and Leadership.

These pre-term courses emphasise the use of "hard" and "soft" data in making a systematic analysis that leads to sound decisions. It also prepares participants for the program's intense learning process by helping students to develop effective working habits both as individuals and as teams.

From the available information, it seems that South African business schools do not provide for pre-term courses. However, the Unisa Business School has responded to some of the criticism highlighted in chapter two, paragraphs 2.4.3 – 2.4.5. This school has introduced the Programme in Business Leadership (PBL). The prescribed courses for the PBL are:

- Accounting.
- Economics.
- Statistics.
- Business Management.

The PBL attempts to address the following:

- to promote diversity in the MBL student body by allowing students from diverse backgrounds, to start on an equal footing. The quantitative skills for managerial decision-making is developed especially for disadvantaged groups; and

- the PBL allows those students that have a grounding in the quantitative courses, especially engineering and commerce students, to proceed tot he second year of the MBL programme. However, the PBL courses could be extended to include courses in computing, communication and interpersonal relationships. These courses may serve to develop the qualitative skills which are critical in the South African work environment.

4.2.2 The GMAT

The literature review in Chapter two, paragraph 2.5.2.7 highlights the elements and the controversy surrounding the GMAT. The majority of business schools evaluated in this study apply the GMAT with the exception of Unisa, Wales and Rand Afrikaans business schools. One of the major criticisms against the GMAT is that it is culturally biased and is said to work to the disadvantage of certain groups of students. In order to overcome this shortcoming, business schools in North America, Europe and Asian-Pacific regions have introduced interviews which tend to supplement the admission requirements.

In general interviews are used to identify and assess interpersonal and communication skills which are critical to success both in the classroom environment and in positions of broad managerial responsibility. (Refer to chapter two, paragraph 2.5.2.9 for further details).

In this study, 14 out of 20 schools in North America, nine out of ten in Europe, six out ten in Asian-Pacific and three out of ten business schools in South Africa use interviews as an admission criterium – refer to Tables A-1, A-2, A-3 and A-4 respectively. The interview is not utilised by Unisa, Wits, Henley, Wales, Heriot-Watt, Durban-Westville and Rand Afrikaans business schools as an admission criteria. According to Bickerstaffe (1996: 10) standard admission approaches tend to produce standardised classes. In view of the criticism against the GMAT and what is an appropriate undergraduate qualification for admission to the MBA programme, business schools in North America, Europe and Asian-Pacific use interviews to:

- assess the personality of participants such as people management;
- skills which are important ingredients in the MBA programme; and
- to increase the diversity of student body.

This analysis indicates the growing importance of interviews to supplement the admission process and to address some of the criticism launched against business schools. South African business schools, especially Unisa, could introduce interviews as a selection criterium. This can increase the diversity of the student body and allow students with little or no job experience, as well as disadvantaged groups, the opportunity to enrol for the MBL programme.

4.2.3 Job Experience

18 of the top 20 business schools in North America (Table A-1), seven of the ten schools in Europe (Table A-2), seven out of ten in Asian-Pacific (Table A-3) and nine out of ten business schools in South Africa, require job experience as an admission criterium. Hence the importance of job experience as an admission criterium.

However, Wharton, Northwestern and Chicago business schools either do not require or demand very little job experience as an admission criterium (refer to Table 1-A). This trend also presents itself at European business schools – refer to Table A-2; IESE (Spain); Manchester and UBI (Belgium) business schools.

A similar trend is evident at Asian-Pacific business schools, IIM (Ahmedabad), International University of Japan and Chinese University of Hong Kong – refer to Table A-3.

This study indicates that some of the best business schools in North America, Europe and the Asian-Pacific regions are not demanding job experience as an admission criterium. The literature review confirms the importance of job experience, (refer to Chapter two paragraph 2.5.7.6). However, one possible reason for the decline in requiring job experience, is to increase the diversity of the MBA student body so as to allow previously disadvantaged groups the opportunity to enrol for MBA programme.

The results in Table A-4, suggest that South African business schools emphasise job experience as an admission criterium. This places previously disadvantaged but potential students at an even greater disadvantage. The socio-political and demographic forces occurring in South Africa demand that South African business schools recognise these forces and their implications. By lowering requirements for or removing job experience, the Unisa Business School can increase the enrolment of previously disadvantaged groups and hence increase the diversity of the student body.

In order to meet the socio-political, demographic and globalisation demands placed on business schools, the following developments have emerged with respect to admission requirements:

- business schools evaluated in this study require any undergraduate qualification. The GMAT was introduced to enhance the selection process. In view of the criticism against the GMAT, business schools in North America, Europe and Asian-Pacific have introduced pre-term courses so as to ensure that students begin the programme on an equal footing and to allow disadvantaged groups to enrol for the MBA. South African business schools have not followed this route. However, the Unisa Business School has introduced the PBL to address some of the criticism;

- business schools in general require work experience. However, there are some signs in the USA, Europe and Asian-Pacific business schools that the demand for job experience may be about to decline. By accepting students with little or no job experience, the diversity with respect to student body can be increased. This provides participants the opportunity to interact with diverse cultures and this is especially relevant in the South African workplace;

- there is a growing use of interviews as an admission criterium. This is evident in North American, European and Asian-Pacific schools evaluated in this study. In general this is not a requirement at South African business schools with the exception of Cape Town, Pretoria and Stellenbosch business schools. Interviews are used to assess the personality traits of participants, for example their people skills, which are important ingredients for the MBA/MBL programme. The interview also serves to increase the diversity of the student body since the selection process is not confined only to the GMAT, degree and work experience. This is of significance in South Africa due to the socio-political and demographic forces which have a direct influence on South African business schools. The Unisa Business School has, to some extent, worked around this problem by introducing the PBL. The PBL develops skills that the GMAT, work experience and interviews serve to measure.

.3 CORE COURSES IN THE MBA PROGRAMME (Refer to Annexure B, Tables B5 - B8)

The research results displayed indicate that all 20 business schools in North America offer the following courses in the MBA programme. This is generally referred to as the core of the programme:

- Accounting.
- Economics.
- Human Resource Management.

- Finance.
- Marketing.
- Information Management.
- Organisational Behaviour.
- Data/Quantitative Analysis.
- Operations; and Strategic Management.

This trend is also evident in the top ten schools in Europe, top ten in Asia-Pacific and the ten business schools chosen in South Africa.

The Information/Management Systems course also forms part of the core of the MBA programme at South African business schools (Table B-8 eight out of ten schools offer this course), and Asian-Pacific business schools (Table B-9 nine out of ten schools offer this course as part of the MBA core). Only seven of the top 20 schools in North America (Table B-5) and four out of ten schools in Europe (Table B-6) offer Information/Management Systems as part of the MBA core. These results indicate that South African and Asian-Pacific business schools place greater emphasis on Information Technology than European and North American business schools. No possible explanation could be found from available information. Future research could explore the reasons for this trend.

The research results indicate that there is a considerable overlap in the core of the MBA programme and that the core of the MBA programme comprises of the following courses:

- Accounting.
- Economics.
- Human Resource Management.
- Marketing. Operations Management.
- Quantitative Analysis.
- Organisational Behaviour.
- Strategic and Information Management.

These results confirm the literature findings: the EFMD (1998: 8) guidelines and the research conducted by Porter and McKibbin (1984: 58-59) – refer to Chapter two paragraph 2.5. These authors have highlighted the criticism facing business school curricula – refer to Chapter two, paragraph 2.3.1 – 2.3.9. Business schools in North America and Europe have generally responded to these criticisms and have structured their MBA programmes so as to develop the skills and competencies which are essential for leadership success – refer to Chapter two, paragraph 2.5.1.2 – 2.5.1.6.

The challenges facing South African business schools and particularly the Unisa Business School are very similar to those identified in the literature review. These challenges were highlighted by Hofmeyr (1990: 107-109). Refer to Chapter, two paragraph 2.4.1 – 2.4.6. How has the Unisa Business School responded to these challenges?

The core curriculum has recently been revamped. Attempts have been made to contextualise what has been taught in traditional subjects such as Marketing, Operations, Human Resources, Finance, Accounting and Strategy. Although American case studies are used, local cases are beginning to appear, linking local constraints and opportunities. Similarly, South African texts are being introduced to capture the context and nature of South African challenges.

The MBL programme offered by Unisa, has to some extent satisfied the requirements of the South African business community. This is evident in that the MBL programme was rated the second best for two consecutive years by corporate South Africa (*Professional Management Review*; 1998: 14-16).

According to Prof M Crosbie, the Unisa Business School's focus differs from other business schools, which accounts for the respect it commands in the market place. The MBL emphasises leadership rather than administration. Prof Crosbie goes further by stating that the Unisa Business School is taking the MBA to a higher level, supplementing the traditional academic and theoretical grounding with practical skills needed to take on leadership positions (Professional Management Review; 1998: 16).

In general the core courses offered by the Unisa Business School meets the EFMD's MBA guidelines. Some of the positive developments with respect to the core are:

- the use of local case studies to link local constraints and opportunities;
- the growing use of local texts to capture the context and nature of the South African challenges; and
- emphasis on leadership rather than administration, an essential ingredient for developing successful business leaders;
- integration of functional areas within the framework of the "Value Chain" concept.

4.4 <u>JOINT DEGREE/SPECIALISATION</u> (Refer to Annexure B, Tables B-5 - B8)

The results indicate that 16 out of 20 schools in North America offer MBA specialisation or a joint MBA degree. This is not a common feature of the MBA programme offered at European, Asian-Pacific and South African business schools since two out of ten schools in Europe, three out of ten in Asian-Pacific and one out of ten schools in South Africa offer specialised MBA or an MBA joint degree.

There is a trend in North American Schools to offer specialised/joint degree MBA programmes, but this trend is not a characteristic of business schools in the other major regions included in this study namely Europe, Asian-Pacific and South Africa. However, the findings of Porter and McKibbin (1988 : 317) recommended a broad, well-rounded education rather than specialisation. North American business schools differ from the Porter and McKibbin recommendation. The specialised/joint MBA degree offered by North American schools demand students to spend time at other business schools/universities in Europe or Asia. This exposes students to other cultures and value systems which enhances the development of "soft" skill critical for leadership success.

It would appear that North American schools have, to a large extent, provided participants the opportunity to broaden their horizons and to rethink their cultural values and assumptions. Hence the importance placed on exchange programmes.

However, Porter and McKibbin (1988 : 122-123) believe that the market (corporate employers and individuals) will determine the type of skills that graduates should possess and that it is up to business schools operating in the various business environments to respond to the local business needs.

The research results presented in this study indicate that:

- North American business schools provide for specialised/joint MBA degrees. This implies that there is a demand from the local business community for such degrees. The joint degree offering provides students the opportunity to develop the soft skills critical to leadership success.

- European, Asian-Pacific and South African business schools in general do not provide for this option, suggesting that specialisation/joint MBA degrees are demanded by the business communities that these schools serve. It also indicates that these schools have other methods of developing the knowledge of other cultures and value systems.

- the Unisa Business School does not provide for the specialised MBA or joint MBA programme. However, this could change depending on the business environment. South Africa is a developing economy and the trading partners are North America, Europe, Asian-Pacific and African countries. It is imperative that business leaders have a knowledge of other cultures and value systems. Business schools and especially Unisa must have some mechanism to address this aspect.

4.5 RESEARCH/BUSINESS PROJECT OFFERING (refer to Annexure B, Table B5 - B8)

One of the major criticisms launched against business schools is that insufficient emphasis is place on integrating across functional areas (Porter and McKibben, 1998: 64 - 65).

The business project offers participants the opportunity to tackle real company problems and verify "in the field" what has been taught in the class. Students work in groups using leading edge technical and management methods and are monitored by faculty tutors. The approach used in the business project goes from analysis to diagnosis to the proposal of solutions. An integrated vision of the company's problems permits the identification and application of creative strategies that will translate into workable solutions. Also refer to chapter 2, paragraph 2.5.2.

The results in Table B-5 indicate that 12 of the top 20 business schools in North America offer or make provision for business project work and two of the business schools offer or make provision for research project work in the MBA programme. Seven of the business schools in North America do not provide for either research or business project work in their MBA degree. The business project offering is therefore a common option in North American business schools.

Eight of the European business schools (Table B-6) offer business project work and three offer the research project offering. Two of the European business schools do not provide for either option. Business projects are therefore in general a common option at European business schools.

Five of the ten Asian-Pacific schools offer the research project option and three out of ten schools (Table B-7) offer the business project option. Four of the business schools do not provide for either option. This result indicates that a research based MBA programme is preferred at Asian-Pacific schools.

Eight of the business schools operating in South Africa offer the research project option. One business school does not offer either option. The research project option therefore appears to be a common feature at South African schools.

Hence South African and Asian business schools follow an academic approach while North American and European business schools follow a pragmatic approach. It would appear that South African business schools prepare MBA students for an academic career rather than practical business. The business project route also indicates that North American and European business schools have strong ties with business community. This provides these schools the opportunity to respond to the business demands. Chapter 2, paragraph 2.3.2 highlights that insufficient emphasis is placed in integrating the functional courses of the MBA programme. European and North American schools have responded positively by including business projects in the curricula which is said to provide the cross-functional integration.

The research results with respect to the business/research project option indicate that:

- North American and European business schools have designed their MBA programmes to integrate theory with real-life business problems;

- the Asian-Pacific and South African business schools have modelled their MBA programmes towards the research side, which is academically inclined hence providing participants little opportunity to integrate theory with practice;

- the Unisa Business School has recognised the importance of cross-functional integration and has thus made the business project mandatory in the MBL programme. These projects also help develop skills such as leadership and interpersonal relations which is crucial to the South African environment;

- South African business schools use an academic approach to the teaching of the MBA programme. The emphasis should shift to a more practical approach, as is the case in North America and Europe. This approach integrates theory and practice.

4.6 ELECTIVES IN THE MBA PROGRAMME

It is evident from Tables C9 – C12 that business schools evaluated in this study offer electives as part of the MBA/MBL programme. Electives are probably included for two reasons.

Firstly they provide participants with a deeper insight into a specific field and secondly they provide the opportunity to explore new areas of interest. These electives are chosen from courses offered by the business school or from graduate courses at other graduate or professional schools at the university. This provides participants with a wide selection of courses to choose from.

4.6.1 Electives offered at the Top 20 North American Schools

Of the 20 schools evaluated (Table C-9) 18 offer electives: Finance and Marketing; 16 schools offer Accounting and Strategy; 15 schools offer Organisational Behaviour and Economics; 13 schools offer Human Resource Management; 12 schools offer Statistics; nine schools offer Information Technology; and seven schools offer Innovation/Entrepreneurship.

4.6.2 Top ten Asian-Pacific region (Annexure C, Table C12)

Of the ten schools evaluated, nine offer electives in the following core areas (Table C-12): Accounting, Finance, Economics and Strategic Management; eight of the schools offer International Management, Operations Management and Marketing; seven schools offer Cross-Cultural Management; six schools offer Organisational Behaviour; five schools offer Entrepreneurship; and three schools offer Information Management.

4.6.3 Electives offered at top ten European Schools (Annexure C, Table C10)

The five business schools that have made their electives available for analysis, offer electives in the following core areas Table C10: Accounting, Finance, Marketing, Strategy and Entrepreneurship. Four of the five schools offer Operations Management, Information Technology and Languages. Three of the five schools offer Organisational Behaviour and International Management and two schools offer Asian Business as an elective.

4.6.4 <u>Electives offered at ten of the South African Business Schools</u> (Annexure C, Table C11)

Of the seven schools, seven offer electives in (Table C11): Finance and Human Resource Management; six schools offer Marketing; four schools offer Organisational Behaviour and Strategy; three schools offer International Business, Entrepreneurship and Technology Management; two schools offer Accounting, Economics, Information Systems and Project Management.

According to Table C-9, the most popular electives offered at North American business schools in descending order are:

- Finance and Marketing – first.
- Accounting and Strategy – second.
- Organisational Behaviour, Operations Management and Economics – third.

The results in Table C-10 indicate the most popular electives offered at European business schools in descending order:

- Accounting, Finance, Marketing and Strategy and Entrepreneurship – first.
- Operations Management, Information Technology and Languages – second.
- Organisational Behaviour and International Management – third.

Table C-11 displays the most popular electives at Asian-Pacific business schools. These are in descending order as follows:

- Accounting, Finance, Economics, Strategic Management – first.
- International Business, Operations Management and Marketing – second.
- Cross-cultural Management – third.

For South African business schools Table C-12 indicates the most popular electives in descending order:

- Finance and Human Resource Management – joint first.
- Marketing – third.
- Organisational Behaviour and Strategy – joint fourth.

The above analysis suggests that North American and European business schools offer electives that are, to a large extent, similar to each other. However, Entrepreneurship seems to be a popular elective at European business schools. A similar trend is observed at Asian-Pacific schools. However, cross-cultural management appears to be a popular elective at Asian-Pacific schools.

A single European market offers the potential to generate competitive advantage. Economic convergence means that firms must think of new ways to present services and products, and take innovative approaches towards marketing. Such market-led changes require restructuring of business organisation and operations. Leaders and managers need to think and act across European national and cultural borders. Hence the importance placed on entrepreneurship at European business schools.

In South Africa, the small business sector is growing at approximately 15% per annum (Hofmeyr, 1990: 106). This has been recognised as an important component of the economy, especially as a provider of employment and entrepreneurial opportunities. Business schools play a key role in providing business and management skills to this sector. Entrepreneurship can provide the essential ingredients for entrepreneurial activities.

Parliament has also recognised the importance of small businesses. Attempts have been made to promote small business activities that have the potential to produce innovative products/services. Hence the emphasis on small to medium businesses. The Unisa business school can make a major contribution by offering entrepreneurship as an elective or to build this into the core curriculum.

The effects of culture on management education and possibly on economic success, are particularly noticeable in Asian-Pacific countries which are influenced by Confucian philosophy (Blunt; 1996: 2798). The already successful Asian economies have in common a Confucian cultural heritage which values among other things thrift, discipline, harmony, respect for authority and a high regard for education and the acquisition of knowledge and skills. Hence the importance placed on cross-cultural management at Asian-Pacific business schools.

This is also relevant to the South African environment. Recently, authors such as Mbigi (1994: 77-92) and Khosa (1994: 117-124) have emphasised the relevance of an indigenous approach towards management and management education. The Afrocentric management approach has, to a large extent, featured in the organisational behaviour elective at the Unisa business school.

South Africa's major trading partners are Europe, Asian-Pacific and North America. The vast cultural difference poses a major problem, especially for business people. Thus it is important to identify the important roleplayers and to expose future MBL participants to other cultures and value systems.

4.7 SUMMARY

In Chapter four the research results were analysed in relation to the research objectives outlined in Chapter three. The literature survey was used to substantiate the research findings. The analysis served to identify the important trends in MBA programme with respect to the following:

- which admission criteria is applied in North American, European and Asian-Pacific business schools evaluated in this study?
- do the various business schools evaluated in this study, follow the research or business project route?
- do the various business schools evaluated in this study, provide specialised/joint degree options?
- what are the core courses of the MBA programme?
- identify the popular electives offered in the various regions.

These findings were compared with MBA programmes offered at South African business schools and especially at the Unisa Business School.

In Chapter five the research results will be summarised and recommendations made.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The MBA "market" in South Africa is presently experiencing a rapid growth in student numbers and the number of degrees on offer. In view of the findings of this explanatory research, this could be a positive development if the programmes are designed and structured in accordance with the needs of national and international business communities and the socio-political, economic and educational realities of the South African environment.

In Chapter four the essential features of the MBA/MBL programmes were evaluated so as to identify current trends in management development in North America, Europe, Asian-Pacific and the South African regions. The purpose of this chapter is to summarise the research findings and to put forward recommendations for South African business schools (particularly the Unisa MBL programme) which will comply with the requirements of developing successful business leaders for the Southern African region in the new millenium.

5.2 SUMMARY

The following major trends have been identified in respect of management education and particularly the MBA programme in the important global regions namely, North America, Europe and Asian-Pacific:

5.2.1 Admission Requirements

The sample of business schools evaluated in this study require that participants possess a undergraduate qualification. However, this has raised concerns that the quantitative aspects of management may be compromised. To address this concern, business schools in North America and Europe and the Asian-Pacific regions have introduced pre-term courses, the purpose being to provide participants from diverse backgrounds with the quantitative/qualitative skills – refer to Chapter four, paragraph 4.2.1 for details.

South African business schools do not provide for such pre-term courses. However, the Unisa business school has responded by introducing the Programme in Business Leadership which essentially provides participants with a grounding in the fundamentals of management. The introduction of pre-term courses at South African business schools will serve to increase the diversity of the student profile and to develop the "hard" and "soft" skills critical to managerial success in a changing business environment.

5.2.2 The GMAT

The majority of schools evaluated in this study use the Graduate Management Admission Test (GMAT) despite the criticism laid against it. In South Africa the Unisa, Rand Afrikaans and Wales business schools do not use the GMAT as an admission criterium. In view of the shortcomings of the GMAT, the majority of business schools evaluated in this study have introduced interviews to supplement their admission requirements, the purpose of which has been described in Chapter four, paragraph 4.2.2. Interviews are not used by the majority of business schools operating in South Africa.

Hofmeyr (1990: 109) highlighted that for South African education to be relevant, business schools in South Africa must recognise demographic forces and their implications. Hence it is imperative for business schools to encourage enrolment of previously disadvantaged groups. Given the background, experience and inferior education suffered by most disadvantaged groups, the interview can serve to increase the enrolment of these students.

5.2.3 Job Experience

This study largely confirmed that job experience is a critical component in evaluating prospective candidates for the MBA/MBL programme. The literature review confirmed the importance of this criterion. However, some of the top business schools in North America, Europe and Asian Pacific regions tend to lower their job experience requirement.

South African business schools still emphasise job experience as an admission criterion. This works directly to the disadvantage of black and female prospective participants, largely due to the legacy of the past. By lowering the job experience requirement, South African business schools could address the socio-political and demographic challenges facing business schools. This would be in line with trends identified in the important global regions. The Programme in Business Leadership introduced by the Unisa business school could serve to assess the management potential of prospective students a trait which the GMAT and interview processes serve to measure. The duration of the PBL is one year and develops the "hard" and "soft" skills essential to managerial success. This does not compromise admission standards.

5.2.4 Core Courses

This study confirmed that the core courses of the MBA/MBL programme are:

- Accounting.
- Economics.
- Human Resource Management.
- Finance.

- Marketing.
- Operations.
- Organisational Management.
- Data / Quantitative Analysis.
- Strategic Management.
- Information Management.

These courses are offered by the majority of business schools evaluated in this study. However, it was highlighted that the Information Management course is widely offered at South African and Asian-Pacific schools, rather than North American and European schools. The available information does not offer an explanation and it is suggested that this could be researched in future.

The above results confirm the literature findings particularly of the MBA guidelines of the European Foundation for Management Development, namely that business schools evaluated here provide a common set of core courses in their MBA-programmes. This was also confirmed in respect of South African business schools and particularly the Unisa business school. However, South African MBA's have been criticised for their lack of relevance to the South African environment.

To a large extent, local cases are being used to contextualise what is taught in functional subjects. Attempts have been made to use South African texts so as to capture the context and nature of the South African challenges. Hence attempts have been made to "contextualise" and "universalise" the MBL degree. The programme has enjoyed major support of the South African business community. The MBL has been awarded the silver arrow award for two consecutive years by corporate South Africa.

Another positive development is that the MBL-programme emphasises leadership rather than administration, an essential ingredient for developing successful business leaders.

5.2.5 Specialised/Joint Degrees

This study highlighted the trend towards joint degree/specialised MBA programmes at North American business schools. This is not a common feature of European, Asian-Pacific and South African business schools.

The literature review spoke against specialisation. However, it would appear that North American businesses demand MBA graduates with a specific knowledge base, hence the trend towards specialisation.

The joint degree option gives participants the advantage of interacting with students from other countries in Europe and Asia, since the joint degree is an international exchange programme. This exposes students to other cultures and value systems, and provides an opportunity to grasp the business environments of these countries.

South African business schools and in particular the Unisa business school do not provide for the specialised/joint degree option. The joint degree option could serve to expose participants to other cultures and value systems. This especially refers to South Africa's major trading partners.

5.2.6 Business/Research Project

The results indicate that business projects are a common feature of North American and European business schools. This indicates that these MBA programmes aim to produce business leaders who are practically oriented. This is what the business community demands. Hence business schools in North America and Europe follow a practical approach by providing participants the opportunity to apply theory to practice.

Business schools in South Africa and the Asian-Pacific regions emphasise the academically inclined research project. This puts students at a disadvantage as they have little opportunity to integrate theory with practise. The academic approach suggests that South African and Asian-Pacific business schools have not responded to criticism from the business community that MBA graduates are too theoretical and analytical in their approach.

The Unisa business school has responded to this by making the business project an integral part of the MBL-programme.

5.2.7 Electives

North American and European business schools mainly offer, similar electives. However, the popular elective offering at European business schools is Entrepreneurship. A similar trend is evident at Asian-Pacific business schools, although Cross-cultural Management is the popular elective at these schools. The importance of Entrepreneurship and Cross-cultural Management has been explained in Chapter four. Knowledge of such disciplines among business leaders, especially in South Africa, is critical.

South African business schools should build Entrepreneurship and Cross-cultural Management into their curricula, in view of the relevance of these disciplines to the South African environment. The Unisa business school should also include Entrepreneurship as an elective or build it into the core of the programme.

The Unisa business school has responded positively with respect to Cross-cultural Management. The Organisational Behaviour elective includes Afrocentric Management. However, further attempts can be made to integrate European/Asian-Pacific cultures in the Organisational Behaviour course. This would also serve to internationalise the MBA/MBL programme.

5.3 RECOMMENDATIONS

5.3.1 For management education and particularly the MBA/MBL to be relevant, the demographic and socio-political forces and their implications must be recognised. More effort has to be made to enrol previously disadvantaged groups. Present initiatives of the Unisa business school include the introduction of the Programme in Business Leadership (PBL). This allows students without a solid grounding in subjects such as Statistics, Accounting and Economics to gain such quantitative skills required later on in the MBL programme.

The PBL develops the reasoning abilities, interpersonal and communication skills which the GMAT, work experience and interview process serve to measure. Success in the PBL could serve as a good indicator of a participant's management potential, especially in respect of disadvantaged students.

The PBL could also be extended to included courses in computing, communication skills, English language use and various orientation workshops. This trend has emerged at various North American and European business schools and is applicable to the South African environment. The PBL could serve to address some of the challenges facing the Unisa business school.

5.3.2 The core courses of the MBA/MBL programme provides participants with fundamental business skills, knowledge and perspectives and the conceptual background needed for further learning. Business schools in South Africa and particularly the Unisa business school, teaches these functional courses from an international perspective. Attempts have been made at Unisa to align the functional courses more closely with the South African context. However, more emphasis should be placed on supplementing American texts and case studies with indigenous material.

5.3.3 Entrepreneurship has been highlighted as a popular elective at European business schools. Hofmeyr (1990: 107-108) stresses the importance of Entrepreneurship, especially in a developing economy such as South Africa. Entrepreneurship can be taught in two different ways. The first is to integrate the concept into the teaching of core subjects. The second approach is to offer a number of electives that directly or indirectly touch on the subject.

Another trend has emerged at Asian-Pacific business schools. This pertains to the importance placed on Cross-cultural Management as a popular elective. This applies also to the South African scenario where knowledge and appreciation of an Afrocentric management style is imperative to harness the combined energies of a diverse workforce so as to improve productivity. This could be incorporated into the Organisational Behaviour course.

5.3.4 South Africa's current major trading partners are North America, Europe and Asia. This is evident from the various multilateral trade agreements with Europe, North America and Asian-Pacific countries. It seems logical for South African business schools and especially the Unisa business school, to provide participants with the opportunity to interact with other cultures and business environments via exchange programmes. This could be done by making the joint degree option available at international business schools.

5.3.5 North American and European business schools emphasise the business project route in the MBA programme. South African business schools also need to follow this route. This does not suggest that the research project option should be eliminated from the programme. Rather it is recommended that the business project be made mandatory and the research project optional as is the case in the Unisa business school approach.

CONCLUSION

South African management education and particularly the MBL programme should not be a clone of American or European models. There is a need to be more sensitive to South Africa's political, social, economic and educational contexts in the design of our courses and programmes. Curricula have to be grounded in the realities of our environment. However, international trends debate and developments cannot be ignored. These should be monitored and their implications incorporated into our curricula, where appropriate.

Hence, the need to contextualise and universalise management education and particularly the MBL programme (Hofmeyr, 1990: 110).

The analysis presented in this report highlights the important trends in management education and development, particularly the MBA programme, in the important global regions namely North America, Europe and Asian-Pacific. The recommendations that have emerged from the international trends serve to:

- make South African MBA programmes, especially the MBL programme, more relevant to the South African environment while adhering to international trends;
- develop competent business leaders that will help South African businesses to gain a competitive edge in the global marketplace.

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Annexure A

TABLE A1

ADMISSION REQUIREMENTS FOR NORTH AMERICAN TOP 20 BUSINESS SCHOOLS

	SCHOOL	JOB EXPERIENCE (YEARS)	GMAT	UNDERGRADUATE DEGREE OR EQUIVALENT	INTERVIEW
1.	Wharton	–	✓	✓	✓
2.	Northwestern	–	✓	✓	–
3.	Chicago	Preferred 1 year	✓	✓	✓
4.	Michigan	✓ (3 years)	✓	✓	✓
5.	Harvard	✓ (3years)	✓	✓	✓
6.	Columbia	✓ (3 years)	✓	✓	✓
7.	Duke	✓	✓	✓	–
8.	Cornell	✓	✓	✓	✓
9.	Stanford	✓	✓	✓	–
10.	Dartmouth	✓	✓	✓	✓
11.	Virginia	✓	✓	✓	✓
12.	UCLA (Anderson)	✓	✓	✓	–
13.	URU (Stern)	✓	✓	✓	–
14.	Carnegie Mellon	✓	✓	✓	✓
15.	MIT (Sloan)	✓	✓	✓	–
16.	UC Berckley (Haas)	✓	✓	✓	✓
17.	Washington (Olin)	✓	✓	✓	✓
18.	Texas (Austin)	✓	✓	✓	✓
19.	UNC (Kenan-Flager)	✓	✓	✓	✓
20.	Yale School (New Haven)	✓	✓	✓	✓

***Source:** MBA brochures of the above-mentioned business schools 1998/1999*

TABLE A2

ADMISSION REQUIREMENTS FOR TOP 10 BUSINESS SCHOOLS IN EUROPE

	SCHOOL	JOB EXPERIENCE (YEARS)	GMAT	UNDERGRADUATE DEGREE OR EQUIVALENT	INTERVIEW
1.	IMD (Switzerland)	International experience (min. 3) ✓	✓	✓	✓
2.	INSEAD (France)	3-5 years ✓	✓	✓	✓
3.	IESE (Spain)	Preferred not essential	✓	✓	✓
4.	London Business School	Min 3 yrs. ✓	✓	✓	✓
5.	ISA (France)	Min. 2 yrs. ✓	✓	✓	✓
6.	Rotterdam School of Management	2-5 yrs ✓	✓	✓	✓
7.	University of Manchester	--	✓	✓	✓
8.	SDA Bacconi	2 yrs. ✓	✓	✓	✓
9.	Nijenrode	Min. 2 yrs.	✓	✓	✓
10.	UBI (Belgium)	Preferred not essential	✓	✓	–

***Source:** MBA brochures of the above-mentioned business schools 1998/1999*

Annexure A

TABLE A3

ADMISSION REQUIREMENTS FOR TOP 10 BUSINESS SCHOOLS IN ASIAN-PACIFIC

	SCHOOL	JOB EXPERIENCE (YEARS)	GMAT	DEGREE OR EQUIVALENT	INTERVIEW
1.	Melbourne Business School	Min. 2 yrs.	✓	✓	✓
2.	Australian Graduate School	Min. 2 yrs.	✓	✓	✓
3.	IIM (Ahmedabad)	Preferred	✓	✓	–
4.	International Uni. of Japan	Preferred not essential	✓	✓	✓
5.	Aim (Manila)	Min. 2 yrs.	✓	✓	–
6.	Chinese University of Hong Kong	Preferred not essential	✓	✓	✓
7.	National University of Singapore	Min. 2 yrs.	✓	✓	–
8.	Indian Institute of Management (Calcutta)	Min. 2 yrs.	✓	✓	✓
9.	Australian National University	3 yrs.	✓	✓	✓
10.	Nanyang Technological University	2 yrs.	✓	✓	--

Source:* *MBA brochures of the above-mentioned business schools 1998/1999

TABLE A4

ADMISSION REQUIREMENTS FOR SOUTH AFRICAN BUSINESS SCHOOLS

	SCHOOL	JOB EXPERIENCE (YEARS)	GMAT	DEGREE OR EQUIVALENT	INTERVIEW
1.	Wits University	Min. 4 yrs.	✓	✓	–
2.	UNISA	Min. 3 yrs.	-	✓	–
3.	Henley	3-5 yrs.	✓	✓	–
4.	Wales (OFS)	Min. 3 yrs.	-	✓	–
5.	Heriot-Watt	3 yrs.	✓	✓	–
6.	Durban-Westville	Min. 3 yrs.	✓ Own test	✓	--
7.	University of Cape Town	3 yrs.	✓	✓	✓
8.	University of Pretoria	3 yrs.	✓ Own test	✓	✓
9.	University of Stellenbosch	2 yrs.	✓ Own test	✓	✓
10.	Rand Afrikaans University	Not required	--	✓	–

***Source:* MBA brochures of the above-mentioned business schools 1998/1999**

TABLE B5

CORE OF THE MBA PROGRAMME - TOP 20 BUSINESS SCHOOLS IN NORTH AMERICA

BUSINESS SCHOOL MBA CORE	Pennsylvania (Wharton)	Northwestern Kellogg	Chicago	Michigan Ann Arbor	Harvard Boston	Columbia N.Y.	Duke Fuqia	Cornell (Johnson)	Stanford	Dartmouth (Tuck)	Virginia Darden	UCLA (Anderson)	NYU (Stern) New York	Carnegie Melon Pittsburgh	MIT (Slaon) Cambridge	UC Berkeley (Haas)	Washington (Olin)	Texas Austin	UNC (Kenan-Flager)	Yale (New Haven)	TOTAL
Accounting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
Economics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
Finance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
Human Resource Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
Information Management	–	–	–	✓	–	–	✓	–	✓	–	–	–	✓	–	✓	✓	–	✓	–	–	7
Marketing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
Organisational Behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
Data Analysis/ Quantitative Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
Operations Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
Strategic Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
Open Options: Specialisation/Joint Degree	✓	✓	✓	–	–	✓	✓	✓	–	✓	✓	✓	✓	–	✓	✓	✓	✓	✓	✓	16
Research Project	–	–	–	–	–	–	–	–	–	–	✓	–	–	–	✓	–	–	–	–	–	2
Business Project	✓	–	–	✓	✓	✓	✓	–	–	✓	–	✓	–	✓	✓	–	✓	–	✓	✓	12

Source: MBA brochures of the above business schools - 1998/1999

TABLE B6

THE CORE OF THE MBA PROGRAMME - TOP 10 BUSINESS SCHOOLS IN EUROPE

BUSINESS SCHOOL MBA CORE	Institute for Management Development (Switzerland)	INSEAD (France)	IESE (Spain)	London Business School (United Kingdom)	ISA (France)	Rotterdam School of Management (Netherlands)	University of Manchester (United Kingdom)	SDA Bocconi (Italy)	Nijenrode (Netherlands)	United Business Institute (Belgium)	TOTAL
Accounting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Economics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Finance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Human Resource Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Information Management	–	–	–	✓	–	✓	–	✓	✓	–	4
Marketing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Organisational Behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Data Analysis/ Quantitative Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Operations Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Strategic Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Open Options: Specialisation/Joint Degree	–	–	–	–	✓	✓	–	–	–	–	2
Research Project	–	–	–	–	–	✓	✓	–	✓	–	3
Business Project	✓	✓	✓	✓	–	✓	✓	✓	✓	–	8

Source: MBA brochures of the above business schools - 1998/1999

THE CORE OF THE MBA PROGRAMME - TOP 10 BUSINESS SCHOOLS IN ASIAN-PACIFIC

BUSINESS SCHOOL MBA CORE	Melbourne Business School	Australian Graduate School Of Management	Indian Institute of Management (Ahmedabad)	International University of Japan(Niigata)	Asian Institute of Manngement (Manila)	Chinese University of Hong Kong	National University of Singapore	Indian Institute of Management (Calcutta)	Australian National University	Nanyang Technological University (Singapore)	TOTAL
Accounting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Economics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Finance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Human Resource Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Information Management	✓	–	✓	✓	✓	✓	✓	✓	✓	✓	9
Marketing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Organisational Behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Data Analysis/ Quantitative Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Operations Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Strategic Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Open Options: Specialisation/Joint Degree	✓	✓	–	–	–	–	–	–	–	✓	3
Research Project	–	–	–	✓	✓	✓	✓	–	–	✓	5
Business Project	–	–	–	✓	–	✓	–	✓	–		3

Source: MBA brochures of the above business schools - 1998/1999

TABLE B8

THE CORE OF THE MBA PROGRAMME - SOUTH AFRICAN BUSINESS SCHOOLS

BUSINESS SCHOOL MBA CORE	Wits University	Unisa MBL	Henley	University of Wales	University of Cape Town	University of Stellenbosch	University of Pretoria	University of Durban-Westville	Rand Afrikaans University	Heriot-Watt University	TOTAL
Accounting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Economics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Finance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Human Resource Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Information Management	✓	–	✓	–	✓	✓	✓	✓	✓	✓	8
Marketing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Organisational Behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Data Analysis/ Quantitative Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Operations Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Strategic Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Open Options: Specialisation/Joint Degree	–	–	–	–	–	✓	–	–	–	–	1
Research Project	✓	✓	✓	✓	✓	✓	✓	–	✓	–	8
Business Project	–	✓	✓	✓	–	–	–	✓	–	–	4

Source: MBA brochures of above business schools - 1998/1999

TABLE C9

ELECTIVES OFFERED IN THE FOLLOWING CORE AREAS AT THE TOP 20 NORTH AMERICAN BUSINESS SCHOOLS

BUSINESS SCHOOLS / ELECTIVES	Pennsylvania (Wharton)	Northwestern Kellogg	Chicago	Michigan Ann Arbor	Harvard Boston	Columbia N.Y.	Duke Fuqia	Cornell (Johnson)	Stanford	Dartmouth (Tuck)	Virginia Darden	UCLA (Anderson)	NYU (Stern) New York	Carnegie Melon Pittsburgh	MIT (Sloan) Cambridge	UC Berkeley (Haas)	Texas Austin	Washington (Olin)	UNC (Kenan-Flager)	Yale (New Haven)	TOTAL
Accounting	✓	✓	✓	✓	✓	✓		✓	–	✓	✓	✓	✓	✓	✓		✓	✓	✓	–	16
Finance	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	18
Decision Science/ Statistics	✓	✓	✓	✓	–	✓		–	–	–	✓	✓	✓	✓	✓		✓	–	✓	–	12
Marketing	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	18
HR Management	✓	✓	✓	✓	–	✓		✓	–	✓	–	✓	✓	–	✓		✓	✓	✓	–	13
Organisational Behaviour	✓	✓	✓	✓	✓	–	Not available	✓	✓	✓	✓	✓	–	✓	✓	Not available	–	✓	✓	✓	15
Operations Management	✓	✓	✓	✓	✓	✓		✓	✓	–	–	✓	✓	✓	✓		–	✓	✓	✓	15
Information Technology	✓	✓	–	✓	–	–		–	✓	–	✓	✓	–	✓	✓		–	–	–	✓	9
Strategy	✓	✓	✓	✓	✓	–		✓	✓	✓	–	✓	✓	✓	✓		✓	✓	✓	✓	16
Public Policy / Economics	✓	✓	✓	✓	✓	✓		✓	✓	–	✓	–	✓	✓	✓		✓	✓	–	✓	15
Innovation / Entrepreneurship	✓	✓	–	✓	–	–		–	–	✓	–	–	–	✓	✓		–	–	–	✓	7
International Management / International Business	–	✓	✓	✓	✓	–		✓	–	✓	–	✓	✓	✓	✓		✓	–	–	–	11

Source: MBA brochures of the above business schools: 1998/1999

TABLE C10

ELECTIVES OFFERED IN THE FOLLOWING CORE AREAS AT TOP 10 EUROPEAN BUSINESS SCHOOLS

BUSINESS SCHOOLS ELECTIVES	Institute for Management Development (Switzerland)	INSEAD (France)	IESE (Spain)	London Business School (United Kingdom)	ISA (France)	Rotterdam School of Management (Netherlands)	University of Manchester (United Kingdom)	SDA Bocconi (Italy)	Nijenrode (Netherlands)	United Business Institute (Belgium)	TOTAL
Accounting	✓	✓	Not available	✓	✓	Not available	Not available	✓	Not available	Not available	5
Finance	✓	✓		✓	✓			✓			5
Marketing	✓	✓		✓	✓			✓			5
Strategy	✓	✓		✓	✓			✓			5
Operations Management	✓	✓		✓	--			✓			4
Organisational Behaviour	✓	✓		✓	--			--			3
Entrepreneurship	✓	✓		✓	✓			✓			5
Asian Business	✓	✓		--	--			--			2
Information Technology	✓	✓		✓	–			✓			4
Languages	✓	✓		✓	--			✓			4
International Management	–	–		✓	✓			✓			3

Source: MBA brochures of the above business schools: 1998/1999

TABLE C11

ELECTIVES OFFERED IN THE FOLLOWING CORE AREAS AT TOP 10 ASIAN - PACIFIC BUSINESS SCHOOLS

BUSINESS SCHOOLS / ELECTIVES	Melbourne Business School	Australian Graduate School of Management	Indian Institute of Management (Ahmedabad)	International University of Japan (Nigata)	Asian Institute of Management (Manila)	Chinese University of Hong Kong	National University of Singapore	Indian Institute of Management (Calcutta)	Australian National University	Nanyang Technological University (Singapore)	TOTAL
Accounting	✓	✓	Not available	✓	✓	✓	✓	✓	✓	✓	9
Finance	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Economics	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Strategic Management	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
International Management	✓	✓		✓	✓	✓	✓	–	✓	✓	8
Operations Management	✓	✓		✓	✓	✓	✓	✓	✓	–	8
Entrepreneurship	–	✓		✓	–	–	✓	–	✓	✓	5
Information Systems	–	--		–	✓	–	✓	✓	–	–	3
Organisational Behaviour	–	✓		–	✓	✓	✓	✓	✓	–	6
Marketing	✓	✓		✓	✓	✓	✓	✓	✓	–	8
Cross-Cultural Management	✓	✓		✓	–	✓	✓	✓	✓	–	7

Source: MBA brochures of above business schools: 1998/1999

TABLE C12

ELECTIVES OFFERED IN THE FOLLOWING CORE AREAS AT VARIOUS BUSINESS SCHOOLS IN SOUTH AFRICA

BUSINESS SCHOOLS / ELECTIVES	Wits University	Unisa MBL	Henley	University of Wales	University of Cape Town	University of Pretoria	University of Stellenbosch	University of Durban-Westville	Heriott-Watt Business School	Rand Afrikaans University	TOTAL
Finance	✓	✓	Not available	Not available	✓	✓	✓	✓	✓	Not available	7
Organisational Behaviour	✓	✓			–	–	–	✓	✓		4
Operations Management	–	–			✓	–	–	–	✓		2
Marketing	✓	✓			✓	✓	✓	–	✓		6
Accounting	✓	–			–	–	–	–	✓		2
Economics	✓	–			–	–	–	–	✓		2
International Business	✓	–			–	✓	–	–	✓		3
Human Resource Management	✓	✓			✓	✓	✓	✓	✓		7
Strategy	✓	✓			–	–	✓	–	✓		4
Information Systems	✓	–			–	–	–	–	✓		2
Entrepreneurship	✓	–			–	✓	✓	–	–		3
Technology Management	–	✓			✓	✓	–	–	–		3
Environmental Management	–	–			–	✓	–	–	–		1
Project Management	–	✓			–	–	✓	–	–		2

Source: MBA brochures of above schools: 1998/1999