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| **Department** | | | Business Management | |
| **Discipline** | | | Strategic Management and Multi-disciplinary | |
| **Research Focus Area** | | | **Corporate Sustainability** | |
| **Capacity for 2025** | | | **3 (2 Masters and 1 PhD)** | |
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| **Supervision Team details:** | | **Academic Profile** | | **Capacity** |
| **Name:**  **Dr Iréze van Wyk**  **(Contact person for this focus area)**  012 429 2085  Email: [vanwyki@unisa.ac.za](mailto:vanwyki@unisa.ac.za)  **ORCID :**  [https://orcid.org/](https://orcid.org/my-orcid?orcid=0000-0002-4237-062X)  [0000-0002-4237-062X](https://orcid.org/my-orcid?orcid=0000-0002-4237-062X) | | Iréze van Wyk is a lecturer in department of Business Management at UNISA. She obtained her master’s degree with distinction from UNISA in 2014 and was awarded the college research award in 2015 for obtaining this degree. She completed her doctoral degree in 2022 which focused on effective ethical strategic decision making by focusing on small and medium entities (SMEs) and identified a strategic decision-making process. Dr van Wyk has published a few articles in national peer reviewed journals with colleagues, presented papers at national peer reviewed conferences and contributed to book chapters. She has also supervised postgraduate research projects. Her research interests include strategic decision-making, integration of ethics in strategy, sustainability, and favours SMEs and qualitative research designs. | | **1 masters students co-supervised** |
| **Prof Tersia Botha**  0124294764  brevit@unisa.ac.za  0000-0003-4701-1009 | | Prof Tersia Botha completed her MCom and DCom in Business Management, focusing on Investment Management. She has a keen interest in Responsible Management, focusing on sustainability, responsibility and ethics in business. She has published articles, authored and co-authored books and presented papers nationally and internationally on various Business Management topics and has lecturing experience of more than 30 years. | | **No capacity** |
| **Dr Andre Horne**  012 429 8882  horneal@unisa.ac.za  <https://orcid.org/0009-0001-7146-9872> | | Dr Andre Horne has completed his bachelor’s degree in business administration (cum laude) at Unisa, whereafter he completed a M COM and D COM in HRM (Human Resource Management) at University of Pretoria. He has published numerous articles in international and national academic peer reviewed journals. He has also supervised postgraduate research projects and master students. He has been an external examiner for master’s dissertations and has also reviewed academic peer review articles. His research interests include management, leadership, ethics and organisational values and culture. | | **1 masters students co-supervised** |
| **Ms Lynette Cronje**  012 429 2245  cronjl@unisa.ac.za  ORCID: <https://orcid.org/0000-0002-4515-7111> | | Lynette Cronje is a lecturer in the Department of Business Management, teaching Contemporary Management Issues. She completed her MCom degree cum laude by exploring the aspects influencing decision-making regarding responsible business practices in SMMEs and is currently busy with her PhD. She has published two articles in accredited journals and co-authored a book chapter in the field Business Management. She is passionate about responsible business practices and favours quantitative research. | | **1 masters student co-supervise** |
| **Ms Tracey Cohen de Villiers**  012 429 6136  cohent@unisa.ac.za  ORCHID: https://orcid.org/0000-0003-4209-7026 | | Tracey is a lecturer in the Department of Business Management, teaching Corporate Citizenship and other business-related modules. She holds a BCom and BCom Honours in Tourism Management from the University of Pretoria (UP), as well as an MCom in Business management from UNISA. She has co-authored chapters in textbooks, published in an accredited academic journal and conference proceedings. Her fields of interest include sustainable development, corporate social responsibility, consumer behaviour, sustainable tourism and consumer environmental consciousness. In summary, Tracey is passionate about the positive role that corporates and consumers can potentially play in building a sustainable future for all. | | **1 masters student co-supervised** |
| **Mrs Elsabe Scholtz**  012 429 2695  Email: schole@unisa.ac.za  **ORCID :**  [https://orcid.org/**0000-0001-7849-7967**](https://orcid.org/0000-0001-7849-7967) | | Elsabe Scholtz holds a Master of Commerce degree from the University of South Africa in which she explored the impact of time management on sectors high in time demand. Mrs Scholtz is a doctoral candidate at the same University. Although more comfortable with quantitative research, she has some experience in qualitative data collection methods. Mrs Scholtz is passionate about all sectors of strategy, but especially how being cognisant of risk and forecasting assists organisations in obtaining organisational resilience and remain successful. | | **No capacity** |
| **Prof Neil Eccles**  **012 433 4651**  **Email:** [**ecclens@unisa.ac.za**](mailto:ecclens@unisa.ac.za)  **ORCHID:** https://orcid.org/0000-0001-5845-5946 | | Neil Eccles is Professor in the Institute for Corporate Citizenship. He has published widely in the areas of corporate sustainability and business ethics. His work (particularly his later work) has typically been of a critical character. He has supervised a number masters and doctoral students. He has a PhD in ecology. Finally, he is the editor-in-chief of the *African Journal of Business Ethics* and a member of the editorial board of the *Journal of Sustainable Finance and Investment*. | | **1PhD** |
| **Ms Leonie Louw**  **Office: 012 429 4799**  **Email: louwlb@unisa.ac.za**  **ORCID : https://orcid.org/0000-0002-9725-0756** | | Leonie Barbara Louw, an esteemed Lecturer in Operations Management at the University of South Africa (UNISA) and a passionate researcher, exemplifies academic excellence and dedication. With advanced degrees in Science Occupational Safety and Health and Management Sciences, she is pursuing a PhD in Management Studies. Ms Louw has significantly contributed to academia by supervising various research projects and publications. Her work focuses on integrating sustainable development goals within occupational safety and health, small business success, and safety hazard exploration. Ms. Louw's commitment extends beyond academia, evidenced by her volunteer work and leadership in community service projects. Recognized for her contributions to teaching, learning, and research ethics, she is an outstanding mentor for postgraduate students embarking on their research journeys. | | **1 Master’s student co-supervised** |
| **Model of supervision** | | **Traditional supervision model (the Primary supervision model)**  We are interested in **well-articulated expressions** that demonstrate a clear research focus, and your insight and interest into **THIS** topic. If you get accepted to this focus area, you will be allocated a supervisor or two (traditional model of supervision) who will guide you on your topic and assist you to develop it into a research proposal and later, a dissertation. In accordance with the requirements of higher degrees you will be expected to work independently.  **Group supervision model (if requirements are met)**  Interested students may apply for the topic’s group supervision model. The team model is a group supervision model that will require independent studies, but within a group context. The group model requires that students position their topic within **THIS** broader topic (corporate sustainability *and strategy)* with a focus on one of the following:   1. organisational culture 2. leadership/management/corporate sustainability champions 3. business ethics and/or 4. approaches to corporate sustainability in the digital age 5. within the context of multinationals or SMME setting   as well as be willing to participate in a few group activities. There must at least be two students for the team supervision model to take effect. Team supervision leaders are Dr van Wyk and Dr Horne.    The group supervision model includes a horizontal approach to supervision. It draws on critical input from peers, and fosters a sense of community where students are exposed to the necessary practices needed for postgraduate studies and beyond (Wilmot, 2022).  Wilmot, K., 2022. ‘Fail early and fail fast’: The value of group supervision for doctoral candidates. Higher Education Research & Development, 41(6): 2108-2121. | | |
| **Selection criteria: Master’s/Doctorate** | | In addition to the admission criteria contained in the myChoice brochure, potential students are required to prepare a **5 page** Expression of interest (EOI) essay according to these guidelines:   1. Front Cover (Your name and contact details, your student number and the topic’s title, indicate supervision model preference) 2. Topic (½ page) 3. Short literature review (2 pages) 4. Potential contribution of the study which includes **a clear problem/gap** (½ page) 5. Potential unit of analysis and potential research approach (1 page) 6. Access to the research context (½ page) 7. Personal motivation to pursue studies in this topic (½ page) 8. List of references (use Harvard referencing method)   The page limit excludes the cover page and list of references. We are interested in well-articulated expressions that demonstrate a clear research focus and your insight, experience and interest in the topic. If you get accepted to this focus area, you will be able to further discuss this topic with your supervisor and to develop it into a research proposal. Direct clarification questions about the focus area to any one of the researchers within this focus area via email. Please note that no EOI will be read before the closing date for applications. Applicants may be invited to interviews to present their expressions of interest, therefore please include contact information on your expression of interest cover page. | | |
| **Selection Procedure** | | The following criteria will be applied to assess the expression of interest essay:   1. Academic merit: Quality in terms of originality, significance and rigour and impacts in terms of their reach and significance. 2. Evidence of higher order thinking: The candidate’s skills and abilities in analysing, synthesizing, applying, and evaluating information. 3. Academic writing skills: The extent to which the essay convey coherent and well-developed arguments that are supported with relevant, detailed and convincing evidence (references); the logically sequence of paragraphs with content-based transitions; the use of appropriate diction and tone and constructively vary sentence structures, and the use of correct grammar, punctuation, spelling and syntax. 4. Academic and professional experience: Strengths and relevance relative to the candidate’s opportunities (impact). | | |
| **Possible Alternative Opportunities for Unsuccessful Candidates** | | The names of unsuccessful candidates and the reasons for their rejection will be submitted to the College Executive Committee for validation. Applicants have the right to appeal to the College Executive Management if admission is refused. Reasons for such refusal must be furnished to the applicant.  The following possible alternative opportunities exist for applicants who do not meet the generic admission requirements for CEMS:   1. Applicants with degrees that have different structures from normal South African honours degrees, applicant’s whose degrees do not clearly correspond to generic CEMS admissions requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc.), or applicants who do not meet generic admissions requirements but who possess applicable experience in research that may qualify them for admissions to a master’s degree will be required to apply for Recognition of Prior Learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the College Executive Committee. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admissions process. 2. Students who have been refused admission because of limited capacity within the academic department where the application was made may reapply in subsequent years. 3. In instances where a student does not have an average of 60% or more a submission may be made to the Department to allow such a student admission. Students must provide a written motivation of not more than three pages requesting admission to the department. The department will consider the application, taking into account:  * The relevant experience, work or otherwise, of the student, * Alternative options for access into the programme * Any other factor deemed necessary by the department | | |
| **Technical requirements for EOI** | | * Arial font size 12 * Justified lines * Page numbers * Standard margins | | |
| **Documents to Support Application** | | One-page abbreviated CV, including:   * Academic qualifications: Academic record & copies of degrees * Work experience * Contact details * Expression of interest (see selection criteria) | | |
| **Research Agenda** | | Sustainability has become essential for businesses in the 21st century, with organisations increasingly shifting towards sustainability practices. It's now considered a strategic business imperative (Orazalin, 2019; Peters & Simaens, 2020). In addition, stakeholder pressure has been a significant driver behind this shift (Hengst, Jarzabkowski, Hoegl & Muethel; 2020).  Corporate sustainability, emerging from the strategic management field in the early 1990s, aims to make businesses more sustainable (Dyllick & Muff 2015). Sustainability adoption involves managing and implementing sustainability practices (Wagner, 2007; Peters & Simaens, 2020; Silvestre, Fonseca & Morioka, 2020 ).  Sustainability embeddedness means integrating sustainability into organisational practices and decision-making at all levels (Wagner 2011; le Roux & Pretorius 2016). It's crucial for long-term performance and competitive advantage (Orazalin, 2019; Silvestre, et al., 2020). However, embedding sustainability poses significant managerial challenges, and many organisations struggle with its adoption and implementation (Nunhes, Bernardo & Oliveira, 2020).  For sustainability to become embedded, it needs to be made a part of an organisation’s strategy fabric so that it permeates throughout the organisation and forms part of practitioner practices, beliefs, and decision-making at every level. The reality is embedding sustainability poses daunting and immense managerial challenges for those in practice and that few companies’ successfully transition into sustainable organisations. It appears that sustainability is not as embedded in decision making and practice as desired, and that practitioners are struggling with its adoption and implementation.  Even though sustainability embeddedness is a valid and accepted orientation for business and there is evidence of strong commitments to sustainability by organisations, a “big disconnect” exists in the implementation of sustainability and strategy (Dyllick & Muff 2015, Nunhes, et al., 2020; Silvestre, et al., 2020).  This research agenda therefore invites prospective Higher Degrees’ candidates to consider scholarship in the areas of corporate sustainability and strategy, while acknowledging the intersections and complementarities between these two fields within the grander theories of strategy.  **Key Words**:  Corporate sustainability, sustainability embeddedness, strategizing for sustainability, sustainable leadership, sustainability champions, sustainable business practices, organisational change for sustainability, social and environmental responsibilities of business, paradoxes in Corporate Sustainability, sustainable organisation, sustainability adoption, Sustainability Journey, sustainability/sustainable business models. | | |
| **References and Recommended Reading:** | | You are not restricted to these sources; **we recommend** conducting your **own** literature search. Please use the Harvard referencing method.  BAUMGARTNER, R.J. & RAUTER, R. 2016. Strategic perspectives of corporate sustainability management to develop a sustainable organization. Journal of Cleaner Production, 140, 81-92.  DYLLICK, T. & MUFF, K. 2016. Clarifying the Meaning of Sustainable Business: Introducing a Typology From Business-as-Usual to True Business Sustainability. Organisation & Environment, 29, 156-174.  HANEY, AB., POPE, J. & ARDEN, Z. 2020. Making It Personal: Developing Sustainability Leaders in Business. Organization & environment, 33(2): 155  HENGST, I.A., JARZABKOWSKI, P., HOEGL, M. AND MUETHEL, M., 2020. Toward a process theory of making sustainability strategies legitimate in action. Academy of Management Journal, 63(1), pp.246-271.  JOHNSON, R, MANS-KEMP, N & ERASMUS, PD. 2019. Assessing the business case for environmental, social and corporate governance practices in South Africa. South African Journal of Economic and Management science, 22(1)  LE ROUX, C & PRETORIUS, M. 2019. Exploring the nexus between Integrated Reporting and Sustainability Embeddedness. Sustainability, Accounting, Management and Policy (SAMP) Journal. Special issue: The Nexus Between Integrated Thinking, Integrated Reporting and Governance  NAMBIAR, P.; CHITTY, N. 2014. Meaning Making by Managers: Corporate Discourse on Environment and Sustainability in India. Journal of Business Ethics, 123, 493–511.  NUNHES, T.V., BERNARDO, M. AND OLIVEIRA, O.J.D., 2020. Rethinking the way of doing business: A reframe of management structures for developing corporate sustainability. Sustainability, 12(3), p.1177.  ORAZALIN, N., 2020. Do board sustainability committees contribute to corporate environmental and social performance? The mediating role of corporate social responsibility strategy. Business Strategy and the Environment, 29(1), pp.140-153.  SHARMA, G. & GOOD, D. 2013. The Work of Middle Managers: Sensemaking and Sensegiving for Creating Positive Social Change. The Journal of Applied Behavioral Science. 49(1): 95–122  SILVESTRE, W.J., FONSECA, A. AND MORIOKA, S.N., 2022. Strategic sustainability integration: Merging management tools to support business model decisions. Business Strategy and the Environment, 31(5), pp.2052-2067.  THAKHATHI, A, LE ROUX, C. & DAVIS, A. 2019. Sustainability Leaders’ Influencing Strategies for Institutionalising Organisational Change towards Corporate Sustainability: A Strategy-as-Practice Perspective. Journal of Change Management.  VAN DER HEIJDEN, A., CRAMER, J. & DRIESSEN, P. 2012. Change agent sensemaking for sustainability in a multinational subsidiary. Journal of Organizational Change Management. 25(4): 535-559  LĂZĂROIU, G., IONESCU, L., ANDRONIE, M. AND DIJMĂRESCU, I. 2020. Sustainability management and performance in the urban corporate economy: a systematic literature review. Sustainability. 12(18): 7705 - 7717.  PETERS, J. AND SIMAENS, A. 2020. Integrating sustainability into corporate strategy: A case study of the textile and clothing industry. Sustainability. 12(15): 6159.  WYNN, M., 2022. E-business, Information Systems Management and Sustainable Strategy Development in the Digital Era. Sustainability, 14(17): 10918. | | |
| **Reading:**  **Research Methodology** | | **This is a selection books on methodology. Further reading over and above these is essential:**   * CHARMAZ, K., 2014. Constructing Grounded Theory. 2nd edn. London, U.K: SAGE.3 * CRESWELL, J. W. (2013). Qualitative inquiry & research design. Thousand Oaks, U.S.: Sage. * FLYVBJERG, B., 2011. Case Study. In: N.K. Denzin and Y.S. Lincoln, eds, The Sage Handbook of Qualitative Research. 4th edn. Thousand Oaks, U.S: Sage. * PATTON, M.Q., 1990. Qualitative Evaluation and Research Methods. Beverly Hills, U.S.: Sage. * SILVERMAN, D., 2009. Doing Qualitative Research. 3rd edn. Thousand Oaks, U.S.: Sage. * YIN, R.K., 2014. Case Study Research: Design and Methods. 5th edn. Newbury Park, U.S.: Sage. | | |
| **Potential M&D research focus areas or research projects** | | | | | |
| **Unit of Analysis** | **Research Focus** | | | | |
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