A curriculum framework for the professional development of corporate social responsibility practitioners in South Africa

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Declaration

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Dedication

My mother

I would like to dedicate this thesis deeply from my heart with love and faith to my mother Meisie McCreanor who has spent endless hours supporting me. Who laid me at the feet of God and asked for wisdom, insight and courage to continue on this amazing journey. Words cannot express how grateful I am to my mother who have always encouraged me with her endless prayers. *"… Ek bid vir jou my kind, want die Here seën jou met insig en wysheid."* Your prayers for me have sustained me thus far.

The AIDS orphans of this world

My journey in corporate social responsibility started many years back when I was asked to arrange a Christmas party for a charity organisation who aims to help mothers and children who are infected and affected by HIV and AIDS. I jumped in, like any true corporate social responsibility practitioner, with excitement and enthusiasm, not knowing that this Christmas party would change my life forever by sending me on a trajectory of great personal growth and development to make a change towards social transformation. I would like to dedicate this work to the first little angels I have met along my journey. You have opened my heart and soul in so many ways. You were the catalysts in my quest to want to know more and to make a difference in this world.

This thesis is dedicated to you, for your brave fights and battles you had to endure just to survive and stay alive as an HIV/AID orphan! Your battle and story will never be forgotten, the endless onslaughts of secondary infections, pneumonia and the final battle against the primary central nervous system, lymphoma. *May your spirit soldier on!*

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Abstract

This study explored the possibilities of developing a curriculum framework for the professional development of corporate social responsibility practitioners in South Africa.

Corporate social responsibility (CSR) encourages a vision of business responsibility and accountability that extends beyond shareholders and investors to include other key stakeholders. Corporations in South Africa find themselves in a unique position to contribute to social innovation and transformation through strategic corporate social responsibility strategies. For this to happen, corporate social responsibility needs to become more mainstream as forward-thinking companies entrench corporate social responsibility into the core of their strategic business operations to create value for business as well as society. The South African government's role as the exclusive social change agent and macro socio-economic problem solver is rapidly weakening and becoming less substantial as businesses are taking on increased sustainability and social transformation responsibilities. Businesses are seen as catalysts for social transformation, and corporate social practitioners in South Africa are viewed as the change agents responsible for managing the social projects that help advance the communities in which they operate. This is a responsibility that is taken seriously. However, relevant literature on corporate social responsibility indicates that industry thought leaders are aware of and do acknowledge that there is a critical skills deficit in the corporate social responsibility sector. The corporate social responsibility sector is often criticised as a disordered poverty photography project environment with dismal reporting standards and even lower standards for measuring the longitudinal impact of projects aimed at social change and upliftment.

This mixed-method study was undertaken in three distinct phases aimed at the development of a curriculum framework for the professional development of entry-level to mid-career corporate social responsibility practitioners in the South African context. The research involved a multi-phased, sequential explanatory mixed-method study within a pragmatic knowledge paradigm. The first phase of the research project comprised quantitative and qualitative data to explore the roles and functions assigned to corporate social responsibility practitioners, and the most effectual and proficient competencies required by corporate social responsibility practitioners. This was achieved by using a questionnaire to collect primary data provided by the collective insight of corporate social responsibility experts and then using focus group interviews to review the proposed first draft of the corporate social responsibility competency framework to gain a deeper understanding of the proposed competencies. Qualitative data were thus obtained from a group of experts by subjecting them to a series of questionnaires, focus-group interviews and controlled opinion feedback.

The second phase of this research involved ranking and further exploring the competencies identified in the first phase of the study in order to gain a better understanding of these competencies and to inform competency definitions. In this investigative follow-up phase, the competencies were explored with practitioners through an iterative e-mail questionnaire typically associated with the classic Delphi

method. The Delphi consensus process was followed which involved the formulation and classification of a hierarchical competency framework using the competencies identified in Phases 1 and 2 of the data collection process. The competency framework identified and classified competencies into a hierarchical framework with eight high-level factors, 22 dimensions at the competency level and 100 components at the behavioural level. A panel of three academics and 15 experts validated the conceptual competency framework.

The third and final phase of the research aimed at validating the proposed conceptual competency framework through a self-administered online questionnaire. The quantitative strand of the questionnaire aimed to validate the conceptual framework. This was followed up with telephonic interviews. The aim of the final empirical phase of the study was not only to generate expert agreement, but also to fill in the gaps and to identify expert opinion on the most critical competencies required to be a successful corporate social practitioner.

The study culminated in the development of a validated curriculum framework for the professional development of corporate social responsibility practitioners in South Africa, which is compatible with the requirements of the Higher Education Qualifications Sub-framework, the Occupational Qualifications Sub-framework and the South African Qualifications Authority. This research presents findings reported in the form of a curriculum framework which may serve as a guideline for curriculum designers and policy makers when considering the design, development and implementation of an entry-level to mid-career corporate social responsibility practitioner programme or qualification in this country.

Key words

Broad-based Black Economic Empowerment

Competency framework

Corporate social investment

Corporate social responsibility

CSI competency framework

CSR practitioner

Curriculum development

Curriculum framework

Mixed-method study

CSI practitioner

CSR competency framework

Delphi

Higher Education Qualifications

Occupational Qualifications

South African Qualifications Authority

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List of acronyms and abbreviations

ANC	African National Congress
BBBEE	broad-based black economic empowerment
BEE	black economic empowerment
BMF	Bench Marks Foundation (North-West University)
BMS	Bench Marks Centre for CSR (North-West University)
BSR	Business for Social Responsibility
CBiS	Centre for Business in Society (USB-ED)
CECP	Committee Encouraging Corporate Philanthropy
CFP	corporate financial performance
CHE	Council on Higher Education
CoAL	Coal of Africa
COSATU	Congress of South African Trade Unions
CPD	continuous professional development
CSI	corporate social investment
CSR	corporate social responsibility
DHET	Department of Higher Education and Training
DTI	Department of Trade and Industry
EABiS	European Academy of Business in Society
EC	European Commission
ECR	economic responsibilities
EE	employment equity
EFQM	European Foundation for Quality Management
EQ	emotional intelligence
ESG	environmental, social and governance (standards)
ETR	ethical responsibilities
EU	European Union
FET	Further Education and Training (institutions)
GEAR	Growth, Employment and Redistribution Programme
GIBS	Gordon Institute of Business Science
GRI	Global Reporting Initiative
GRLI	Globally Responsible Leadership Initiative
GSB	Graduate School of Business (UCT)
GTZ	Deutsche Gesellschaft für Technische Zusammenheid
HEQF	Higher Education Qualifications Framework
HEQSF	Higher Education Qualifications Sub-Framework
HR	human resources

ICCSR	International Centre for Corporate Social Responsibility
ICSD	Institute for Corporate Social Development
IoDSA	Board of Directors of Southern Africa
ISO	International Organization for Standardization
JET	Joint Education Trust
JSE	Johannesburg Stock Exchange
L&D	Learning and Development
MBA	Master of Business Administration
MBS	Milpark Business School
NBI	National Business Initiative
NGO	non-governmental organisation
NLRD	National Learners' Records Database
NMMU	Nelson Mandela Metropolitan University
NPAT	Net Profit After Tax
NQF	National Qualifications Framework
NWU	North-West University
OAU	Organisation of African Unity
PDBA	Postgraduate Diploma in Business Administration (NMMU)
PHR	philanthropic responsibilities
PMBOK	Project Management Body of Knowledge
PR	public relations
PRME	Principles for Responsible Management Education (UN)
QC	Quality Councils
QCTO	Quality Council for Trades and Occupations
RBS	Rhodes Business School
RDP	Reconstruction and Development Programme
ROI	Return on Investment
SADC	Southern African Development Community
SAHECEF	South African Higher Education Community Engagement Forum
SAI	Social Accountability International
SAQA	South African Qualifications Authority
SDL	Skills Development Levy
SGBs	Standards Generating Bodies (SAQA)
SIL	Social Innovation Lab (UCT GSB)
SLP	short learning programme (NMMU)
SR	social responsibility
SRI	socially responsible investment
TBL	triple bottom line

TPSD	Transnet Programme in Sustainable Development
UCF	Universal Competency Framework
UCT	University of Cape Town
UF	Urban Foundation
UK	United Kingdom
UKZN	University of KwaZulu-Natal
UN	United Nations
UNGC	United Nations Global Compact
US	Unit Standard (in SAQA)
USB	University of Stellenbosch Business School
USB-ED	USB Executive Development (Pty) Ltd
WBCSD	World Business Council for Sustainable Development
WBSCSB	World Business School Council of Sustainable Business

CHAPTER 1

ORIENTATION TO THE STUDY

CSI is now a R7 billion-strong profession. A lot of lessons have been learnt and mistakes have been made. The same problems have been in the CSI arena for the last ten years because there has been major resistance to learning from each other. These problems should not be happening in an arena that is maturing into its own profession. How do we draw the learnings [sic] into a profession where newcomers can learn those lessons quickly and not make the same mistakes?

Bridgit Evans, CEO, GreaterGood Group (Evans, 2012)

1.1   INTRODUCTION

Until recently, it seemed that the focus of corporate social responsibility (CSR) and corporate social investment (CSI) specifically evolved around defining the content and context of CSR, and best practice from a global and national perspective. However, this study focused on the development of a CSR and/or CSI curriculum framework for the educational development of CSR practitioners in the South African context. It is evident from an analysis of registered CSR and CSI qualifications at the South African Qualifications Authority (SAQA) that very little or no focus has been placed on the professional development of CSR and/or CSI practitioners in South Africa.

In this introductory chapter, the context for this research is explained with an overview and discussion of the problem statement and objectives, which aim to serve as the orientation to the design of a curriculum framework for the development of CSR and/or CSI practitioners in South Africa. The rationale behind this study can be traced to the historical development of the main concept of CSR and CSI in the South African context through an overview of relevant literature. Some of the main concepts used in the study are also clarified in this chapter. The nature and form of the study are explained and the chapter outline is provided towards the end of this chapter.

1.2   ORIENTATION TO THE STUDY AND THE PROBLEM STATEMENT

1.2.1   International CSR education

CSR has been an important topic of debate in corporate and academic circles in North America for a number of years (Asongu, 2007; Carroll, 1999; Visser, 2012; Visser, Matten, Pohl & Tolhurst, 2010). The debate in Europe has gained extraordinary drive and has surpassed the concept and construct of CSR in practice. CSR is now losing momentum as a concept because of the instrumental ways in which it has been used in business practice (Crane, McWilliams, Matten, Moon & Siegel, 2008; Martinez, 2014; Matten & Moon, 2004; Moon, 2004; Orlitzky & Moon, 2008). In spite of these authors' views, the integration of CSR into the curricula of business schools and universities is still current and one of the most significant topics in the global educational world. Orlitzky and Moon

(2008) noted that CSR has become more ingrained in European institutions of higher education, and argued that this indicates an evolution of CSR as a field of study.

Business scandals like the Enron bankruptcy catastrophe and the more recent underlying causes of the global financial collapse of 2007 once again highlighted the importance of ethics and CSR at curriculum level within business schools and universities. Various international and local universities and business schools participate in efforts of the World Business School Council of Sustainable Business (WBSCSB), the Globally Responsible Leadership Initiative (GRLI), and the United Nations (UN) backed Principles for Responsible Management Education (PRME), which bring together experts in various fields to determine the role of business in creating a sustainable future. A total of eight South African universities and business schools have signed up for the PRME codes and have to some extent committed to these codes. These principles do not address the development of practitioners, but focus on the CSR responsibilities of individual institutions.

The European Strategy for Sustainable Development (EUR-Lex, 2009) also recognised the important role that education and training systems should play in order to achieve the objectives of CSR. Education and training should, according to the final report submitted by GHK Consulting in association with the Danish Technology Institute Technopolis, contribute to all three critical axes of sustainable development: social, economic and environmental dimensions (GHK Consulting, 2008). Likewise, the Lisbon Agenda and the Education and Training 2010 work programme provided a coherent framework for Education for Sustainable Development at European level (Ertl, 2006). However, there is an information gap on how the concept of education for sustainable development has been translated into practices at Member States level. The United Kingdom (UK) government has recently launched a CSR Academy to report on the growth and spread of skills and competencies for the practice of CSR (Matten & Moon, 2004).

1.2.2   South African CSR / CSI practitioners

It is evident from research literature on educational (Matten & Moon, 2004; Moon, 2004; Orlitzky & Moon, 2008) that the European Union (EU) has placed strong emphasis on the importance of CSR education. The South African landscape is in stark contrast to the EU CSR development landscape. CSR practitioners in the South African context are suspended in an operational landscape marked by various CSR or CSI models. Njenga and Smit (2007), who completed extensive research on the CSI practitioner field in South Africa, argued that this field will not change unless CSI models are based on well-informed conceptualised frameworks. They further noted that they had received very poor responses from practitioners on two important fields of enquiry influencing CSI practice, i.e. principles and abstract context.

It is important to define the term "CSR practitioner" in the context of this study. The CSR practitioner role is not exclusive to CSR, but may include and/or require individuals to operate within the fields of Human Resources (HR), Employment Equity (EE), Broad-Based Black Economic Empowerment

(BBBEE), Learning and Development (L&D), Marketing, Corporate Social Investment (CSI)[1] or Corporate Social Responsibility (CSR) (Deutsche Gesellschaft für Technische Zusammenarbeit, 2009). Njenga and Smit (2007) concurred with this observation and identified four types of CSI practitioners during their research for a guidebook for CSI practitioners in South Africa.

Milton Friedman, one of the most well-known and respected American economists of his time and recipient of the world-acclaimed Nobel Memorial Prize in Economics, could not have been more wrong in his critical thoughts on CSR. Friedman's dogma of making as much money for one's stakeholders as possible is no longer valid (Friedman, 1970). Corporations are expected, and are under tremendous pressure, to look after the bottom line *as well as* be moral business citizens (Kotler & Lee, 2005). Corporations could never survive without looking after their triple bottom line, referring to John Elkington's notion that companies should have three bottom lines or accounts, namely a profit and loss account, a "people account" and a "planet account" (Elkington, 1997). Sam Seepi, senior manager at BHP Billiton Development Trust, also rejected Friedman's doctrine by stating that the adoption of triple-bottom-line accounting practices, and the voluntary involvement in initiatives such as the Johannesburg Stock Exchange's Socially Responsible Investment Index (JSE SRI Index, 2014), is changing South African organisations' approach to CSI (De Bruin, 2006; Irwin, 2003).

1.2.3 The gap in CSR education in South Africa

CSR is not a new phenomenon, but the global interpretation of this phenomenon and South African legislation have changed the landscape of CSR within its own context (Irwin, 2003; Ndhlovu, 2011). This change is evident in business as well as on an academic level. It presents various challenges in terms of implementing CSR strategies effectively and efficiently on an operational level. Ideally, the implementation of CSR strategies has to comply with the spirit as well as the letter of the law. There is, however, very little guidance in the form of learning and development programmes for CSR practitioners focused on *bona fide* operational practice to ensure effective and efficient CSR strategies across industries. Additionally, sound CSR practices are complicated by a lack of competent CSR practitioners. Njenga and Smit (2007:7) concurred with this argument that there seems to be a lack of competent CSR practitioners, and referred to the fact that CSR practitioners often come from previously disadvantaged backgrounds and are therefore isolated from power within business. Not only is there a power barrier, but they also find themselves without resources within corporations. Njenga and Smit (2007:8) argued that CSR practitioners should acquire the necessary competence to promote solid organisational, administration and management skills in CSR structures.

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[1] Corporate Social Investment (CSI) in South Africa has emerged as a facet of CSR. CSI is seen as a "unique" South African phenomenon (Skinner, C. & Mersham, G. 2008. Corporate social responsibility in South Africa: Emerging trends. *Society and Business Review,* **3,** 239 – 255..

A CSR conference in 2006 made it clear that there are insufficient skilled and knowledgeable practitioners in the CSR field, not only in South Africa, but globally (Njenga & Smit, 2007). This was mainly due to unclear and indefinable curriculum frameworks for the design, development and implementation of CSR practitioner curricula. Njenga and Smit (2007) said that, based on one of their surveys, CSI(R) practitioners, who are seen as the stewards of CSI(R) awareness and the promotion of best practice towards social investment, are discouraged and more often than not feel frustrated, cynical and disempowered (Njenga & Smit, 2007). It became clear from their survey data that the feeling of disempowerment can be contributed to a scarcity of adequate skills and knowledge in the field of CSI (Njenga & Smit, 2007).

Njenga and Smit's (2007) findings from 2006 and 2007 regarding the lack of CSR knowledge and skills were re-affirmed by findings from an African study on CSR practice in sub-Saharan Africa by the Deutsche Gesellschaft für Technische Zusammenheid (GTZ) in South Africa. Zusammenarbeit (GTZ, 2009:107) found that three major drivers contributed to struggling CSR practitioners in the South African context. The first driver was lack of capacity and experience in the field of CSR. This included the lack of standards, curricula and accreditation of CSR practitioners as well as a lack of skills or tools for external stakeholder engagement. Secondly, CSR practitioners were not sufficiently supported by top management and, lastly, the CSR function and CSR projects (project identification, implementation, evaluation and reporting) were not properly managed. The lack of skilled CSR practitioners in South Africa has not improved since 2006. In a critical evaluation and analysis of the *2012 CSI Matters Conference* video footage (hosted by CSI Matters[2] – initiated and managed by Trialogue South Africa[3]), it was found that South Africa's CSR practitioners, according to Bridgit Evans, CEO of the GreaterGood Group[4], are making the same mistakes they made ten years ago. They are also struggling with learning and, more importantly, learning from each other. The following relevant question has therefore been asked: "How do we draw the learnings into a profession where newcomers can learn those lessons quickly and not make the same mistakes?" (Evans, 2012).

1.2.4   South African Qualifications Framework for CSR

A search for CSR and CSI registered qualifications on the South African Qualifications Authority's (SAQA's) National Qualifications Framework (NQF) resulted in no registered (full) qualifications for Corporate Social Investment and/or Corporate Social Responsibility. However, three separate Unit

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[2] CSI Matters is a corporate social investment communication and collaboration hub, open to contributions and conversations from all members of the CSI and development sectors.

[3] Trialogue is a consulting, publishing and research organisation specialising in the areas of sustainable business and corporate social investment (CSI). It publishes annual industry handbooks, produces customised client reports, and offers specialist consulting services in both focus areas.

[4] The GreaterGood Group develops the sector for social change by facilitating the full spectrum of giving and social investment in South Africa. GreaterGood South Africa is a public service organisation connecting givers with good causes and activating the public to give responsibly.

Standards (US) were registered for CSI as well as CSR at a career entry level and were nested within non-CSR related qualifications.

The first US (335837) on SAQA's website: "Perform support functions for corporate social investment programmes" (SAQA, 2010a) is in Field 03: Business, Commerce and Management Studies on NQF level 4 (see Addendum 1.1: Perform support functions for corporate social investment programmes).

The second US (115414): "Perform support functions for media liaison, publicity campaigns and corporate social investment programmes" according to SAQA is in Field 03: Business, Commerce and Management Studies on NQF level 4 (SAQA, 2010b) (see Addendum 1.2: Perform support functions for media liaison, publicity campaigns and corporate social investment programmes).

The third and only US with reference to CSR specifically is the following US (116919) on SAQA's website: "Use the principles of employment equity to relate corporate social responsibility to organisational transformation" (SAQA, 2010c) in Field 03: Business, Commerce and Management studies on NQF level 5 (see Addendum 1.3: Use the principles of employment equity to relate corporate social responsibility to organisational transformation).

It is clear that, against the background of the framework for South African qualifications, an adequate approach to CSR curriculum development and/or skills development does not exist. In addition, the development of competent CSR practitioners within the South African context seems minimal, if not non-existent. According to CSI(R) industry leaders such as Nick Rockey (MD, Trialogue), Gail Campbell (CEO, Zennex Foundation) and Bridgit Evans (CEO, GreaterGood), South African CSR practitioners find themselves in a deserted educational minefield.

In an effort to address the lack of educational frameworks for CSR practitioners, Rockey proposed a concept of "communities in practice" to enable practitioners to get together with like-minded people from a particular field in order to develop and share experience. Campbell offered her insight and suggested that CSR practitioners start small to create forums in order to value knowledge as much as they (the CSR practitioners) value funding.

Evans stated that "collaboration for learning is so important and needs to be taken more seriously" (Evans, 2012). Yet, none of these proposals from CSR industry leaders has been taken up by CSR practitioners. Neither have they delivered success in promoting and/or designing a recognised CSR practitioner development framework (curriculum) within the South African context.

One may further argue that there is a knowledge gap in well-researched and defined priority skills, knowledge and behavioural components of successful CSR practitioners, leading to a gargantuan gap in the development of a generally acceptable national curriculum framework for CSR practitioners (Njenga & Smit, 2007:3). This study therefore aimed to identify and define priority skills, knowledge and behavioural components for the development of a curriculum framework to address such gaps in the South African context.

1.3   PURPOSE OF THE STUDY

This section introduces the focus of the study and considers its potential value.

1.3.1   Potential contribution to knowledge

The study intends to make perceptible contributions to several areas of CSR education research in the South African context. A primary contribution of this thesis could be to divert scholars' attention from theoretical to empirical approaches in the analysis of CSR best practice in the design and development of curriculum frameworks for CSR practitioners. By conceptualising and contextualising CSR through the lens of an educational development construct, the study potentially takes an important step towards making CSR and CSI curriculum research more practical.

The study also potentially contributes to CSR literature by analysing practitioners' skills, knowledge and behaviours (competencies) required for adopting CSR best practices. This is contrary to views that practitioners engage in CSR best practice to enhance the economic as well as socio-economic performance of organisations or due to altruism in wanting to correct the injustices of the past. This thesis aims to provide evidence that the true reasons are more often adverse and reactive than confident in implementation of sustainable CSR and CSI best practice while creating shared value.

Exploring the true reasons why CSR practitioners engage in CSR best practice seems to be a potentially important contribution as it highlights that external pressures have more influence on the practitioners' sense making and decision making than suggested by the most prominent approach to CSR. Notably, this thesis adds to the CSR and CSI knowledge base by demonstrating that the development of CSR practitioners and subsequently best practice in CSR and CSI cannot be guaranteed through curriculum design and development from a unilateral (business) and/or academic perspective. This thesis also aims to advance knowledge by demonstrating that a multilateral stakeholder approach to the design and development of a curriculum framework for CSR and CSI practitioners in the South African context may be the best approach in an effort to agree on the dimensions of a curriculum framework for CSR and CSI curriculum design.

The study further may contribute to knowledge by exploring the context of the implementation of CSR practices and the competencies required as catalysts in this process. While the literature indicates that CSR and CSI education exists in a global perspective, literature suggests that educational opportunities in South Africa are negligible. Although this study acknowledges that CSR- and CSI-related development opportunities exist in both the formal and informal educational sectors, it argues that CSR and CSI education offered is not enough to develop entry-level and mid-career CSR and CSI practitioners' competencies.

In this way, this study potentially advances knowledge regarding the conditions necessary to facilitate the design and development of a curriculum framework as well as CSR and CSI competencies, and therefore the implementation of sustainable CSR best practices. Finally, the

study may contribute to CSR literature by identifying the elements of skills, knowledge and behaviours required to inform the design and development of a curriculum framework.

1.3.2   Statement of the problem

It can it be assumed that there will be knowledge, skills and behavioural gaps in the development of future CSR practitioners if there is no framework for the design and development of a CSR practitioner curriculum. In the absence of a curriculum framework for the development of CSR practitioners, uncertainty will prevail in terms of the skills, knowledge and behavioural components to be included in such a curriculum framework. An equally important hurdle to overcome is to determine who should inform the curriculum framework. In the absence of substantial information to support the design and development of a widely accepted or national curriculum, a CSR practitioner curriculum framework seems to be in urgent need of development. This is thus an attempt to meet the needs of stakeholders (CSR practitioners, organisations and higher education institutions) if the purpose of the original intentions of BBBEE in South Africa is to be properly served.

All of these questions seemed relevant to the problem at hand. However, for the purpose of this study, one primary research question emerged, constituting the focus of the study:

> *What constitutes a curriculum framework for the professional development of CSR practitioners in South Africa?*

The following subsidiary research questions supported the main research question:

- What are the most common functions attributed to the role of the CSR practitioner?
- Which functions can possibly be grouped together in the CSR practitioner's portfolio as functional building blocks?
- Which elements of skills, knowledge and behaviour are required to effectively manage the CSR function within South African organisations and within the parameters of South African legislation and industry-specific codes and standards?
- What is the hierarchy of significance of the above elements for the CSR practitioner?

1.3.3   Methodology

To address the research question at hand, the study involved a multi-phased, sequential explanatory mixed-method research methodology within a pragmatic research paradigm. According to Creswell and Clark (2011), the sequential explanatory design is used to explain quantitative results based on follow-up qualitative data. The approach to the study was initially deductive in nature as an existing model was tested in the South African business context. However, the study shifted to an inductive approach as a curriculum framework, which did not exist in South Africa during the study period, was attempted. The research plan involved five goals:

i)   To identify the most common competencies that may potentially contribute to the success of CSR practitioners.

ii)   To investigate which CSR competencies can possibly be grouped together in a practitioner's portfolio as functional building blocks.

iii)   To investigate which elements of skills, knowledge and behaviour (competencies) are required for effectively managing the South African CSR function.

iv)   To investigate the hierarchy of significance of identified CSR competencies for CSR practitioners.

v)   To suggest a possible curriculum framework for the development of CSR practitioners in South Africa.

The execution of the empirical part of this inquiry was divided in to three phases and each phase had two distinct strands with specific objectives. The objectives for each phase were linked to the research question and each phase was guided by the subsidiary research questions, which aimed at answering the main research question. The research was thus planned to involve at least three phases and the data collection and analysis of each phase involved answering the following questions:

Phase 1:

- **Strand 1:** What are the most common functions attributed to the role of the CSR practitioner?
- **Strand 2:** Which elements of skills, knowledge and behaviour are required for effectively managing the CSR function within South African organisations and within the parameters of South African legislation, including industry-specific codes and standards?

Phase 2:

- **Strand 1**: What is the hierarchy of significance of the above elements for the CSR practitioner?
- **Strand 2**: Which functions can possibly be grouped together in the CSR practitioner's portfolio as functional building blocks?

Phase 3:

- **Strand 1**: What is the hierarchy of significance of the competencies for the CSR practitioner?
- **Strand 2**: Which validated competencies should be included in a proposed competency framework?

1.3.3.1   *Phase 1 – Exploration of CSR practitioners' functions and roles*

The first strand in this phase of the research project comprised of a quantitative exploration of the specific roles and functions assigned to CSR practitioners and the most effectual and proficient competencies required by CSR practitioners in the South African context (Figure 1.1). This was done

by using a survey to collect primary data provided by the collective insight of experts[5] within the field of CSR. The second strand of phase one of this research project compromised of a qualitative exploration of the quantitative data collected during Strand 1 of Phase 1. This was done by using focus groups to review the proposed first draft CSR competency framework to give a deeper understanding of the proposed CSR competencies. Qualitative data was generated from a group of experts by subjecting them to a series of questionnaires, in-depth focus-group interviews and controlled opinion feedback (Dalkey & Helmer, 1963)

1.3.3.2   Phase 2 – Exploration of CSR competency hierarchy

In the first strand of Phase 2 a Delphi exercise approach was used to identify and refine the main roles, functions, critical skills, knowledge and behavioural components (Saunders, Lewis & Thornhill, 2009). In Delphi research, experts participate in several rounds of questions that require thoughtful and detailed responses. Panellists work toward consensus by sharing reasoned opinions and reconsidering the opinions with regard to comments, objections and arguments offered by other experts (Facione, 1990).

Dalkey, Brown and Cochran (1969) used the Delphi technique in an experimental study of group opinion in 1969 and argued that the Delphi technique is a method of eliciting group judgments. Dalkey (1967) described three broad features of the Delphi methodology:

i)   Anonymous response – opinions of members of the group are obtained by formal questionnaire;

ii)   Iteration and control feedback – interaction is affected by systematic exercise conducted in several iterations, with carefully controlled feedback between rounds; and

iii)   Statistical group response – the group opinion is defined as an appropriate aggregate of individual opinions on the final round.

In this study, the Delphi technique involved six steps to generate and select critical skills, knowledge and behavioural components.

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[5] Experts are people working in the field of CSR.
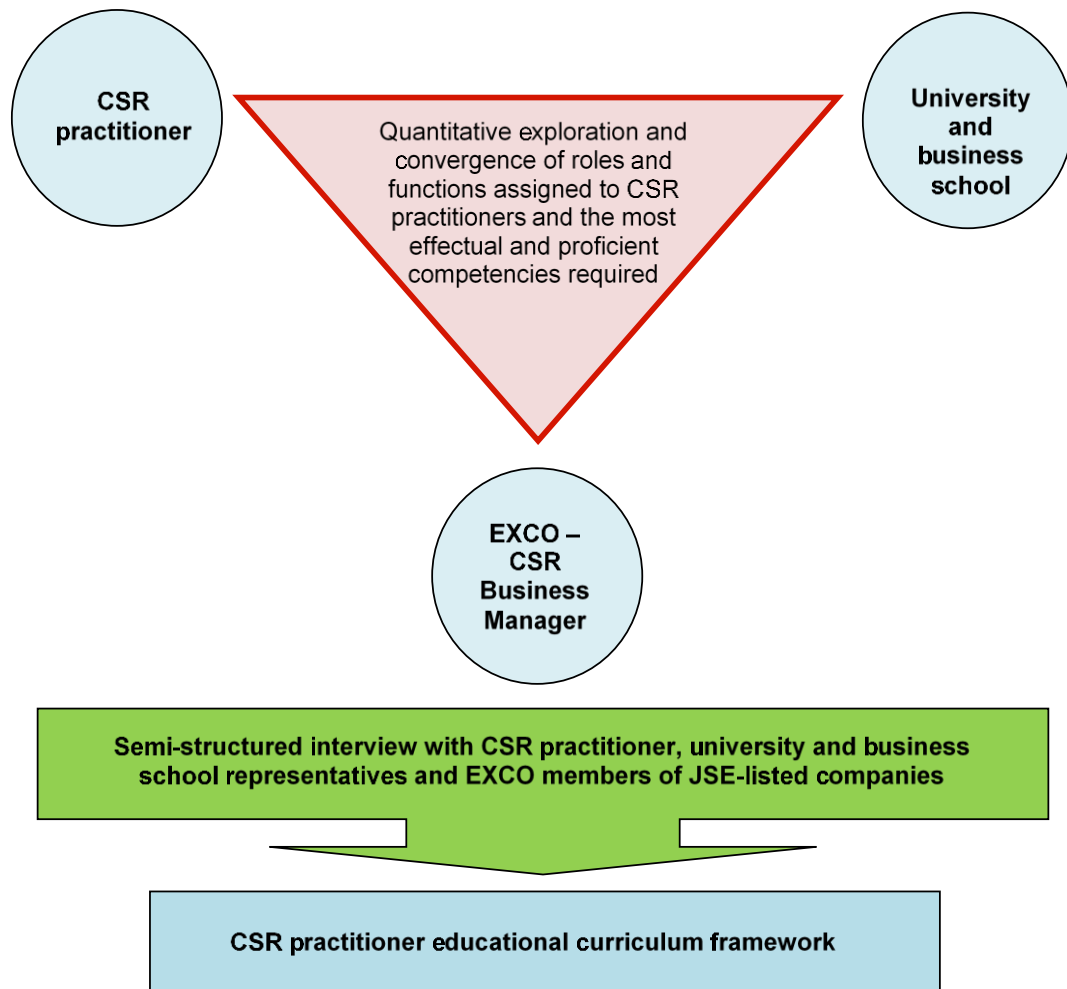
Figure 1.1: Phase 1 of generating data

The findings from the data analysis during the first strand of Phase 2 (see 1.3.3.2) were explored using mainly qualitative data (Creswell & Clark, 2011:208).

1.3.3.3 *Phase 3 – Review and validation of a CSR curriculum framework*

The aim of Phase 1 and 2 was to develop and define the first and second draft competency frameworks towards the development of a curriculum framework. This framework was further developed, tested and validated with representatives of the CSR industry in Phase 3 of the inquiry. Telephone interviews were used in Strand 2 of Phase 3 in order to probe significant results by exploring aspects of the CSR practitioners' roles, functions, critical skills, knowledge and behavioural gaps as identified in the first step of Phase 1 with a selected panel of CSR experts from the CSR industry. Statistical hypothesis testing was utilised to either accept or reject the competencies identified, testing whether the CSR competency definitions are valid and should or should not be included in the final CSR competency framework.

The purpose of a follow-up with qualitative data in Phase 3 was to better understand and clearly define the roles, functions, critical skills, knowledge and behavioural components identified. The data analysis resulting from the first two phases was also applied in the formulation of the questions for

the telephone interviews in Strand 2 of Phase 3 in order to develop a curriculum framework for a CSR practitioner skills programme.

1.3.4   Generating data

All the companies listed on the Johannesburg Stock Exchange's Socially Responsible Investment (SRI) Index were approached to participate in the study on a voluntary basis. This was done to ensure that all companies would have an equal opportunity of being selected on a random basis for the study. All the companies were approached on a national level to ensure that the responses would represent general CSR curriculum requirements. Purposeful sampling was used for the qualitative data phase of the study in order to select individuals based on their experience in the field of CSR.

1.3.5   Source data

Participating companies were required to complete questionnaires (surveys) with informed consent from the relevant organisational leaders. Each company was requested to appoint a contact person who liaised closely with the researcher to enable the companies to complete the online surveys. Collected data was processed and information was stored on a secure server to ensure the safekeeping of all the relevant information.

1.3.6   Criteria for inclusion

The criteria for participant and company inclusion in the study were as follows:

- The 82 companies listed in the JSE's Socially Responsible Investment (SRI) Index in 2014;
- CEOs or senior managers from the listed companies to represent the CSR needs of organisations;
- Practitioners from the listed companies to represent the CSR needs of practitioners.

The demographic details of participating role players, from which it may be possible to ascertain the identity of the role players, were collected using a standardised online data collection form while maintaining the anonymity of the survey participants.

1.3.7   Ethical considerations

CSR and CSI practitioners involved in this study were requested to voluntarily participate and given a choice in terms of any disclosure and participation. The ethical considerations applied in this study will be discussed in detail in Chapter 5 (cf. 5.12).

1.4   LIMITATIONS OF THE STUDY

Obvious limitations to the study will be discussed in Chapter 8.

1.5   KEY CONCEPTS USED IN THE STUDY

1.5.1   Broad-based black economic empowerment

Broad-based black economic empowerment (BBBEE) is seen as an inclusive approach to black empowerment in South Africa. The term "black" is defined by the Black Economic Empowerment Act (No. 53 of 2003) as a generic term for Africans, Coloureds and Indians. The concept of "broad-based black economic empowerment" refers to economic empowerment of all black people, including woman, workers, youth, people with disabilities and people living in rural areas through diverse but integrated social-economic strategies that include but are not limited to increasing the number of black people who manage, own and control enterprises and productive assets (Republic of South Africa, 2004).

1.5.2   Business in society

Today, business has become the biggest as well as the most powerful institution in the world. Business, in its simplest form, refers to the continuous production of goods and/or delivery of services and the distribution of goods and services at a profit, based on demands within a market created by society. "Society" refers to human beings and collective structures created by individuals and/or groups in an effort to sustain the individuals and the group. Business in society as an organisation is therefore created by society to service the needs of certain groups, communities and/or a nation and clearly forms part of the social structures of the said individuals and/or groups. The relationship between business and society is underpinned by the engagement of all stakeholders and role players within all segments of humankind.

1.5.3   Competence

Three fundamental constructs, namely skills, knowledge and behaviour, referred to in the second subsidiary research question, are also collectively defined as competencies. The term "competence" is commonly used to describe attitudes, knowledge and skills. It is, however, clear from the literature review undertaken for this study that there is no agreement on the definition of competence, and that competence has a range of meanings depending on the context of its application. There is general consensus that the skills, knowledge and behaviours may be related to greater or superior job performance (Boyatzis, 1982; Hamel & Prahalad, 2013; Spencer & Spencer, 1993).

Boyatzis (1982) defined competencies as characteristics that are causally related to effective and/or superior performance in a job. This means that there is evidence that indicates that possession of the characteristic precedes and leads to effective and/or superior performance in that job. Spencer and Spencer (1993) stated that competence is "an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation".

1.5.4   Corporation

Corporations are the most common form of business organisations. Corporations are chartered by the state and are given legal rights as being separate and distinct from its owners. Corporations are owned by bondholders and/or shareholders who share in profits and losses. Corporations have three distinct characteristics: they are recognised as a legal entity who may, like any legal person, buy, sell and enter into legal contract; they and their owners are limited in their liability to creditors up to the resources of the firm; and they exist past the lifespan of the owners (BusinessDictionary.com, 2014) .

1.5.5   Corporate accountability

Corporate accountability is in essence the act of accountable behaviour of an organisation or corporate. Accountability applies to the stakeholders and shareholders of the organisation, but is not limited to stakeholders such as employees, customers, suppliers within the supply chain, and local communities. These accountable actions are best described in the King III report (King Report, 2009).

1.5.6   Corporate citizenship

Corporate citizenship is embedded integrally in the day-to-day operating practices that companies develop as a way of relating to their key stakeholder groups. This systems perspective provides a systems basis for thinking about the roles and responsibilities of the corporation in society (Waddock, 2001). Business should not only be in business to make as much profit as possible for their shareholders at the cost of the communities in which they operate. Instead, they should uplift and uphold higher standards in an effort to build and create quality of life in and for the communities in which they operate.

1.5.7   Corporate governance

Corporate governance, in the broadest terms possible, refers to the manner in which a corporation is controlled, directed and administered. Not only does corporate governance refer to the set of principles, processes and systems by which a company is governed, but it also incorporates and focuses on key relationships between various external and internal stakeholders and key shareholders to help the organisation achieve its goals and, more importantly, its financial goals. Principal-agent problem resolution is of the essence, and the mechanisms and controls are therefore designed at the very least to reduce, if not eliminate principal-agent problems (Baker & Anderson, 2010).

1.5.8   Corporate (social) responsibility

CSR can be defined as a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis. CSR as a concept would thus imply that organisations have a responsibility to meet the needs of internal

and external shareholders and stakeholders in an effort to move from a "harm minimisation function" to "value creation function" through the integration of social and environmental concerns in their business operation (Luetkenhorst, 2004:158). The King Code of Governance for South Africa (King Report, 2009:61) defines corporate (social) responsibility as the:

> ... responsibility of the company for the impacts of its decisions and activities on society and the environment, through transparent and ethical behaviour that: contributes to sustainable development, including health and the welfare of society; takes into account the legitimate interests and expectations of stakeholders; is in compliance with applicable law and consistent with international norms of behaviour; and is integrated throughout the company and practised in its relationships.

1.5.9   Corporate social investment

Organisations have an obligation to contribute towards the development of the communities in which they operate. The contributions and actions of an organisation are generally referred to as CSI. CSI is voluntary and the investment practice could be a commitment to offering organisational resources, resource time or monetary, but should never form part of the core business activities in an effort to generate profit or maximise on publicity (Freemantle & Rockey, 2004). An important note is that CSR and CSI should not be confused. CSI as a concept has developed and evolved (Nel, 1997) from the overarching field of CSR and is therefore recognised in South Africa as a sub-set of CSR (Freemantle & Rockey, 2004). The King Report on Governance for South Africa (King Report, 2009:61) stated that:

> Corporate Investment is one manifestation of Corporate Responsibility. In the narrow sense it refers to donations and other kinds of financial assistance (made foran altruistic purpose), and in the broader sense, includes other kinds of contributions beyond just financial assistance. Whilst Responsible Investment is an important aspect of Corporate Responsibility, it should be an integral component of a broader economic, social and environmental (sustainability) strategy.

1.5.10   Curriculum framework

A curriculum framework provides an organisational strategy for setting out content within a system. It provides boundaries for coherence and consistency to establish a set of organising values for simplicity, logic and uniformity and, lastly, services as catalyst for the formulation of objectives and the direction of the curriculum design. The primary purpose of the CSR curriculum framework is to make evident the skills, knowledge and behaviours that CSR and/or CSI practitioners need to fulfil their responsibilities at work, in the community, and within learning situations.

1.5.11   King Report

The King Report on Corporate Governance for South Africa (King Report, 2009) is presented as a summary and code of the most effective and best international practices in corporate governance.

The code is non-legislative and is based on principles and practices. Unique to this code is that it adopts an apply-and-explain approach to good corporate governance. Former High Court Judge Mervyn King SC was head of the King Commission and was responsible for drafting the King Report. The report was published by the Institute of Directors in Southern Africa (Banhegyi, 2007).

1.5.12 South African Qualifications Framework

The National Qualifications Framework (NQF) was developed as an outcome of the South African Qualifications Authority Act (1995). The NQF, according to the South African Qualifications Authority (SAQA), is a conceptual framework that provides principles and guidelines as the boundaries within which an education and training system can be developed and implemented. The NQF also serves as a system that records learner achievements to enable recognition of acquired skills and knowledge. This integrated system encourages lifelong learning. Keevy, Heyns, Granville and Tuck (2003:2) stated that the "primary objective of the NQF is to achieve an integrated approach to education and training in one national system, while opening up both access and possibilities for articulation and mobility within the system, through the portability of accumulated credits".

1.5.13 South African Qualifications Authority

The South African Qualifications Authority (SAQA) was established to implement the NQF. SAQA is therefore a statutory body subject to the joint ministerial authority of the Departments of Education and Labour. The key functions of SAQA are to oversee the development and implementation of the NQF. The three key deliverable areas of SAQA are setting standards (qualifications design), providing quality assurance, and maintaining the National Learners' Records Database (NLRD) (Keevy *et al.*, 2003).

1.5.14 Professional development

Professional development refers to the ongoing development of people in their professional roles. In the higher education context, professional development "stretches beyond knowledge and skills to the values and attitudes that define an individual's professional identity" (Bitzer, 2009:257).

1.6   STRUCTURE OF THE THESIS

The study report is structured into the following chapters:

Chapter 1 presents an orientation, including the background to the study, an introduction and a brief literature review, the benefits of the study, the research design and methodology, and a clarification of key concepts.

Chapter 2 is an introduction to the concept of CSR. It gives an overview of the conceptual and contextual development of CSR, and the evolution of the definition of CSR in a global and South African context. It discusses the scope, dimensions and principles of CSR from an international and South African perspective, covers historical events that shaped the concept of CSR in the South

African context, and gives an overview of the post-apartheid legislative framework influencing the understanding and operationalisation of CSR.

Chapter 3 presents literature perspectives of CSR-related educational systems, CSR curriculum development and a comparative analysis of CSR education in Europe and South Africa. It also discusses studies and findings of published empirical research on international and South African CSR educational initiatives.

Chapter 4 covers literature perspectives on curriculum theory in practice and reported best practices for the design, development and evaluation of CSR curricula. It further reviews business and educational factors influencing CSR curriculum development and concludes with theoretical perspectives on possibilities for curriculum design and development.

Chapter 5 outlines the research methodology and design of the study.

Chapter 6 analyses and discusses the research results of the qualitative and quantitative data generated by the empirical part of the study.

Chapter 7 reports on the conclusions drawn based on the findings of the study, proposes a curriculum framework for CSR practitioners in South Africa.

Chapter 8 provides a summary of the research activities and the findings. The findings, conclusions and recommendations are used to design and develop a CSR curriculum framework for the professional development of CSR practitioners. The limitations of the study and the recommendations for future research are also presented and discussed in Chapter 8.

CHAPTER 2
THE CONCEPT OF CORPORATE SOCIAL RESPONSIBILITY IN CONTEXT

2.1   INTRODUCTION

In this chapter, the concept of corporate social responsibility (CSR) in a global and South African context is introduced. The chapter is structured into five sections. The first section provides an overview of the conceptual and contextual development of CSR. The second section presents the evolution of the definition of CSR in a global and South African context. The third section discusses the scope, dimensions and principles of CSR from an international and South African perspective. The fourth section gives an overview of the historical events that shaped the concept of CSR in the South African context while the fifth section gives an overview of the post-apartheid legislative framework influencing the understanding and operationalisation of CSR. The last section also highlights the impact of various legislative requirements on the sense making of the CSR practitioner in South Africa.

2.2   CONCEPTUAL DEVELOPMENT OF CSR

CSR may be a relatively new era of academic research (Crane *et al.*, 2008) but the corporate social responsibility debate as a global phenomenon in business is as old as business itself. Researchers agree that the origin of CSR, like philanthropy, goes back thousands of years (Barnard, 1968; Clark, 1939; Garriga & Melé, 2004; Kreps, 1940) and that the principles of the concept have long been a part of business and society.

The CSR concept has evolved over the years to become multi-disciplinary. CSR and the associated elements within business practice are therefore not a new phenomenon. As far back as 1946, business executives (the literature called them businessmen in those days) (Bowen, 1953) were polled by *Fortune* magazine asking them about their social responsibilities. In early writings on CSR, the concept was referred to more often as Social Responsibility (SR) rather than CSR (Carroll, 1999).

2.2.1   First social and environmental concerns

The history of the role of business in the environment and the social structures in which it operates is as old as business and trade itself. Some of the first social and environmental business concerns can be traced back over more than four thousand years (Aras & Crowther, 2009). According to Aras and Crowther (2009), historical forest protection laws and the regulation of commercial logging operations dating back more than four thousand years are indeed examples of CSR and business's responsibility in society.

Commercial logging operations, for example, together with laws to protect forests, can be traced back over almost 5 000 years (Centre for Business Relationships, Accountability, Sustainability and

Society, 2007). In Ancient Mesopotamia around 1700 BC, King Hammurabi introduced a code in which builders, innkeepers and farmers were put to death if their negligence caused the deaths of others or major inconvenience to local citizens. History has recorded the grumblings of Ancient Roman senators about the failure of businesses to contribute sufficient taxes to fund their military campaigns (Asongu, 2007). Carroll (1999) argued that these examples are some of the best historical illustrations of the perceived responsibilities of business towards the state, the environment and society as a whole.

Park (2009:34) reported that in 1622 discontented stakeholders in the Dutch East India Company issued leaflets complaining about clandestine management and the accumulation of their private wealth at the cost of the communities and the environment (Centre for Business Relationships, Accountability, Sustainability and Society, 2007).

It can also be argued that the concept of CSR is as old as capitalism itself. A good illustration of this, according to Moratis and Cochius (2011), is Adam Smith's work the century before the industrial revolution. Smith had already written *The Theory of Moral Sentiments* in 1759, emphasising the importance of ethical forces in free-market mechanisms and international trade, and taking into account restrictions from a viewpoint of natural justice to prevent a dominance of dishonourable conceit.

With industrialisation, the impact of business on society and the environment assumed an entirely new dimension. The "corporate patriarchs" of the late nineteenth and early twentieth centuries used some of their wealth to support philanthropic ventures. Management philosopher Charles Handy referred to the practice of caring for employees' health and well-being by investing in social issues as appropriate self-interest (Handy, 1999). It is clear from historical and current literature that the ensuing four decades witnessed CSR moving from a vaguely framed and highly objectionable business concept to a concept that has become critical for the survival of any business in society. CSR can be discussed along various timelines to examine misconceptions and truths about environmental and social responsibility. These timelines describe CSR development from (1) a historical environmental responsibility, (2) the concept of sustainability, (3) the history of business corporations, (5) socially responsible investment, and (6) business law. These are the critical factors shaping the modern business environment and social responsibility understanding (Brejning, 2012).

2.2.2 Beginning of the modern CSR movement

By the 1920s discussions about the social responsibilities of business had evolved into what is recognised as the beginnings of the "modern" CSR movement. In 1929, the Dean of Harvard Business School, Wallace B. Donham, said the following in an address delivered at Northwestern University (Asongu, 2007:10):

Business started long centuries before the dawn of history, but business as we now know it is new – new in its broadening scope, new in its social significance. Business has not learned how to handle these changes, nor does it recognize the magnitude of its responsibilities for the future of civilization.

Donham's insight is still valid today. However, a significant amount of research has been done since by scholars and practitioners to gain a better understanding of the role and responsibility of business in society. It is, however, clear that business is facing similar ethical dilemmas compared to the 1920s (Asongu, 2007). Every generation perceives business, social and environmental concerns differently (Gilbert, 2011) and CSR can therefore be described as an embryonic construct, based on unremitting global business and social-economic evolution.

The 1930s delivered ground-breaking publications on the topic of social responsibility, and the scientific debate about this phenomenon started during the same period. The concept of CSR itself, according to Okoye, dates back to the 1930s (Okoye, 2009). Carroll (1999:269) noted that some of the first published works on the concept in 1931 (Berle, 1931) and 1932 (Dodd, 1932) discussed the idea of corporate responsibility (CR), but only focused on the role of managers within the narrow delineation of corporate responsibility. Sokolsky followed on the publications of Berle and Dodd in 1937 with a paper focusing on the social responsibility of business (Sokolsky, 1937). Noteworthy academic work from the 1930s to early 1940s included J.M. Clark's *Social Control of Business* from 1939 (Clark, 1939), Theodore Kreps's *Measurement of the Social Performance of Business* from 1940 (Kreps, 1940), and Chester Barnard's 1938 publication, *The Functions of the Executive* (Barnard, 1968).

During the first half of the 20th century, the important publications of Barnard (1968) and Kreps (1940) drew attention to the social responsibility of management and companies. Barnard (1968) asked whether the executives of large corporations had an obligation to society extending beyond daily business while Kreps (1940), in his widely regarded book *Measurement of the Social Performance of Business,* developed a framework to measure the social involvement of businesses. Donald K. David, a former lecturer at Harvard Business School, appealed to his Master of Business Administration (MBA) students in 1946 to be mindful of the responsibilities they had as future business leaders and executives (Spector, 2008).

2.2.3   The birth of the key term "social responsibility"

It was not until 1953 that Howard Bowen finally introduced the key term "social responsibility". Bowen (1953:6) defined CSR as "the obligations of businessmen to pursue those policies, to make those decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society". At the time, corporate social obligation was linked to the power that business holds in society (Bowen, Bowen & Gond, 2013:6). Aside from being the first to use the term, Bowen extensively elaborated on the subject, and thus can be called "the father of corporate social

responsibility" as his book could be viewed as the starting point of the modern era of critical CSR thinking (Carroll, 1999; Segerlund, 2013).

Various CSR scholars and authors argued in favour of or against CSR. Theodor Levitt studied the influence of social responsibility on business and, in 1958, warned the business fraternity against the dangers of social responsibility (Levitt, 1958:47). This argument contributed to the scholarly debate throughout the 1960s and became a focal point driven by social movements ranging from civil, women's and consumer rights to environmental issues in the United States during the same period. Scholars tried to define corporate social responsibility, but could not articulate what CSR really meant and/or implied in business.

2.2.4   The 1960s as an era of accepting social responsiveness

The 1950s delivered very little evidence of CSR definitions in the literature, but the 1960s marked a significant growth in attempts to formalise or more accurately define CSR. The 1960s were characterised by a complete discourse between CSR and financial performance within business. In his analysis Patrick Murphy argued that the 1960s and 1970s was an era, not only of change in terms of social responsiveness, but also of acknowledgement of responsibility in a broad spectrum of business in society issues; from racial discrimination to preventing urban degeneration and philanthropy, also known as charitable donations (Murphy, 1978).

Bowen (1953), as one of the first and most prominent writers to define CSR during this period, said that the fundamental obligation of business is to act in the interest of the society in which it operates and implements policies, and to make solid business decisions in line with the objectives *as well as* the values of that society. Davis, a former professor at Arizona State University, later extensively wrote about the topic in his business and society textbook. Davis (1973:312) described the social responsibilities of a business as "the businessman's decisions and actions taken for reasons at least partially beyond the firm's direct economic or technical interest … which need to be commensurate with the company's social power". Davis also argued that CSR is a tenuous concept on its own and that it must be seen in a management context (Moratis & Cochius, 2011).

During the 1970s and 1980s, the views of Davis on the justification of socially responsible business decision based on long-term economic gain for the firm and the greater good (SR) became commonly accepted. He also became well known for his views on the relationship between business, business influence, power and the fundamental importance of SR. Davis developed the well-known Iron Law of Social Responsibility, which is that "in the long run, those who do not use power in a manner which society considers responsible will tend to lose it" (1973:314). He further argued that that Iron Law of Social Responsibility suggests that "to the extent businessmen do not accept social-responsibility obligations as they arise, other groups will step in to assume those responsibilities and the power that goes with them" (Davis, 1973:314).

The murky waters in which CSR practitioners and business found themselves in the new millennium can be described through Davis's interpretation of the power play between equality and power. Davis argued that if responsibility and power were relatively equal, the circumvention of social responsibility may lead to the destruction of social power on the part of business (Davis, 1973). In the early 1960s McGuire (1963) distinguished social responsibility from ethical, economic, technical and legal obligations. In his book *Business and Society* McGuire argued that business does not only have legal and fiscal obligations towards society, but also defined responsibilities extending far beyond the legal and economic obligations (McGuire, 1963).

Ten years later, Davis (1973:312) supported McGuire's view of social responsibility by defining CSR as "the firm's consideration of, and response to, issues beyond the narrow economic, technical, and legal requirements of the firm". To take the concept to a next level, Carroll's (1999) definition acknowledged previous authors, but he argued that economic components are essential in defining CSR. He provided the following definition in support of his claim: "The social responsibility of business encompasses the economic, legal, ethical, and discretionary expectations that society has of organizations at a given point in time" (Carroll, 1999:279).

2.2.5   Critics and proponents of CSR

Various authors opposed the notion that companies should take on social responsibilities because it will divert attention from their primary economic objectives. As an economist and economic advisor to US President Ronald Reagan in the 1980s, Friedman criticised the idea of CSR and wrote in his book *Capitalism and Freedom* that no other "trend ... could so thoroughly undermine the very foundation of our free society as the acceptance by corporate officials of a social responsibility other than to make as much money for their stockholders as possible" (Friedman, 2002:13-14).

Friedman opposed the concept of CSR for the following reasons (Friedman, 1970:32):
- Corporations, unlike real people, cannot be said to have social responsibilities;
- Company directors are merely shareholders' agents, hence their sole purpose should be to maximise shareholders' wealth;
- Company directors, not being the owners of corporations, do not have the right to spend shareholders' money on matters that are not related to profit-generating; and
- It is difficult to decide the appropriate social duties corporations should be responsible for, since one man's good is another's evil.

Friedman not only argued that CSR is a "fundamentally subversive doctrine" in a free society, but also said that those who take CSR seriously are in fact "preaching pure and unadulterated socialism" and "are unwitting puppets of the intellectual forces that have been undermining the basis of a free society these past decades" (Friedman, 1970:32).

An organisation's primary concern in a capitalistic society, according to the critics of CSR, is economic performance. Hence, the organisation should make economic performance its primary

social responsibility. Sternberg (1999) argued that there is a human rights case against CSR, which is that a stakeholder approach to management deprives shareholders of their property rights. She stated that the objectives sought by conventional views of social responsibility are absurd. However, not all aspects of CSR are guilty of this. Sternberg further stated that ordinary decency, honesty and fairness should be expected of any corporation. Failing service to the shareholders first will lead to an inability to service society (Anderson, 1998; Bateman & Snell, 1999). Business failure in a capitalistic society will not benefit the shareholder and/or any stakeholder.

As can be seen from this historical perspective, critics of the concept of CSR were making significant contributions. However, in practice, organisations throughout the world did not pay much attention to cynics such as Friedman and his colleagues. Business organisations continued to spend money on CSR. In South Africa alone, CSR/CSI expenditure has risen to R6.9 billion and growth in expenditure of around 13% in 2011/12 (Trialogue, 2012:32), and topped the scale at R7.8 billion for 2013 with a 57% increase in CSI expenditure in spite of a recession (Trialogue, 2014:36).

CSR advocates, on the other hand, provided a variety of reasons to support their cause even though there is no globally accepted(able) theoretical framework for CSR. The theoretical arguments in support of CSR include the following (Nehme & Koon GheeWee, 2008:132):

- Economic considerations: socially responsible corporations send positive signals to all their stakeholders and differentiate themselves from competitors, thereby enhancing their long and short-term profits;
- Human resource considerations: socially responsible corporations attract higher quality staff;
- Legal considerations: socially responsible corporations can avoid interference in their business; and
- Ethical and philanthropic considerations: corporations have general responsibilities to the societies in which they function.

2.2.6   The evolution of CSR theory

CSR conceptual theory evolved over the years. In the 1960s, CSR theory focused on the importance of business in society while the 1970s asked what social responsibility meant in business. The 1970s also saw formalised definitions of CSR theory. Panwar noted in his 2008 studies on CSR in the forest product industry that media attention to business ethics and CSR was elevated during the 1960s and 1970s (Panwar, 2008).

Frederick (Visser, 2006) outlined a conceptual transition from CSR_1 to CSR_2 within the business world. He clearly defined CSR_1 (businesses' responsibility to work for social advancement) and CSR_2 (the ability of a business to react to societal pressure) and argued that there is a transition in business and society scholarship from the philosophical-ethical concept of social responsibility and corporations' obligation to work for social betterment to the action-oriented managerial concept of corporate responsiveness (the capacity of a corporation to respond to social pressure).

The 1980s produced fewer new definitions of the concept, but a rise in alternative themes for CSR. This period highlighted the need to move away from traditional CSR terminology, and variants included business ethics, corporate public policy and stakeholder theory/management as well as an interest in corporate financial performance and the links between CSR and corporate financial performance (CFP) (Handy, 1999). The 1990s witnessed a trend moving towards alternative themes that were related and sometimes based on corporate social responsibility, such as stakeholder theory, business ethics theory and corporate citizenship (Carroll, 1999).

2.2.7   Alternative CSR trends

This trend continued in the late 1990s and 2000s, and gave birth to the era of global corporate citizenship, which has seen some of the most remarkable and memorable scandals, leaving global communities shocked and in turmoil over ethics and the moral compass of business leaders. This period of uncertainty was followed by and dominated by the obsession of business communities with the notion of sustainability, sustainable development and corporate social investment. Hence, this theme became an integrated part of CSR discussion on a global platform (*SAGE Brief Guide to Corporate Social Responsibility*, 2011).

It is evident from this historical overview of CSR over the last eight decades that the scope is vast in terms of CSR development and its significance in shaping company strategies and socio-economic development, and the role the CSR practitioner globally and in the South African context.

The next section will aim to deconstruct the scope of CSR and highlight prominent definitions of CSR in an effort to better understand the scope of the concept within the international and South African context.

2.3   DEFINING CSR IN THIS STUDY

To understand the role of CSR practitioners and the field(s) in which they operate, the competencies required to operate within each field need to be examined, and then, instead of narrowly defining CSR as theoretical construct or concept, the basic discernments of CSR from a business and curriculum design perspective need to be investigated. The lack of universally acceptable CSR definitions is not due to a lack of definitions, but rather to an abundance of incongruent, complex and layered definitions within specific contexts and domains (Van Marrewijk, 2003).

Section 2.2 touched on some of the key arguments for and against the idea of (corporate) social responsibility (Davis, 1973) and established that CSR meant different things to different people (Davis, 1960; Votaw, 1972). CSR, depending on who used the concept, could mean legal responsibility or liability, socially responsible behaviour in the ethical sense, charitable contribution, socially conscious legitimacy in the context of belonging or being proper or valid, or duty imposing higher standards of behaviour on businesspersons than on citizens at large (Votaw, 1972).

The purpose of this section is therefore not to define or re-define CSR conceptually or contextually, but to deconstruct some of the most distinct definitions in order to highlight the similarities of CSR definitions as socially constructed through discourse over decades in the context of CSR education. Crane (2008) argued that various well-known authors have developed imperative and persuasive concepts, theories and constructs of CSR, and that these concepts, constructs and theories contested each other. It is therefore important to highlight the core canons to facilitate an understanding of basic principles within the field of scholarship (Ponte, Roberts & Van Sittert, 2007).

Crane (2008) argued that the field of scholarship that CSR represents is broad and diverse. Okoye (2009:613) supported Crane's argument and stated that it seems "unfeasible that the diversity of issues addressed under the CSR umbrella would yield a singular universal definition" due to the fact that CSR can be described as an essentially contested concept.

The key to develop a curriculum framework for CSR education may therefore not only be found in the many perspectives, disciplines and ideological positions, but also in sub-disciplines such as strategy, marketing, accounting, operations management, and organisational and individual behaviour. These sub-disciplines are often the starting blocks of newly recruited and appointed CSR practitioners, an issue that falls outside the scope of this study.

2.3.1   Development of CSR definitions

Various research efforts have attempted to delineate CSR in order to create a better understanding of CSR and to develop a universally acceptable definition of the CSR construct. This has however resulted in a pantheon of CSR definitions. Hence, the contemporary academic debate on the concepts and definitions of CSR and CSI is an ongoing journey of discovery.

In his book on global practices of corporate social responsibility, Idowu (2009:13-14) analysed the work of Friedman, Elkington, Buchholts and Carroll, and expressed their collective arguments for social responsibility in three main mathematical equations. "When expressed as an equation, it is the sum total of four different responsibilities: economic responsibilities (ECR, which is to make a profit), plus legal responsibilities (LGR) (to obey the law), plus ethical responsibilities (ETR) (to do what is right, fair and just at all times), plus philanthropic responsibilities (PHR) (to be a good corporate citizen).

Friedman (1962, 1970):

- CSR = PR

Elkington (1997):

- CSR = ECV + ECLV + SOCV

Carroll and Buchholts (2003):

- CSR = ECR + LGR + ETR = PHR

Components:

- CSR = corporate social responsibility
- PR = profit
- ECV = economic value (or PR)
- EcLV = ecological value
- SOCV = social value
- ECR = economic responsibilities
- LGR = legal responsibilities
- ETR = ethical responsibilities
- PHR = philanthropic responsibilities

There are ambiguities regarding the definition and identity of CSR. Academics have tried, through various approaches, to establish a better understanding of CSR in an effort to develop a universally acceptable definition of CSR. According to Dahlsrud (2008), current methodological approaches to define CSR include the literature reviews of Carroll who provided the first definition of CSR, and Moir (2001) who followed the same methodology as Carroll but included the CSR definitions used by business. Although methodological in approach, these scholars' reviews of available CSR definitions made a significant contribution towards understanding the historical development of CSR concepts, even though they offer a poor basis to how CSR is presently constructed within the social and business context (Davis, 1960).

O'Dwyer (2003), Azer (2001) and Johnston and Beatson (2005) used interviews in an attempt to provide unequivocal definitions of CSR, but failed to formulate and therefore construct a clear definition due to the interviewees' inability to clearly define CSR. Their studies did, however, provide an interesting insight into the perceptions of CSR through in-depth interviews with managers. Azer (2001) as well as Johnston and Beatson (2005) highlighted the fact that there is an assumed discourse between theory and practice, and found that fewer than half of the managers based their CSR efforts on an explicit definition of CSR and struggled to articulate a formal definition of CSR.

Another methodological approach, described by Dahlsrud (2008:2-3), combined literature reviews and philosophical analyses, and has delivered nothing but a collision between the academic construct of CSR and CSR as a social construction. The methodological approach did, however, put less stress on the philosophical meaning of responsibility and more emphasis on the role of the organisation in acting responsibly (Ponte *et al.*, 2007). Van Marrewijk (2003) combined philosophical analysis with literature reviews while Matten and Crane (2005) based their methodology in defining CSR on the term *citizenship* and how it is used in political science. Alternative methodologies, historical approaches and current approaches in a sense-making effort of CSR included academic literature reviews using content analysis.

2.3.2 CSR defined

Based on the above-mentioned exploration, CSR is in no way an impartial, scientific or neutral concept, but rather a normative construct, which always contains a set of implicit and/or explicit values and fundamental principles as is the case with leadership and corporate governance (Mascarenhas, 2007). Definitions, from early theoretical notions to modern-day definitions, include the impact of company actions on others, and the obligation of managers to protect and improve the welfare of society, to meet economic and legal responsibilities, and to extend beyond these obligations (Donna, 2010).

According to Werhane (2007a), the problem with early definitions, and specifically the definitions of Davis, Blomstrom and Carroll, is an almost exclusive business focus on the business-society relationship. Werhane (2007a) argued that early definitions did not incorporate the critical relationship between corporations and their employees, customers, suppliers and shareholders who directly account for and depend on the company's success. Van Marrewijk (2003:95) agreed that we find ourselves in serious predicament when trying to define CSR within a singular paradigm and argued that, based on historical perspectives, philosophical analyses, the impact of changing contexts and situations and practical considerations, the "one solution fits all" definition for CS(R) should be abandoned. Van Marrewijk argued that various and more specific definitions matching the development, awareness and ambition levels of organisations should also be accepted as this may mean in practice that there are differentiators between CSR concepts in the same way that there are differentiators between leadership concepts (Van Marrewijk, 2003:95).

The World Business Council for Sustainable Development (WBCSD) (1998:3) defined CSR as "the continuing commitment by business to contribute to economic development while improving the quality of life of the workforce and their families as well as of the community and society at large". When reviewed in its individual parts, the WBCSD definition implies that organisations have a responsibility to meet the needs of internal and external shareholders and stakeholders in an effort to move from a "harm minimisation function" to "value creation function" (Luetkenhorst, 2004:158). Business for Social Responsibility (BSR) (2003) defined CSR as socially responsible business practices that strengthen corporate accountability and respect ethical values in the interest of all stakeholders. According to BSR, responsible business practices respect the natural environment and help to empower people and the communities in which businesses operate. BSR did not only define CSR from a social and economic perspective as defined by the WBCSD, but also emphasised the environment in its definition of CSR.

The International Organization for Standardization (ISO) (2013) defined social responsibility as "a balanced approach for organisations to address economic, social and environmental issues in a way that aims to benefit people, communities and society". Figure 2.1 illustrates ISO's definition of social responsibility.

ISO 26000 defines social responsibility as:
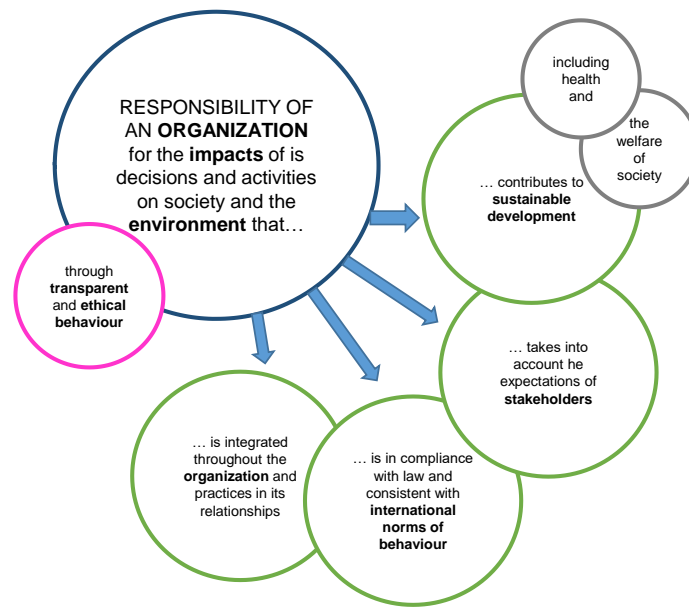
Figure 2.1: The definition of CSR according to ISO 26000

Source: International Organization for Standardization, 2013.

In its green paper on *Promoting a European framework for Corporate Social Responsibility,* the Commission of the European Communities (2001:4) defined CSR as a concept whereby companies integrated social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis. The European Commission (EC) (2011:6) published a more succinct policy-based definition in the updated CSR Strategy launched in October 2011 (Visser, 2012). The EC defined CSR as "the responsibility of enterprises for their impact on society". The EC further stated that "respect for applicable legislation and for collective agreements between social partners is a prerequisite for meeting that responsibility". The EC, based on this definition, further argued that enterprises should have a process in place to integrate social, environmental, ethical, human rights and consumer concerns into their business operations and core strategies in close collaboration with their stakeholders in order to fully meet their corporate social responsibility.

This policy-based and fully integrated approach has the following pivotal aim:

- Maximising the creation of shared value for their owners/shareholders and for their other stakeholders and society at large;
- Identifying, preventing and mitigating their possible adverse impacts.

The EC Strategy on CSR acknowledged that the complexity of that process will depend on factors such as the size of the enterprise and the nature of its operations. For most small and medium-sized enterprises, especially microenterprises, the CSR process is likely to remain informal and intuitive. To maximise the creation of shared value, enterprises are encouraged to adopt a long-term, strategic approach to CSR, and to explore the opportunities for developing innovative products, services and

business models that contribute to societal wellbeing and lead to higher quality and more jobs that are productive. The EC further particularised that to identify, prevent and mitigate their possible adverse impacts, large enterprises, and enterprises at risk of having such impacts, are encouraged to carry out risk-based due diligence, including through their supply chains. Certain types of enterprise, such as cooperatives, mutuals and family-owned businesses, have ownership and governance structures that can be especially conducive to responsible business conduct.

The definition of CSR has evolved over the decades with a better understanding as to the forms of actions, undertakings and best practices that might be seen as critical or essential under the CSR theoretical tutelage in practice (Brennan, 2011; Donna, 2010; Hatcher, 2002; Zu, 2009). In Table 2.1 below provides an overview of CSR definitions as CSR transitioned from a policy-based function to a strategic and integrated shared value creation concept.

Table 2.1: Some CSR definitions

Author	Publication	Date	Definition
Bowen	Social Responsibility of the Businessman	1953	CSR is the policies, the decisions, and the actions that align with the goals and values of society.
Carroll	Corporate Social Responsibility – evolution of a definitional construct	1999	The social responsibility of business encompasses the economic, legal, ethical and discretionary expectations that a society has of organisations at a given point in time.
Institute of Directors in Southern Africa (IoDSA)	King Report on Governance for South Africa	2009	CSR is an important and critical component of the broader notion of corporate citizenship. One is a good corporate citizen, inter alia, by being socially responsible. Corporate responsibility is the responsibility of the company for the impacts of its decisions and activities on society and the environment, through transparent and ethical behaviour that: contributes to sustainable development, including health and the welfare of society; takes into account the legitimate interests and expectations of stakeholders; is in compliance with applicable law and consistent with international norms of behaviour; and is integrated throughout the company and practiced in its relationships. Activities include products, services and processes. Relationships refer to a company's activities within its sphere of influence.
Visser	The Age of Responsibility: CSR 2.0 and the New DNA of Business	2011	CSR is the way in which business consistently creates shared value in society through economic development, good governance, stakeholder responsiveness, and environmental improvement.

CSR is a difficult concept to synthesise (Moon, 2004) and may be interpreted in different ways by different people depending on the internal or external scope of CSR, and may even be subject to their personal belief system closest to the cause or organisational context of CSR (Crowther &

Rayman-Bacchus, 2004; Idowu, 2009; Katabadse, Rozuel & Lee-Davies, 2005). The personal belief system of individuals will in turn be influenced by the belief systems of the society in which they live. For example: The capitalist entrepreneur and the social trade union member fighting for a minimum wage increase may have opposite belief systems. It is important to note that the contextualisation of CSR in its broadest sense may be impossible within the South African context without examining a number of definitions within the North American, European and African context. South African contextualisation may be unique in itself, but has been influenced by global definitions from a business, academic and practitioner perspective (Ponte *et al.*, 2007).

CSR practitioners therefore need to understand CSR as a global phenomenon and as a phenomenon within the context of their own unique industries, taking into account the impact that their respective industries have on the socio-economic environment and/or development, environmental affairs, the economy, procurement, skills development and employment equity within or outside any given statutory framework. It is almost impossible to be prescriptive when defining CSR and more so when prescribing what mix of responsibilities any company or practitioner should accept. CSR practitioners and companies should not look for universal definitions, but should instead build their strategies around the perspectives of their shareholders (Jackson, Alessandri & Black, 2005).

It could therefore be argued that the CSR practitioner must have an understanding of the dimensions of key CSR concepts in specific contexts and should be able to define and unpack CSR from a global perspective first and then from a local perspective in order to shape specific local strategies around strategic internal perspectives. The importance of this guideline is supported by Visser's (2006:6) interpretation of Moon's observation that CSR "is only one of several terms in currency designed to capture the practices and norms of new business-society relations. There are contending names, concepts or appellations for CSR."

Defining CSR is important for the development of the CSR practitioner. For the purpose of this study, the definition of the Institute of Directors in Southern Africa (IoDSA) will be used as a guideline to explore the development of context-focused corporate social responsibility. It is a critical component of the broader notion of corporate citizenship (IoDSA, 2010: 323):

> *One is a good corporate citizen, inter alia, by being socially responsible. Corporate responsibility is the responsibility of the company for the impacts of its decisions and activities on society and the environment, through transparent and ethical behaviour that: contributes to sustainable development, including health and the welfare of society; takes into account the legitimate interests and expectations of stakeholders; is in compliance with applicable law and consistent with international norms of behaviour; and is integrated throughout the company and practiced in its relationships. Activities include products, services, and processes. Relationships refer to a company's activities within its sphere of influence.*

CSR practitioners may therefore use the latter definition published by IoDSA in the King Report on Governance in South Africa as a foundation to define CSR within their specific industries and corporative contexts.

In the context of this study, it is important to understand King's definition of CSR, the various dimensions of CSR and the possible scope of CSR. Visser (2006) stated that there is ample evidence in literature to draw parallels between common CSR paradigms and/or constructs (Madsen & Ulhoi, 2001; Van Marrewijk, 2003; Wheeler, Colbert & Freemand, 2003). In terms of the design and development of a CSR curriculum framework, CSR should not be defined within a single "dimension" but should rather be described within the broader dimensions of the CSR paradigm, as highlighted in King's definition and in the South African context for responsible business practice.

2.4   DIMENSIONS, PRINCIPLES AND SCOPE OF CSR

The CSR practitioner must have an understanding of the fundamental dimensions or principles and the scope of CSR in order to manage and operationalise strategies on all operational and support levels, integrating a multitude of stakeholders (including employees, government and communities) and shareholders (owners). There are, however, differences in the fundamental dimensions and principles of CSR, which may make CSR strategy formulation for the CSR practitioner problematic in the international and more specifically the South African context. The following sections will identify the broad dimensions of CSR and finally discuss the scope of CSR.

2.4.1   The dimensions of CSR

One of the first models of corporate social responsibility was designed and presented by Carroll (1979; 1991) and was later adopted by Loew, Ankele, Braun and Clausen (2004), and set within a developing world perspective by Visser (2006). Carroll's model, unlike Preston's 1977 matrix to determine social issues, offered a more comprehensive multi-level perspective of corporate social responsibility.

Carroll's CSR pyramid

In order to understand the concept of CSR, and according to the framework offered by Carroll, the CSR practitioner needs to understand and take into consideration four different levels of corporate social responsibility. The pyramid depicted in Figure 2.2 illustrates Carroll's CSR pyramid and the four levels of social involvement:
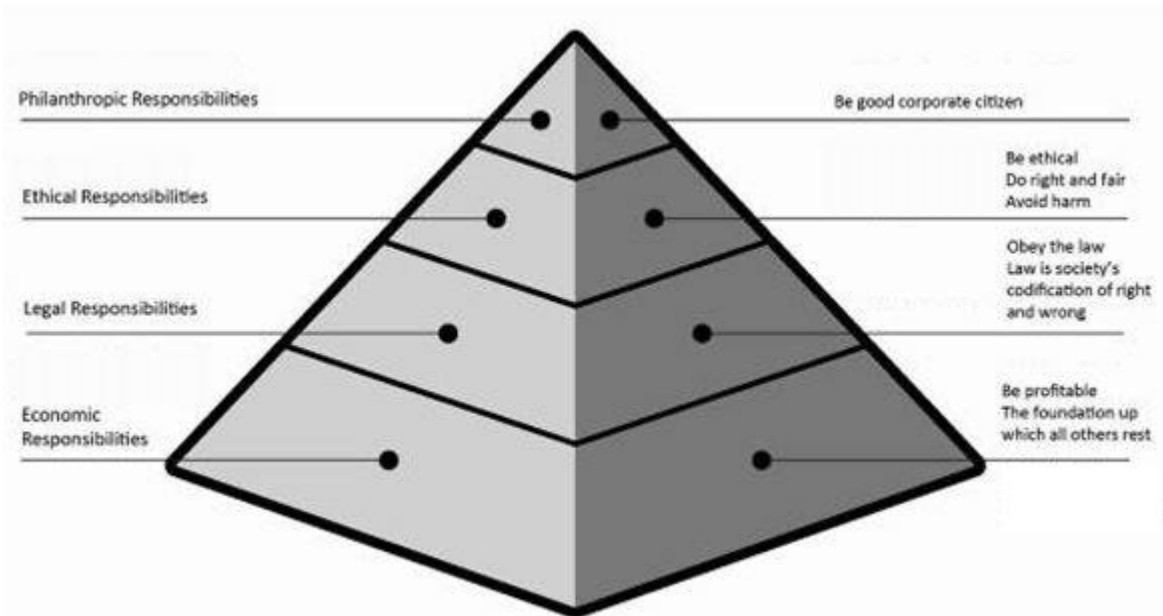
Figure 2.2: Carroll's CSR pyramid from 1991

Source: Carroll, 1991.

Carroll's attempt (1999) is probably the best known effort to review CSR definitions in academic literature.

The first level in Carroll's pyramid refers to economic responsibilities and it relates to business's provision of services and goods in society. It assumes that earnings (profits) will result from responsible fiscal action, and that capital (wealth) creation is therefore pivotal to, or at the very least, essential for any other responsibilities to be carried out. It is further assumed that corporations will maintain a high level of operating efficiency in an effort to maintain a strong competitive advantage and to remain as profitable as possible.

Corporations are under tremendous pressure to not only generate earnings and make a profit, but also to do this within the letter of the law. Business is expected to conform to the regulations, ethical codes and codes of good practice formulated by business organisations and government. Business must act responsibly within these frameworks of the law, which establish good and fair business practice. Society expects all goods and services to meet the minimum requirements. However, society also expects business to integrate all stakeholders and shareholders in mutually beneficial relationships within the legal framework.

Ethical responsibilities involve the fundamental principled values of moral philosophy, such as human rights, utilitarianism and justice. Philanthropic responsibilities include being a good corporate citizen and dynamic involvement in programmes or acts to encourage social benevolence or welfare. Changing or emerging ethical responsibilities are continually pushing legal responsibilities to widen or increase, while at the same time expecting business's moral performance to go beyond compliance with regulations.

Norms and/or expectations that reflect concern for shareholder and/or stakeholder input are reasonable, fair, or in keeping with their moral and ethical rights. Ethics or values may be reflected in rules, laws or principles, but ethical responsibilities are seen as embracing the emerging morals and standards that society expects of business even if not mandatory by law. The latter are often more difficult for business to work with as they are often nebulous or under perpetual community debate.

Carroll predicted that the new millennium might see an increasing effort to measure CSR and theoretical development through empirical research in order to reconcile practice with theory. Carroll's prediction was accurate, as can be seen in current global CSR reporting initiatives. In 1977, less than half of the Fortune 500 firms mentioned CSR in their annual reports. By the end of 1990s, close to 90% of Fortune 500 firms embraced CSR as an essential element of their organisational goals and actively promoted their CSR activities in their annual reports (Boli & Hartsuijker, 2001). Carroll's CSR pyramid is, however, highly contested in the (South) African context (Visser, 2006; Visser, 2010).

Dalshrud's five dimensions of CSR

Dahlsrud (2008:4) identified five dimensions within CSR. These dimensions were also highlighted in the King Report II (King 2009). Dahlsrud's dimensions are used here not to define CSR but rather to serve as a reference framework to interpret CSR within the South African context. Dahlsrud's study used frequency counts via a Google search to calculate the relative usage of each dimension. The research methodology included three steps. Step 1 was to collect CSR definitions through an intensive literature review. Step 2 was to identify five dimensions through content analysis of all the definitions. A coding scheme was developed based on the dimensions identified in Step 1. Step 3 delivered a usage count of all the dimensions after completing a frequency count from Google of all the definitions referring to in the listed dimensions. The study found the following to be the most frequent dimensions used in published and peer-reviewed journal articles and webpages of CSR:

- Stakeholder dimension
- Social dimension
- Economic dimension
- Voluntariness dimension
- Environmental dimension.

Dahlsrud defined these dimensions through an emergent coding process. The study analysed various CSR definitions and isolated the phrases in the definitions that referred to the same dimensions. The phrases were where grouped together under each dimension. These dimensions were named to reflect the content of the phrases. Table 2.2 illustrates the coding scheme, the five dimensions and examples of phrases that refer to the dimensions (Dahlsrud, 2008:4).

Table 2.2: Five CSR dimensions, their coding scheme and sample phrases

Dimensions	The definition is coded to the dimensions if it refers to	Example phrases
Environmental	The natural environment	"a cleaner environment" "environmental stewardship" "environmental concerns in business operations"
Social	The relationship between business and society	"contribute to a better society" "integrate social concerns in their business operations" "Consider the full scope of their impact on communities"
Economic	Socio-economic or financial aspects, including describing CSR in terms of a business operation	"contribute to economic development" "preserving the profitability" "business operations"
Stakeholder	Stakeholder or stakeholder groups	"interaction with their stakeholders" "How organisations interact with their employers, suppliers, customers and communities" "treating the stakeholder of the firm"
Voluntariness	Actions not prescribed by law	"based on ethical values" "Beyond legal obligations" "voluntary"

Source: Dahlsrud, 2008:4.

Even though these dimensions were identified via Google citations, no research verifying their soundness was reported. Dahlsrud failed to define CSR, but he did manage to highlight the fact that it is important not only to define CSR but also to understand how CSR is socially constructed within a specific context.

South Africa is probability one of the best examples of how CSR is shaped not only on a conceptual level but more importantly beyond the narrow economic, technical and legal requirements (Sartorius & Botha, 2008; Visser, 2006) as set out by the obligations described in the South African legislative framework dealing with CSR-related concerns and socio-economical constructs of business in society.

2.4.2   The multidimensional nature of CSR – guiding principles

The European Commission (EC) has published internationally recognised principles and guidelines for companies seeking a formal approach to CSR. For large companies in particular, authoritative guidance is provided by internationally recognised principles and guidelines such as the recently updated Organisation for Economic Co-operation and Development (OECD) Guidelines for Multinational Enterprises (2008). Additional international principles and guidelines are also provided in the ten principles of the United Nations Global Compact (2003), the ISO 26000 Guidance Standard on Social Responsibility (Moratis & Cochius, 2011), the International Labour Organisation (ILO) Tri-

partite Declaration of Principles Concerning Multinational Enterprises and Social Policy (2001), and the United Nations Guiding Principles on Business and Human Rights (2011). This core set of internationally recognised principles and guidelines represents an evolving and recently strengthened global framework for CSR and the CSR practitioner.

The EC argued that according to these principles and guidelines, CSR at least covers human rights, labour and employment practices (such as training, diversity, gender equality and employee health and well-being), environmental issues (such as biodiversity, climate change, resource efficiency, life-cycle assessment and pollution prevention), and combating bribery and corruption (Commission of the European Communities, 2011). The EC further particularised and stated that community involvement and development, the integration of disabled persons, and consumer interests, including privacy, are also part of the CSR agenda. The promotion of social and environmental responsibility through the supply chain and the disclosure of non-financial information are recognised as important cross-cutting issues.

Fourteen leading European businesses created the European Foundation for Quality Management (EFQM) in 1998. The EFQM has defined CSR as a whole range of fundamental principles that organisations are expected to acknowledge and to reflect in their actions. These principles include respecting human rights; fair treatment of the workforce, customers and suppliers; being good corporate citizens of the communities in which they operate; and conservation of the natural environment. These fundamentals are seen as morally and ethically desirable ends in themselves and as part of the organisation's philosophy. However, they are also the key drivers ensuring that society will allow the organisation to survive in the long term, as society benefits from the organisation's activities and behaviour (Ignacio & Rodríguez-Ruiz, 2008).

Dimensions of CSR in the EFQM

Both triple bottom line theory (TBL)[6] and the EFQM suggest that economic, environmental and social factors should not only be integrated but form the pivotal point of the CSR concept. Figure 2.3 illustrates the key dimensions of CSR according to EFQM: social, environmental and economic, and how they link and overlap. The EFQM's dimensions are consistent with the three dimensions of the triple bottom line: people, planet and profit (Dartey-Baah & Amponsah-Tawiah, 2011:128; IoDSA, 2002a). The EFQM's characteristics for CSR include:

- Meeting the needs and demands of future generations should not be at the cost of present stakeholders, nor should the needs of present stakeholders compromise the needs and demands of future generations.

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[6] See: Jamali, D. 2006. Insights into triple bottom line integration from a learning organization perspective. *Business Process Management Journal,* **12,** 809 - 821. Dixon, S.E.A. & Clifford, A. 2007. Ecopreneurship – a new approach to managing the triple bottom line. *Journal of Organizational Change Management,* **20,** 326 345.and Jeurissen, R. 2000. John Elkington, Cannibals With Forks: The Triple Bottom Line of 21st Century Business. *Journal of Business Ethics,* **23,** 229-231.

- Adopting CSR voluntarily rather than as legal requirement, because it is seen to be in the long-term interests of the organisation.
- Integrating social, environmental and economic policies in day-to-day business.
- Accepting CSR as a core activity that is embedded in the organisation's management strategy.
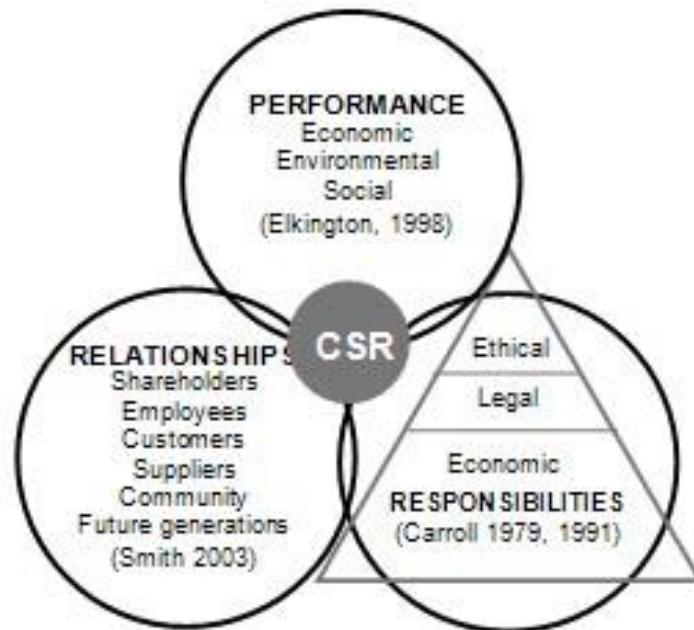
Figure 2.3: Dimensions of CSR according to the EFQM

Source: Greene and Stapledon, 2007.

The EFQM is a big proponent of integrating environmental, economic and social policies into the strategic business management strategies of the business.

This integration should ensure that CSR is not an isolated or standalone function but is embodied as a core activity in strategic business management practice. Each of the dimensions represented in the EFQM/CSR model incorporate the critical work of Smith, Carroll and Elkington, and more importantly the Johannesburg Stock Exchange (JSE) Social Responsibility Index (SRI). The following are examples of areas specific to each dimension of CSR (Johannesburg Stock Exchange SRI Index, 2014):

Environmental: This dimension mainly refers to integrated strategic policies and actions to reverse the harm caused and prevent further harm to the environment where business is operational. Business should not only work on reducing risk, but also on promoting awareness of the potential direct and indirect impact. Importantly, environmental management includes evaluation, auditing and reporting on environmental issues.

Social: Social and stakeholder responsibility is synonymous with each other, and business should demonstrate a commitment to social sustainability and building good stakeholder relationships. The

social sphere includes the empowerment of employees through learning and development and promoting good labour relations.

Economic: The most important dimension in the economic sphere is good corporate governance which includes governance as stipulated by the King III Report.

Dimensions of CSR within ISO 26000

The ISO, according to Moratis and Cochius (2011), developed general Social Responsibility (SR) principles on which ISO 26000 is based. These principles form starting points or foundations for any SR policy. They are:

- Accountability
- Transparency
- Ethical behaviour
- Respect for stakeholder interest
- Respect for the rule of law
- Respect for international norms of behaviour
- Respect of human rights.

The ISO 26000 guidelines, as illustrated in Figure 2.4, identified seven core subjects of social responsibility. The core subjects form part of the most current CSR definitions and add to the multidimensional nature of CSR: fair operating practices, organisational governance, consumer issues, community involvement and development, human rights, the environment, and labour practices (Ecologia, 2011:4).

Figure 2.4: ISO 26000 Social Responsibility's Seven Core Subjects

Source: International Organization for Standardization, 2013.

The preceding work analysed the dimensions and principles of CSR from various theoretical perspectives. In this context, the literature refers to two common terms: dimensions and principles. Various academic authors, businesses and professional institutions like the EFQM and ISO use both words interchangeably. This may lead to confusion as the Oxford online dictionary defines dimension(s) as "an aspect or feature of a situation" and principle(s) as "a fundamental quality determining the nature of something" (*Oxford Dictionaries*, 2014). The next section will briefly review the dimensions of CSR and discuss the extent or scope of CSR as reflected within each dimension.

2.4.3   The scope of CSR

Panapanaan (2003:143) stated that CSR has various dimensions and that it encompasses three broad areas of interest to business and CSR practitioners, namely economic, environmental and social principles. Mascarenhas (2007:17-18) agreed with Panapanaan but argued that CSR principles differ and digress considerably, and fail dismally to abet executive businessmen and CSR practitioners to formulate cogent and comprehensive guidelines that would suggest meaningful strategies. CSR encompasses the economic, legal, ethical and discretionary or philanthropic responsibilities of organisations (Donna, 2010).

Modern-day definitions incorporate five key dimensions frequently used in the interpretation of CSR. These dimensions reflect the scope of CSR. According to Banerjee, these dimensions are the social, environmental, economic, stakeholder and voluntaries dimensions (Banerjee, 2008). Zu (2009) has found that the scope of CSR is greatly influenced by the introduction of stakeholder theory and an adaptation to specific CSR models linked to CSR and management practices. Broader theoretical CSR models like those of Elkington (1998) and Porter and Kramer (2011b) forced researchers to define CSR more clearly according to the particular stakeholder relations in which a firm is engaged. The introduction of stakeholder theory in various CSR models has ironically resulted in broadening the scope of CSR (Zu, 2009). In addition, Banerjee (2008:61) argued that "corporate rationality dictates the nature and scope of acceptable practices, engineering the inevitable compromise of making a business case for corporate social responsibility".

Banerjee's statement may not be entirely true for the South African context because CSR is not solely influenced by corporate rationality, as is the case in most developed countries. CSR is clearly also influenced by broader legislative requirements as with the introduction of Broad-based Black Economic Empowerment (BBBEE), a legal requirement to address historical economic and social-economic inequality. Adeyeye (2012) agreed with Zu and suggested that CSR is far too important to ignore multi-stakeholders' interests as well as political social and economic interests in their actions. Adeyeye pointed to the importance of the progressive developmental and environmentally friendly impact of corporate actions (Adeyeye, 2012). He also suggested that CSR practitioners need to take cognisance of CSR-related codes, guidelines and initiatives adapted by industries and individual companies as this may broaden the scope of CSR (refer to introduction to Section 3).

Similarly, Ward and Smith (2008:3) argued that the range of possible CSR dimensions is closely related to two considerations, namely "the extent to which importance is placed on the centrality of the 'business case' for responsible behaviour in defining the scope of CSR practices" and the "extent to which one sees a role for government – particularly through legislation – in framing the agenda". These two considerations are of particular interest in the South African context due to the additional legislative frameworks influencing CSR dimensions and the scope of CSR within the letter of the law and beyond. These considerations shape the definition, dimensions, scope and understanding of CSR within the operational context of the CSR practitioner.

2.4.4   Dimensions and scope of CSR in South Africa

Various authors identified significant differences in the ways in which CSR practices are operationalised in developed and developing countries. South Africa is a prime example where fundamental differences between the so-called "developed" and "developing" world have an impact on the scope of CSR and the strategic approach that CSR practitioners may take (Amao, 2011). This is mainly due to the fact that CSR is influenced "according to national and social economic priorities – which are themselves influenced by historical and cultural factors – and according to the different types of social actors that are demanding action on these priorities" (International Institute for Sustainable Development, 2004:3-5). Babarinde (2009) suggested that one of the reasons why the situation in South Africa is unique is that the country is caught between the "first" and the "third" or even "fourth" world where hopeless poverty exists alongside unimaginable wealth. This is not unique to South Africa as most countries struggle at some level of inequality. However, Babarinde (2009) argued that economic inequality could directly be linked to racial stratification.

Amao (2011:66) explained that the CSR agenda in South Africa "is presently influenced by the need to respond to the legacies of apartheid and address local priorities". Visser validated Amao's rationalisation of the South African agenda for CSR by listing (similar) core drivers of CSR in developing countries (Visser, 2006; Visser, 2010). CSR practitioners therefore have to be aware of the driver(s) or forces influencing their strategic intent and direction, which include the following (Visser, 2008:481):

Internal drivers such as cultural traditions, political reform, socio-economic priorities, governance gaps, crisis response and market access.

External drivers such as international standardisation, investment incentives, stakeholder activism and supply chain management.

Visser's adaptation of Carroll's classic CSR pyramid illustrates the importance of understanding the possible influences that key drivers may have on the fundamental understanding and formulation of the scope of CSR in the South African context. Visser reiterated the importance of economic responsibility and highlighted the fact that it was, as suggested by Carroll in the American pyramid, the foundation of the African pyramid. However, he shifted philanthropic responsibility to the second level of the pyramid, followed by legal and lastly ethical responsibility (Visser, 2006).
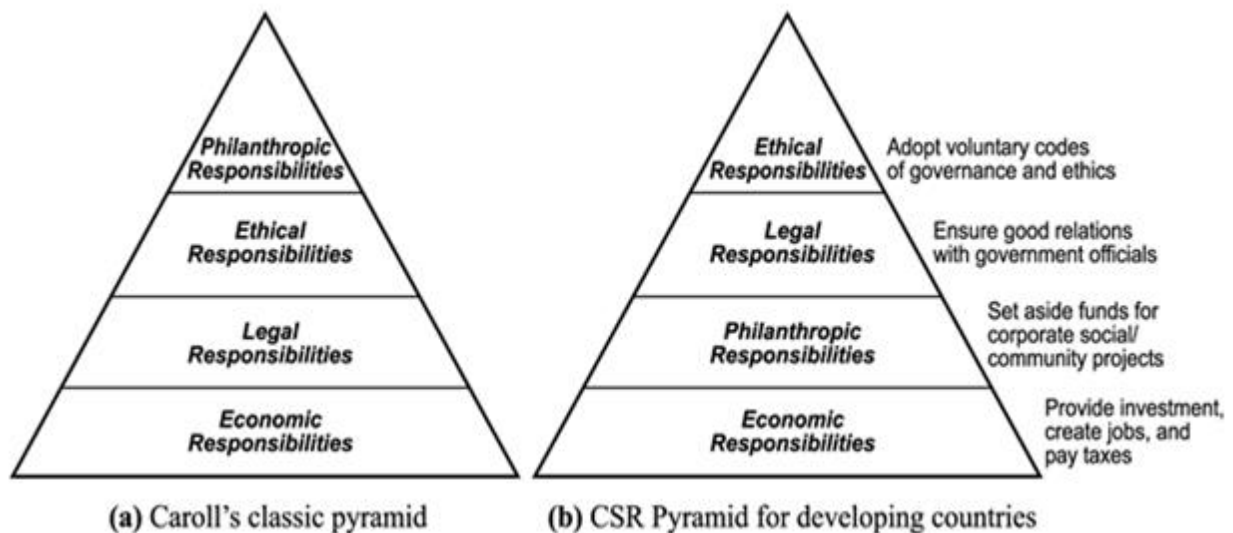
Figure 2.5: Carroll's adapted CSR pyramid

Source: Nicolas, 2009:22.

An extensive exploration of the definition of CSR and also of its key principles, dimensions and scope shows that CSR is a multifaceted concept. It is for this reason that any curriculum framework for the development of CSR practitioners has to address the unique challenges practitioners face in the South African context (Blowfield & Frynas, 2005; Prieto-Carron, Lund-Thomsen, Chan, Muro & Bhushan, 2006).

Newell (2008) supported this observation and cautioned practitioners not to assume that the Western model of CSR can simply be applied in developing countries such as South Africa. Njenga and Smit (2007) agreed with Newell's argument and added that the burden of circumstances is not the only determining factor of CSI. This was also highlighted by Newell (2008), Visser (2008), and Blowfield and Frynas (2005) who explained that the legislative framework and industry charters linked to such legislation are also required for strategic planning and measures of success.

At this point one may conclude that a complex legislative framework within the South African context influences the principles, dimensions and scope of CSR, and may therefore influence any suggested curriculum framework for CSR practitioners. In the next section, the concept of CSR is explored from a developing world perspective as the focus of this study is on CSR practitioners in South Africa. Section 2.5 thus discusses CSR in the South African context as shaped by the historical and political background of CSR in South Africa.

2.5   DIMENSIONS, PRINCIPLES AND SCOPE OF CSR IN SOUTH AFRICA

The South African definitions, context and dimensions of CSR have been significantly influenced by a legacy of colonialism and apartheid, with big corporates having been drawn in this history in both undesirable and constructive ways. Visser (2006) supported this statement, pointing to ample examples over the last millennium of social injustice and political corruption involving corporates.

Africa, and South Africa in particular, has seen some of the worst-case examples of ecological destruction, unfair labour practices and social disruption. Visser further argued that there is abundant evidence of the positive role business has played, not only in bringing capital investment to (South) Africa, but also in facilitating skills transfers, knowledge sharing and "social responsibility programmes" (Visser, 2006:30).

The historical, political, social-economic and economic development in South Africa has left a legacy of mistrust in the intent of big business in particular. Hanks, Hamann & Sayers (2007) agreed with Visser's argument and elaborated on the impact of the country's history on developing the meaning, role, characteristics, principles and dimensions of CSR and CSR-related activities in South Africa. It is clear that South Africa's unfortunate history of apartheid had an impact on the development of the CSR concept as applied within the South African business environment (Hamann, 2009).

South Africa's approach to CSR has been influenced and subjugated by business strategies generally referred to as corporate social investment (CSI). This unique South African phenomenon focuses on creating a positive corporate image between stakeholders and business. Fig (2005) added that business in South Africa generally "eschews the notion of corporate social responsibility despite the wide use of this term among practitioners and in the literature" and "favours concepts of 'corporate social investment' and 'corporate citizenship': concepts that ask no questions about legacy, memory, history, justice, or moral and ethical responsibilities" (Fig, 2005:601). Fig's observation is key to understanding the concept of CSI in the South African context as key role-players and stakeholders use the term CSI instead of CSR. Babarinde (2009:259) supported Fig's argument and postulated that a healthier business environment and society bodes well for economic action with regard to long-term business interests and that it is therefore not surprising that CSR conventionally means CSI in the South African context.

CSR in the South African context has been accelerated by a progressive post-apartheid legislative framework (Hanks *et al.*, 2007; Ramlall, 2012; Visser, 2006). This has brought about political change as well as extensive efforts to balance out the inequalities of the past – unequal distribution of political power and wealth. African, Indian and Coloured people were systematically excluded from meaningful participation in the country's economy in the decades before South Africa achieved democracy in 1994 (Emkes, 2012; Hamann, Khagram & Rohan, 2008; Tangri & Southall, 2008). CSI activities are therefore generally aimed at charitable projects that are customarily external to the core business. SCI furthermore aims to address the injustices of the past.

This study thus focuses on CSR development in South Africa to support the notion that any curriculum framework for CSR practitioners has to be sensitive to such contextualised issues. The next section will focus on the socio-economic transformation and movement from an apartheid to a democratic system.

2.5.1   Socio-economic transformation in South Africa

What makes South Africa's apartheid era different to segregation and racial hatred that have occurred in other countries all over the world is the systematic way in which the National Party, which came into power in 1948, formalised racial and other forms of segregation through an apartheid legislative framework. The apartheid system was ingrained in ethnic as well as gender-based discrimination on every conceivable level and facet of political, social and economic life in South Africa. The minority white South African rule thrived through a pro-apartheid legislative framework.

The apartheid legislative framework included the Population Registration Act (No. 30 of 1950), the Group Areas Act (No. 41 of 1950), the Bantu Authorities Act (No. 68 of 1951), the Natives (Abolition of Passes) Act (No. 67 of 1952) and the Promotion of Bantu Self-Government Act (No. 46 of 1959). Black people had in worst-case scenarios no or limited access to essential business resources and ownership, basic facilities and schooling.

Under the apartheid regime, white people were given preferential access to ownership of land and business assets, education and amenities, which were denied to black people (*Black Economic Empowerment in South Africa: An Overview*, 2013). Seekings delivered his acclaimed paper on *Poverty and Inequality after Apartheid* at the second After Apartheid Conference in April 2007. Black South Africans, according to Seekings (2007:2), "had been dispossessed of most of their land, faced restricted opportunities for employment or self-employment, were limited to low-quality public education and health care, and were physically confined to impoverished parts of the countryside or cities". The practice of job reservation has resulted in an overrepresentation of white males in key decision-making positions and in the more skilled categories of occupation in the public and private sectors leading to massive skills gaps in the underrepresented majority groups.

2.5.2   CSR development in South Africa

The development of the CSR concept in South Africa has clear and distinct timelines, stretching as far back as the 1960s (Mangaliso, 1997). The history of South Africa shaped the development of CSR in the South African context and can be illustrated through distinctive historical timelines (Fourie, 2005). Recreating a clear picture of the history and origin of CSR in the South African context would, according to Fourie (2005), require an exploration along two distinct timelines: CSR before the 1994 democratic elections and CSR milestones marked after 1994.

According to Trialogue, CSR in South Africa can be traced back to the 1970s when the first South African industry leaders in the oil, mining and banking industries engaged in CSR activities (Babarinde, 2009). Ramlall (2012), however, argued that pre-1994, CSR in South Africa was largely dominated by *ad hoc* philanthropic-type contributions. The contributions were considered to be in the self-interest of companies.

2.5.3   An era of disinvestment from South Africa

South Africa's apartheid laws led to an international outcry in November 1962 when the United Nations General Assembly passed Resolution 1761 (Moore & Pubantz, 2008). This resolution (a non-binding resolution) established the United Nations Special Committee against Apartheid, which marked the beginning of nearly three decades of economic and various other sanctions on South Africa (Reddy, 2012).

In his personal account of events leading up to the first democratic elections in 1994, Reddy (2012) explained that the UN took a series of actions between 1963 and 1990, all in solidarity with the apartheid struggle in South Africa. The UN Security Council then called on states to impose an embargo on the supply to South Africa of arms and ammunition, as well as material for the manufacture of arms and ammunition. The UN General Assembly adopted a resolution, with only South Africa voting against it, calling on the South African government to abandon the Rivonia trial of Nelson Mandela and other ANC leaders and end all repression against opponents of apartheid. Based on this experience, the Special Committee, in 1966, proposed an international campaign against apartheid under the auspices of the UN, which was approved by the General Assembly (Moore & Pubantz, 2008). The UN Special Committee greatly extended its relations with anti-apartheid groups, as well as churches, trade unions and other non-governmental organisations (NGOs), and began to encourage and lend support to campaigns for the economic boycott of South Africa, excluding the country from international organisations and conferences, and boycotting sports teams selected under apartheid regulations. It also developed close relations with the Organisation of African Unity (OAU) and other intergovernmental organisations, and helped build a coalition of governments and NGOs against apartheid.

The first recorded discussions on CSR can be traced back to the inaugural lecture of Meyer Feldberg, a professor in Business Administration at the University of Cape Town. Feldberg's lecture can be described as the turning point for how the world of economy was connected with the world of politics and society (Fourie, 2005; Le Bruyns, 2009). Feldberg (1972) encouraged business leaders to engage in activities of the communities and addressed the question of social responsibility and business profits. Feldberg's lecture was delivered in the height of the apartheid era and confronted the "relationship between business and apartheid, fielding the controversial question about the extent to which business should be thought of as responsible for the facilitation and fortification of the political system" (Le Bruyns, 2009). Feldberg highlighted the importance of the relationship between business and the society in which it operates, and said that business was compelled to contribute positively to the well-being and development of the greater society.

According to Van den Ende (2004), Feldberg's lecture(s) and views were only part of CSR developments in the 1970s. Another critical contributor was the American-based Reverend Sullivan with his world-acclaimed Sullivan Principles in 1977. These principles contributed to the "turning point" in terms of the "vocabulary of CSR in South Africa" (Denton & Vloeberghs, 2003; Fig, 2002;

Slabbert, Prinsloo, Swanepoel & Backer, 1998). The original Sullivan Principles, which were launched in 1977, were intended to influence US business and organisations with investments in South Africa to treat their African workforces on par with their American equals (Rudolph, 2011). In 1999, these principles were re-launched at the UN as the Global Sullivan Principles for Corporate Social Responsibility (Van den Ende, 2004).

In 1977, the Reverend Leon Sullivan launched the original Sullivan Principles, which were designed to help persuade US companies with investments in South African to treat their African employees the same as they would their American counterparts. According to Sullivan (Fig, 2002:81; Freemantle & Rockey, 2004; Mangaliso, 1997), the objectives of the Sullivan Principles are: "to support economic, social and political justice by companies where they do business; to support human rights and to encourage equal opportunity at all levels of employment, including racial and gender diversity on decision-making committees and boards; to train and advance disadvantaged workers for technical, supervisory and management opportunities; and to assist with greater tolerance and understanding among people; thereby, helping to improve the quality of life for communities, workers and children with dignity and equality" (Jennings, 2008:242).

The Soweto massacre of students in June 1976 persuaded Nordic and other countries to stop new investments in South Africa. At the time, Archbishop Desmond Tutu described the Soweto Uprising of 1976 as a celebrated watershed in the history of South African politics (Pieterse, 2001). A mass movement at universities in the United States and Britain focused on demands to end investments in South Africa, and in corporations with investments in South Africa. The movement led to action by many universities as well as local authorities. It also exerted pressure on corporations and banks (Friedman, Hudson & Mackay, 2008).

Smit (1992) argued that it is widely accepted that the uprising in Soweto earlier that year (16 June 1976) and the country-wide turmoil had shaken South African captains of industry. In mid-December that year the Urban Foundation (UF) was established as a Section 21 (not-for-gain) company. The UF, known today as the National Business Initiative (NBI), raised more than R35 million in donations, received by local sources (Friedman *et al.*, 2008; Smit, 1992). The UF developed a strategic framework and realised two founding roles, namely the role of the change agent and the development agent, to address the deteriorating conditions in South African townships. It can be argued that the UF presented South Africa with the first "robust" strategic development framework for CSR in a South African context.

The UF, according to Hill (1983:72), viewed "improved quality of life" as "(i) housing and related amenities; (ii) adult education and job-related training; (iii) provision of community facilities; and (vi) the promotion of community involvement in projects" (Hill, 1983). The CSR-related issues identified by the UF were later addressed by the Government of National Unity (GNU) through four important initiatives: the Reconstruction and Development Programme (RDP), the Growth, Employment and Redistribution Programme (GEAR), Black Economic Empowerment (BEE) and, finally, Broad-Based

Black Economic Empowerment (BBBEE) (Babarinde, 2009; Corder, 1997; Koelble, 2006). Today, these initiatives remain the core drivers of CSR-related activities in the South African context and should therefore not be omitted from a CSR-related curriculum development project (Agholor & Obi, 2013; Ramlall, 2012; Trialogue, 2012a; Trialogue, 2014).

The upsurge of resistance in South Africa in 1984 and the declaration of a State of Emergency provoked public demands for action by the governments of the main trading partners of South Africa. These partners were forced to take effective measures, though short of total economic sanctions, to exert pressure on the apartheid regime. Reddy (2007), former UN Assistant-Secretary General in charge of the Centre Against Apartheid, in his recollection of the struggle against apartheid, said that while the UN provided and promoted enormous support to the struggle of the South African people, the process has been long and difficult, as was the struggle of the people in South Africa. There were many vested interests abroad that benefitted from apartheid, and the "cold war" complicated the situation as a few powerful governments regarded South Africa as a valuable ally. The majority of governments and world public opinion were able to channel ever-increasing support to the liberation struggle and eventually obliged the recalcitrant governments to join in exerting pressure on the apartheid regime to force it to negotiate with the leaders of the five majority groups of the people. The United Nations was able to act with unanimity during the transition from 1990 to 1994.

Reddy (2007) explained that by the end of the decade, when international sanctions and the mass democratic movement forced the regime to recognise that it could not continue its disastrous course, the UN adopted a unanimous declaration in support of the ANC's call for a negotiated solution. It retained sanctions during the period of negotiations, and exerted pressure on the South African regime to end violence in the country. It sent observers to ensure calmness and to facilitate the peace process. In 1994, it sent almost two thousand observers to monitor the democratic elections.

After the release of Mr Nelson Mandela in February 1990, major political changes took place. The dawn of democracy in 1994 ushered in a new era of regulations and democratic legislative frameworks, new investment initiatives, (industry) codes with "direct implications for how companies conduct business and themselves and how they relate to broader stakeholders within a nation undergoing transformation" (Le Bruyns, 2009:226). Businesses recognised the need for change and more importantly the need to participate in CSR initiatives (Seoka, 2003). Hinson and Ndhlovu (2011) supported Seoka's argument and stated that it is against this background that CSR started in South Africa. The first major CSR effort led to the development of the Joint Education Trust (JET) in 1992, which, during the first five-year period of operation, saw the donation of R560 million by 14 businesses (Fourie, 2005).

In his address to the board of JET at the annual review in 1996, former president Nelson Mandela raised three critical points, highlighting the scope and dimensions of the CSR focus in South Africa (Mandela, 1996):

The lack of proper educational facilities and resources along with apartheid's devastating effect on our social fabric had created a crisis in education and training of immense proportions.

In a speech in 1996, President Mandela (1996) explained that this problem (education and training) "required a new multi-faceted approach to co-ordinate the efforts of different sectors of society, within an overall framework for fundamental change". He recognised the importance of dynamic relationships and partnerships between government, business, NGOs and community operations. JET, according to President Mandela (1996), "has facilitated a practical programme within a common vision for peace, prosperity and opportunity for all South Africans". JET's activities were mainly focused on the areas that were most severely neglected historically, namely "early childhood development; youth development; vocational training; and adult basic education and training".

Noteworthy of President Mandela's speech is the fact that he highlighted the importance of business in society and the responsibility of all key stakeholders and role players. He referred to businesses as "catalysts for innovation" by "directing these activities towards those who have been pushed to the margins of our society, and by doing so in such a way that they are empowered to change their own conditions" (Mandela, 1996). Formal education institutions got the bulk of the donations, which made a direct impact on community sustainability. The preference for developing education institutions led to broad access to education with initial funding of R500 million over a period of ten years (JET Education Services, 2015).

One of the first initiatives launched by the post-apartheid government was the Reconstruction and Development Programme (RDP). Babarinde (2009:361) stated that the purpose of the RDP was to "boost economic growth and concomitantly to correct the inherited structural inequity and economic crises of the apartheid era". However, the RDP, according to Babarinde, was not effective in addressing the set goals due to the fact that it was poorly implemented and poorly managed. One of the biggest flaws of the RDP was the lack of proper compliance measurement. This resulted in the abandonment of the RDP in favour of the Growth, Employment and Redistribution Programme (GEAR) and later Black Economic Empowerment (BEE).

In the light of the GEAR and RDP failures, the post-1994 democratically elected government had to adopt various approaches to ignite economic development in South Africa. The newly elected government had to generate domestic capital in an effort to address the inequalities of the past (Corder, 1997:200-201). Companies were expected by government to engage in "social contracts" to meet the demands of the socio-economic challenges facing the country. Government did, however, face major stumbling blocks in that social-economic engagement was not only slow but was also seen as a voluntary concept and was not controlled through jurisdictional requirements (Visser, 2004).

Government therefore had to introduce a system to influence how companies defined their interest, and also operationalised their interest and support. Government had to introduce, alongside various

informal internal and external self-regulatory codes of good practice and industry charters, formal legislative requirements to influence companies through both "direct" and "indirect" means. Government, however, was not the only driver of change in terms of good governance. According to Fig (2005), various firms and industrial associations have tried to set standards for others to follow.

The next section will explore the South African legislative framework, the South African Constitution, codes of conduct and industry charters. These regulatory indices are dynamic and complex, and have a significant influence on CSR and CSI practice within South Africa. Strategic and operational compliance with local and global CSR regulatory initiatives is pivotal to successful CSR practice, and may therefore influence the competence requirements of CSR (CSI) practitioners.

2.5.4   CSR versus CSI in South Africa

CSR has been defined by the Institute of Directors in Southern Africa (IoDSA) (2010:323) as the "responsibility of a company for the impacts of its decisions and activities on society and the environment, through transparent and ethical behaviour that: contributes to sustainable development, including health and the welfare of society; takes into account the legitimate interests and expectations of stakeholders; is in compliance with applicable law and consistent with international norms of behaviour; and is integrated throughout the company and practiced in its relationships" (cf. 2.3.2). CSR is therefore a principled and values-based framework, which integrates all facets of business processes and procedures. Based on the IoDSA's definition, CSR implies those activities within business operations related to ethical and socially responsible conduct, and includes an organisation's contribution to sustainable development. CSR, as previously discussed, focuses on how the business or organisation contributes to building human, social and natural capital through its core business activities.

CSI, in contrast to CSR, is based on the same principled and values-based framework as CSR but is far more limited than CSR. CSI focuses on charitable giving or philanthropy, which is giving through CSI projects in sustainable environments, sports, development, health, education, and other community services. CSI has, as one of its aims, positive brand building, that is, creating a positive corporate image through managed public relations benefits while addressing weak areas in public service delivery normally associated with the responsibilities of government. CSI can consequently be defined as a company's responsibility going beyond paying tax, contributing to various social causes while upholding the social contract between business and government by means of financial and non-cash contributions to society. CSI excludes marketable patronage and employee benefits, and constitutes corporate giving beyond its profitable responsibilities and commercial operations as set out in BBBEE Codes of Good Practice, industry charters, socio-economic development plans (SEDs), local economic development plans (LEDs), enterprise and supplier development plans (ESDs) and social and labour plans (SLPs).

CSI, as a construct, has moved away from charitable giving as it has now been developed into a formalised practice within the broad principled and values-based CSR framework. CSI has

consequently become more inclusive of the broader aspects of CSR, which includes sustainable business development, ethics, good corporate governance, empowerment, transformation and innovative social partnerships (Ndhlovu, 2011:73). In order to remain relevant, businesses need to build a positive social consciousness, legitimacy, credibility and reputation, and demonstrate commitment to government's social transformation agendas.

This study is positioned within the broad principled and values-based CSR framework, which includes CSI as an integrated construct. For May (2006), the difference between CSR and CSI is in practice rather than principle. CSR's broad focus is inclusive of CSI and the TBL. Hence, CSR is not driven only by socioeconomic factors, as implied by the narrow transformation and legislative frameworks underpinning CSI. For the CSR practitioner, this would imply a broad understanding of both constructs in order to manage the complexity and interrelatedness of both concepts. Therefore, CSI and CSR should not be used as synonyms as they represent two distinctive concepts.

When applying the narrow definition of CSI, which only includes expenditure by a CSI department, the estimated CSI expenditure in South Africa amounted to R6 billion in 2014 (Trialogue, 2014). These figures could, however, be questioned as the Trialogue Group is a pay-for-advertising company. Pay-for-advertising companies that want to showcase their CSI activities normally pay to publish figures and case studies in the annual *CSI Handbook*. The Trialogue Group acknowledged that the figures reported are from companies within their primary research sample and seem to contradict the total expenditure findings above. The primary research sample is a smaller, select sample, while the estimated overall CSI spend is extrapolated from a broader range of companies, using publicly available data. The disparity is explained by notably lower expenditure by a few companies with large CSI budgets that did not participate in their research (Trialogue, 2014).

2.6   IMPACT OF THE LEGAL FRAMEWORK ON CSR IN SOUTH AFRICA

This section analyses the South African legal framework as a catalyst for socio-economic transformation and its impact on CSR and CSR education. It will explore the legal framework from a constitutional perspective as it addresses three major constructs within this framework: Broad-Based Black Economic Empowerment (BBBEE), Good Corporate Governance and the Triple Bottom Line. It will also examine BBBEE as a vehicle for socio-economic transformation and explore the possible impact of these constructs on the design and development of a curriculum framework for CSR practitioners.

2.6.1   The South African Constitution

The Constitution of South Africa (No. 108 of 1996) is the only legal and policy document that forms the basis for the approaches to strategic CSR / CSI management. Chapter 2 of the Constitution contains the justiciable Bill of Rights which is, in essence, the cornerstone of democracy in South Africa. The Bill of Rights guarantees certain fundamental rights to all South African citizens. It is a human rights charter that protects the civil, political and socio-economic rights of all people in South

Africa. It is further the foundation of all law and therefore applies to all law, including common law. Devenish (2005) stated that the Bill of Rights applies both vertically and horizontally, depending on the circumstances and the context of interpretation. In other words, according to Ramlall (2012), the Bill of Rights applies to both natural and juristic persons (section 8(2) of the Constitution).

Section 9 of the Constitution introduces the concept of substantive equality as opposed to formal equality by means of, *inter alia*, the following content (Van Zyl & Barnardo, 2007:2):

> *To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.*

Van Zyl and Barnardo (2007) noted that the empowerment section of the Constitution laid the foundation for various acts promulgating empowerment and equality (Amato, 1994). Section 217(3) of the Constitution specifically requires national legislation to create a framework within which socio-economic inequalities must be addressed and affirmative procurement should operate (Devenish, 2005). It is clear that CSR in practice is underpinned by the Constitution as well as by a complex legislative framework.

Langton and Longbottom (2012) argued that the legislative framework does not address CSR specifically, but that the essential elements of CSR language are incorporated in the legislation. Ramlall (2012) concurred with Langton and Longbottom and noted that the South African Government has opted to enact a range of laws that indirectly forces business to engage with CSR. Examples of such laws include the BBBEE Act, the Employment Equity Act (No. 55 of 1998), the National Empowerment Fund Act (No. 105 of 1998), the Preferential Procurement Policy Framework Act (No. 5 of 2000) and the Skills Development Act (No. 97 of 1998) as amended in 2003.

It therefore seems imperative that the CSR practitioner has to have a workable understanding of CSR within the wider South African legislative framework (Ramlall, 2012). More importantly, the CSR practitioner could easily be caught in the legislative rhetoric of compliance and thus needs to be able to analyse, interpret and operationalise best practice and CSR-related strategies based on current legislation.

2.6.2   Black Economic Empowerment (BEE)

The South African government has since the first democratic elections in 1994 committed to Black Economic Empowerment (BEE) in an effort to implement economic transformation to address the inequalities of the past (Hinson & Ndhlovu, 2011; Mohamed & Roberts, 2008; Ponte *et al.*, 2007). Mohamed and Roberts stated that "legislation was enacted to address the apartheid legacy, including Acts covering education, skills development, employment equity and procurement" (Mohamed & Roberts, 2008:8).

Ponte *et al.* (2007:941) agreed with Mohamed and Roberts, and added that the development of BEE since 1994 can be divided into two phases. The first phase (1994 to 2000) was "characterised by

ownership deals that took place while legislation (not specifically referred to as 'empowerment' legislation) was enacted to address issues of employment equity, labour rights and skills development, but in absence of an over-arching framework". The second phase (since 2000) introduced "specific empowerment charters that were accompanied by a Broad-Based BEE Act and associated codes, and by procurement legislation". Table 2.3 illustrates the evolution of enacted legislation to address the apartheid legacy.

Table 2.3: The evolution of BBBEE in South Africa

Diffusion of economic power	RDP – Government's transformation blueprint			Initial BEE plan	Government's 3 major BEE documents	Government's vision
Early 1990s	'94	'98	'99	'01	'03 / '04 / '05 / '06 / '13	2017 and beyond
Various steps to achieve greater diffusion of economic power within the black community	BEE emerged as central objectives of RDP which was refined and re-developed within the RDP	Skills Development Act and Employment Equity Act	Skills Development Levies Act	BEE Commission Report released recommending the adaptation of integrated nation BEE strategy	Strategy for Broad-based BEE (2003) Broad-Based Black Economic Empowerment Act Codes of Good Practice (2004/5/6) Final Codes 2007 Companies Act 2008 Amended B-BBEE Codes of Good Practice 2013	Achieve and adaptive economy characterised by growth, employment and equity

Source: Wilkinson (2013:11).

BEE was not simply a moral initiative to redress the wrongs of the past. It was a pragmatic growth strategy; an important policy measure of the newly elected South African regime to address the socio-economic imbalances left by foreign and apartheid doctrines. Its aim was to realise the country's full economic potential while helping to bring the black majority into economic play (ONE Creative Social Investment, 2011). According to Van Zyl and Barnardo (2007), BEE had various shortcomings because in essence it attempted to achieve black economic empowerment by means of only ownership and management transformation (Jackson *et al.*, 2005; Ponte *et al.*, 2007; Sartorius & Botha, 2008).

The legislation did not only aim to bring about economic reform, but also aimed to influence the construct of CSR and CSI in the South African perspective (Hinson & Ndhlovu, 2011). Hamann,

Reddy and Kapfudzaruwe (2010) agreed with the latter and reiterated the importance of understanding the inter-relationship between BEE objectives and the requirements from an international and local perspective. Once this relationship is clear, the CSR practitioner will be able to formulate CSR strategies, which will allow for more proficient and purposeful strategic management systems within companies. A drop in revenue may be expected without strategically-linked BEE and CSR initiatives, which in turn will have a unfavourable influence on South Africa's domestic economy (Retief, 2010:11).

In practice, BEE's original focus on corporate ownership regrettably advanced only an insignificant number of well-known and politically allied individuals, while the vast majority of black communities continued to be deprived from participating in the economy and corporate ownership remained mostly white (Emkes, 2012). Sartorius and Botha (2008:437) ascribed the failures of BEE to the fact that it lacked a well-articulated definition and raised various questions in terms of its convergence with the concept of globalisation (Dlamini, 2004). In addition to these fundamental flaws, issues of transparency have also hindered efforts to regulate the true scope of black ownership, even for companies listed on the Johannesburg Stock Exchange (JSE) (Thornley, Wood, Grace & Sullivant, 2011). The initial BEE legislation, directed at the economic empowerment of historically disadvantaged black people, was followed by various BEE industry charters, the 2003 Broad-Based Black Economic Empowerment Act 53 (BBBEE), the 2005 Codes of Good Practice (gazetted in February 2007) and finally the Companies Act of 2008 (Chabane, Goldstein & Roberts, 2006; Iheduru, 2004; Mohamed & Roberts, 2008; Ponte, Roberts & Van Sittert, 2007).

2.6.3   Broad-Based Black Economic Empowerment (BBBEE)

Towards the start of 2000, the limitations of narrow-based black economic empowerment signalled a need for a more comprehensive approach to empowerment – one that would remove the boundaries between the rich and the poor. Gaps between first and second economies had to be tapered down through a framework and mechanisms that would fast-track the entry of Africans, more specifically, black Africans in the first economy. This framework of legislative frameworks, codes and guides became known as government's broad-based black economic empowerment (DTI, 2007).

Subsequently, a document titled *A Strategy for Broad-Based Black Economic Empowerment* was released in 2003. This document not only defined broad-based BEE and the transformation imperative, but outlined the first broad-based scorecard comprising the seven elements of broad-based BEE as illustrated in Table 2.4. The seven elements and their respective weightings out of 100 are depicted, as per the Generic Scorecard contained in its Codes.

Table 2.4: Elements and weighting of generic BBBEE scorecard

Elements	Points
Ownership	20
Management Control	10
Employment Equity	15
Skills Development	15
Preferential Procurement	20
Enterprise Development	15
Socio-Economic Development	5
TOTAL	**100 POINTS**

Source: DTI: A Strategy for Broad-Based Black Economic Empowerment, 2007.

The South African Department of Trade and Industry (DTI, 2007) defines BBBEE as "an integrated and coherent socio-economic process that directly contributes to the economic transformation of South Africa and brings about significant increases in the numbers of black people that manage, own and control the country's economy, as well as significant decreases in income inequalities". The DTI further states that "the BEE process will therefore include elements of human resource development, employment equity, enterprise development, preferential procurement, as well as investment, ownership and control of enterprises and economic assets".

The South African Government has made it clear that BBBEE seeks to move beyond the simple substitution of white owners and workers with black ones. It seeks to act as catalysts for transformation by restructuring economic institutions comprehensively and focusing on direct and indirect empowerment and human capital development. The DTI (2007) further states that government will, through the implementation of the BBBEE Act, aim to realise the following policy objectives, which will also form the minimum success criteria to evaluate the successful implementation of the strategy:

i)   A substantial increase in the number of black people who have **ownership and control** of existing and new enterprises.

ii)   A substantial increase in the number of black people who have **ownership and control** of existing and new enterprises in the priority sectors of the economy that government has identified in its microeconomic reform strategy.

iii)   A significant increase in the number of new black enterprises, black-empowered enterprises and black-engendered enterprises.

iv)   A significant increase in number of black people in executive and senior management of enterprises.

v)   An increasing proportion of the ownership and management of economic activities vested in community and broad-based enterprises (such as trade unions, employee trusts and other collective enterprises) and cooperatives.

vi)   Increased ownership of land and other productive assets, improved access to infrastructure, increased acquisition of skills, and increased participation in productive economic activities in underdeveloped areas including the 13 nodal areas identified in the Urban Renewal Programme and the Integrated Sustainable Rural Development Programme.

vii)   Accelerated and shared economic growth.

viii) Increased income levels of black persons and a reduction of income inequalities between and within race groups.

Burger and Jafta (2010) stated that the DTI uses a balanced scorecard consisting of three broad components as illustrated in Figure 2.6. The DTI Balanced Scorecard measures compliance with BEE requirements. According to the DTI (2007), the use of a common scorecard by different stakeholders provides a basic framework against which to benchmark the BEE process in different enterprises and sectors. The scorecard measures three core elements of BEE:

•   Direct empowerment through ownership and control of enterprises and assets

•   Human resource development and employment equity

•   Indirect empowerment through preferential procurement and enterprise development.

Element	Generic Companies		QSE Companies	
	Maximum Points	Average Score	Maximum Points*	Average Score
Ownership	20	11.00	25	19.80
Management Control	10	4.25	25	20.70
Employment Equity	15	6.80	25	18.40
Skills Development	15	6.20	25	17.80
Preferential Procurement	20	13.10	25	17.90
Enterprise Development	15	9.50	25	19.50
Socio-economic Development	5	3.60	25	20.20
Total	100	54.00	100	76.00

Figure 2.6: DTI Balanced Scorecard

Source: Burger and Jafta, 2010:4.

Although corporations are concerned about the prospect of black economic empowerment becoming too widespread, they have acknowledged its importance and, as the main drivers of economic growth, have had a considerable hand in shaping BBBEE.

It is important to understand the Act within the context of the ANC's ideological shift from socialism to economic liberalism, in addition to the country's economic and social realities. The evolution of black empowerment policy from the broad "people-based" 1994 Reconstruction and Development Programme to the voluntary and market-based BBBEE in 2003 highlights the tension between the ANC's goals of economic redistribution and growth (Tangri & Southall, 2008). The architects of BBBEE did not specifically have investors in mind. The breadth and scope of the policy is wide and all encompassing, and it is challenging to discern the implications for investors in South African businesses and products.

2.6.4   Broad-Based Black Economic Empowerment post 2013

BBBEE was turned on its head on 11 October 2013 when the DTI launched the new BBBEE codes. The codes according to the DTI will replace existing codes of good practice and must be followed within one calendar year. The new codes constitute a mix of good elements and a range of complexities for corporations in South Africa and will obviously affect the roles and work of CSR practitioners in many ways. The new codes, when analysed, are similar to the previous codes. The biggest changes are found in the weighting of elements and the re-naming of most of the elements. The most significant change was the change from seven elements to five elements without losing the essence of the indicators. The five elements are illustrated in Table 2.6.

Table 2.5: 2013 BBBEE Codes of Good Practice Indicators

Code Series Reference	Element	Points (incl Bonus)
100	Ownership	25
200	Management Control	19
300	Skills Development	25
400	Enterprise and Supplier Development	44
500	Socio-Economic Development	5
	Total	118

Source: Department of Trade and Industry, 2013:11.

i)   **Ownership** (code series 100): This element measures effective ownership of entities by black people – who owns the business (shareholders/members/owners). This is a priority element, and it remained the same at 25%. The weighting remains 25 points. The assessment of the first indicator has been clarified.

ii) **Management control** (code series 200) (incorporating employment equity): This element measures effective control of entities by black people – who controls the business (directors/board/owners) and who works in the business (management/staff). Previously, this

indicator had two elements: management control and employment equity with a weighing of 29 points. The new codes have seen a consolidation of the elements into a single element with the same indicators. The new combined element is, however, weighted at only 19 points, which may see this element placed on the backburner by corporations due to the onerous implementation of strategies to attain employment equity in the workplace.

iii) **Skills development** (code series 300): This element measures the extent to which employers carry out initiatives designed to develop the competencies of black employees and black people, internally and externally. Examples include learnerships and training programmes. This is a priority element. Skills development is seen as a significant increase in value in terms of the maximum points allocated for this element. Skills development has seen an increase from 15 to 25 points. This clearly indicates the emphasis government is placing on the development of suitable skills within the South African economy. The target spend for this element has doubled from 3% of payroll to 6% of payroll, and corporations can earn more points related to this element. This is seen as a positive move because South Africa has a shortage of skilled workers who can contribute positively to the country's economy.

iv) **Enterprise and supplier development** (code series 400): This element incorporates preferential procurement and measures the extent to which entities buy goods and services from empowering suppliers with strong B-BBEE recognition levels. It also measures the extent to which enterprises carry out supplier development and introduce enterprise development initiatives intended to assist and accelerate the growth and sustainability of black enterprises. Does the business buy from black-owned suppliers, service providers or landlords, and what is the extent to which the business assists small black-owned businesses (with loans, grants, training, discounts, and preferred credit terms)? This is a priority element. Government has combined enterprise development and preferential procurement, increasing the weighting of this element from 35 to 44 points. This element also presents corporations with a far more complex definition of "empowering suppliers". One of the new indicators is that corporations must use suppliers who spend at least 40% of their procurement budget with empowering suppliers who are at least 51% black owned. This indicator will be the key driver of success for BBBEE as this will force companies to identify black-owned businesses that will be able to achieve the demand and supply of substantial goods and services.

v) **Socio-economic development** (code series 500): This sector-specific element measures the extent to which entities carry out initiatives that contribute towards socio-economic development or sector-specific initiatives that promote access to the economy for black people. This element measures contributions (such as donations, food, school fees or products) to black beneficiaries. This element is unchanged at 5 points.

It has become evident that the new codes of best practice will force CSR practitioners to move away from CSR practice that adds no or very little value in terms of the strategic direction of organisations

to address economic and social issues. This means that the CSR practitioner must be able demonstrate applied competence in order to design, develop and implement integrated strategic shared value (creating shared value – CSV) practice within business. In short, CSR practitioners must be able to build a shared value business case for CSR and CSI, thus creating socially conscious investments linked to shared value for all stakeholders and shareholders. Porter and Kramer (2011) suggested that the CSR practitioner must move away from CSR standalone cost-to-company practice to CSV where the business aim of CSV is to do good in order to do well (Vogal, 2005:20-21) as business by incorporating CSR activities within a sustainable business model to attain both social and business objectives. The CSR practitioner must become more relevant in the boardroom by including CSR in the overarching social and business inclusive model or philosophy through strategic value planning (Berger, Cunningham & Drumwright, 2007:141; Michelini & Fiorentino, 2012).

2.6.5   The role and impact of industry charters on CSR in South Africa

Although not a legal requirement, industry sectors are encouraged to demonstrate their commitment to transformation in South Africa by developing, implementing and gazetting Industry Transformational Charters or Industry Transformational Sector Codes under section 9 and section 12 of the broad-based BEE Act (DTI, 2004; DTI, 2007; DTI, 2015). When analysed, it is evident that the codes and charters are prepared in terms of the BBBEE Act (No. 53 of 2004) and Codes of Practice under Section 9(1) of the BBBEE Act (No. 53 of 2004) through mediation and negotiated agreements between stakeholders in specific sectors aimed at guiding transformation in their respective industry sectors.

Note that "sector code" means "a Code in terms of Statement 003 gazetted by the Minister under section 9 of the Act with a view to giving effect to the specific requirements and circumstances applicable to a particular sector" (DTI, 2007:10). Furthermore, "Transformation Charters" means the sectorial Transformation Charters referred to in section 12 of the Act, regardless of whether such Transformation Charters have been gazetted in terms of that section" (DTI, 2007:11). Three priority elements have been identified and are addressed in all published codes and charters; they include (i) Ownership, (ii) Skills Development, and (iii) Enterprise and Supplier Development. The development of Industry Transformational Charters or Industry Transformational Sector Codes to address the priority elements are subject to stringent procedural requirements which include the following (DTI, 2015:5-6):

- Common commercial and other characteristics within the entities operating in the sector, which would make it feasible to formulate a transformation charter subject to the proposed Sector Code.

- Support by the Line Ministry responsible for the sector and the Minister of Trade and Industry responsible for the gazette of the Sector Code. The Line Ministry's involvement in the drafting

of the Sector Code must be clearly demonstrated and a letter of support must be sent to the Minister of Trade and Industry.

Also, the proposed Sector Code must fully address all the elements in the Generic Scorecard, and must use the same definitions in respect of all beneficiaries as those used in the Codes. The proposed Sector Code may deviate from targets and weightings used in the Codes only where those deviations are justifiable and based on sound economic principles, sectorial characteristics or empirical research. The proposed Sector Code may deviate from the thresholds set out in the Generic Codes of Good Practice only where those deviations are justifiable and based on sound economic principles, sectorial characteristics or empirical research.

The sector body, supported by the Line Ministry of that sector, must gazette the Sector Code under section 9 of the Act and has to follow a robust and stringent process, which includes the following (DTI, 2015:4-6):

- Apply in writing to the Minister of Trade and Industry.

- Indicate the process according to which the Sector Code has been developed and provide evidence of compliance with section 12 of the B-BBEE Act as amended.

- In terms of section 9 (5) of the B-BBEE Amendment Act, allow 60 days for public comments and inputs in terms of the Sector Code draft before it is approved and gazetted as a final binding document.

- Analyse and consider the incorporation of public comments and inputs from members of the public, overseen by a committee that consists of the Sector Charter Council, Line Ministry and the Department of Trade and Industry.

It can therefore be argued that Transformational Charters or Industry Transformational Sector Codes may vary from sector to sector in terms of their specific industry focus areas, but that the fundamental areas and priority elements will remain the same. Failure to address the priority elements may serve as grounds for refusal to gazette Sector Codes (DTI, 2015:2-4). The reasons for refusal may include the following:

- The fundamental principles of any of the elements of the generic scorecard are not adequately addressed.

- There are deviations in the calculation, methodologies and definitions applicable in measuring B-BBEE compliance.

- The Sector Codes contain inconsistencies in terms of targets and weightings.

- The sectorial scope of application is ambiguous.

- The Sector Codes are not aligned with the key principles and changes or amendments to the Generic Codes as determined by the Minister of Trade and Industry.

The operationalisation of CSR activities related to specific industry charters and codes may thus vary from industry to industry or even sector to sector, but the underlying socio-economic and inequality

issues to be addressed through the priority elements will remain the same. According to the Trialogue Group, companies driven by industry sector charters gave more (an average of R157.4 million given by companies citing it as their primary motivation, compared with an overall sample average of R40.4 million) towards CSR and CSI. The estimated total expenditure of R8.2 billion assumes a wide definition of CSI, which includes cash and non-cash contributions, expenditure on social causes as a result of license-to-operate conditions, and contributions by other operating (non-CSI) departments. It will benefit CSR practitioners to acquire an in-depth understanding of Transformational Charters or Industry Transformational Sector Codes that are applicable to their industries and that may impact their role as CSR practitioners.

2.6.6   Moving CSR to a strategic shared value space

CSR practitioners will need to participate in boardroom decisions to set the strategic direction of CSR practice in an effort to create shared value for communities with a focus on at least two of the three priority elements if not all of them (DTI, 2013:7):

- 40% of ownership's net value
- 40% of the skills development score
- 40% of the enterprise and supplier development score.

According to Porter and Kramer (2011b), the notion that CSR should be a standalone philanthropic activity is no longer valid. The dogma that business should contribute to society in a way that is extraneous to its regular business activities can no longer be valid in a shared value sphere. CSR practitioners will have to move from old-school CSR and CSI practice to the next level of transformation. This transformation is founded on the principle of creating shared value (CSV). This implies that a business must create value for the society in which it operates by addressing the needs and challenges of that society through the economic value it creates as a business (Porter & Kramer, 2011b:6).

Porter and Kramer (2011b:4) made a clear distinction between CSR and CSV by adding that CSV is not philanthropy, corporate social responsibility or even sustainability; instead, it is a new way of creating economic success that is not on the side-line of what the companies do but at the centre of how they operate. The evolving role of business in society is illustrated in Figure 2.7.

Figure 2.7: The role of business in society: An evolving approach

Source: Institute for Strategy and Competitiveness (no date).

Figure 2.7 illustrates the progress made from unassuming philanthropic corporate giving as part of the social consciousness of business in society to CSR where business is more involved in strategies to address compliance with industry codes and government standards in an effort to become virtuous corporate citizens. The focus at CSR level is still based on mitigating risk and harm and building a reputation as a good corporate citizen. However, creating shared value (CSV) demands a move away from corporate giving and sustainability to inventing and implementing strategic CSV business models to address social ills through integrated strategic business models.

CSR creating shared value

CSV may influence the way CSR practitioners plan strategic CSR and CSI initiatives. CSV has distinct differences in that CSR focuses on using existing resources from corporations in an effort to do good. CSV is primarily aimed at changing the core strategic business function in order to deliver triple bottom line returns. CSV and CSR is therefore fundamentally different as CSV is about the strategic integration of environmental and social issues and the impact of this on the core business strategy to drive economic value while CSR is currently seen as something divergent from the core business (Moore, 2014:4). CSV is currently the focus and new evolutionary approach of business in North America and across Europe. Porter and Kramer (2011a:7-14) suggested that business can create social value by creating economic value that applies to both developing and developed economies. There are three distinctive ways to do this (Shared Value Initiative, 2015):

i)   **Reconceiving products and markets**: The notion of reconceiving products and markets rests on business's ability to truly identify and understand social needs. Based on the understanding of these needs, benefits and potential harm of products to society, business must develop

innovative products and services to meet social needs. This applies in both existing and new markets.

ii) **Redefining productivity in the value chain**: The concept of redefining productivity in the value chain is based on continued stewardship of natural resources and good corporate governance. Business's value chain is inevitably affected by and affects innumerable social, socio-economical and natural resource issues. Innovation is required to improve the reliability, cost, quantity and quality inputs, distribution structures and manufacturing processes and procedures in the value chain.

iii) **Building supportive industry clusters at the company's location**: Enabling local cluster development will require collaborative working solutions, not only between stakeholders, but also between competitors and non-traditional business partners such as academic institutions who own the intellectual property to academic programmes. Building a stronger competitive context is pivotal to the success of the CSV model and implies that CSR practitioners have to work on developing reliable local suppliers, functioning infrastructure and access to one of the critical resources, namely talent.

Porter and Kramer (2011b:4) admitted that the evolution from CSR to CSV will not be easy as the transformative power of shared value is still in its genesis. The need for transformation in the South African context was one of five major themes of the 2014 CSI Matters Conference in Johannesburg (CSI Matters Conference, 2014). Apparently, there is no clear strategy or direction in terms of CSV or "strategic CSI" as it is referred to in the South African context. Great uncertainty also prevails over the development practices that companies need to undertake to facilitate the transition. CSI practitioners highlighted the fact that the biggest hurdle may be the lack of skills and the inability of CSR practitioners to promote a blended agenda without detracting from the aim to achieve social transformation.

South Africa is presented with a unique set of socio-economic challenges which can be addressed through a blended CSV and CSR approach. The rationale behind a blended approach is found in the unique social construct and social-economic problems of South Africa. There will always be a place for CSR because not all social issues in the South African context will have a business solution (Porter & Kramer, 2011a:17).

Transformation from CSR to CSV or even a blended approach will require business leaders to develop new skills and knowledge. The challenge for the CSR practitioner will be to have a far better understanding of CSR and CSV in the context of community development and societal needs with a clear focus on collaborative methodologies across for-profit and not-for-profit boundaries. CSR practitioners will consequently need to understand the BBBEE legislative framework and related codes of good practice to implement strategies enabling business to address the developmental needs as highlighted by the DTI. CSR practitioners will need to be far more proactive and will need to look through the lens of CSR and CSI differently when viewing the relationship between products,

marketplaces, consumers and customers. In short, CSR practitioners will need to put shared value at the heart of their CSR practice and business. Freeman, Wicks and Parmar (2004:365) noted the link between shared value creation and the idea of creating value for stakeholders.

CSR practitioners also need to view CSR and CSI practice through the lens of CSV and stakeholder models in an effort to understand the linkage between social and economic issues to intentionally create new social and economic benefits for business and society. The challenge is no longer to understand how profits and resources can be used to address social and sustainability issues, but to understand how core business functions, resources and more importantly stakeholders can be used to find workable solutions for social problems while simultaneously advancing the economic growth of the business (Porter & Kramer, 2011b).

2.6.7   Good corporate governance and the stakeholder model

The King Committee of Corporate Governance, under the leadership of former High Court judge Mervyn King S.C. and the auspices of the Institute of Directors in Southern Africa (IoDSA), was formed in 1992. The primary objective of the committee was to initiate an effort to address industry standards and good corporate governance in South Africa (IoDSA, 2010). The committee was established to support the country's profound social and political transformation needs before the emergence of equality, democracy and the lifting of disinvestment in South Africa. According to the Institute of Directors in Southern Africa (IoDSA), the institutionalisation of corporate governance was made effective with the first publication on corporate governance in South Africa. The King Report published in November 1994 marked the birth of good corporate governance. Its intent was simple: Promote the highest standard of corporate governance in South Africa (Smit & Brevis, 2007)

This was the first time that "social responsibility" was formally addressed within the South African business governance context. As such, the King Report sets the standard for good corporate governance in the post-apartheid era. The King Committee (IoDSA, 2002b:12) described the role of a socially responsible company as "a well-managed company" that is "aware of, and responds to, social issues, placing a high priority on ethical standards". King further argued that a socially responsible company is "a good corporate citizen" who "is increasingly seen as one that is non-discriminatory, non-exploitative, and responsible with regard to environmental and human rights issues". When taken into serious consideration, these factors will, according to King, enable companies to demonstrate indirect economic growth and promote corporate identity and status (Smit & Brevis, 2007:429; Kakabadse & Korac-Kakabadse, 2001).

Over and above the financial and regulatory aspects of corporate governance, King I advocated an integrated approach to good governance in the interests of a wide range of stakeholders. Although ground-breaking at the time, the evolving global economic environment together with recent legislative developments required an updated King Report. To this end, the King Committee on Corporate Governance developed the King Report on Corporate Governance for South Africa (King II) in 2002 and added the King III Report in 2009. King I followed by King II introduced two critical

concepts to the world of best practice and corporate governance in South Africa; the first was a move away from the single bottom line (that is, profit for shareholders) to a triple bottom line, which embraces the economic, environmental and social aspects of a company's activities. In the words of the King Committee (Bowes, Lundy & Pennington, 2004:163):

> *...successful governance in the world in the 21st century requires companies to adopt an inclusive and not exclusive approach. The company must be open to institutional activism and there must be greater emphasis on the sustainable or non-financial aspects of its performance. Boards must apply the test of fairness, accountability, responsibility and transparency to all acts or omissions and be accountable to the company but also responsive and responsible towards the company's identified stakeholders. The correct balance between conformance with governance principles and performance in an entrepreneurial market economy must be found, but this will be specific to each company.*

The second change was the introduction of the stakeholder model of governance. King (2009a) acknowledged that corporate governance models around the world differed based on who the board was responsible to. King III therefore deliberately followed the tradition created by its two predecessor reports (IoDSA, 2002a; IoDSA, 2009b). In the tradition of all the reports, the King Committee elected for the stakeholder model of governance by stating the following (Governance, 2009:11-12):

> *… that the board is accountable not only to the company, but should take account of the legitimate expectations and interests of its stakeholders in its decisions. A stakeholder approach to corporate governance looks after the interests of all the company's stakeholders, thus ensuring the cooperation and support of all stakeholders on which the company depends for its sustainable success. In this way, the company creates trust between itself and its internal and external stakeholders, without whom no company can operate sustainably. In short, stakeholders entrust the company with its licence to operate.*

King's approach to governance did not come as a surprise in the South African context. Stakeholder theory (Freeman, 1984) was adopted globally and also in South Africa after the apartheid era. Consistent with the historical and current political and business climate, this approach suggested that, with reference to CSR policies, firms needed to focus on constituencies other than stockholders, for example local communities, suppliers, employees and customers.

2.6.8   Triple bottom line (TBL)

The promotion of the triple bottom line (TBL) is not a new doctrine in the business world. It has been endorsed by organisations and analysts since the introduction of the concept by John Elkington in 1994 (Mullerat, 2010:151). Business can no longer ignore the premise of this paradigm. Those who

still measure their success and fiscal health by just looking at a simple financial bottom line (profit) while excluding continuous sustainable development through people, society, ethics and environmental performance may leave their business vulnerable and may possibly be excluded from economic growth (Norman & MacDonald, 2004:243).

The introduction of the TBL by Elkington forced businesses to focus on the financial bottom line *as well as* their social and environmental impacts (Kaushik, 2012; Norman & MacDonald, 2004; Stoddard, Pollard & Evans, 2012). TBL is therefore an accounting framework that integrates the three dimensions generally referred to as the 3Ps: people, profit and planet. Elkington (1998:372) described TBL sustainability as:

> *Focusing corporations not just on the economic value they add, but also on the environmental and social value they add – and destroy. At its narrowest, TBL is used as a framework for measuring and reporting corporate performance against economic, social and environmental parameters. At its broadest, the term is used to capture the whole set of values, issues and processes that companies must address in order to minimize any harm resulting from their activities and to create economic, social and environmental values.*

SustainAbility, a company founded by Elkington in 1987, also defined TBL in very broad terms, but added the following (SustainAbility, 2014: website): "This involves being clear about the company's purpose and taking into consideration the needs of all the company's stakeholders – shareholders, customers, employees, business partners, governments, local communities and the public."

Fisk (2010) expanded on Elkington's model to illustrate the connection and influence between the individual pillars. He perceived the concept to demonstrate economic growth as only being successful when environmental and social requirements are decisively integrated in all business activities as part of business strategic priorities (Fisk, 2010: 8). He also argued that people, planet and profit is an advanced and connected approach to business, but warned that TBL will need far more progressive systems thinking and that CSR practitioners will have to be innovative and creative. In the same vein, Werhane (2007b: 465) argued that a systems thinking approach would assume that CSR practitioners have the ability to identify the thinking, experiencing, practice and institutions as interrelated and interconnected concepts while clearly communicating the importance of the concepts in relation to the CSR-focused activities and projects. CSR or CSI cannot be removed from the boardroom. CSR practitioners must participate in a completely open political, social, environmental and economic system to ensure that none of the aspects in the system is distorted by other dimensions of the system (Benn & Bolton, 2010: 217). It therefore becomes clear that CSR practitioners need to shrug off dated CSR practices and engage in new perspectives, find new and unconventional solutions and, more importantly, find new ways to measure performance (Porter & Kramer, 2011b; Fisk, 2010; Cavagnaro & Curiel, 2012).

Fisk (2010:6) illustrated the significance of the triple bottom line while Cavagnaro and Curiel (2012:2) showed how shared value could be generated for all stakeholders and shareholders. The TBL framework subsequently set out to measure the impact of organisations' activities on the world. TBL is not a new concept, but has assimilated previous accounting and auditing frameworks. TBL has evolved from its predecessors' accounting frameworks in that it incorporates additional elements by capturing the core of sustainability. TBL measures, audits and reports on how the actions of an organisation affect the people, planet and profit, expressed as its stockholder values and human, environmental and social capital.

It is thus not surprising that the King Report underscores the importance of TBL and encourages business to adopt the TBL model in an effort to stimulate sustainable development in South Africa (IoDSA, 2002a; IoDSA, 2009b). A company, albeit a legal economic institution, remains a corporate citizen and is therefore responsible for creating shared value by creating a balance between economic, social and environmental value (IoDSA, 2009a:52).

It is for this reason that the Johannesburg Stock Exchange (JSE) founded its SRI Index philosophy on the principles of the three pillars of the triple bottom line with good corporate governance underpinning each principle. These tenets are summarised in the SRI indicators, which are organised into five main classifications – namely environment, society, governance (ESG), sustainability and climate change – as illustrated in Figure 2.8.

Areas of measurement	
Area	**Criteria**
Environment	Addressing all key issues Working towards environmental sustainability
Society	Training and development Employee relations Health and safety Equal opportunities Community relations Stakeholder engagement Black Economic Empowerment HIV / Aids
Governance and related sustainability concerns	Board Practice Ethics Indirect Impacts Business Value & Risk Management Broader Economic Issues
Climate change	Managing and reporting on efforts aimed at reducing carbon emissions to deal with the anticipated effects of climate change

Figure 2.8: Assessment criteria for the JSE SRI Index

Source: JSE, 2011.

The JSE SRI Index is possibly the best example illustrating the need for CSR practitioners in the South African context to look beyond narrow project monitoring, evaluation and reporting. There is a greater need to create better synergy between strategic shared value creation and basic project management of CSR or CSI projects. For success in the field of CSR practice, CSR practitioners

need to understand the additional bottom lines and how these may affect strategic (project) management success.

Norman and MacDonald (2004:246) defined the additional bottom lines as the measurement claim and aggregation claim. As with the JSE SRI Index, the aim of the standard indicators is to measure the components of the social performance and/or social impact of a business, as illustrated in Figure 2.9 below. These measures are relatively objective and can be measured, audited and reported on.

Figure 2.9: JSE SRI Index social indicators for training and development

Source: JSE, 2011.

Figure 2.9 provides a snapshot of the JSE SRI social criterion indicators, which forms part of the greater social impact indicators. Both core and desirable indicators link closely with the three priority elements of the BBBEE, as discussed under 2.6.4 (BBBEE, skills development – code series 300). Each criterion consists of core and desirable indicators and is measured on three levels: policy, management/performance and reporting. In order to be recognised as a top performer on the JSE SRI, a company must meet all the core criteria in terms of society.

The aggregated claim, as defined by Norman and MacDonald (2004), can be calculated and measured using data from these indicators. It becomes evident that the CSR practitioner should have a grounded and functional understanding of TBL in an effort to measure, evaluate, audit and report on TBL because of three important claims (Norman & MacDonald, 2004):

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i)   **Convergence claim**: Businesses tend to do better in social performance when they measure social performance. The benefit to the business is sustainable profit over the long term.

ii) **Strong social-obligation claim**: Businesses have an obligation to improve stakeholder and shareholder value through strategic social development. In order to fulfil this obligation businesses should increase their social impact and accurately measure the impact as business on society to understand how well they have fulfilled this obligation.

iii) **Transparency claim**: Stakeholders and shareholders expect businesses to demonstrate their moral compass through reporting and disclosure. This is about how well the business really performed without the proverbial smoke and mirrors.

One may conclude that for TBL to be fully embraced by the CSR practitioner, the practitioner should have a functional understanding of the TBL and complex systems thinking. These practitioners' ability to manage and operate within complex systems will determine their power and influence while creating shared value. The latter will ultimately influence the extent to which individuals (practitioners) and businesses relate to other open systems and bigger networks critical to the success of the business. It is only when the CSR practitioner has a full understanding of the systemic issues within the complex system that the practitioner will be able to make progress in terms of analysis, evaluation, auditing and monitoring (Wolf, 1999:1632).

2.7 STAKEHOLDER THEORY AS CORPORATE SOCIAL RESPONSIBILITY MANAGEMENT CONCEPT

Corporate governance and the stakeholder model were introduced in section 2.6.4. The King Report (*King Report on Corporate Governance in South Africa*, 2009) has acknowledged that stakeholder theory is the most suitable management approach in the South African context and has therefore purposely introduced and promoted this approach to underpin corporate governance and CSR. The stakeholder theory is thus presented below as a CSR management concept linked to CSR practice.

The King Report (2009) proposed that businesses must consider the legitimate interests and expectations of their stakeholders and not only those of their shareholders. The King Report (*King Report on Corporate Governance in South Africa*, 2009) further distinguishes between the enlightened shareholder and an inclusive stakeholder approach. The latter proposes that business considers the legitimate interests and expectations of stakeholders in terms of the best interest of the business and not merely as a tool to serve the best interests of shareholders. For the CSR practitioner it would be important to have a proper understanding of stakeholder theory and the resultant stakeholder model promulgated by King. In practice, a stakeholder inclusive approach implies that CSR practitioners would need to identify legitimate stakeholders and interpret the legitimate interests and expectations of all stakeholders that are linked to the strategic interests and ultimate corporate economic and social performance of a business.

2.7.1   Freeman's stakeholder theory

Edward Freeman (1984; 2005:433) is seen as the "father" of the stakeholder theory. He developed this stakeholder theory to demonstrate how stakeholders in any business can be used to advance the way best practice is steered within the business itself and also in wider business and social contexts (Freeman, 2010). This offered businesses a pragmatic approach to strategic management as the primary concern of the shareholder would be served through addressing legitimate concerns of stakeholders in a quest to achieve excellence in business performance (Jamali, 2008:217). The strategic intent fits well with strategic-minded business leaders and broader social and socio-economic policies. Laplume, Sonpar and Litz (2008:1153) suggested that later years would see authors propositioning an ethical and/or moral basis for stakeholder management where business is not only managed in the interest of the shareholders, but also in the interest of all constituents – including stakeholders.

Stakeholder theory challenges some of the most fundamental business beliefs, and its critics argue that it has no purpose in business as business's single objective is to make as much money for shareholders as possible (Jensen, 2002). Its advocates, on the other hand, argue that stakeholder theory is significant as it seeks to address important questions around social responsibility and responsiveness to sociological questions and the impact business has on society through stakeholder-exclusive business practice (Hinings & Greenwood, 2003; Stern & Barley, 1995). It is for this reason that the stakeholder theory fits within the CSR and CSI practice (Wood, 1991). Furthermore, its social responsibility component also enables amalgamation into socio-economic and social concerns in business and sustainable development practices (Steurer, Langer, Konrad & Martinuzzi, 2005; Wood, 1991).

Freeman used a number of business theories from available research literature (including corporate social responsibility) to develop the original stakeholder approach. He (1984:5) argued that the current worldview or "paradigm" or "framework" or the "way we look at the world" did not take into consideration change within the world of business and the expectations that stakeholders and shareholders have of business. He further claimed that contemporary management theories were not equipped to deal with the quantity and quality of change imposed on business in the modern world. The stakeholder theory was thus widely supported. For instance, Carroll (1991:43) could see the link between CSR and the stakeholder theory, and argued that there is a natural fit between the idea of corporate social responsibility and an organisation's stakeholders in that "the concept of stakeholder personalises social or societal responsibility by delineating the specific groups or persons business should consider in its CSR orientation".

Freeman's theory evolved over the years through collaboration with Evan (Evan & Freeman, 1988) and Gilbert (Freeman & Gilbert, 1988). This led to a metamorphosis that would see stakeholder theory move from a tactical application to a coalesced stakeholder or moral philosophical approach to what is now regarded as the normative stakeholder theory (Donaldson & Preston, 1995:66).

Freeman and Phillips later re-defined the stakeholder theory towards its libertarian or democratic background in an effort to reproach the disagreement that the "stakeholder approach comes from a socialist worldview" (Freeman & Phillips, 2002). In spite of all the support and agreement on the fundamental value of stakeholder theory (irrespective of the critical theoretical lens), it remains a struggle to explore and define stakeholder theory. This is due to the intricacy of the dissimilar backgrounds of studies that have contributed towards constructing a collective ground recognised as stakeholder theory (Kakabadse & Korac-Kakabadse, 2001).

The stakeholder concept

The stakeholder concept is challenging to define. Many authors have attempted to define the concept through the years. Hence, there is no single, definitive and commonly accepted definition of this concept (Brower & Mahajan, 2013; Donaldson & Preston, 1995; Freeman, 2005; Jamali, 2008). Freeman and Phillips (2002:333) offered a concise definition in their libertarian defence of the stakeholder theory and simply stated that it "is a managerial conception of organizational strategy and ethics". They later added in the same defence that the definition of stakeholder theory is contentious, but added that "a 'stakeholder theory' is one that puts as a primary managerial task the charge to influence, or manage, or balance the set of relationships that can affect the achievement of an organization's purpose" (Freeman & Phillips, 2002a:334).

The term stakeholder has become popular and is broadly used within commerce, media, non-government and government organisations. Contributions to stakeholder theory have come from diverse fields of study and include ethics, strategy, law, economics, organisational theory and corporate social responsibility. Mainardes, Alves and Raposo (2011) noted, after an in-depth review of studies, that six writers suggested 66 different theories of the term "stakeholder". Frederick, Post and St Davis (1992) indicated the difference in definitions put forward by academics, but also emphasised the extent of different academic definitions and the extent of similar principles used to delineate the stakeholder concept. CSR practitioners should understand the basic philosophy underpinning the stakeholder theory. This means that they also need to understand the interests, needs and influence of individuals or groups: why and how policies, processes and procedures drive operational performance and ultimately affect corporate social performance.

The King Report is clear on the need to acknowledge the legitimate needs of all stakeholders (*King Report on Corporate Governance in South Africa*, 2009). This acknowledgement poses serious difficulties to CSR practitioners without a fundamental understanding of who their stakeholders are and what can be considered as legitimate needs or expectations (Mitchell, Agle & Wood, 1997:855). Freeman (1984) proposed a stakeholder management framework and philosophy to enable businesses to rethink their orientation to managerial processes in order to be responsive to the legitimate needs of stakeholders. Freeman's framework and philosophy demonstrate three levels of analysis: (i) rational, (ii) process and (iii) transactional. The former must be evident and consistent if the stakeholder concept is to make a difference in the way that organisations are managed

(Freeman, 1984:80). Jones and Wicks (1999) and Savage, Dunkin and Ford (2004) argued, based on the work of Donaldson and Preston (1995), that the normative premise of stakeholder theory is based on four principles seen as the critical underpinning for the theory in all its forms. These principles are outlined below.

2.7.1.1 The stakeholder theory is descriptive – how businesses behave

Businesses establish relationships with stakeholders. Stakeholders are internal and external groups that influence the business or may be influenced by the business (Savage *et al.*, 2004:384). The descriptive model describes what the business is. It describes business as an interactive web of accommodating and competitive interests owning inherent significance.

2.7.1.2 The stakeholder theory is instrumental – how behaviour affects performance

The theory places emphasis on stakeholder relationship management – how the relationship is managed in terms of processes within a complex system for both business and stakeholders. Jones (1995:423) agreed with the latter definition and stated that the emphasis of the instrumental theory of stakeholder management lies within the metaphor used to describe the relationship between the business and its various stakeholders: the contract. Core to the instrumental perspective is the framework established to explore influences flanked by the management of stakeholder relationships and the attainment of various business performance goals. The focus of the instrumental argument is that businesses that focus on and manage stakeholder relationships will be relatively more successful in attaining profitability, stability, viability and growth.

Gibson (2000:246-247) argued that the instrumental stakeholder principle has two rudiments: (i) "a true accounting of what is in the firm's best interest" and the fact that (ii) "it does not actually matter whether the reconciliation thesis is true or not". The important factor "is that it could be true, and that in the absence of proof one way or another, companies ought to act as if it were true". The theoretical advances of Jones (1995:423) towards an instrumental stakeholder theory clarified Gibson's argument by means of several theoretical propositions. Jones's propositions are based on trust as the primary ethical consideration and on cooperation between business and stakeholder contracts. Businesses that contract work out formerly done by employees will, according to Jones, perform less well than businesses that refrain from this type of contract. This practice, according to Jones, is not conducive to the trust and cooperative relationships encouraged by the instrumental relationship principle (Jones, 1995:427).

2.7.1.3 The stakeholder theory is normative – how business should behave

The legitimate interests of all legitimate stakeholders are in balance and of equal value. For example: Employees' interests are not more important than the interests of shareholders. Stakeholders are identified through their interest in the business without reciprocity in terms of purposeful interest from the business. Claims are supported by various forms of legitimacy and may include moral legitimacy and power, and moral legitimacy and urgency (Evan & Freeman, 1988:97; Jones & Wicks, 1999:207;

Savage *et al.*, 2004:384) justified and defended the stakeholder theory on normative grounds, and underlined its importance to address the moral and social rights of individuals.

Employing the normative principle encouraged reconceptualising the theory of business along important Kantian lines. Within Kantian philosophy strong emphasis is placed on individual stakeholder groups and their right to be treated as an end in itself (Evan & Freeman, 1988). Stakeholder groups will therefore be treated as an end in itself and not a means to an end for other stakeholders groups. The proposition of the normative or the normative principle is based on a relationship characterised by normative ethical behaviour (*deontological* moral systems principles) between the business and its stakeholders (Evan & Freeman, 1988). This relationship falls within the remit of a framework that advances, supports and sustains impartial, fair, morally correct and ethical behaviour where the interest is not exclusively based on economic transactions (utilitarian principles), and thereby extenuating not only the actions of management, but also the results obtained (Mainardes *et al.*, 2011:234).

2.7.1.4 The stakeholder theory is managerial – how business should be managed

Management's actions and decision making is obligatory as this would influence strategic intent and general direction consistent with the (priority and legitimate) needs of legitimate stakeholders. The business environment becomes a multilateral agreement between the stakeholders and the business (Donaldson & Preston, 1995:67). From a CSR perspective, the individual manager and/or CSR practitioner cannot consider stakeholder theory as a managerial concept alone and will consequently not be able to meet the challenges of the business and its stakeholders – specifically strategic CSR objectives. Nijhof, Bruijn, Fisscher, Jonker, Karssing and Schoemaker (2005) noted that the ability and readiness to establish and build collaborative relationships with stakeholders and answer to their legitimate needs and expectations is fundamental to CSR success. It is, however, evident that business leaders and CSR practitioners require the skills, knowledge and behaviours (competencies) to implement collaborative working relations with all stakeholders as a collective toward multilateral agreements.

Donaldson and Preston (1995:68) offered a diagram of how stakeholder theory could be represented as a workable model (see Figure 2.10). This model demonstrates that all legitimate stakeholders, albeit internal or external, participate in business to drive legitimate interests. The purpose of legitimate interest and active and/or passive participation is nested in the "stake" to obtain benefits through participation. There is, however, no precedence of one set of interests and benefits over another. The arrows between the stakeholders (constituents) and the business run in both directions. It is also important to note that all stakeholder relationships with the business are illustrated in the same dimensions and profile, and are equidistant from the business.
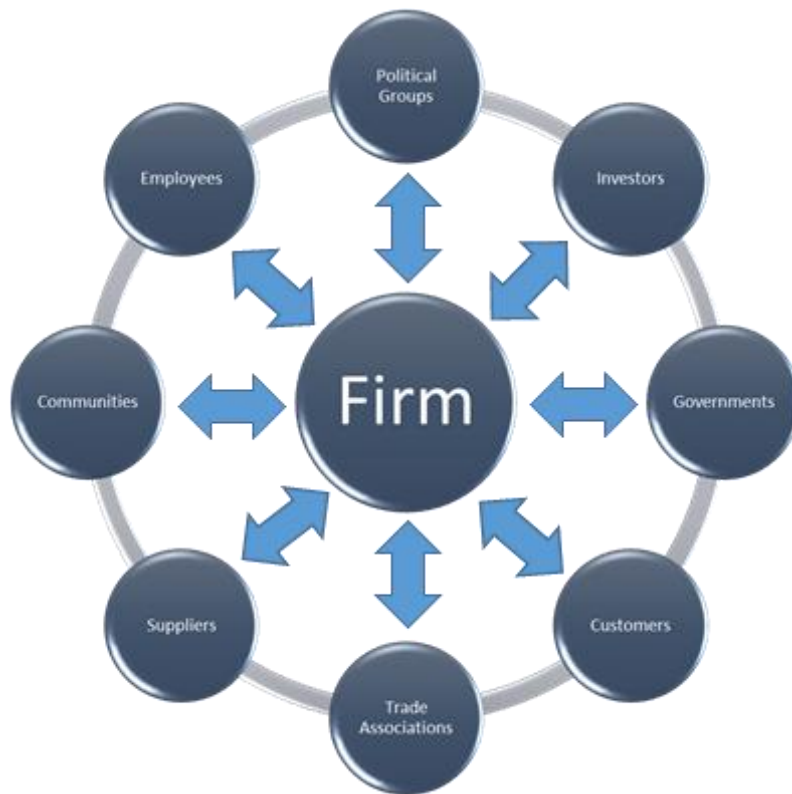
Figure 2.10: A stakeholder model as derived from stakeholder theory

Source: Donaldson and Preston (1995:69)

Stakeholder definition and profile

Clarkson (1995:106-107) defined stakeholders as "persons or groups that have, or claim, ownership, rights, or interests in a corporation and its activities, past, present, or future". By definition, stakeholders could consequently be grouped together based on their interest in the business because of moral and/or legal action and transaction(s) between business and its stakeholder(s). Collective interest, rights or claims to rights or interest would form the basis for stakeholder groupings such as customers, employees and shareholders. The primary stakeholder group continuously participate in a complex set of business and stakeholder systems (systems theory), and their involvement with the business is therefore seen as transactional and critical to the survival of business. Without those relationships the business may fail and struggle to survive. Carroll (1993:62) agreed with Clarkson and added that primary stakeholders either have a sanctioned, prescribed or contractual relationship with a business. Failing the latter, criteria or descriptions for relationships would deem the stakeholder secondary to primary stakeholders.

Primary stakeholders may include shareholders, employees, investors and customers (Figar & Figar, 2011). Business managers who disregard public stakeholders consisting of government and communities do so at their own peril due to various levels of interdependencies between the business and its primary stakeholder group (Clarkson, 1995). The secondary stakeholder group is defined as stakeholders who are not essential to the survival of the business, but may cause the business

serious harm if not at least recognised as stakeholders (albeit "illegitimate" stakeholders) with a stake in the business. They are, however, influenced or affected by the business or they influence and affect the business (Clarkson, 1995:107). The categorisation of stakeholders has developed beyond the original classification as offered by Freeman, Clarkson and Carroll.

Johnson and Scholes (2002:206) discussed the commonly used internal and external stakeholder groups while Jones, Wicks and Freeman (2002:31) and Brink (2011:231) referred to definitional and instrumental stakeholders. Definitional stakeholders are responsible contract partners in terms of the process of benefit. Instrumental stakeholders are not contractual partners, but can influence contractual partners positively or negatively. Mitchell, Agle and Wood (1997) focused on the omnipresent attributes of respective stakeholders and formulated three categories based on their respective attributes: (i) legitimacy, (ii) power and (iii) urgency. According to them, legitimacy is socially accepted and expected structures or behaviours that are a desirable for social good, while power is the ability of an individual who is in power or who is perceived to be in power and/or powerful to bring about outcomes they desire. For them, urgency calls for immediate action, but exists only when the call for action is time sensitive and is critical to all the stakeholders in the relationship (Mitchell *et al.*, 1997:866-868).

2.7.2   From corporate social responsibility to company stakeholder responsibility

The premise of this section is not to trade corporate social responsibility theory for company stakeholder theory. An inquiry into the similarity of CSR and stakeholder theory is almost obligatory in order to understand both conceptual theories and to place CSR in the context of progressive thinking towards the change required to make it more relevant within the South African context. Business and (corporate) social responsibility are not mutually exclusive and most certainly do not require two separate thought processes and activities from an integrated strategic business management perspective. The challenge is to assimilate the two concepts by creating shared value through a deliberate connection between business ethics and society. Failing to promote different means of doing business that assimilates considerations of business, ethics and society, according to Freeman, reinforces the "separation thesis" CSR is known for – the idea that we can separate "business" from "ethics or society" (Freeman, Velamuri & Moriarty, 2006:4). Although CSR has never laid claim to be a corporate or "corporation" exclusive theory it is seen as exclusive to corporations and as a result is labelled as flawed and superfluous (Freeman *et al.*, 2006). CSR has to move beyond what is seen by large corporations as doing "good" for the sake of doing (utilitarian) and doing "good" because there is an assumption that the underlying structure of the business is not good or morally neutral. Visser (2014) agreed with Freeman and suggested that most companies in developing countries like South Africa are stuck in charitable and promotional CSR, with leading multinationals being the exception.

The challenge for both business and the CSR practitioner is to integrate business and ethics as a moral obligation within business management without adding the ethical safeguard at the end of the

business process as an afterthought (Freeman, Harrison, Wicks, Parmar & De Colle, 2010:241). The King Report (*King Report on Corporate Governance in South Africa*, 2009:46-48) proposed, under governing stakeholder relationships (see Table 2.6), six basic principles and recommended practices as illustrated (Table 2.6). Visser and Hollender (2011) proposed the adaptation of the "CSR 2.0" and the "New DNA of Business" practice while Freeman *et al.* (2006) encouraged the adaptation of a company stakeholder responsibility theory as a new approach to CSR. Both Freeman and Visser promulgated strategic movement away from flawed CSR theory and business practice, and recognised the importance of stakeholders as suggested by the King Report (*King Report on Corporate Governance in South Africa*, 2009).

Table 2.6: King Report: Governing stakeholder relationships

Governing stakeholder relationships		
Governance statement	**Principle(s)**	**Recommended practice**
	8.1. The board should appreciate that stakeholders' perceptions affect a company's reputation	8.1.1. The gap between stakeholder perceptions and the performance of the company should be managed and measured to enhance or protect the company's reputation. 8.1.2. The company's reputation and its linkage with stakeholder relationships should be a regular board agenda item. 8.1.3. The board should identify important stakeholder groupings.
	8.2. The board should delegate to management to proactively deal with stakeholder relationships	8.2.1. Management should develop a strategy and formulate policies for the management of relationships with each stakeholder grouping. 8.2.2. The board should consider whether it is appropriate to publish its stakeholder policies. 8.2.3. The board should oversee the establishment of mechanisms and processes that support stakeholders in constructive management with the company. 8.2.4. The board should encourage shareholders to attend AGMs. 8.2.5. The board should consider both formal and informal processes for interaction with the company's stakeholders. 8.2.6. The board should disclose in its integrated report the nature of the company's dealings with stakeholders and the outcomes of these dealings.
	8.3. The board should strive to achieve the appropriate balance between its various stakeholder groupings, in the best interests of the company	8.3.1. The board should take account of the legitimate interests and expectations of its stakeholders in its decision-making in the best interests of the company.
	8.4. Companies should ensure the equitable treatment of shareholders	8.4.1. There must be equitable treatment of all holders of the same class of shares issued. 8.4.2. The board should ensure that minority shareholders are protected.
	8.5. Transparent and effective communication with stakeholders is essential for building and maintaining their trust and confidence	8.5.1. Complete, timely, relevant, accurate, honest and accessible information should be provided by the company to its stakeholders while taking legal and strategic considerations into account. 8.5.2. Communication with stakeholders should be in clear and understandable language. 8.5.3. The board should adopt communication guidelines that support a responsible communication programme. 8.5.4. The board should consider disclosing in the integrated report the number and reasons for refusals of requests for information that were lodged with the company in terms of the Promotion of Access to Information Act (2000).
Dispute resolution	8.6. The board should ensure that disputes are resolved as effectively, efficiently and expeditiously as possible	8.6.1. The board should adopt formal dispute resolution processes for internal and external disputes. 8.6.2. The board should select the appropriate individuals to represent the company in alternative dispute resolution.

2.8   THE EDUCATIONAL LANDSCAPE OF CSR AND CSI TRAINING IN SOUTH AFRICA

Public and private training providers play a key role in the professional development of CSR practitioners in South Africa (Ahmad & Crowther, 2013). Launched in 2007, the UN's Principles for Responsible Management Education (PRME) argues that institutions of higher education have an obligation to deliver and facilitate responsible management education, leadership and thought leadership globally (PRME, 2015). Public and private institutions are invited to join PRME and agree to six principles to advance CSR, CSI and sustainable learning and development at tertiary level. The six PRME principles are:

- **Principle 1**: This principle relates to the development of an inclusive and sustainable global economy through the development of students who are viewed as future generators of sustainable value for business and society.

- **Principle 2**: This principle focuses on the integration of global social responsibility values as portrayed by international initiatives into academic activities and curricula.

- **Principle 3**: This principle, which is most the important principle, aims to promote effective learning experiences through the design, development and implementation of educational frameworks, materials, processes and environments.

- **Principle 4**: The fourth principle encourages signatories to engage with and promote conceptual and empirical research that advances global understanding about the role, dynamics and impact of corporations in the creation of sustainable social, environmental and economic value.

- **Principle 5**: This principle aims to advance interaction between business thought leaders and academic institutions with the aim to extend knowledge and, more importantly, to understand the challenges business faces in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

- **Principle 6**: This principle focuses on the facilitation and support of dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interceded groups and stakeholders on critical issues related to global social responsibility and sustainability.

Of the nine PRME signatories from South Africa, only three universities do not have updated commitments and reports to the PRME Principles. Six public providers and one private provider (business school) were selected for a content analysis of their PRME reports to understand the current CSR curriculum trends at public higher education institutions in South Africa. North-West University's Bench Marks Centre for CSR was selected as an additional public provider because the Bench Marks Centre is the only centre of excellence in South Africa to offer short courses as well as Master's and PhD degrees specifically related to CSR education. The rest of the selected providers are regarded as leaders in the field of executive education in South Africa as rated and listed by Eduniversal, a global ranking and rating agency specialising in higher education. The first section of

this analysis provides an overview of CSR curriculum trends, followed by the subject areas covered and didactic innovation.

2.8.1   CSR curriculum trends at public higher education institutions

A critical analysis of the available reports from signatories submitted to PRME demonstrate a commitment to CSR as well as a commitment to what Visser and Hollender (2011) referred to as CSR 2.0 or Corporate Sustainability and Responsibility (CSR 2.0). CSR 2.0 is characterised by five key principles: creativity, scalability, responsiveness, glocality [sic] and circularity. It is difficult to find stand-alone CSR training programmes because higher education providers that offer CSR-related development opportunities mostly refer to their programmes in terms of ethics, governance and sustainable or responsible management, and not in terms of CSR or CSI. However, the following programmes provide an overview of what is currently available in South Africa:

2.8.1.1 University of KwaZulu-Natal: School of Management, IT and Governance

The University of KwaZulu-Natal's School of Management, IT and Governance argues that in the current academic environment, corporate responsibility and sustainability have entered, but not yet become embedded in, the mainstream of business-related education (UKZN School of Management, 2015). The School of Management, IT and Governance's BCom, BCom 4 (General), Bachelor of Business Science (BSc) and Bachelor of Administration (BA) undergraduate degrees aim to broaden the students' commercial knowledge within a business framework so as to develop a thorough understanding of management theory as well as the skills necessary to apply the theory. These programmes will prepare students for entry into, or the development of, existing careers in management and leadership in the private and public sectors. These programmes specifically focus on responsible and sustainable management practices with a view to positively impact on the economy, the environment and communities. On successful completion of the programmes, students will be able to:

- Discuss the importance and value of responsible and sustainable management practices
- Explain sustainability from the Triple Bottom Line perspective
- Describe management responsibility in managing stakeholder value
- Critically discuss the role of ethics in business to manage moral excellence
- Explain how strategy can be used to ensure responsible competitiveness
- Discuss how entrepreneurs can create and manage value-added ventures
- Describe how a responsible infrastructure can be created to enhance a responsible and sustainable organisational culture
- Explain how managers can manage operations to create and enhance responsible enterprise excellence
- Describe how the supply chain can be managed to create responsible supply and demand
- Explain the role of Human resources in responsible management symbiosis

- Describe the role of marketing and communication to create stakeholder goodwill
- Explain how management can create and enhance globally responsible business
- Discuss the role of finance and the creation of responsible return on investment
- Discuss the role of responsible information technology and knowledge management.

2.8.1.2 Rhodes Business School

Rhodes Business School (RBS) offers a combination of programmes geared towards sustainability and provides a ladder of progression from a postgraduate diploma to an MBA and PhD. Rhodes Business School's (2015) aim is to educate integrated and holistic thinkers who are able to:

- Critically understand equitable, ethical, economic and ecological imperatives for a world that is consuming resources faster than it can replenish them
- Responsibly lead and manage organisations that understand and act upon the needs, interests and expectations of stakeholders
- Make the business and moral case for sustainability
- Enhance the pursuit of responsible management practices and functions.

Rhodes Business School's MBA, the institution's flagship programme, has nine specific outcomes, which cover nine areas of learning, namely:

- **Academic Skills:** This module incorporates an element of community engagement and service learning.
- **Responsible Leadership:** This module focuses on engaging in critical debate on the importance and relevance the following topics: Leadership theory and principles; Leadership styles; Systems theory and how it applies to Responsible Leadership; Stewardship and agency theory; Servant leadership; African leadership; and Sustainable Leadership. This module is therefore aimed at effective and responsible leadership in the workplace.
- **Sustainability Law:** This module focuses on understanding key local and international legal frameworks, dealing with responsible management, environmental management, infrastructure development, climate change and responsible investment considerations from a legal perspective.
- **Operations Management:** The approach is to develop students' knowledge and skills to understand, design and manage operations that are sustainable in a service and manufacturing organisation (sustainable operations management of the entire supply chain to create and enhance satisfaction of various stakeholders and to sustain a competitive advantage that hinges on key aspects of operation excellence underpinned by sustainability).
- **Ethical Organisation:** This close-out module aims to develop an understanding of classical ethical theories, stakeholder value and its relevance to organisations, business ethics and corporate social responsibility, the principles and processes of integrated reporting, developing

an appropriate corporate reputation, the global initiatives that are unfolding in the realm of corporate governance and how to cope with ethical dilemmas.

- **People Management:** This modules aims to develop a valid conceptual understanding of the sustainable and strategic management of people, including effective human resource management philosophies, strategies, policies and practices.

- **Sustainable Marketing:** This module aims to develop students' understanding of the importance of adhering to principles of sustainability in the development and implementation of marketing strategies so that a balance can be achieved, and relevant compromises made, in meeting the short-term and long-term needs of customers, the environment (planet), society (people) and shareholders (profits).

- **Stewardship and Governance:** This module integrates key sustainability considerations such as integrated reporting, responsible investment, corporate governance and sustainable financial planning into its curriculum and assessments. The fiscal challenges facing South Africa following the financial crisis are also covered.

- **Transformation**: This module covers Broad Based Black Economic Empowerment and its implementation within South African businesses.

2.8.1.3 *University of Cape Town: Graduate School of Business*

According to Walter Baets (2013), the director of the Graduate School of Business (GSB) at the University of Cape Town (UCT), the strategic business objective of business in general is to make profit. Baets postulated that addressing society's needs is secondary to making profit and that inclusion stems from a legislative framework driving enforcement by government for business to participate in CSR. It is only when the drive for profit and the need to participate in CSR initiatives are linked, that the practice of social entrepreneurship is operationalised to fulfil the requirements of both business and society without being coerced into altruism through government policy. It is for this reason that the "UCT Graduate School of Business' (GSB) goal is to be a leading emerging market business school that is relevant both internationally and to its local social context and excellent in research, teaching and outreach" (Baets, 2013).

GSB's MBA programme offers an introduction to its flagship Social Innovation Lab (SIL), which is followed by a two-week block containing a ten-credit course on systems thinking, complexity theory and action learning. The aim of this course is to provide students with an adequate understanding of the paradigm of social innovation, as well as to give them the necessary tools to work with during the SIL. During term 3 and 4, five courses are scheduled, covering the 20 remaining credits of the electives, and the 20 credits of the Company Analysis Module. They are described as follows (the project is a learning-while-doing project):

- Social innovation and innovation methodologies (including creativity, out-of-the-box thinking, emerging enterprise consulting, sustainability)

- Social enterprise and entrepreneurship (including social investment finance, social entrepreneurship, social franchising, the business plan)

- Design methodology (including industrial design, design thinking, design strategies)

- Project management (including scaling)

- Introduction to some major sectors for social innovation (mandatory, not crediting)

- Health

- ICT

- Schooling

- (Clean) energy

- Design for the bottom of the pyramid

GSB's MBA also offers an introduction to the rapidly emerging field of social innovation. While there are many emerging perspectives on social innovation, social innovation in general can be understood as an intentional, positive and creative shift in systemic social-ecological patterns (Baets, 2013). The following topics are covered on this course:

- Theories and practices of social innovation

- Frameworks and tools for social entrepreneuring

- Perspectives on social innovation

- Organisational forms and purposes, and hybridisation

- Social innovation in emerging countries.

2.8.1.4 *University of Pretoria: Gordon Institute of Business Science*

The University of Pretoria's Gordon Institute of Business Science (GIBS) aims to develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy (GIBS, 2014). One of GIBS's flagship programmes, the Transnet Programme in Sustainable Development (TPSD), is an academic programme funded by Transnet to incorporate sustainability initiatives in GIBS activities through teaching and research (externally) and through its campus processes (internally). The programme covers the following:

- A core MBA module entitled Macro-environment of Business

- An MBA elective entitled Sustainability and the Environment

- MBA and doctoral research

- Executive education courses

- Forums, seminars, workshops and conferences

- iGIBS business knowledge portal (on the GIBS website) for sustainability issues.

In addition to the school's academic initiatives, the TPSD also promotes sustainability projects within GIBS, including an annual sustainability report, greening the campus through energy and water

conservation, waste reduction through recycling, as well as community engagement initiatives such as teacher development programmes, school feeding schemes, student CSR projects and staff outreach projects.

2.8.1.5 Nelson Mandela Metropolitan University: NMMU Business School

In its application to join PRME, Nelson Mandela Metropolitan University (NMMU) mentioned that it has stand-alone modules called Sustainability and Corporate Responsibility on its Master's in Business Administration (MBA) and Postgraduate Diploma in Business Administration (PDBA), and also that these concepts are embedded in most of the modules in these programmes (NMMU, 2015). On the MBA programme, the Sustainable Development, Integrated African Leadership and Leadership Project II modules focus specifically on relevant PRME issues. The Sustainable Development module explores the interface between sustainable development and business. Dissecting business activities within core disciplines – including Accounting, Economics, Ethics and Corporate Governance, Finance, Marketing and Operations – the module exposes students to opportunities and challenges subsumed with the ultimate aim to make business activity more sustainable. Integrated African Leadership compares leadership styles from Western and African worldviews, illustrating why leaders on the African continent often fail when their leadership style is not attuned to the needs of Africa (NMMU, 2015:3). The School offers several short learning programmes (SLPs) and specialist programmes aimed at the personal development of learners. Many of the programmes target the needs of students from historically disadvantaged backgrounds whose formal primary and secondary education may have included substantive quality deficits. Social and environmental sustainability skills embedded in many modules provide important skills that promote social responsibility, ethical decision-making, ethical leadership and managing possible sustainability tensions and conflicts (NMMU, 2015).

2.8.1.6 Milpark Business School

Milpark Business School (MBS) is the highest ranked private provider of MBA degrees according to the 2014 PMR.africa survey on accredited business schools offering MBA degrees in South Africa (third in PMR.africa's overall rankings of private and public institutions combined) (Oosthuizen, 2015:5). Over and above the MBA's integrated approach to social responsibility, MBS has modules in various programmes aimed at exposing students to the principles contained in the United Nations Global Compact (UNGC), which include:

i) **The incorporation of practical projects through the MBA module listed as Social Responsibility and Environmental Management**: The purpose of this module is to empower students (business executives, managers and leaders) to understand the impact of business enterprises and their responsibilities. The module examines the social, ethical and environmental issues faced by both business and other kinds of organisations, providing business executives, managers and leaders with a theoretically underpinned analytical

perspective of corporate social responsibility and enabling them to critically assess CSR issues, initiatives, drivers and responses.

ii) **The introduction of the Global Corporate Citizenship module in the curriculum of the Higher Certificate in Management and the Advanced Certificate in Management:** In both programmes the aim is to expose students to the four basic principles contained in the United Nations Global Compact (UNGC), which are fundamental to the conduct of business nationally and internationally.

Oosthuizen (2015:8), the Dean of MBS, noted that MBS also initiated the Corporate Citizenship as an executive education programme, which includes interventions on Global Corporate Citizenship, Business Ethics, Corporate Governance, Social Responsibility and Environmental Stewardship.

2.8.1.7 *University of Stellenbosch Business School*

The University of Stellenbosch Business School (USB) is a leading provider of internationally accredited postgraduate management degrees and executive education in South Africa (USB, 2015). USB offers more than ten academic programmes at postgraduate level while USB's executive education division, USB Executive Development (Pty) Ltd (USB-ED), offers a wide range of open enrolment and customised programmes.

USB's MBA includes a Business in Society module on the role of business in society. This module focuses on the capability of students to exercise responsible leadership through sound decision making in matters related to the environmental, social and economic impact of an organisation's activities. It also includes the conceptual, strategic, operational and regulatory aspects that leaders and managers have to consider and incorporate in the process of optimising an organisation's contribution to sustainable development in a local and global context.

USB's Postgraduate Diploma in Leadership Development offers one module focusing on the role of business in society (10 credits). The aim of the module is to explore the role of business in society and the challenges that contribute to active citizenship and social development. It looks at the environmental challenges facing society and at the role of organisations in addressing environmental issues. It also identifies ways in which organisations can entrench eco-friendly practices. On completion of this module, participants will be able to:

- Assess the extent to which the organisation is playing an active role in terms of organisational citizenship
- Identify opportunities for the organisation to contribute actively and constructively to public life and social development
- Do a preliminary assessment of the implications of environmental challenges to organisations
- Determine the status of the organisation's awareness and focus on environmental affairs as a strategic priority

- Develop a draft proposal for the development of an organisational strategy on how to deal with environmental challenges.

USB-ED's Centre for Business in Society (CBiS) is a centre of excellence within USB-ED with the mandate to make the sustainable development agenda of the 21st century relevant for leadership, organisational and societal learning. CBiS offers programmes for specific target groups, which include:

- The Africa Directors Programme (in association with the INSEAD Corporate Governance Initiative)
- The Ethics Officer Certification Programme (in partnership with Ethics SA)
- The Ethics, Governance and BEE Programme
- Business and Sustainability
- Stakeholder Value Creation
- The School Leadership Programme (in partnership with SEED Educational Trust)
- NPO Leadership and Strategy Programme (in partnership with the Africa-America Institute)
- The Social Innovation Exchange Programme.

The activities of USB-ED's Centre for Business in Society entail community engagement, research, teaching and consultancy. The research entity provides an alternative to similar centres and institutes at universities that rely on the business case for corporate social responsibility.

2.8.1.8 North-West University: Bench Marks Centre for CSR

The Bench Marks Centre (BMS) for Corporate Social Responsibility (CSR) at the Potchefstroom Campus of North-West University (NWU) (BMS, 2015) was formed as a collaborative relationship between NWU and the Bench Marks Foundation (BMF), an independent international NGO that sets and monitors CSR standards throughout the SADC. The BMF is a partner of the Centre. The main academic focus of the Bench Marks Centre for CSR is the socio-economic dimensions of development and CSR, which includes environmental, legal and political issues, and governance. Postgraduate research is a major component of the research output of the Centre. The Centre offers an accredited Master's and Doctoral Programme in CSR; both qualifications are in Development Studies with a CSR curriculum:

- Master's in Development and Management with a CSR curriculum
- PhD in Development and Management with a CSR curriculum.

NWU's Bench Marks Centre offers three accredited short courses:

- Corporate Social Responsibility: Community Engagement (NQF level 5; 10 credits)
- CSR: Meaning and Origins (NQF level 9; 16 credits)
- CSR: Implementing and Impact (NQF level 9; 16 credits).

The key learning outcomes for the CSR Community Engagement programme are:

- Articulate the range and development/evolution of community development approaches
- Have a fundamental knowledge about Corporate Social Responsibility (CSR)
- Conduct a needs and trends analysis of the social responsibility related programmes of an organisation
- Develop measurement tools that track and report on an organisations' Corporate Social Responsibility
- Produce a strategy to influence corporate social responsibility projects.

The BMC (2015) for CSR argues that the benefits of the CSR educational programmes for CSR practitioners and the community are clear in that CSR is a burning developmental issue in South Africa and must form part of the strategic plan of each company. According to the BMC, a range legislative and policy frameworks are in place to regulate the various industries from a national level (BMC, 2015). The underlying motive for CSR is to regulate the corporate world to act as a good corporate citizen along the lines of the three basic dimensions of development, namely the economic, environmental and social spheres. In this context, good CSR practices aligned with international best practices will enhance sustainability in South Africa as well as in the rest of the African continent. The BMS's short courses aim to create awareness in terms of CSR issues, human rights concerns and the practical implications of CSR in communities, which includes mining companies. Given the strong presence of mining operations (especially gold and platinum) in North West Province, this academic niche at NWU aims to make a valuable contribution to the region, the country and the SADC (BMC, 2015).

2.8.2   Overarching themes of CSR programmes

From the analysis of the CSR programmes above, it is evident that tertiary education providers, especially business schools and centres of excellence, offer a wide range of formal educational programmes with a strong focus on the development of competencies within the broad principled and values-based CSR framework. Such competencies include an understanding of complexity theory, systems thinking, stakeholder theory and the historical implications of actions and events in different communities. The educational programmes have six broad themes:

- **Legislative framework – management**: BBBEE; Transformation codes (Broad Based Black Economic Empowerment).
- **Business governance and organisational ethics**: Business ethics; Ethical decision-making; Ethical leadership; Business ethics and moral excellence; Ethical organisation; Corporate governance; Stewardship and governance; Responsible leadership; Responsible enterprise excellence; Global responsible business; Responsible management.
- **Sustainability management**: Business and sustainability; Environmental stewardship; Sustainability and the environment; Sustainable organisational culture management; Sustainability law; Sustainable marketing; Responsible and sustainable management

practices; Sustainability and the Triple Bottom Line; Operations management; Responsible return on investment; Responsible infrastructure; Responsible information technology and knowledge management.

- **Stakeholder management and value creation**: Stakeholder management; Stakeholder value and value creation; Community engagement; Stakeholder goodwill; Responsible supply and demand management; Responsible competitiveness

- **Social innovation and leadership**: Social franchising; Global corporate citizenship; Social entrepreneurship; Social innovation.

- **Human resources and people management**: Responsible human resources; People and social entrepreneurship.

2.8.3   Didactic innovation

Various business schools and academic institutions in South Africa offer stand-alone or integrated modules on sustainability and corporate social responsibility. Programmes and teaching methodologies are built around the development of case studies and teaching methods, such as experiential and action learning with associated teaching materials, simulations and role-plays. Baets (2013:7) argued that an integrated approach is essential for the development of CSR learning and development opportunities. A cohesive approach therefore leads to content innovation, didactic innovation and universal learning experiences that influence students. The aim of an innovative and integrated didactic approach is to change the mind-sets of students to look beyond attaining a qualification to contributing to business and the communities in which they operate. An integrated didactic approach would imply "that learning experiments should have a focus on: systems thinking, action learning, community involvement, real life deliverables, involvement of real life parties", and should therefore take place "in the field" (Baets, 2013:10).

USB (2014:10), NMMU (2015), UKZN School of Management (2015), UCT's GSB (Baets, 2013) and GIBS (2014) are examples of South African business schools that created educational frameworks in line with PRME's Principle 3, that is, the development of educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership. In line with leading business schools around the world, South African private and public tertiary providers have adopted a didactic approach that enables social engagement between business, society and the staff and students of academic institutions, allowing these stakeholders to be "socially engaged" in their respective communities (USB, 2014). Social engagement within educational frameworks are thus fundamental to creating practical learning and experience to develop competencies associated with CSR and responsible leadership.

Tertiary education may be inaccessible to most entry-level and mid-career CSR practitioners as a result of stringent admission requirements and the high costs of attending good business schools and centres of excellence. Hence, short courses presented by less expensive and/or non-accredited

training providers could become a viable option for CSR practitioners who seek to develop their CSR-related competencies.

2.8.4   Curriculum trends at private CSR education institutions

In general, private educational institutions stand in stark contrast to bigger public providers of education as the private institutions are usually less organised. Also, none of the private educational institutions that have been investigated in this section and that offer CSR training and development initiatives are registered with their respective industry SETAs as accredited training and development providers. Failure to register as accredited training providers may indicate that these providers will not provide optimal value to CSR practitioners who seek to obtain a qualification in CSR. These independent and non-accredited private providers are usually not registered and accredited by the Higher Educational Quality Committee (HECQ), Occupational Qualifications Sub-framework (OQSF) or Umalusi (the Council for Quality Assurance in General and Further Education and Training). In general, unaccredited learning and development programmes do not provide the status or recognition to practitioners and may not comply with the objectives or standards of the National Qualifications Framework (NQF).

Without regulation and accreditation there is very little evidence that the CSR and CSI programmes of private educational institutions are comparable with national and international CSR programmes.

Yet, private training providers offer an important service to both CSR practitioners and business, but their non-accredited and non-credited bearing short courses cannot be used towards a full qualification unless the CSR practitioner completes a recognition of prior learning (RPL) programme through an accredited RPL provider (SAQA, 2004). In addition, non-accredited courses may lack quality assurance in terms of content, design, development, delivery and assessment practices. Often, these short courses are offered on an *ad hoc* basis, which makes personal development planning, planning of learning pathways towards a full qualification and obtaining funding for such training difficult.

The next section will give an overview of the standards of CSR and CSI related training provided by a selection of private training providers in South Africa, namely the Institute for Corporate Social Development (ICSD), Next Generation, Inyathelo and CSRlibrary.

2.8.4.1   *The Institute for Corporate Social Development*

The Institute for Corporate Social Development (ICSD) says it is "driven by the need for on-going innovation – seeking out new solutions, developing new ways of approaching things and opening up new opportunities" while remaining dedicated to its "core focus" of future development and growth (ICSD, 2015). The ICSD offers two non-accredited CSR training workshops, which it claims have been developed in conjunction with accredited trainers using the International Organization for Standardization's (ISO) guide on Corporate Social Responsibility (ISO26000). ICSD's workshops cover, among others, "innovative strategies for economic and social development that include poor

and disadvantaged groups in the value chain of companies" (ICSD, 2015). The courses also aim to equip NGOs with knowledge and understanding of corporate funding or sponsorships directly linked to the core strategy of the business, leading to mutual benefits for all parties involved. The ICSD (2015) workshops therefore focus on:

- Identifying skills, opportunities and methodologies on how to empower communities and on how to engage with them in sustainable CSR programmes
- Unpacking the ISO26000 CSR guide's implementation process
- Implementing the ISO26000 CSR guide in terms of orgnisational governance and management
- Raising the awareness of NGOs attending the ISO26000 CSR NGO training/workshops
- Encouraging and implementing complete transparency and accountability
- Developing and improving capacity, talent and excellence within the social and NGO sector
- Exercising fiscal responsibility.

The ICSD offers the following accredited CSR short courses in collaboration with North-West University's CSR Benchmarks Centre:

- CSR in Fund Raising for NGOs
- CSR in Communities: Empowerment and Capacity Building
- CSR in Human Resources: The Role of the Employee
- CSR and the Brand, Social Media, Marketing and Communications

2.8.4.2 Next Generation

Next Generation (2015) is a private consultancy that aims to assist corporates, small and medium enterprises, government departments, family-owned businesses, franchises, public benefit organisations and entrepreneurs all over South Africa to realign their businesses for sustained growth. Next Generation's training and development unit offers non-accredited one-day or two-day training interventions in Sustainability Reporting, Integrated Reporting, Human Rights Management, Sustainable Supply Chain Management, Corporate, Social and Community Investment and Development:

- **Towards Integrated Reporting**: Focuses on understanding sustainability, the changing governance environment, reporting trends, best practice and extensive case studies from local and global reports; the GRI Guidelines (G4); the IIRC Guidelines; and reporting.
- **Stakeholder Engagement and Management**: Focuses on stakeholder guidelines, frameworks and standards; identifying stakeholders; prioritising stakeholders; engaging stakeholders; and developing stakeholder management plans.
- **Materiality and Stakeholder Engagement**: Focuses on assisting organisations to identify, prioritise and validate material issues and integrate these with stakeholder expectations and priorities.

- **Towards Best Practice in CSI/CE/SED Management**: Focuses on developing best practice in terms of Corporate Social Investment, Community Relations, Community Investment and Development (CID) and Socio Economic Development (SED) Strategies. Also focuses on strategic, operational and programmatic aspects.

- **Monitoring, Evaluation and Impact Assessment**: Focuses on practitioners who want to increase the impact and return on investment of their CSR-related programmes and projects.

- **Human Rights Management**: Focuses on helping companies to develop, implement, assess and report on their human rights.

- **Sustainable Supply Chains**: Focuses on assisting companies with sustainability across their value and supply chains.

Other private training providers also offer support in the form of non-accredited workshops to private and public organisations within the field of CSR and CSI. The Trialogue Group (2014) is a non-accredited consulting agency offering non-accredited short courses for CSI practitioners and others responsible for CSI or community development. Trialogue's courses aim to increase CSI practitioners' capacity to make sound decisions based on their understanding of the following:

- What role are companies expected to play within the socio-economic development landscape?

- How do the DTI codes and other forms of legislation affect the way we run our CSI programmes?

- Do we understand our CSI focus and how can it be aligned to our business?

- What should we be doing to ensure our projects are achieving their stated objectives?

- How should we engage communities and other stakeholders to ensure sustainable projects?

- What should we be doing to leverage, grow and replicate successful projects?

- Who should we be communicating with, about what, and through which mediums?

2.8.4.3 *Inyathelo*

Inyathelo, the South African Institute for Advancement (2015), hosts an annual Advancement Academy to develop the capacity of non-profit organisations and higher education institutions to attract and mobilise resources. This intervention is aimed at those involved in fundraising, marketing, donor and project management, community building or the implementation of strategies to secure financial support. Inyathelo has formed a partnership with Rhodes Business School to develop a Postgraduate Diploma in Advancement. When completed, it will be Africa's first-ever university-level course in advancement. As part of the development of this diploma, Rhodes and Inyathelo have offered a short university-accredited certificate course in Advancement over the past few years. The course is aimed at professionals working in the field of Advancement, including academics, CEOs, trustees, managers and other staff involved in fundraising, marketing, donor and project management, alumni relations, community-building, and the development and implementation of strategies to secure financial support and mobilise resources. Inyathelo further offers interventions

on all ten key elements of Advancement: Leadership and governance; strategy and planning; financial management; fundraising; human capacity, building relationships, monitoring and evaluation; voice and visibility.

2.8.4.4 *CSRlibrary*

CSRlibrary – "an initiative of CSI solutions" (2015) – offers interactive e-learning solutions that take learners through the CSI process. It consists of six modules:

- Overview of CSI
- Identifying a Project
- Planning Projects
- Managing and Monitoring & Evaluating a Project
- Existing Projects
- Employee Volunteering.

2.9   CONCLUSION

To develop a curriculum framework for CSR practitioners in the South African context, which was the main purpose of this study, it was imperative to explore the background, conceptual understanding and theoretical underpinnings of CSR and CSI from a global as well as local perspective. In this chapter, CSR was therefore defined and contextualised through a discussion of CSR theoretical perspectives by offering an overview of the conceptual and contextual development of CSR.

Arguments to define CSR were presented, and it was concluded that CSR should be defined by the CSR practitioners in the context of CSR practice within a given business space and time. CSR definitions are ever-evolving and complex, and should to be in sync with socio-economic development. A one-definition-fits-all approach should not be promoted. The starting point for success as a CSR practitioner addressing the responsibility of business in society is defining CSR within the complex system in which the practitioner operates and an ability to collaborate with diverse stakeholders. Defining CSR could be aligned with CSR practice as explained by the Institute of Directors in Southern Africa, and may include: (i) activities focused on society and the environment, (ii) good corporate governance, (iii) sustainable development, (iv) stakeholder management, and (vi) the integration of CSR practice with the aim to reconsider CSR practice from a systems thinking and shared value methodology.

Some of the developmental characteristics of the CSR concept were explored within a global and South African context, followed by a critical analysis of the dimensions and scope of CSR from an international and South African perspective. In this regard, an in-depth discussion and analysis of the most relevant theoretical CSR concepts and models offered insight into the various components that may influence the development of a curriculum framework for CSR practitioners. It is evident that the definition and scope of CSR has a multitude of dimensions within complex business and

social systems. Five such prudent dimensions were highlighted and narrowed down to three dimensions within the South African context. The stakeholder dimension, social dimension, economic dimension, voluntariness dimension, and environmental dimension all play critical roles in determining the strategic direction of CSR practices. Of the five dimensions, people, planet and profit seemed the key dimensions in the South African context.

The fourth section provided an overview of some of the historical events that shaped the concept of CSR in the South African context. The fifth section discussed how the post-apartheid legislative framework is influencing the understanding and operationalisation of CSR. This was done by analysing the various legislative requirements that play a role in the sense making of CSR practitioners in South Africa. The contextualisation of CSR will be influenced by the legislative rhetoric and the legitimate demands, interests and expectations from all stakeholders and shareholders. The sixth and final section provided an overview of the stakeholder theory, which may affect the CSR practitioner's understanding of best practice and integration within the business. The ideal curriculum framework should guide the design and development of programmes for CSR practitioners in an effort to develop the competencies required to empower CSR practitioners to become independent actors with a strong systems thinking approach to CSR practice beyond mere compliance with applicable laws. In addition, CSR practitioners' actions, norms and behaviour should reflect the highest local and international standards.

Chapter 3 will explore the concept of a "curriculum" and delineate curriculum development models in order to construct a curriculum framework for the development of CSR practitioners in the South African context. An in-depth discussion will highlight philosophical and theoretical foundations and the approach to curriculum development. Further discussions will highlight various design and development approaches as well as the associated models and levels in the development process. The latter will be clearly contextualised against the backdrop of the further education and continuous professional educational structures in South Africa.

CHAPTER 3

CURRICULUM: THEORETICAL PERSPECTIVES

3.1   INTRODUCTION

Chapter 2 explored the concept of CSR within the global and South African contexts, and highlighted the need for CSR practitioners to move away from dated CSR practices and to engage in new and innovative CSR solutions. Even more importantly, there is a need to find new ways of assessing performance in a profession riddled with complexities and continuous change.

The purpose of this study is to explore the possibilities for a contextualised and cohesive curriculum framework for the development of CSR practitioners in South Africa. Therefore, this chapter aims to discuss curriculum design and development from a theoretical perspective, provide a definition for curricula and offer a proposed process model for curriculum development. It is thus imperative to explore the concepts associated with the concept of "curriculum" as this may inform the design and development of a curriculum framework.

3.2   CONCEPT OF CURRICULUM DEVELOPMENT

This study focuses on CSR and/or CSI and its relevance in the field of curriculum studies. Three concepts therefore need to be defined, namely "curriculum", "curriculum development' and "curriculum framework". The sections below aim to define these concepts, in particular within the context of CSR and the field of curriculum studies.

3.2.1   The term "curriculum"

There seems to be no single definition for the term "curriculum" because its definition has changed since the beginning of formal curriculum making to assimilate both context and application (Bitzer, 2011:35; Posner, 1995:5; Pratt, 1994:5). Inquiring into curricula at various levels has been ongoing for decades, and a review of the literature suggests that an analysis of the historical emergence of such definitions may be a good starting point (Barnett & Coate, 2004; Goodlad, 1979; Marsh, 2009; Portelli, 1987; Wiles, 2008). The term "curriculum", a Latin derivative, literally means a "racecourse" or "course to be run" (Ross, 2000:8). The term is derived from the Latin verb *currere* inferring "to run or to proceed", and was originally shaped by the philosophies of the great Greek philosophers (Marsh, 2009:3; Ross, 2003:8). In this study and in the context of curriculum development for CSR practitioners, curriculum may thus mean a course of learning to develop the collective and critical competencies to be a successful CSR practitioner (Ross, 2000: 8).

Portelli (1987:355) identified 120 definitions for the term curriculum in an effort to delineate its meaning. Both Apple (2010:179) and Du Toit (2011:60) agreed on the multiplicity of definitions, and Du Toit added that numerous professional educationalists, authors and philosophers have given

their interpretations of the definition of curriculum. As a result, there is a diversity of curriculum definitions with very little variance between the definitions (Breault & Marshall 2010:179).

Posner (1995:5) argued that the curriculum concept is not philosophically or politically neutral, and that a clear conceptual distinction between the ends and the means may have both ethical and political implications. The CSR concept (as explained in Chapter 2) is also not philosophically or politically neutral. Both these "laden" concepts may thus influence the design and development of a curriculum framework for the development of CSR practitioners. Furthermore, curricula are often referred to as being "prescriptive" or "descriptive". In some instances, it may represent the characteristics of both. The next section will, as an introduction, briefly discuss and highlight some of the most prominent prescriptive and descriptive definitions of the term curriculum.

Prescriptive and descriptive curricula may vary between narrow and broad contexts (Barrow & Milburn, 1990; Beauchamp, 1977; Shao-Wen, 2012). Table 3.1 provides an overview of the definitions used and the key concepts from each perspective. The illustration of prescriptive definitions articulates the views and opinions of an expert on what is expected to happen through a set of meticulous plans or steps. The sample of definitions in Table 3.1 (from a schooling context and after Glatthorn, Boschee & Whitehead, 2009) represents "prescriptive" characteristics and are chronologically organised to illustrate the development of definitions over time.

3.2.1.1 *Prescriptive view of curriculum definitions*

Hewitt (2006:95) believed that the prescriptive view of curricula is analogous to a food recipe with a set of processes and procedures. A sequence of steps or ordering must be followed more or less explicitly. Glatthorn and Steller (2004:3) also discussed the difficulties they have experienced in defining the concept of curriculum as prescriptive, descriptive or dual term, and used the analogy of "a medical prescription that patients must follow" in an effort to define or understand the concept of curriculum.

Table 3.1: Prescriptive curriculum

Samples of prescriptive definitions				
Author	**Period**	**Definition**	**Key words**	**Sources**
Dewey	1902	Curriculum is a continuous reconstruction, moving from the child's present experience out into that represented by the organised bodies of truth that we call studies … the various studies … are themselves experience they are that of the race.	continuous reconstruction present **experience** various **studies**	Dewey, 1902:11-12
Tyler	1957	[The curriculum is] all the learning experiences planned and directed by the school to attain its educational goals.	learning **experience** **planned** and directed **educational goal**	Tyler and Hlebowitsh, 2013
Lunenburg and Ornstein	2011	Curriculum can be defined as a plan for action, or a written document, which includes strategies for achieving desired goals or ends and curriculum can be defined broadly, as dealing with experiences of the learners. This view considers almost anything in school, even outside of school (as long as it is planned) as part of the curriculum.	**plan** for action **written document** **strategy** desired **goal** **experience** of learner all inclusive	Lunenburg and Ornstein, 2011:367

Source: Adapted from Glatthorn, Boschee and Whitehead, 2009:4-5.

Ellis (2004:4) argued that "prescriptive definitions provide insight into what 'ought' to happen, and they more often than not take the form of a plan, an intended program, or some kind of expert opinion about what needs to take place in the course of study". From a prescriptive perspective, as illustrated in Table 3.1, the definition of curriculum will take shape around key or common concepts which may include a prescriptive plan, a plan of action, a directed plan and an educational goal, but more than a syllabus documentation.

There are, however, many internal factors influencing organisations' strategic approach to learning and development. These factors include strategic guidelines, policies, processes, procedures and the organisational strategic approach to human resources development (HRD) which may involve a human capitalist approach or a humanist approach to learning and development, and which will be specific and prescriptive in terms of HRD (Mankin, 2009:37-38). As with internal factors influencing decision making in terms of educational strategy formulation, external factors may include government policy (Broad-Based Black Economic Empowerment (BBBEE), Black Economic Empowerment (BEE), Employment Equity (EE) and Skills Development Levy (SDL)), industry charters and legislative requirements. Such factors may necessitate a narrow prescriptive approach to curriculum design and development.

3.2.1.2 *Descriptive view of curriculum definitions*

By definition, the descriptive curriculum explains a process and makes it clear how things ought to be and also how things are within the educational context experienced by students (Ellis, 2004:5). The latter is one of the fundamental differentiators between defining curricula from prescriptive and

descriptive perspectives. Table 3.2 provides an illustrative representation of the descriptive definitions of curriculum (Glatthorn, Boschee & Whitehead, 2009). From a descriptive perspective, the curriculum could also be defined by experience, since the "experienced" curriculum offers pointers for a "curriculum in action" (Glatthorn & Steller, 2004:3).

Table 3.2: Descriptive curriculum

Samples of descriptive definitions				
Author	Period	Definition	Key Words	Sources
Tanner & Tanner	1995	The reconstruction of knowledge and experience that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience.	Reconstruction of knowledge Reconstruction of *experience* Control over further experience	Tanner and Tanner, 1995
Brown	2006	All student and school experiences relating to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating well, writing more effectively, reading more analytically, and conducting research to solve problems.	all school *experiences* improving skills and strategies collaborative working problem solving	Brown, 2006
South African Qualifications Authority	2009	The curriculum is understood to be more than syllabus documentation. The term refers to all of the teaching and learning opportunities that take place in learning institutions.	more than a syllabus *documentation* teaching and learning opportunities within institutions	SAQA, 2000:6

Source: Adapted from Glatthorn, Boschee and Whitehead, 2009:4-5.

The descriptive curriculum, therefore, describes what one can do with the curriculum and leaves its uses up to the curriculum developer, trainer or lecturer (Hewitt, 2006:95). From a descriptive perspective, it is possible to view the curriculum from a broad perspective, which includes the reconstruction and applications of skills, knowledge and experiences (competence) through flexible teaching and learning experiences. As a result, curricula are not limited to a narrow set of plans. Instead, the term "curriculum" encapsulates a broad range of curriculum concepts including the reconstruction of knowledge and experience, learning experiences, standards setting, development and delivery, quality assurance and evaluating delivery processes Hewitt, 2006).

According to Hewitt (2006:33), curriculum concepts go beyond conventional descriptions, definitions or unassuming sensory experience and practice. In terms of prescriptive and descriptive views, the next section will explore five common concepts of curricula in an effort to recognise the nature and extent of the various ways to conceptualise the term curriculum. The next section will therefore cover the curriculum as goals and objectives, the curriculum as content, the curriculum as plan, the curriculum as documents and the curriculum as experience.

3.2.1.3   Curriculum as goal and objectives

It is accepted that curriculum objectives are not the (only) starting point of a curriculum. Instead, the curriculum objectives should follow after the succinct aim and rationale of the curriculum has been identified and articulated (Pratt, 1994:69-71). The first task of the curriculum is to address specific educational needs. In this study, for instance, it is the professional developmental needs of CSR practitioners that are linked to the needs of businesses in society and their political and economic goals. Although widely criticised, needs can be defined in terms of a deficit or scarcity in the workplace. Private and public businesses in South Africa have to, by law, identify scarce and critical skills gaps across all sectors in the country. These skills gaps are then reported on by the Department of Higher Education and Training through various publications, and forms the basis for the National Skills Development Plan (DHET, 2014). Needs or performance gaps are the difference or inconsistency between the actual and an optimal desired state of the learner (Tyler, 1950:5). The needs identified during "performance gap analyses", as proposed by Tyler, can be expressed in its simplest by describing the objectives of learning; in a broader curriculum context, however, the need for specific educational objectives are associated with the aim and rationale of the curriculum.

The analytical process of breaking learning aims down into their composite parts should, according to Pratt (1994:76), aim to write objectives in conceptual terms. The latter could be expressed as "capabilities or states of mind, states of skills, knowledge, and attitude". Posner (1995:79-80) explained that curriculum objectives are expressions of what we want students to learn as a consequence of being in an educational situation. Oliva (2009:223-224) agreed with Pratt and Posner on the idea that curriculum objectives are modifications of the curriculum goals. According to Oliva, the following three elements must be present to change the curriculum goal into curriculum objectives: (i) performance or behavioural terms, referring to those skills and knowledge the students are expected to be able to demonstrate, (ii) an inferred precise degree of mastery and (iii) the conditions under which the performance will take place.

Tyler (1950) described three sources of objectives in his aims-objective model, namely (i) studies of the needs of the learner, (ii) studies of contemporary life, and (iii) recommendations of subject matter specialists or experts within the field of study. Tyler did, however, postulate that it is not only critical to identify the correct sources of curriculum objectives, but that it is also important to critically view and filter the sources of data and assess the validity of data provided through two lenses, namely the philosophy of education and the psychology of learning. Snedden (Pinar, Reynolds, Slattery & Taubman, 1995) agreed with Tyler on the importance of subject matter experts, but warned against the use of subject matter experts to formulate curriculum objectives. Snedden argued that the determination of objectives should be made by scientific or empirical means rather than depending on specialists who are vested in old-school doctrines on educational values and standards (Pinar, Reynolds, Slattery & Taubman, 1995).

In summary, curriculum goals are derived from a statement of values and beliefs, and are, therefore, broad "declarations" of "anticipated outcomes" without specific standards or conditions for the realisation of the stated goals. Curriculum objectives, on the other hand, are explicit statements of outcomes with a degree of mastery. They determine the fundamental difference between goals and objectives, and the refinement of the conditions inferred or stipulated to be achieved by students.

3.2.1.4 Curriculum as content

The selection of courses of study or determining study content is often seen as part of the conceptualisation of the term "curriculum". However, a curriculum cannot be equated with content or a content outline since this will assume that the content of instruction is equivalent to a curriculum plan. The purpose of education is not only to transmit information and teaching, or to cover content (Posner, 1995:7). Oliva (2009:459-460) referred to courses of study as a curriculum product and defined courses of study within the contextualisation of the curriculum as a detailed plan for a single course, but argued that a course of study includes what is to be taught (content in summary or complete) and suggestions for how to teach the course.

Wood and Davis (1978:16) proposed that a curriculum be defined as a "totality of courses that constitute a course of study offered by an institution or followed by a student". In this sense, a curriculum prescribes and describes the aims, goals and objectives of learning as defined under curriculum as a goal and objectives. In Posner's view, a curriculum is subsequently an authoritative prescriptive and descriptive guide of the course of study, and its content is only one dimension of the objectives of learning and the course of study (Posner, 1995:85).

3.2.1.5 Curriculum as plan

Educational activities are realised through concise plans and can, in the contextualisation of the curriculum as a plan, be defined as a plan for teaching or instruction (Tom, 1984:89). The plan can be viewed as a structure for making choices and for acting with regard to curriculum functions directed at a target audience. The curriculum can be viewed as an overall plan intended to be used as a point of departure for developing learning and development strategies, as well as a plan for the development of strategies for specific audiences (Beauchamp, 1981:7). From a prescriptive viewpoint, a curriculum constitutes a written action plan with clear strategies for learning and instruction, and by definition portrays how things ought to be (Du Toit, 2011:61).

A curriculum plan can thus be seen as similar to the set of "blueprints" required to build a house. In the context of defining a curriculum, a curriculum plan can be viewed as a plan for instruction with a strong focus on the framework or structure of the curriculum. The focus is not only on the content of the curriculum, but also on the planning and directing of learning and instruction to attain educational goals (Dewey, 1902; Pratt, 1994; SAQA, 2000; Tyler, 1950). The curriculum as plan, according to Lunenburg (2011:6), has three primary functions: (i) to produce a curriculum for a specific population

or group, (ii) to implement the curriculum in a specific institution, and (iii) to appraise the effectiveness of the curriculum developed.

3.2.1.6 Curriculum as documents

All curricula, irrespective of their design, are composed of certain elements which may include: (i) a statement of aims and objectives, (ii) a selection of organised content, (iii) an implication of certain patterns of learning and teaching, and (iv) a programme of evaluation (Taba, 1962). These individual elements are, in their written format, a prescriptive representation of the curriculum. Barrow and Milburn (1990:84) argued that the curriculum is associated, viewed and published by respective authorities and commercial concerns as the official written programme of study. In this regard, the South African Qualifications Authority (SAQA, 2000:6) argued that a curriculum is understood to be more than syllabus documentation, and should therefore include:

- The aims and objectives of the education system as well as the specific goals of learning institutions;
- What is taught: the underlying values, the selection of content, the arrangement into subjects, programmes and syllabuses, and the skills and processes that are included;
- The strategies of teaching and learning, and the relationships between teachers and learners;
- The forms of assessment and evaluation that are used, and their social effects;
- How the curriculum is serviced and resourced, including the organisation of learners, and the availability of time, space, materials and resources;
- How the curriculum reflects the needs and interests of those it serves, including learners, teachers, the community, the nation, the employers and the economy.

A curriculum in context can therefore be associated with all the written documents and illustrative representation of all the individual components within the curriculum concept. According to SAQA (2006), a curriculum therefore covers the setting specific standards as well as learning and programme development, delivery, assessment and the quality assurance of delivery.

3.2.1.7 Curriculum as experience

When moving further away from the narrowly defined or prescriptive definition of curriculum, the field of curriculum inquiry opens up to a more all-inclusive descriptive field of study. Such descriptions should include how a curriculum ought to be operationalised (Du Toit, 2011:61). The concept of curriculum has been explained in terms of four interrelated (sub-) concepts: goals, objectives, content, and plans and documents. The latter concepts explain the "what" and the "why", but the inquiry into the curriculum as experience provides for a richer insight into "how" the curriculum could be experienced. From the early 1920s to the early 1970s, it became clear that the definition of curriculum evolved from being narrowly defined as a product or contained experience to more planned and unplanned (hidden) curricula (Wiles & Bondi, 1998:10-11).

The shift from a narrowly defined curriculum to a broader field of curriculum understanding highlighted "the curriculum" as an experience and not only as a product. Curriculum definitions explored themes such as the following: the probable sequence of experiences to meet the needs of learners and learning objectives, previous experiences learners will be able to recall and act on, and, lastly, new experiences needed to attain learning objectives and goals (Bobbitt, 1924; Doll, 1970; Caswell & Campbell, 1935; Smith, Stanley & Harlan Shores, 1957).

John Dewey (1998), for instance, had very strong views on how the curriculum should be experienced and on the quality of such experiences. As a result, he formulated his theory on experience and proposed two essential principles. The first principle is based on the concept of continuity. Dewey made a clear distinction between present and future learning experiences, and noted that future learning experiences are influenced and shaped by current or present learning experiences (Dewey, 1998:13-14). The second principle involves two fundamental actors in the learning experience: the learner's inner experience, the environment and the interaction between the two. Dewey further suggested that two factors may influence the learner experience, namely the objective part of the milieu or environment and the inner, more subjective experience of the learner (Dewey, 1998:34).

In his definition, Tyler (1949:62) argued that the term "learning experience" is "not the same as the content with which a course deals nor the activities performed by the teacher". He added that the term "learning experience" refers to the interaction between the learner and the external conditions in the environment in terms of which he or she can react. Learning, therefore, according to Tyler, "takes place through the active behaviour of the student" (Tyler, 1949:62). Learning thus takes place through the active engagement of the student with the curriculum. If curriculum is viewed and defined through the lens of learning experiences, a relationship between the planned (explicit) and unplanned (implicit) curriculum comes to the fore.

Marsh and Willis (1999:11) agreed with the relationship between the "planned" and the "unplanned" curriculum. They thus defined curriculum as "an interrelated set of plans and experiences that the student undertakes under guidance". The curricula implemented in this way are typically planned in advance. However, unplanned activities or unintended activities also occur, which leads to an amalgamation of deliberate and inadvertent activities. Learning experience, deliberately planned or spontaneous, extends beyond the confinements of the classroom of organised learning (Marsh, 2009; Marsh & Willis, 1999).

It seems clear that any definition of the term "curriculum" is necessarily based on various conceptual differences, which are in turn based on a distinction of the curriculum as the expected ends or the means of education (Posner, 1995:12). Also, defining the term curriculum is complex, but based on the descriptions of the terms and definitions above, the term curriculum may be defined through reference to various elements within each definition. Curriculum is therefore not a singular element. Instead, it could be a set of objectives and goals, followed by content and goals. The definition of

curriculum has therefore been expanded to include elements such as teaching methods in addition to content and goals, as well as a much wider combination of content, documents, plans, methods and assessment. In the last definition (curriculum as experience), the definition is expanded to include all the former elements as well as planned and unplanned learning experiences, the environment and the learner.

It is evident from the preceding arguments that curriculum as a concept is not only difficult to define, but is also influenced by various ideologies and is therefore not philosophically or politically neutral. Curriculum theorists such as Posner (2004) also underscored this point.

The next section will discuss common curriculum concepts and how curriculum ideologies may influence how curriculum is defined through an ideological view. Curriculum definitions are therefore not rigid and will be influenced by various factors. According to Du Toit (2011:6), this includes the dependence of curricula on three integrated constructs, namely person, place and time (Du Toit, 2011:60).

3.2.2   Common concepts and issues related to the curriculum

At least seven common elements contribute to an understanding of the term "curriculum" as a concept. These elements are: (i) scope and sequence, (ii) syllabus, (ii) content outline, (iv) standards, (v) textbooks, (vi) course of study and (vii) planned experiences (Posner, 1995:12). These common elements lead to different definitions and different deductions about who should advise and control the various parts of education – particularly in the context of schooling. Posner also pointed out that there are five concurrent curriculum types or versions to consider: (i) the official, (ii) the operational, (iii) the hidden, (iv) the null, and (v) the extra curriculum (see Table 3.3). These curriculum "types" may influence the definition of curriculum as well as an understanding and implementation of "the curriculum".

Table 3.3: Five concurrent curricula

Curriculum type	Description
Official curriculum	The curriculum as described in formal documents
Operational curriculum	The curriculum as embodied in actual teaching practice and tests
Hidden curriculum	Institutional norms and values are not openly acknowledged (e.g. by teachers or school officials)
Null curriculum	The subject matter is not taught
Extra curriculum	Planned experiences outside the formal curriculum

Source: Adapted from Posner, 1995:14.

The official curriculum represents the curriculum as written down in a formal document, making it "explicit." Trainers, lecturers and teachers who engage in educational activities ranging from planning to assessment and evaluation engage with the official or explicit curriculum. This engagement operationalises the curriculum, leading to the "operational" curriculum. The "hidden" curriculum refers

to norms and values not openly acknowledged, but present in most or all educational institutions. The "hidden" curriculum also represents the unofficial rules influencing learner behaviour, beliefs and values.

In addition, curriculum designers and developer have to decide what subject matter must be taught and/or omitted. This decision and the omission of goals or content is generally referred to as the "null" curriculum. The last type is the "extra" curriculum, which is the curriculum taught over and above or beyond the "official" curriculum. The latter is normally sponsored by individual institutions and aims to supplement the academic or theoretical facets of learning.

Defining the curriculum cannot be separated from links with the individual in society, the individual in culture, and the broad culture in which the curriculum is conceptualised. Defining the curriculum therefore becomes a process of perspective building, and linking the individual with society and culture from various perspectives and defined labels. There is also what Hewitt (2006:4) referred to as "curriculum labels", which is seen as scholarly reflections on the curriculum and which is nothing more than a definition of curriculum, based on his own scholarly perspective. The latter is evident in the comparable meaning of different terms frequently used by academics and others, as will be explained next (Hewitt, 2006:4):

i)   Perspective 1: A curriculum that is required to be taught is specified in official documents and often described as the implicit, intended, planned or formal curriculum.

ii)   Perspective 2: A curriculum that is not stated or made explicit, but might be implemented by an educator and that is often referred to as the unintended, hidden, informal or implied curriculum.

iii) Perspective 3: A curriculum as seen from the position of the implementer, most likely the educator (instructor, lecturer or trainer), but it might also be the student. Often categorised as the taught, delivered or implemented curriculum.

iv)   Perspective 4: Curriculum from the recipient's position, usually the student. This is often referred to as the learned, received, experienced or studied curriculum.

v)   Perspective 5: A curriculum as viewed from the position of the general public, which is not often discussed, but if it were, it might be referred to using the labels in Perspective 1. This includes the public, private or parochial curriculum, the remembered curriculum of personal experience or the political curriculum of special interest, advocacy or community organisations (Hewitt, 2006:3-4).

It seems clear that any understanding of curriculum as a concept is influenced by a complex array of personal perceptions, values and knowledge that influences how curriculum is defined within context.

Socially derived personal ideologies or curriculum philosophies may underpin how the curriculum concept is ultimately defined. The curriculum may also be influenced by the relationship between diverse theoretical perspectives and ensuing educational practices (Marsh & Willis, 2003). The next

section offers a review of how theories may influence the definition of curriculum as seen through various philosophical lenses.

3.2.3   Curriculum theories

Curriculum literature suggests that curriculum theorists and their associated theories can be grouped into four categories that may influence the conceptualisation and articulation of the curriculum concept (Marsh, 2009; Schiro, 2013; Tyler & Hlebowitsh, 2013). Protagonists of each of these theoretical categories have their own interpretations and vision about what must be taught, in what way it should be taught, to whom it should be taught and when it should be taught – in other words, the variables of person, place and time (McNeil, 1996:18). "Humanists", for instance, maintain that curricula should focus on the individual learner's experience and on learning which is personally satisfying to the individual. By contrast, "academicians" consider knowledge as an end in itself and not as a means to an end.

The latter stance thus implies that subject matter or content forms the basis of curricula. The "technologists", by contrast, focus on the processes, procedures and policies required to achieve educational ends, while "social reconstructionists" emphasise that curricula should fulfil the needs of society to bring about social reform (McNeil, 1996:18). Building on the work of McNeil (1996:18), Marsh and Willis (2003:101) argued that those who engage in curriculum theorising have an impact on the way people define and give meaning to the purposes of the curriculum.

From another perspective (Marsh & Willis 2003:101), those who engage in curriculum theorising can be grouped into four categories:

i)   **The "systems-supportive theorisers"**: These systems-orientated proponents tend to rely on current structures to prescribe the ends and means of education.

ii)   **The "system-supportive explorers"**: These theorisers operate within the context of existing social structures because they are concerned about decision-making and the morality among individuals within the social structures.

iii) **The "system-alternative proponents"**: These theorisers are opposed to current structures and apply alternative prescriptions to overcome perceived inequalities in society.

iv)   **The "systems-alternative explorers"**: These theorisers are less concerned about the curriculum but are all for individualism and personal growth. Hence, they are interested in how the curriculum can promote the individual's personal growth.

The problem with the curriculum classifications of both McNeil (1996) and Marsh and Willis (2003) is that they do not focus on the primary orientation or emphasis of the curriculum. Instead, they focus on the theorists and their subsequent definitions that were derived from personal interpretation. As an alternative, Glatthorn and Steller (2004:78) argued that it may be useful to divide curriculum theories into four categories, based upon their domains of inquiry and the influence that they have on making sense of the curriculum concept (see Table 3.4).

Table 3.4: Curriculum theories according to the domain of inquiry

Category	Domain of inquiry	Intent
Structure-oriented	Concerned primarily with analysing the components of the curriculum and their interrelationships	Descriptive and explanatory
Value-oriented	Concerned primarily with analysing the values and assumptions of curriculum makers and their products	Critical in nature
Content-oriented	Concerned primarily with determining the content of the curriculum	Prescriptive in nature
Process-oriented	Concerned primarily with describing how curricula are developed or recommending how they should be developed	Descriptive and prescriptive

Source: Glatthorn and Steller, 2004:78.

The shift from person or theorist to domain of inquiry and intent is clearly observed in the classification illustrated in Table 3.4. Structure-orientated theories are descriptive and explanatory in nature and are concerned with analysing the components of the curriculum and their interrelationships. In contrast, value-orientated theories are critical in nature. Its domain of inquiry seeks to analyse the values and assumptions of curriculum makers and their products. The intent of content theories is to be prescriptive in nature as it seeks to determine the content of the curriculum. The fourth theory is both descriptive and prescriptive in nature as the domain of inquiry leans toward describing how the curriculum should be developed. The level of process-orientated inference in terms of the process will determine its descriptive and prescriptive nature.

Schiro (2013:2) introduced four curriculum theories formulated as ideologies or curriculum philosophies. These theories do not only advocate different purposes of the curriculum, but they also advocate very different methods of achieving curriculum purposes. This makes it difficult to reach consensus on the nature and purpose of the curriculum.

The "academic ideology" focuses on important knowledge accrued over epochs. Schiro (2013:4) argued that the purpose of the curriculum in this sense is to help students to learn the content, theoretical frameworks and ways of thinking within specific philosophies and academic disciplines. By contrast, "social efficiency" ideology proponents believe that the essence of student learning lies in their competencies and that the purpose of education is to teach them to contribute to the needs of society as practical, competent and mature members of society. The "student-centred" ideology activists are less concerned about the needs of academic disciplines or the society and more interested in meeting the needs of individuals. As a result, they believe that the goal of education is the growth of individual needs. Furthermore, the "social reconstruction" ideology is supported by the views of reconstructionists who are acutely aware of the problems of society. Their view is that the purpose of education is to facilitate the reconstruction of a just society in the interest of all its members. These theoretical positions or ideologies can influence the ways academics and non-academics think about the means and ends of the curriculum in powerful ways. In addition, political

and religious beliefs can also influence curricula – particularly in the context of national, regional or institutional schooling systems.

Up to this point, this chapter has provided an overview of curriculum elements and definitions as well as ways of examining and analysing the curriculum. Initially, curriculum was portrayed as being viewed through a prescriptive and a descriptive lens. Several curriculum definitions were discussed and a range of curriculum options was explored through a brief narrative of the opposing nature of curriculum components. This provided a foundation for understanding and defining curriculum concepts and the potential participants in the curriculum-making processes. The discussion incorporated themes of what a curriculum may be and why it is important to develop frameworks for the planning and designing of curricula in different contexts.

For instance, the design, development and implementation of a curriculum framework for the professional development of CSR practitioners may not be limited to private educational institutions and Further Education and Training colleges (FET), but may also include accredited higher education institutions along the guidelines of the Higher Education Act (No. 101 of 1997) and the Council on Higher Education (CHE) in South Africa. It is therefore imperative at this point to suggest a curriculum definition that would be inclusive of professional educational bodies and institutions – for instance, the private and public institutions aligned with SAQA. For the purpose of this study SAQA's curriculum definition is adopted (SAQA, 2000:6).

SAQA's definition is encompassing as it refers to an extensive collection of educational practices and/or learning experiences. In the SAQA definition the concept of curriculum is understood to be much more than a syllabus as it includes:

- The aims and objectives of the education system as well as the specific goals of learning institutions;
- What is taught: the underlying values, the selection of content, the arrangement of content into subjects, programmes and syllabuses, and the skills and processes that are included;
- The strategies of teaching and learning, and the relationships between teachers and learners;
- The forms of assessment and evaluation which are used and their social effects;
- How the curriculum is serviced and resourced, including the organisation of learners, the time and space and the materials and resources that are available;
- How the curriculum reflects the needs and interests of those it serves including learners, teachers, the community, the nation, the employers and the economy.

The SAQA definition is inclusive in that it covers most of the elements of designing and developing a purposeful curriculum framework. Based on the arguments thus far, the next section will explore how the defining components play a role in the development of a curriculum. The term "curriculum development" is explained, curriculum development models are explored and the broad theoretical contours of a CSR practitioner curriculum framework are drawn.

3.3   CURRICULUM DEVELOPMENT

The next section explores the concept of curriculum development within the context of CSR and curriculum studies. Relevant literature, which will be explored below, seems to suggest that the concept of curriculum development describes the technical aspects of curricula. These include procedural and process design elements to meet the intentions of curriculum planners set against implemented educational experiences. Curriculum development thus appears to be a comprehensive process that analyses of the purpose of curricula; designs and develops learning programmes or events; guides the implementation of educational activities or experiences, and contributes to an evaluation of curriculum implementation processes.

3.3.1   Curriculum development defined

It is clear from curriculum development literature (Marsh, 2009; Stefan, 2011; Stefani, 2003; Tyler & Hlebowitsh, 2013) that the meaning of the term curriculum development has shifted over the last ninety years. This was mainly due to the contextualisation of the curriculum in practice and the idea that curriculum development infers the preparation and transmission of knowledge within institutions where the purpose to educate has remained consistent (Null, 2008:478).

Curriculum development is also viewed as a cooperative and deliberate (planned) process or action directed at constructive curriculum change (Marsh & Willis, 2003:149). Ornstein and Hunkins (2004:14) distinguished between "curriculum design" and "curriculum development", and argued that curriculum design is "the way we conceptualise the curriculum and arrange its major components (subject matter or content, instructional methods and materials, learner experiences or activities) to provide direction and guidance as we develop the curriculum" and that curriculum development refers to the practical facets of curriculum. Ornstein and Hunkins (2004:26) postulated that curriculum development, therefore, refers to "how curriculum evolves or is planned, implemented, evaluated, as well as what various people, processes and procedures are involved in constructing the curriculum".

When evaluating the purpose of a curriculum, it is clear that curriculum development aims to facilitate more effective learning experiences since it serves as the catalyst to discover new ways for providing effective learning experiences. It is, however, important to make a clear distinction between curriculum development, curriculum planning, curriculum improvement and curriculum evaluation since these concepts, in practice, serve different purposes with a number of associated methodologies. Oliva (2009:22-23) defined curriculum development as a comprehensive term incorporating planning, implementation and evaluation. Curriculum development and curriculum improvement are often used interchangeably due to the implied nature and definition of curriculum development – change and betterment or curriculum improvement can in some cases be viewed as a result of curriculum development (Oliva, 2009).

Carl (2009:37) concurred with Oliva (2009) on her definition of curriculum development, and suggested that curriculum development should be regarded as an overarching and ongoing process with a range of systematic and planned activities from design to evaluation. Carl further argued, in line with Mostert's global review of authoritative curriculum phases, that curriculum development is a process with distinct characteristics and phases that include initiation, design, dissemination, implementation and evaluation (Carl, 2009; Mostert, 1986). It can, therefore, be argued that if curriculum development is concerned with a plan for assembling and directing learning experiences, the process of providing and formulating the plan is curriculum development.

The next section addresses the issue of how personal orientation and ideologies may influence curriculum development models and the subsequent influence of this on curriculum construction. Four models for curriculum development are explored in order to contribute towards the thought processes for the development of a curriculum framework for CSR practitioners. Understanding these models and their variations, and applying a range of processes associated with them, could assist the development of a curriculum framework.

3.3.2   Curriculum development models

It has been established earlier in this chapter that the curriculum concept is viewed through diverse lenses by educationists and non-educationists. It is through inquiry that both academics and non-academics recognise that there is no general, agreed-upon method or approach for the design, development and implementation of an effective curriculum. Curricula are in perpetual fluidity due to their dynamic and living characteristics. The latter implies that the curriculum and curriculum development are in constant flux, and are also timeless and context dependent (Null, 2008:478). Curriculum development, as a process, should for instance integrate all aspects of CSR and business culture. The timeless nature of curriculum development serves as both a requisite and catalyst between CSR knowledge and curriculum development, and connects it with CSR practitioners in time and space.

The five models presented in the following section were selected to illustrate the thinking of a number of prominent curriculum theorists, namely John Franklin Bobbitt, Ralph W. Tyler, Hilda Taba, John Dewey and Lawrence Stenhouse. It is important to understand the contributions of these theorists and the impact they had (and still have) on curriculum development within the context of schools (pre-primary, primary and high school) and higher education in both the private and public sector. Whether viewed from a traditionalist or progressive curriculum (development practitioner) perspective, these theorists, literature and data offer insightful and useful information as guidelines for the development of a curriculum framework for CSR practitioners, which is the ultimate aim of this study.

3.3.2.1   John Franklin Bobbitt

Bobbitt (1924) was influenced by the needs of business and industry in the 1920s. His reformist views on curriculum development to address the social issues of the time were noteworthy because he focused on the practicalities of the real world, and his views were transferrable and attainable (Hewitt, 2006:140). His book, *The Curriculum*, the first and one of the most cited books on curriculum development, provides insight into how Bobbitt viewed the curriculum as scientific techniques to transform the child into a model adult (1924). His work was influenced by the work of Fredrick Taylor who analysed factory workers and their efficiency in terms of time and motions, and focused on what socialists and economists referred to as a machine theory (Ornstein & Hunkins, 2013:90). Bobbitt, who was opposed to the traditional subject approach to curriculum development, implementation, delivery and evaluation, summarised the curriculum development process in five linear steps, which formed the basis of his scientific method:

i)   The first step proposed an in-depth analysis of all the daily activities and experiences for each social or vocational class of students. Once this has been completed, an in-depth description of all the skills, knowledge and behaviours contributing to success of the individual must be described. The first step, activity analysis, forms the foundation of Bobbitt's curriculum development and design process (Null, 2008:49).

ii)   The second step builds on the first by determining top priorities of the said descriptors, and then translates the data into measurable objectives since they would be the objectives of the curriculum.

iii) The third step would see the formulation of scales of measurement and the determination of assessments against the objectives. Linked to this step is the determination of the amount of training that would be required and socially desirable for selected abilities since prospective students will be selected and tested against the different abilities and objectives.

iv)   The fourth step involves the formulation of progressive standards of attainment for each stage of development since the curriculum is differentiated for each ability. Training is, therefore, based on the progressive standards required to train students in line with the identified abilities of successful adult role models.

v)   The final step in Bobbitt's proposed scientific curriculum-making deals with the evaluation of students' success in the workplace according to the set standards as originally planned for in the workplace (Du Toit, 2011:66; Glatthorn *et al.*, 2009:38;).

It is evident that Bobbitt's scientific approach to curriculum development focuses on the development of the student's social abilities in order to make a reasonable living, and on the student's ability to reason and consequently develop his or her intellectual ability (Du Toit, 2011:63).

There are many examples in modern education where a linear top-down approach to curriculum development is followed. SAQA has, as illustrated in Figure 3.1, adopted and applied a "design down" approach, which moves from an analysis of the qualification (if the full qualification is being

offered), which is the collective competencies required to be deemed competent and prepared for "adult life" within a specific professional role, to the unit standard. It then proceeds to investigate the specific outcomes, its related assessment criteria and other relevant information. Each unit standard consists of a number of specific outcomes that are to be fully analysed to prevent overlapping between outcomes, and to ensure that learning and assessment can be integrated. All qualifications registered on SAQA's national qualifications registers follow a similar approach to curriculum design and development.
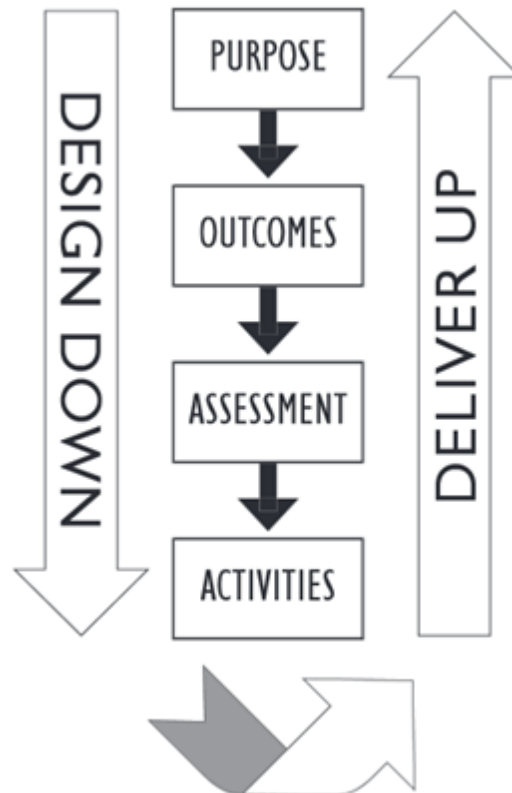
Figure 3.1 SAQA Top-down curriculum-making process

Source: South African Qualifications Authority (SAQA), 2005.

The "design-down" approach can be employed by answering the following questions:

- What is the purpose of the qualification / unit standard?
- How can this purpose be achieved? What will my students need to know and be able to do in order to achieve this purpose? What values are embodied in the purpose? The answers to these questions are provided as outcomes.
- How will I know if my students have achieved the outcomes? What evidence will I look for? In other words, how will I assess whether my students have achieved the outcomes or not?
- How will I prepare my students for the assessment? What teaching and learning activities will produce the knowledge, skills and values required by the assessment activity?

Once the top-down design has been completed, a "teach-up" approach is followed. In order to accomplish this, the learning activities are conducted to prepare the learner for the assessment activities, which should demonstrate consistent competence against the assessment criteria, providing evidence that the learning outcomes have been met and that the learner attained the purpose of the qualification. Bobbitt's top-down approach to curriculum-making was not without critique (1924). For example, he assumed that present professions would be the same as future professions. This said, it is important to acknowledge that Bobbitt's philosophy emphasised occupational efficiency and effectiveness.

SAQA has Standards Generating Bodies (SGBs) that are responsible for developing standards for occupational training. Various examples in literature on higher education studies follow some (if not all) of Bobbitt's proposed framework steps for curriculum design and development (Keevy *et al.*, 2003). One of the main differences would be that the information is sourced through engagement with students and professional occupational bodies who are, as the custodians of professional qualifications, by default prescriptive in their approach to professional occupational development. Higher education institutions and professional bodies insist on research conducted by means of flawless scientific methodologies to validate professional development requirements and ultimately to introduce competency frameworks to inform curriculum frameworks for professional development.

3.3.2.2 Ralph Tyler

Tyler started his work as a curriculum theorist after he became head of the evaluation committee for an eight-year study during the late 1930s. He worked on his curriculum development model in the 1940s when he lectured students on curriculum and instruction at the University of Chicago (Marsh & Willis, 2007:72). This course work was later expanded into a full syllabus and published in 1949 in his acclaimed book *Basic Principles of Curriculum Design* (Hewitt, 2006:141). The collective principles described in his book later became known as The Tyler Rationale.

Tyler's work on curriculum development became popular and is frequently cited in literature on the planning and development of curricula (Bitzer & Botha, 2011; Du Toit, 2011:66; Hewitt, 2006:140; Marsh & Willis, 2003:23; Marsh & Willis, 2007:72; Oliva, 2009:128). Tyler's (1949:1) rationale is described as a fine example of simple logic in spite of his own recommendation in the introduction to his book that "it is not a manual for curriculum construction since it does not describe and outline in details the steps to be taken by a given school or college that seeks to build a curriculum". Tyler argued that his proposed curriculum development model is "one way of viewing an instructional program" and that the curriculum development worker is encouraged to "examine other rationales and to develop his own conception of the elements and relationships involved in an effective curriculum". Tyler posed a sequence of questions as illustrated in Table 3.5 and argued that these four questions are the only questions a curriculum worker must ask in order to select objectives and learning experiences, to organise learning experiences and to evaluate learning experiences.

Table 3.5: The Tyler Rationale

Objectives	What educational purpose should the programme / qualification seek to attain?
Selecting learning experiences	How can learning experiences be selected that are likely to be useful in attaining objectives?
Organising learning experiences	How can learning experiences be organised for effective instruction?
Evaluation	How can the effectiveness of learning experiences be evaluated?

Source: Marsh and Willis, 2007:73.

The sequence in which the questions are answered was important to Tyler. Hence, the questions should be answered methodically and in a coherent order. Tyler believed that the answers to all these questions logically presuppose answers to prior questions (Marsh & Willis, 2007:72). The latter infers that Tyler's model is deductive as it proceeds from the general needs of society and the learner to specific instructional objectives (Oliva, 2009:127). Tyler's model can further be classified as an aims-objective model that is product driven with the end determined first, followed by the means to reach the aims and objectives (Du Toit, 2011; Marsh & Willis, 2007; Oliva, 2009). The aims-objective model is determined by a logical sequence that assumes a linear view on means and ends, making Tyler's approach to curriculum development to fit a linear logic (Du Toit, 2011:67; Marsh & Willis, 2007:72).

The questions in Tyler's model (see Table 3.5) are answered through various methodologies, but the answer to the first question is based on the educational purpose of a programme or qualification (Du Toit, 2011; Oliva, 2009). Tyler proposed two filters or screens to refine the general objectives (Oliva, 2009:128). Once the objectives pass the philosophical (philosophy of education) and psychological (psychology of learning) screens, as illustrated in Table 3.5, they become known as what Tyler refers to as "goals", "behavioural objectives", "educational ends" and "educational purpose" (Tyler, 1949: 3, 37, 57).

Purpose

Tyler identified three sources of information appropriate to answer the questions in his rationalistic model: (i) studies of the learners themselves, (ii) studies of contemporary life outside the school, and (iii) suggestions about the objectives from subject specialists.

i)   Source of information: Student

As a source of information, the learners should be observed and interviewed in an effort to establish a holistic view and a complete range of the following needs: social, educational, physical, occupational, psychological and recreational (Oliva, 2009:128; Tyler, 1949:12-13).

ii)   Source of information: Society

Society or contemporary life, which includes both the local and broader society, is divided into groups by means of a classification scheme to formulate the next set of general objectives. Tyler (1949:19-

20) argued that the interpretation of society's needs is indicative of and determine a range of educational objectives.

iii)   *Source of information: Subject matter*

The third and final source of information is the discipline self and the subject matter within each discipline. Tyler argued that subject matter experts or specialists are a primary source of subject matter information to determine general and broad objectives.

Tyler offered two critical considerations to justify the selection of certain objectives over others by introducing the screening of objectives through philosophical and psychological screens (Marsh & Willis, 2007:75). He urged educators to formulate an educational and social philosophy to illustrate democratic goals, which consequently led to the personification of the school through the formulation of an educational social philosophy (Oliva, 2009:129). The application of the psychological screen follows philosophical screening. Tyler thus argued that educators must explain and apply the educational values that they ascertain to be valid (Oliva, 2009:129).

Tyler offer very few guidelines on how to apply the psychological and philosophical screens. Marsh and Willis (2007:75) argued that Tyler's model lacked clarity by not providing the "how" but rather the "what". Educationalists who are not well versed in the psychology of learning may find it difficult to apply this screen and will consequently not be able to develop general objectives as illustrated in Figure 3.2 (Marsh & Willis, 1999; Marsh & Willis, 2007; Oliva, 2009). The curriculum planner will be able to proceed to the next phase, namely the formulation of precise instructional objectives, once the former lenses have been applied to reduce the number of general objectives (Du Toit, 2011; Oliva, 2009; Stefani, 2003).
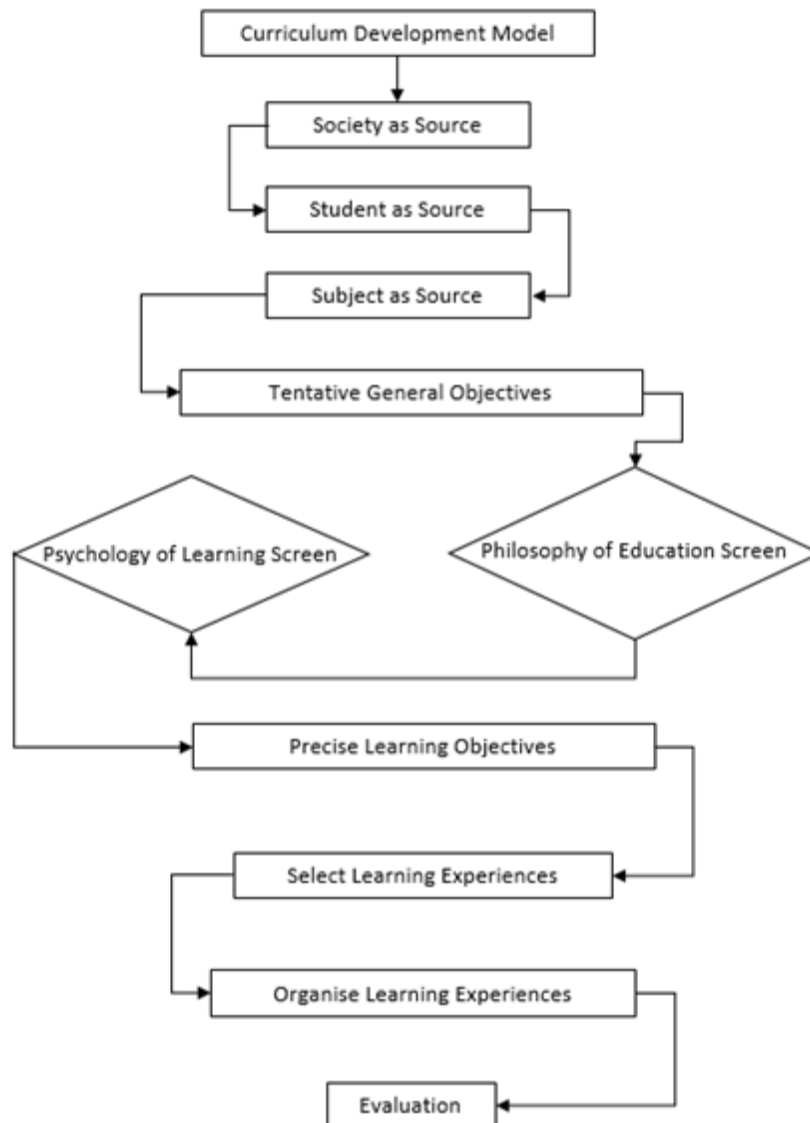
Figure 3.2: Tyler's curriculum development rationale

Source: Oliva, 2009:130; Ornstein and Hunkins, 2004:215.

After the selection and formulation of precise goals, curriculum planners and educators move to answer the next set of questions by selecting appropriate learning experiences and then organising the learning experiences (Marsh, 2009; Tyler, 1949). The main objectives of these steps are to (a) select and align education experiences based on the aims of the programme, and (b) organise the educational experiences effectively and efficiently (Hewitt, 2006:141; Posner, 1995:13). The term learning experience was defined as "the interaction between the learners and the external conditions in the environment" (Tyler, 1949:63).

Based on the interaction between the learner and external conditions (experiences), it becomes necessary for educationists and curriculum planners or developers to find synergy between the external conditions and the learner (Tyler, 1949). Learning experiences should therefore focus on what will (i) "develop skills in thinking," (ii) be "helpful in acquiring information", (ii) be "helpful in developing social attitudes", and (iv) be "helpful in developing interests". The sequence of

experiences is, consequently, critical to the development of the learner in that it enables learners to make clear connections between what they learn in a number of fields. According to Posner (2003:13), sequential experiences within each field and the integration of knowledge across fields is pivotal to the successful sequence and integration that the curriculum requires.

The final step (see Figure 3.2) seeks to answer the fourth question on evaluation by assessing the extent that the design, development and organising of learning experiences had on the individual learner. Tyler's interest in the evaluation of the outcomes between what was planned and what was actually attained has sparked debate on assessment practice as well as the tools and techniques used to complete valid and fair assessments (Du Toit, 2011; Marsh & Willis, 2007; Ornstein & Hunkins, 2004; Tyler, 1949).

Tyler's rationale has been widely criticised for placing too much emphasis on cognitive learning and having an adult-centred approach that overrides the importance of social learning (Du Toit, 2011:68). There are, however, many examples of why Tyler's rationale has proven to be persuasive to both academics and non-academics. His rationale encompasses most of the basic concerns about curriculum development. It has been discussed and used in curriculum courses, and has formed the basis of many complementary approaches in curriculum studies (Marsh, 2009:78; Oliva, 2009:133). Marsh (2009:76) argued that Tyler's recommendations on designing and organising learning experiences were very advanced for the 1940s, but added that they were quite relevant and applicable in outcomes-based education and assessment, especially in current versions of outcomes-based educational frameworks.

One could argue that higher education institutions in South Africa are forced to implement an aims-objective model similar to Tyler's model in the form of the new higher education qualifications framework (HEQF) and the sub-framework (HEQSF) in order to fit in with the remit of the legislative framework. The HEQSF takes a "nested" approach to qualification design and development. The HEQSF design and development process moves from generic to specific outcomes. The framework is divided into ten levels and each level has linked generic level descriptors. The generic descriptors (applicable to all similar qualifications across all institutions) define general learning achievements. Outcomes that are more specific can be developed and compared against the generic level descriptors. Specific programme standards are nested in the generic level standards and, irrespective of programme or institution, should always meet the generic level standards (SAQA, 2013; Stellenbosch University, 2013)

3.2.2.3 Hilda Taba

Taba moved away from the traditional top-down approach of curriculum-making and proposed a bottom-up approach to curriculum development (Ornstein & Hunkins, 2013:215). She proposed and advocated a "grass roots" approach with teachers as the primary participants in the curriculum development process. Taba's model is essentially an expansion of Tyler's model, and it proposes five linear steps in curriculum development (Ornstein & Hunkins, 2013):

i) **Design of experimental pilot units:** Educators are responsible for the design of experimental pilot units reflective of the subject area as well as the grade level of the learners. Taba viewed this step as critical in linking theory with practice and proposed the following eight steps for educators who are responsible for producing experimental pilot units:

    o **Diagnosis of needs**: The first step in the curriculum development process is an investigation into the gaps, deficiencies and variations in the students' backgrounds. This can be done by a gap analysis exercise. Once the background needs of students have been identified, the curriculum developer is ready to move on to the next step.

    o **Formulation of objectives**: The curriculum planner specifies the objectives.

    o **Content selection**: A product related to the objectives formulated in Step 2, the subject matter or content, must be valid and significant in relation to the objectives and content.

    o **Organisation of content**: This includes deciding on the sequence and the level of content once the content has been selected and checked for validity and significance. The curriculum developer must take into account the maturity levels of the students, their ability and readiness to deal with specific subject matter and their levels of academic achievement during the process of content placement.

    o **Selection of learning experiences**: Learning activities are critical to the internalisation of content, and appropriate learning strategies or instructional methods should be selected to facilitate maximum engagement with the content.

    o **Organisation of learning activities**: The methodologies or strategies through which the learners engage with the content must be chosen by the curriculum planners. Learners internalise the content through the learning activities selected by the planner-teacher.

    o **Determination of what to evaluate and of the ways and means of doing it**: The curriculum developer selects and employs appropriate assessment and evaluation techniques to determine whether the objectives have been attained through student achievement. Taba recognised the value of evaluation in the educational process and advocated for the use of both qualitative and quantitative measurements in the evaluation process (Du Toit, 2011:69).

    o **Checking for balance and sequence**: The last step encourages curriculum planners to look for and identify synergy (i.e. the flow of learning experience and balance) between various parts of teaching and learning units to enable balance between types of learning and forms of expression.

ii) **Testing experimental units**: The testing phase in the curriculum development process proposed by Taba aims to test the individual unit designed by the educators in order to establish the unit's teaching ability and validity.

iii) **Review and consolidation**: Revision and consolidation follow the testing of the experimental units to ensure that units are reviewed thoroughly for conformity in relation to student needs

and ability, for specific resources required compared to available resources, and for instruction or teaching styles to fit all types of classrooms.

iv) **Developing a framework**: The rationale for the curriculum must be drafted by curriculum specialists before the final step, namely the establishment and dissemination of new units. The units are once again examined by curriculum planners to check the scope and appropriateness of the units.

v) **Installing and disseminating new units**: The final step includes in-teacher training arranged by administrators to facilitate the effective implementation of the learning units.

It is evident from the proposed steps that curriculum designers and developers have to move away from the more traditional deductive curriculum development approach (starting with the general design and working down to the specifics) to an inductive approach (focusing on building the curriculum around the specifics first before moving up to general design (Lunenburg & Ornstein, 2011:216; Oliva, 2009:133). Taba's approach to curriculum development implies a shift from a functional design and development approach to a more progressive design and development approach (Ornstein & Hunkins, 2013). However, Du Toit (2011:69) noted that Taba was still tagged as a "traditional theorist" in spite of her "inductive, cross disciplinary, action research-driven curriculum model".

3.3.2.4 John Dewey

Dewey is often hailed as one of the most influential and progressive philosophers in education (1998). His philosophical view on what a curriculum should be, his denunciation of insufficient didactic theory and practice, and his critique of education for democracy where advanced for the early 1900s. A century later, Dewey's philosophical views are still relevant to contemporary educational and political issues. This includes the role of "democratic" education in a democratic society (Du Toit, 2011:69; Janesick, 2003:127; Jenlink, 2009:21; Simpson, 2006:139; Shook, 2014:2). Dewey's quest to answer the question "What should we teach?" started when he accepted a managerial role at the Laboratory School at the University of Chicago between the late 1800s and the early 1900s.

In his pursuit to answer this seemingly simple question, Dewy investigated the answers provided at the time. In 1902, he published his findings in two noteworthy publications, namely *The Child and the Curriculum* and *The School and Society*. These publications were followed by his acclaimed *Democracy and Education* in which he articulated his own distinctive theory in a framework, covering social aspects characteristic of the nature of social and political dimensions in education (Simpson, 2006:139; Shook, 2014:2-3).

In defining the fundamental constructs in Dewey's argument, the significance of both the school and society is critical. This includes understanding his progressive and functional approach to curriculum design and development. Dewey argued that the purpose of education is not simply a means to an

end, which is producing a polished electorate who is (i) unwilling and unable to form common interests with and within diverse groups in social spaces, and (ii) incapable to interrelate at liberty in a (democratic) society on equal terms as a way of life (Glatthorn *et al.*, 2009:38). Part of Dewey's vision of education as experienced from a philosophical position is based on one of the fundamental problems of education, curriculum design and curriculum development, which is its division and the specialisation of knowledge and content where the learner is a passive and perceptive participant, or a so-called "atomised" view of the curriculum (Dewey, Hickman & Alexander, 1998:238)*:*

> *Subdivide each topic into studies; each study into lessons; each lesson into specific facts and formulae. Let the child proceed step by step to master each of these separate arts, and at last he will have covered the entire ground. The road, which looks so long when viewed in its entirety is easy travelled, considered as a series of particular steps. Thus, emphasis is put upon the logical subdivision and consecutions of the subject matter. Problems of instruction are problems of procuring tests giving logical parts and sequences. And of presenting these portions in class in similar definite and graded way. Subject matter furnishes the end, and it determines method. The child is simply the immature being who is to be deepened; his narrow experience, which is widened. It is his to receive, to accept. His part is fulfilled when he is ductile and docile*.

For Dewey (1998), learning was a transactional experience between the learner and his environment. Inquiry-orientated investigations enabled learners to construct knowledge about the world in which they live with the ultimate aim being self-realisation. The latter manifested itself through real-world experiences where learners can create knowledge to stimulate further experiential investigations, which will bring about change in actions and thinking. As an important catalyst in creating and developing an unprejudiced social society, as proposed by Dewey, curriculum developers need to create experiences that would facilitate social and shared learning experiences guiding students into reflective inquiry, consequently creating and developing social structures and cohesion conducive to the demands of living democratically (Glatthorn *et al.*, 2009:38; Jenlink, 2009:31; Shook, 2014:3). Dewey cautioned curriculum developers that experience is crucial for both democratic education and democracy, and that the principle of continuity in developing educational experiences should be considered. This meant that experiences should be designed according to stringent criteria to link and build on that which preceded the experience and to alter the worth of those experiences that follow (Glatthorn *et al.*, 2009:38; Jenlink, 2009:31; Shook, 2014:6).

Dewey's view of curriculum making (1998) have far-reaching implications. For instance, creating a curriculum framework to inform curriculum design and development for occupationally directed learning for CSR practitioners from a Deweyan value perspective could enable curriculum planners and designers to engage with students in the process of curriculum design and development. Dewey's philosophical approach to education as a process of growth and experimentation is relevant in higher education and occupationally directed learning and development because it seeks and

values cognitive as well as social learning experiences to find solutions to problems (Du Toit, 2011:70). For the CSR practitioner, it may imply the application of scientific methods to solve complex social and socio-economic issues; possibly by constructing and reconstructing real-life experiences and creating new knowledge through perpetual experimenting and resolving problems.

3.3.2.5 *Lawrence Stenhouse*

As curriculum theorist Stenhouse moved away from product-driven objectives and models for curriculum design and development, and claimed that curriculum and pedagogy can be organised satisfactorily by a logic other than the ends-means objectives models proposed by his predecessors and colleagues of the time (McKernan, 2007:85). Stenhouse believed that curriculum planning should not take an instrumental approach, which meant that it should either be based upon the nature of subject knowledge or upon a determination of the behaviour that the student exhibited. This came from the Humanities Curriculum Project, sponsored by the Schools Council of Curriculum Reform and Examination in Britain (Du Toit, 2011:70; McKernan, 2007:86). It was, however, only after his directorship of the Humanities Curriculum Project that Stenhouse made his contribution to the development of a pedagogy of "neutral chairmanship" and a pedagogy of small group discussion (Rudduck & Stenhouse, 1995:75). Stenhouse advocated a position of "neutral chairmanship" or applying the criterion of neutrality when facilitating provocative issues within the classroom.

Stenhouse (McKernan, 2007) disapproved of the specification of behavioural outcomes in advance of teaching as this could force educators to become educational technicians. Such educators, because of the predetermined educational or instructional objectives that students must attain, may be nothing more than instrumental engineers whose view of teaching and learning is an elementary function linked to mundane extrinsic activities (McKernan, 2007). This view formed the basis of Stenhouse's critique of the objectives model which struggled to facilitate in-depth inquiry-based learning where knowledge and understanding is not developed through pre-defined and/or pre-determined learning outcomes (Du Toit, 2011:70; McKernan, 2007:86; Rudduck & Stenhouse, 1995:76). Moving away from the traditional objectives-based models, Stenhouse proposed the following three parts to his process-inquiry model (McKernan, 2007:87):

- Statement of general aims
- Statement of the principles of procedure
  - Values underpinning the educational process
  - Values underpinning the education procedures
  - Standards that an educator must observe in implementing the teaching strategy
  - Central values governing the pedagogy and interaction in the classroom
- Statement of criteria for assessing/judging student work.

Stenhouse referred to the general aims as a deliberate pedagogy (McKernan, 2007). This pedagogical approach included specific criteria to assess the effectiveness of the planned strategies.

The second element, a statement of the principles of procedure, formed the basis of deliberate pedagogy and related to the values that shape and form the educators' pedagogy linked to teaching principles and ethics. The strategy is contextualised through the educator's actions and planning to facilitate the student's interpretation of information to engage with knowledge – learning from inquiry-based teaching. The educator's role in inquiry-based teaching focuses on monitoring and observation to guide discovery and understanding while subjecting the entire process to critical research. The process of education is underpinned by fundamental principles, which are ideals and values embedded in every educational process (McKernan, 2007:92-95).

According to Stenhouse (McKernan, 2007), to realise the process-inquiry model, critical inquiry-based learning, creativity and innovation should fall within the educators' own domain through developing their own practice while employing common teaching strategies (neutral chairpersonship) (James, 2013:199). It is thus imperative for teachers or trainers to become "curriculum researchers". There seems to be synergy between the curriculum-making approaches of Dewey and Stenhouse in that both agree that education and learning are complex social activities. These activities are meaningful in that they take place within multifaceted social situations, and educators are therefore required to make good judgements through situational understanding and a capacity for reflective thought and interpretation of situations (McKernan, 2007:70).

It is only when educators become masters of knowledge and move past the trivialities of disciplines to be become versed in critical analysis and inquiry that they are able to focus on knowledge as a medium for development and understanding (James, 2013:76). To Stenhouse, the characteristics of what he referred to as the practice of extended professionalism and autonomous professional self-development, are the ability of educators to study their own teaching strategies and the teaching strategies of other educators. Stenhouse also mentioned the importance of self-evaluation and questions to assess one's own performance. It is only when educators apply self-evaluation and assessment skills that they are able to question theory in practice (Du Toit, 2011; Rudduck & Stenhouse, 1995:76).

Du Toit (2011:71) argued that higher education may gain from Stenhouse's curriculum theory since it advocates active participation of students through inquiry-based learning. Industry providers who are not linked to higher educational institutions and who drive the development of CSR practitioners from a specialist and financial gain perspective will most likely benefit from an objectives curriculum design model. Learning and development realised through training where objectives are precise and associated with specific functions such as CSR monitoring and evaluation may not benefit from the behavioural objectives approach to curriculum development. At an advanced level, objectives may not be precise, direct and clear, and the assimilation of basic skills may not be adequate to master competencies. Knowledge building thus requires personal interpretation within complex system thinking environments. Hence, a behavioural objectives approach to curriculum development may be more suitable.

The contributions made by the selected curriculum theorists were aimed at delineating curriculum development from a schooling perspective. However, this does not make these curriculum development theories irrelevant in the modern educational context since many educationalists and non-educationalists in private and academic institutions have frequently used these models in curriculum making (Du Toit, 2011:65). The critical components of these theories can be summarised as in Figure 3.3.
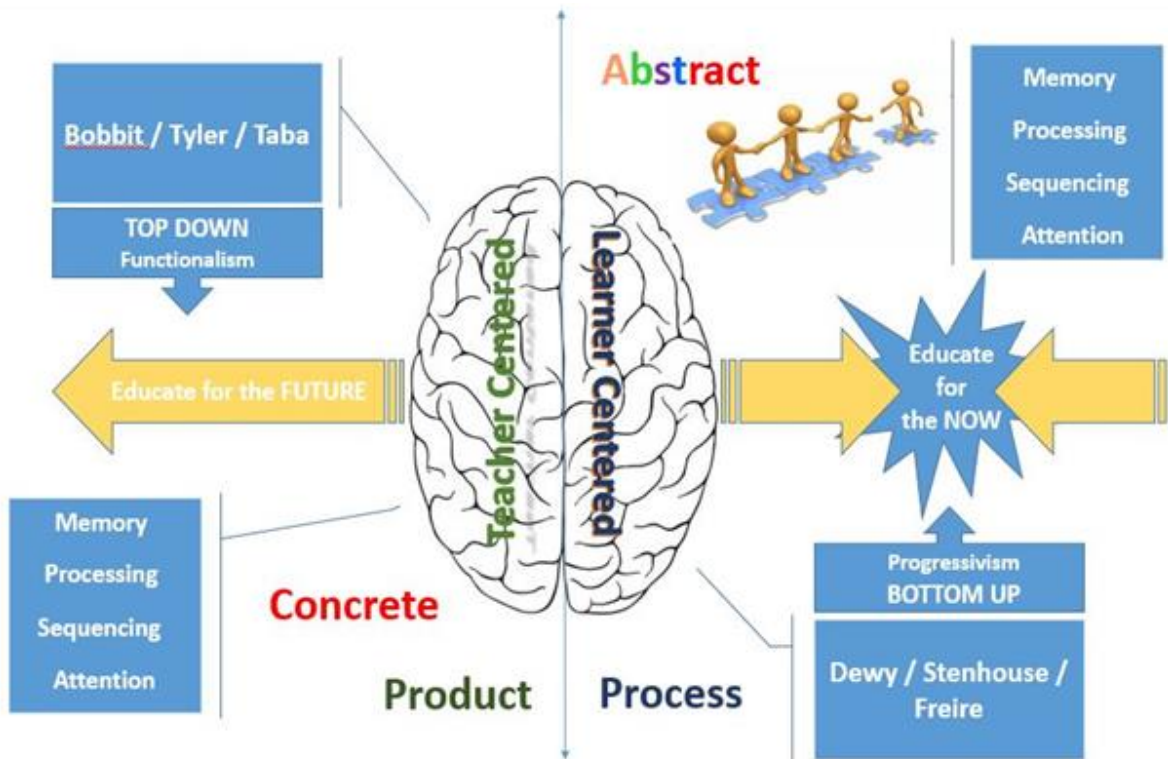
Figure 3.3: Curriculum theorists' contribution to curriculum design

Source: Adapted from Du Toit, 2011:73.

The models of Bobbitt, Tyler, Taba, Dewey and Stenhouse illustrated that curricula are grounded in specific views of reality or ideologies that serve as theoretical underpinnings for curriculum development models. These models, although diverse, inform the conceptualisation of curriculum design and development by emphasising dynamic principles and procedures in curriculum construction.

Some models, as illustrated in Figure 3.3, propose a top-down approach where other models suggest a more progressive bottom-up approach. Some models are prescriptive, suggesting a linear or systematic approach while others are descriptive, allowing curriculum developers and designers to break away from functionalism and fixed sequential steps. This may be indicative of the fact that there is no fixed approach to curriculum construction. Theorists on the left of the blue vertical line in Figure 3.3 propose a concrete cognitive learning approach with the "teacher" at the centre of the learning activity and experiences, while theorists on the right of the vertical line propose an abstract

cognitive and social learning approach where the "learner" is placed at the centre of learning activities and experiences.

The next section aims to build on some of the concepts highlighted in the preceding discussion to explore possibilities for a curriculum process development model that may support the development of a curriculum framework for CSR practitioners in South Africa. Admittedly, there are numerous curriculum development models in existence, but for the purpose of this study, a number of current models were explored. The next section introduces a synthesis of some of the critical components of prominent curriculum development models, and uses this as a basis to arrive at a broad framework for curriculum development.

3.3.3   Curriculum process development model

By definition, the curriculum planning and development process would imply a sequence of steps within defined development phases to be completed with an effective and meaningful curriculum as an end product in mind Carl, 2009:44; (Oliva, 2009:22). Figure 3.4 illustrates the most common phases in a generic process of curriculum development.
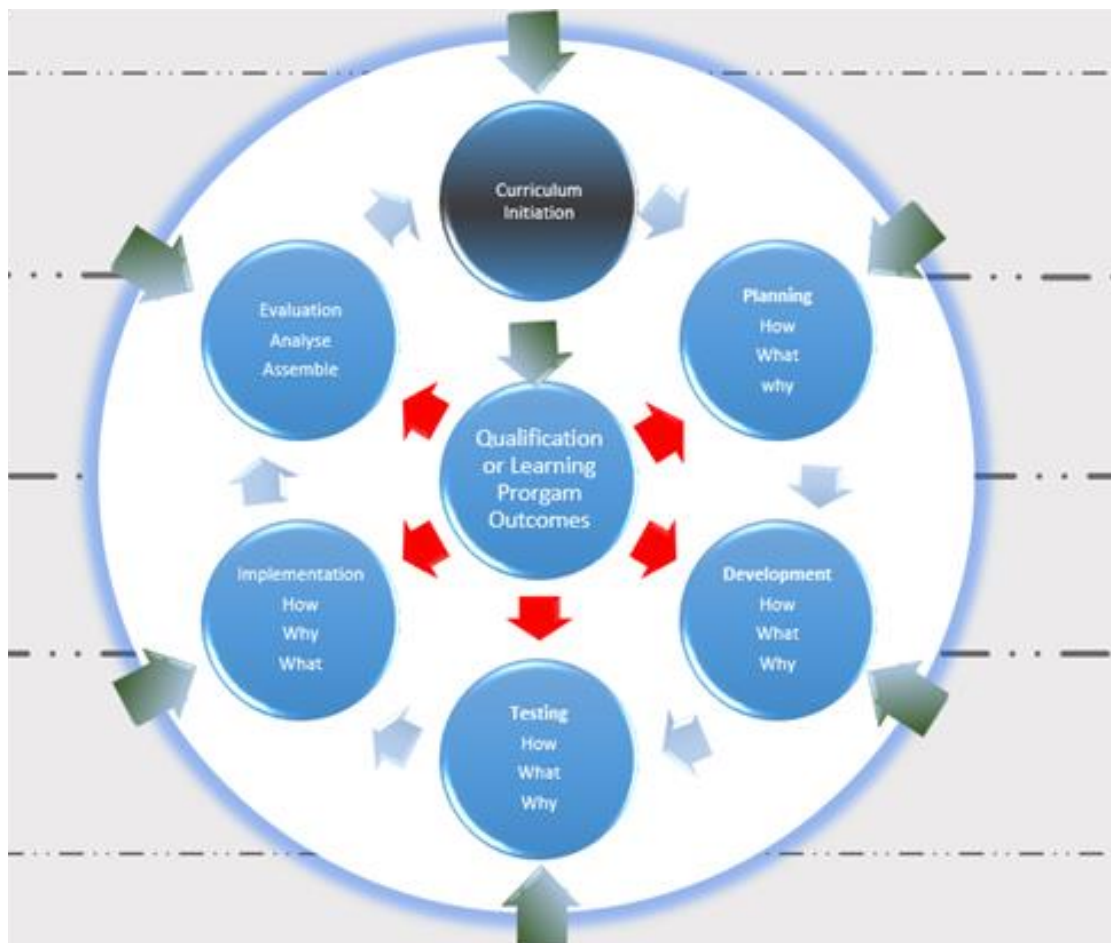
Figure 3.4: Process model for curriculum development

Source: Adapted from Carl (2009), Oliva (2009) and Stefani (2003).

The six phases in the process model, as originally developed and presented by Cowan and Harding (1986:106), form part of all the subsequent models of Mostert (1986:6-40), Stefani (2003:53), Carl (2009:44), Oliva (2009:22) and Du Toit (2011:74). Carl (2009:38) summarised Mostert's six authoritative phases (Mostert, 1986) in order to show how curriculum development may progress (see Table 3.6).

Table 3.6: Review of generic curriculum development phases

Phase	Actions
Initiation	• An introductory investigation is launched
Planning	• Situation analysis • Formulation of goals • Determination of criteria for the selection and classification of content • Planning of an experimental design
Development	• Selection and classification of learning content and refinement of goals • Supplying of didactic guidelines • Production of teaching material • Development of teaching material • Development of evaluation mechanisms
Testing	• Submission to experts for evaluation • Teacher preparation for the instructional task • Instruction • Formative evaluation • Review
Implementation	• Planning of learning contents • Dissemination • Teacher orientation • Instruction
Summative evaluation	• Final evaluation of the program

Source: Carl (2009:38) as adapted from Mostert (1986).

Cowan and Harding (1986) argued that the focal point of curriculum development should be the aim, which includes the objectives, because all the elements built around it should further the aim of the curriculum, or it serves no purpose at all. Stefani (2003:52) suggested semantic adjustments to the original model by proposing "learning outcomes" as an etymological change to reflect aims and objectives for qualifications, learning programmes and courses as the focal point of the model. This modified curriculum development model thus positions learning outcomes at the centre of the development process, suggesting a change in focus from inputs to outcomes and representing a minor change in the language reflecting the aims and objectives for courses and programmes.

Cowan and Harding (1986) integrated two critical questions about "what" should be taught, to "whom" it should be taught, by "whom" it should be taught and with "what" emphasis it should be taught while Stefani (2003) added "why" it should be taught to aid curriculum practitioners to question and reflect

on their own classroom practices in an effort to improve curriculum development and teaching practice. External forces and factors frequently influence these questions and the answers to such questions may influence the curriculum development process. The main emphasis is placed on the link between aims and outcomes (Cowan & Harding, 1986).

The arrows pointing clockwise and from the outcomes towards the grey outer realm (see Figure 3.4) indicate alignment between outcomes, assessment, teaching and learning, as well as alignment among the various stakeholders who have a stake in the curriculum (Cowan & Harding, 1986; Stefani, 2003). The dotted grey lines denote the five levels of curriculum development identified by Marsh and Willis (1999-156), and the probable impact that participants' attitudes and values may have on actual curriculum development.

The levels identified by Marsh and Willis (1999) are often collapsed into three to four development levels, depending on the curriculum framework and the authors thereof. However, the levels primarily include development at a macro, middle/meso and/or micro level (Carl, 2009; Madiba, 2011; Marsh & Willis, 1999; Mostert, 1986; Stefani, 2003). The levels of curriculum development are imbedded in what Cowan and Harding (1986:107) referred to as "real world constraints", which should be recognised and analysed for their potential influence on the outcomes since they reflect reality. The response to the constraints should be a distinct part of the development process.

3.3.3.1 Curriculum initiation phase

According to Carl and Mostert, a curriculum must be designed, developed, articulated and presented based on a situation analysis which comprises all of the determinants associated with holistic curriculum development (Carl, 2009; Mostert, 1986). The main objective of the curriculum initiation phase (see Figure 3.4) is to complete a preliminary appraisal of the contextual situation in order to ensure synergy between the internal and external stakeholders and the ultimate curriculum experience. The analysis is an initial review of the selected development model and process to ensure a good fit in terms of the need for the curriculum (Hewitt, 2006:94). Hewitt (2006) suggested a review and in-depth discussion of four critical concepts:

i.   **Feasibility**: Are the tasks and the work proposed in the curriculum development project reasonable, realistic and achievable?

ii.   **Conformation**: Is there a degree of fit between the feasibility of the planned curriculum development project's activities and the curriculum development model selected? Appropriateness should be inclusive of the feasibility consideration.

iii. **Installation**: Deliberate and agree on the development process to enhance the product from a utilitarian and desirability perspective.

iv.   **Standards**: The main objective of any curriculum development process is to develop an effective and efficient product for learners, teachers, and all the internal and external stakeholders. It has to contribute to attaining high curriculum standards.

3.3.3.2   Curriculum planning phase

The curriculum planning phase can be viewed as the thinking or design phase where important decisions are made based on the needs and situation analysis performed during the initiation phase (Oliva, 2009:22). Strong guidance is required to make decisions that impact learning at a cognitive level as well as learning at an affective and psychomotor level through the formulation of general goals (Cowan & Harding, 1986:106).

It is imperative that goals are aligned with specific outcomes and aims, and ultimately the evaluation of specific measurable objectives. The planning phase, according to Mostert (1986), implies a thorough understanding of possible content by defining conditions and criteria for the classification and selection of curriculum content. The product of this phase is an experimental design document illuminating the scope, sequence and underlying value orientation for all curriculum stakeholders involved in the curriculum and curriculum development project (Cowan & Harding, 1986; Mostert, 1986).

3.3.3.3   Curriculum development phase

What follows is an analysis of internationally and nationally recognised curriculum development models spanning forty years. The selection, classification and refinement of content and goals are central to curriculum development activities across various curriculum development models (Mostert, 1986:19). The three-pronged approach to curriculum development is a critical multidisciplinary activity from a theoretical and philosophical development perspective to answer to the needs of the entire stakeholder community. Curriculum developers (workers) should be aware of the competence of individuals responsible for facilitating the implementation of the curriculum and the levels at which curriculum development can take place, as described by Mostert (1986:25-25), Van Rooy (1993:104), Carl (2009:82), and Marsh and Willis (2007-154):

i) **Macro-level curriculum development** – the aims and standards for curriculum development that correspond with national curriculum development and educational policies. Curriculum development at this level is undertaken by a team of subject and curriculum design experts, and may include teachers as observers who can provide advice.

ii) **Meso-level curriculum development** – linked to macro curriculum policies and aimed at the development of subject content consistent with the goals of regional authorities, experts and specialists.

iii) **Micro-level curriculum development** – the selection of content at an institutional level as prescribed at the macro and meso levels. The focus at the micro development level is based on specific didactic conditions and needs.

The practice of providing curriculum guidelines, or what Mostert (1986:27) referred to as "complete curriculum packages" inclusive of didactic guidelines, has become the norm in most curriculum development centres across the world (Mostert, 1986:27). Mostert argued that the design,

development and production of teaching materials and evaluation mechanisms in this phase enable the "teachers" to focus on "teaching" in order to add value to the aims and outcomes of the learning experience.

3.3.3.4 Curriculum testing phase

Curriculum testing follows the curriculum development phase, and focuses on the experimental testing of the curriculum and curriculum material (Mostert, 1986:28). The curriculum product is usually submitted for evaluation by a panel of experts. The testing and revision phase aims to test the curriculum product in what is generally referred to as the piloting phase (Hewitt, 2006:267). Results from the testing phase should lead to various possible courses of action: indicators from the pilot experience are positive and the curriculum implementation can proceed without any changes; minor components of the curriculum prototype should be revised and could include changes to parts or all of the components identified during the testing phase; a fresh start is required which indicates an extensive reconceptualisation of the curriculum; or the pilot phase needs to be expanded to accommodate additional pilot sites due to factors such as the cultural backgrounds of the students or language and reading traditions. Formative assessment is critical throughout the testing phase to collect sufficient and valid data for the final review, validation and contextual analysis of the test phase (Hewitt, 2006:267; Mostert, 1986:28-29).

3.3.3.5 Curriculum implementation phase

Curriculum implementation is the process of taking the curriculum from planning, development and testing into the realm of practical application and operation. Curriculum implementation and curriculum dissemination are often equated, but dissemination according to Carl (2009:38) refers to the practice of in-service training of stakeholders and the sharing and publication of information through various communication channels. Mostert (1986-34) explained that the implementation phase may take up to two years to complete in order to ensure a shift in the mind-set of the curriculum stakeholders responsible for the implementation at a practical level in educational institutions. As a result, Mostert proposed an implementation plan that spans four phases:

- A curriculum implementation plan to facilitate adoption at local and national levels;
- An implementation plan for the stakeholders with a particular focus on the end users;
- A plan to support the implementation at institutional level, and
- A plan to evaluate the success of implementation – curriculum evaluation.

Mostert's implementation plan (dissemination) is seen by Marsh and Willis (2007:150) as a marketing plan, providing comprehensive guiding principles on how a variety of strategies – such as direct mailing through various channels, workshops for educators, visits to various sites, electronic media and personal communication – can be used in certain situations and within a cultural framework.

Rogers (2003:7) argued that dissemination is a narrow and well managed approach that applies to an intentional effort to gain the interest of individuals or groups to share new ideas and innovation.

Rogers (2003:11) proposed the adoption of diffusion as a means of communication to facilitate curriculum change and reduce uncertainty. Rogers defined diffusion as the process through which innovation is communicated through certain channels over time among members of a social system.

3.3.3.5 Curriculum evaluation

The meaning and definition of curriculum evaluation can, based on the definition of curriculum, take form in various ways (Posner, 2003:232). The practice of evaluation would thus be influenced by the definition and subsequent interpretation of both curriculum and evaluation. Posner (2003) argued as follows:

- If the curriculum refers to a document (outline, scope, sequence and syllabus), then the curriculum evaluation may mean a judgement about the value and worth of such a document;

- If the curriculum refers to experiences, then curriculum evaluation may mean judgement about the value of the educational experiences, and

- If the curriculum refers to objectives, then the curriculum evaluation may refer to actual outcomes of the educational process.

The focus of this section is on the evaluation of the curriculum and not the evaluation of instruction or individual assessment. There are distinct differences between curriculum evaluation, instruction evaluation, and assessment. Instruction evaluation implies an evaluation of instructional processes and decisions while assessment implies a much narrower and technical process of determining how much a student as learner has developed or learnt (Marsh & Willis, 2007:252). The strategic character and purpose of curriculum evaluation, on the other hand, is to decide whether the curriculum goals and objectives have been carried out (Posner, 1995; Posner, 2003; Oliva, 2009; Marsh & Willis, 2007). The process of (curriculum) evaluation is, according to Marsh and Willis (2007:251), a formal or informal philosophical process of evaluation to determine the value and worth of the curriculum.

Curriculum evaluation is divided into two distinct dimensions, namely formative and summative evaluation (Draper, Brown, Henderson & McAteer, 1996:18; Hewitt, 2006:321; Oliva, 2009:54; Parlett, 1981:221; Parlett & Hamilton, 1988:69;). Various other forms, tools and models are available for curriculum evaluation and assessment, but only two dimensions of evaluation are discussed in brief in order to understand curriculum evaluation decisions (Marsh & Willis, 2003:297; Posner, 1995; Posner, 2003).

(i)   Formative evaluation

Formative evaluation is used during the needs assessment, product development and testing steps, and is seen as a continuous assessment process throughout the curriculum development process (Posner, 2003:223). Formative assessments refer to data collection tools used in real time on a daily basis (Hewitt, 2006:321). Mostert (1986), Cowan and Harding (1986) believed that various data sources should be consulted and used in order to collect valid data for assessment and evaluation.

An objective analysis of the data, which is devoid of political and/or other influences, will enable curriculum development practitioners to formulate subjective responses based on the data analysis and linked to the values and aspirations of all stakeholders (Cowan & Harding, 1986:106; Oliva, 2009:316).

(ii)   *Summative evaluation*

Summative evaluation is based on data and information at the end of the curriculum development process and is completed to measure and report on the outcomes of the curriculum (Hewitt, 2006:321). This step reviews evaluation strategies and suggests simple procedures to produce valid and reliable information. A series of questions are posed to guide the summative evaluation process and a sample evaluation format is suggested. The objective of formative and summative evaluations is to ensure that both the process and product of curriculum development is internally sound and that the latter works as intended with the specific audience in mind (Hewitt, 2006:337).

One of the definitive aims of the proposed curriculum framework for the professional development of CSR practitioners in South Africa would be to align the framework with the South African National Qualifications Framework (SANQF) standards and criteria for curriculum development (SAQA, 2005). This could make the alignment of subsequent curriculum design and development practice, informed by the proposed curriculum framework for the development of CSR practitioners, with NQF and SAQA criteria for the design and development of curricula easier.

The aim of the next section is to briefly discuss some of the critical descriptions and definitions used by SAQA to define skills, knowledge and behaviours. The latter concepts are generally grouped together to form the component parts of the concept known as "applied competence".

3.4   SKILLS, KNOWLEDGE, BEHAVIOURS AND THE SOUTH AFRICAN NATIONAL QUALIFICATIONS FRAMEWORK

The first section aims to give an overview of the historical and political motivators leading to the development and ultimately the implementation of the NQF in South Africa. This is followed by a discussion of the NQF framework, competence, applied competence, NQF level descriptors and level descriptor categories.

3.4.1   Historical overview and aims of the NQF

The black labour union movements contributed to the establishment of the NQF in the early 1970s. Black workers viewed the development of critical skills as a means to negotiate better living wages and access to education, which would see the realisation of better wage demands. Based on the assumption that skills development would contribute to better living wages linked to salary grading increments, proposals were tabled by various black labour movements calling for the right to basic education and a system that would support and allow for the portability of nationally recognised qualifications. The Congress of South African Trade Unions (COSATU) adapted a final proposal in

1991 and tabled the proposal to start a movement towards the emancipation of occupational qualifications (SAQA, 2008).

Pressure from COSATU led to an extensive consultation process, which was initiated after a meeting with the Department of Manpower in 1992, and which resulted in the formulation of eight working groups represented by trade unions, employers, the state and providers of education and training. A new integrated framework was proposed after agreement was reached among all the participants. Three publications were published after the agreement, which laid the foundation for the SAQA Act (Republic of South Africa, 2009). The first of these publications outlined the policy guidelines of the ANC Policy Framework for Education and Training (1994). The second publication featured a discussion document on a National Strategy Initiative (1994) while the third publication focused on a series of white papers on Education and Training (1995) and on Reconstruction and Development (1994), underscoring the importance of an NQF. The discussions and publications gave way to an inter-ministerial working group responsible for drafting the NQF Bill, which was passed into law as the South Africa Qualifications Authority Act (No. 58 of 1995) in 1995. The SAQA Act (No. 58 of 1995) reiterates the aim of the NQF and places SAQA's role at the zenith of the training and educational landscape in South Africa.

The SAQA Act made clear government's intent to pave the way for what is known today as the sub-frameworks under the auspices of three Quality Councils (QC): General and Further Education and Training, contemplated in the General and Further Education and Training Quality Assurance Act (No. 58 of 2001) and overseen by Umaluzi; Higher Education, contemplated in the Higher Education Act (No. 101 of 1997) and overseen by the Council on Higher Education (CHE); and Trades and Occupations, contemplated in the Skills Development Act (No. 97 of 1998) and overseen by the Quality Council for Trades and Occupations (SAQA, 2013:7).

The primary aim of the QCs is to establish and maintain the development of qualifications, quality assurance and criteria for the registration of their respective qualifications and qualification types, and to do this in consultation with SAQA and in line with the National Qualifications Act (No. 67 of 2008). The National Qualifications Act later replaced the South African Qualifications Authority Act with the aim to (SAQA, 2009):

- Link all the diverse elements of the educational and training system together more effectively and efficiently by creating a single integrated national framework for learning achievements
- Rationalise all implementation initiatives of the NQF through the facilitation of access to education and training, and mobilisation or progression within education and training
- Make the NQF fluid and responsive to South Africa's local and national training needs, the enhancement of quality of education, and the training and promotion of career paths
- Redress historical discrimination based on education and training through the promotion of education, training and employment opportunities

- Contribute to the full personal development of each learner, and the social and economic development of the nation at large.

The first objective of the NQF was therefore to create a single integrated national framework for learning as published in the respective sub-frameworks as a policy document in terms of Section 27(k)(iv) of the NQF Act (SAQA, 2013:11).

The next section aims to give an overview of the NQF and define the purpose and philosophical underpinning of the NQF. It will also cover the level descriptors and applied competence as the most common concepts within the NQF.

3.4.2   National Qualifications Framework

The NQF (South African Qualifications Authority (SAQA), 2014), by definition and according to the NQF legislative remit, has to serve as "a comprehensive system … for the classification, registration, publication and articulation of quality-assured national qualifications". The objectives of the NQF must be achieved by both SAQA and the QCs through the development, fostering and maintenance of a transparent and integrated framework for the recognition of learning achievements. The development of the NQF further aimed to put forward local qualifications, adhering to and meeting appropriate quality assurance criteria, thus making South African qualifications globally acceptable and relevant (SAQA, 2013:7-8).

One of the ways in which SAQA aims to advance the objectives of the NQF, in a single integrated national framework for learning achievements, is the NQF and level descriptors, as illustrated in Table 3.7. The NQF (No. 67 of 2008) makes its intent clear by providing a ten-level framework. The levels of the framework, which is the stated levels of learning and achievement, are arranged in ascending order from one to ten. The purpose of the level descriptors is twofold:

- On an international and national level, the level descriptors of the NQF aim to simplify the facilitation of the evaluation and assessment of the national and international comparability of qualifications and part qualifications.
- The level descriptors of the NQF aim to ensure coherence in learning achievement in the allocation of qualifications and part qualifications.

Table 3.7: NQF and sub-frameworks and qualification types

NQF Level	QC	Sub-framework and qualifications types		QC
10	CHE – Higher Education Qualifications Sub-framework	Doctoral degree Doctoral degree (Professional)	*	QCTO – Occupational Qualifications Sub-Framework
9		Master's degree Master's degree (Professional)	*	
8		Bachelor's or Honours degree Postgraduate diploma Bachelor's degree	*	
7		Bachelor's degree Advanced diploma	*	
6		Diploma Advanced certificate	Occupational certificate (Level 6)	
5		Higher certificate	Occupational certificate (Level 5)	
4	Umaluzi – General and Further Education and Training	National certificate	Occupational certificate (Level 4)	
3		Intermediate certificate	Occupational certificate (Level 3)	
2		Elementary certificate	Occupational certificate (Level 2)	
1		General certificate	Occupational certificate (Level 1)	

Source: South African Qualifications Authority, 2013:9; 2014.

The architecture of the South African NQF has changed since 1995 to better suit the South African context, notably by changing from eight to ten levels, and by accommodating the three sub-frameworks as illustrated in Table 3.7. SAQA has ensured that the NQF is flexible enough to facilitate the changes, while holding the core design stable to ensure continuity and stability in the system. The roles of the Department of Higher Education and Training (DHET), SAQA and the three QCs – the CHE, the Council for Quality Assurance in General Education and Training (Umalusi) and the Quality Council for Trades and Occupations (QCTO) – is to ensure that the objectives and values of the NQF are not compromised.

The CHE is responsible for all academic programmes from NQF level 5 and up. CHE's revised Higher Education Qualifications Sub-framework (HEQSF) recognises three broad qualification progression routes with permeable boundaries, namely vocational, professional and general routes, and provides greater clarity on the articulation possibilities between these qualification routes. Umalusi is responsible for programmes from NQF level 1 to 4, and organises qualifications registered

on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) in two streams. The GFETQSF caters for two distinct learner groups: a) children and adolescents involved in the acquisition of basic education in the schooling system; and b) adolescents and adults who are out of school. The QCTO is responsible for programmes directly related to occupational and trade qualifications from NQF level 1 up to NQF level 6, built on occupations as defined in the Organising Framework of Occupations.

The three Quality Councils are responsible for the specific sub-frameworks in their sectors. Different qualifications types are registered on each of the levels as determined by the three Quality Councils. Any provider that meets the requirements of the Quality Councils can offer qualifications registered on the NQF. SAQA aims to ensure that articulation and mobility across the various sub-frameworks is taken into account when qualifications are registered on the NQF (SAQA, 2013:7).

3.4.3   Competence

It should be noted that there is no academic agreement on a definition or differences between competence/competences and competency/competencies, as illustrated in Table 3.8 (Cañado, 2012:4; Banasova, Caganova & Cambal, 2010:46; Whiddett & Hollyforde, 2003:5).

Table 3.8: Competence definitions

Definition	Author
"cluster of knowledge, skills, and attitudes and abilities (often referred to as SKAs) as an underlying characteristic of employees that is casually related ethical performance on the job"	Cooper (2014:25)
"…well-defined and simple abilities, knowledge, skills, attitudes and so on that can be associated to individuals, falling in three conceptual categories, that is, knowledge, know-how, and behaviours-in a given context to achieve and objective, to accomplish a mission and so on."	Beria, Harzallah and Sacco (2008:541)
"…the ability (that cannot be observed directly, but only by activities) to adequately and successfully combine and perform necessary activities in any context to achieve specific tasks or objectives … can be expressed by using the following simplified representation: • Competence: = Knowledge + Skills (+ individual ability) • Activities: = Performance of Knowledge = Skills + Competences (+individual ability)"	Stracke and Duisburg-Essen (2011:15)
"A competency is more than just knowledge and skills. It involves the ability to meet complex demands by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context."	OECD (2005:5)
"A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations."	BusinessDictionary.com (2015)

The literature suggests that the notion of competency and competence involves knowledge as well as skills and values and, equally important, the ability to perform a task at various levels of complexity in a range of environments, as illustrated in Table 3.8. SAQA (2012:3) argued that the "philosophical underpinning" of the NQF and the level descriptors are "applied competence", which SAQA states is

in line with the outcomes-based theoretical framework adopted in the South African context. Applied competence is important in the context of the NQF, as it is a prescriptive norm for assessment across all the levels of the NQF. The way competence and more particularly, applied competence, is understood and interpreted may influence the way assessments and the assessment processes are constructed, which is or should be closely related to the learning outcomes of any learning programme or qualification (Beets, 2009).

3.4.4   Applied competence

Applied competence is defined as the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification (SAQA, 2012:3). Applied competence is thus an overarching concept integrating knowledge, skills, attitudes and the applications that a learner is able to perform in a way that suits the learning context (Killen, 2007:368). The three constituent elements therefore represent foundational (knowledge) competence, the practical (skills) competence and the reflexive (application in context) competence, which the learner needs in order to be judged as fully competent (SAQA, 2012:11; Killen, 2007:368; Uys & Gwele, 2005:197):

i)   **Foundational competence** could be described as intellectual or academic skills or knowledge combined with analysis, synthesis and evaluation, and which could include information processing and problem solving. Foundational competence is thus the ability to apply theory in practice and to motivate, through theoretical application, why action is taken in a specific way.

ii)   **Practical competence** is considered as an effort to include concepts of authentic operational context. Practical competence is thus the ability to demonstrate a specific or required task by considering a range of possible actions, making considered decisions about which action is most appropriate to follow, and then performing the most appropriate action.

iii)   **Reflexive competence** incorporates learner autonomy, which is demonstrating the ability to integrate individual performances and decision making with understanding in an effort to acclimatise to changing circumstances and clarify the motivation behind these variations in performance.

The definition of applied competence seems to suggest that a learner, who is judged competent, has the ability to integrate knowledge with skills and values in diverse situations. Killen (2007:368) argued that education should be future-focused and should consequently prepare learners for their future roles. Applied competence cannot be attained without foundational knowledge and should be demonstrated in real complex and transdisciplinary situations.

The theory of applied competence integrates the idea that there are various forms of knowledge. Gibbons (1994:18) identified two modes of knowledge: Mode 1 and Mode 2. Mode 1 knowledge tends to be homogenous, imbedded in disciplines, hierarchically organised and methodical ordered according to the known rules and guidelines of explicit disciplines. It is usually transmitted from a disciplinary expert to a novice, and problems are usually set and solved within the context of a

specific academic community and/or discipline. Mode 2 knowledge, on the other hand, is non-hierarchical, inter- or trans-disciplinary, fast changing, highly contextualised and socially responsive. Problems arise in society and are solved in the context of application. Mode 2 knowledge is therefore produced beyond the narrow confinement of a singular discipline, but is produced in a transdisciplinary context and is characterised by use towards "application" in its broader sense (Gibbons, 1994:27).

The NQF level descriptors, which are regulatory in nature, therefore forms the link between the theoretical components and the regulatory requirements in terms of learning outcomes and assessment criteria.

The next section aims to provide an overview of the NQF level descriptors, which incorporate the three constituent elements of competence and is thus closely linked to the concept of competence and applied competence.

3.4.5   NQF level descriptors

Level descriptors form the link between learning outcomes and assessment criteria, as each level descriptor describes broad learning achievements or outcomes at a particular qualification level of the NQF. Level descriptors are divided into ten categories, as illustrated in Table 3.9, to describe applied competence. A comparison is made between NQF level 1 and NQF level 10 descriptors to illustrate that level descriptors provide a broad indication of learning achievements or outcomes that are appropriate for a qualification at that level.

Table 3.9: NQF level descriptor categories

Level descriptor categories	NQF Level 1	NQF Level 10
Scope of knowledge	Demonstrate a general knowledge of one or more areas or fields of study, in addition to the fundamental areas of study.	Demonstrate expertise and critical knowledge in an area at the forefront of a field, discipline or practice; and the ability to conceptualise new research initiatives and create new knowledge or practice.
Knowledge literacy	Understanding that knowledge in a particular field develops over a period through the efforts of a number of people, and often through the synthesis of information from a variety sources.	Contribute to scholarly debates around theories of knowledge and processes of knowledge production in an area of study or practice.
Method and procedure	Use key and common tools and instruments, and a capacity to apply him/herself to a well-defined task under direct supervision.	Develop new methods, techniques, processes, systems or technologies in original, creative and innovative ways appropriate to specialised and complex contexts.
Problem solving	Recognise and solve problems within a familiar, well-defined context.	Apply specialist knowledge and theory in critically reflexive, creative and novel ways to address complex practical and theoretical problems.
Ethics and professional practice	Identify and develop own personal values and ethics, and the ability to identify ethics applicable in a specific environment.	Identify, address and manage emerging ethical issues, and advance processes of ethical decision-making, including monitoring and valuation of the consequences of these decisions.
Accessing, processing and managing information	Recall, collect and organise given information clearly and accurately, sound listening and speaking, reading and writing skills, and basic numeracy skills including an understanding of symbolic systems.	Make independent judgements about managing incomplete or inconsistent information or data in an iterative process of analysis and synthesis for the development of significant original insights into new, complex and abstract ideas, information or issues.
Producing and communicating of information	Report information clearly and accurately in spoken/signed and written form.	Produce substantial, independent, in-depth and publishable work which meets international standards, is considered to be new or innovative by peers, and makes a significant contribution to the discipline, field or practice.
Context and systems	Demonstrate an understanding of the context in which he/she operates.	Understanding of the theoretical underpinnings in the management of complex systems to achieve systemic change; and the ability to independently design, sustain and manage change within a system or systems.
Managing of learning	Demonstrate the ability to sequence and schedule learning tasks, and the ability to access,\ and use a range of learning resources.	Demonstrate intellectual independence, research leadership and the management of research and research development in a discipline, field or practice.
Accountability	Demonstrate the ability to work as part of a group.	Operate independently and take full responsibility for his or her work, and, where appropriate, lead, oversee and be held ultimately accountable for the overall governance of processes and systems.

Source: SAQA, 2012:3.

The ten categories used in the level descriptors run across each of the ten levels of the NQF, and are a broad indication of the types of learning outcomes and assessment criteria that are appropriate

to a qualification at that level (please see Table 3.9 for a list of the level descriptors). Level descriptors thus ensure coherence across learning in the allocation of qualifications and standards to particular levels and could facilitate the assessment of the international comparability of standards and qualifications (SAQA, 2012:4). The level descriptors describe the learning achievement at a particular level of the NQF and provides a broad indication of the learning achievements or outcomes that are appropriate for a qualification at that level.

The following principles underpin the application of the level descriptors across the three sub-frameworks of the NQF (SAQA, 2014):

- There is a common set of level descriptors for the NQF to be used in different contexts.
- The level descriptors incorporate ten competencies.
- The level descriptors are designed to meet the needs of academic as well as occupational qualifications.
- There must be correlation between qualification levels and occupational levels in the world of work.
- The Critical Cross-Field Outcomes of SAQA are embedded in the level descriptors.
- Level descriptors are cumulative. For example: there is progression in the competencies from one level to the next level.
- Level descriptors are applicable to Recognition of Prior Learning (RPL).
- Level descriptors are descriptive and prescriptive.
- The nomenclature for qualifications is dealt with in the sub-frameworks of the NQF.

It is clear from these principles that the level descriptors embrace learning in a wide variety of contexts (vocational, occupational, academic and professional) and environments (classroom, laboratory, business, community, etc.). Contextual interpretation of the level descriptors within each of the three sub-frameworks across academic, professional and occupational contexts is required as the level descriptors only form the skeleton for the development of more specific descriptors by the curriculum design and development practitioners across different sectors.

3.4.6   Level descriptor categories

Each level descriptor consists of two categories: the first is applied competence and the second autonomy of learning. The latter is defined by SAQA (2012:4) as the capacity of a leaner for lifelong learning. The two level descriptor categories, namely applied competence and autonomy of learning, are illustrated in Table 3.10. The first is the extent to which a learner can take action to learn independently while the second is the extent to which a learner can take responsibility for his or her own learning. The final element is the extent to which a learner is self-reflexive about and can evaluate the quality of his or her learning and eventually that of others.

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Table 3.10: Level descriptor categories

Applied competence	Autonomy of learning
a. Understanding of organisation or operating environment b. Application of essential methods c. Interpretation, conversion and evaluation of text d. Problem solving and changing context e. Information gathering f. Presentation skills	a. Responsibility for own learning b. Decision taking c. Evaluation of own or others performance d. Manage learning tasks e. Research leadership

Source: South African Qualifications Authority, 2012.

3.5   CONCLUSION

Ultimately, the purpose of this study is to design and develop a curriculum framework for the professional development of CSR practitioners in South Africa. This chapter inquired into the development of a curriculum framework and investigated various commonplace concepts associated with the design and development of curricula. In order to propose a curriculum framework it would be necessary to define and discuss curriculum frameworks (Marsh, 2009:36). This may imply a document or set of documents that sets standards for curriculum construction and provides the context in which private and public institutions (subject matter experts) can develop specialised learning and development programmes to address the professional development of CSR practitioners.

The aim of the next chapter is to discuss the philosophical perspectives underpinning an exploration of education and training within the context of this study. It will explore the implications of a Freirean theory applied to the development of a curriculum framework and educational practice for the professional development of CSR practitioners. It also aims to demonstrate how Freire's philosophical thinking and approach to education may be helpful in understanding the various themes within CSR in relation to the development of a curriculum framework.

CHAPTER 4
CURRICULUM GROUNDING

4.1   INTRODUCTION

Chapter 3 explored the theoretical perspectives of curricula by deconstructing the curriculum as goal, objectives, content, plan, documents and experience. Chapter 3 also defined curriculum within the context of this study and proposed a definition of curriculum. It highlighted and commented on general curriculum concepts, theorists and their theories, and finally presented a curriculum process development model.

Chapter 4 will build on the theoretical platform presented up to this point and offer an overview of the curriculum grounding for this study through the lens of emancipatory education. The latter is linked to a critical theorist's approach to curriculum development. This chapter will also offer guidelines for the development of the proposed curriculum framework with the aim to address at least one of the subsidiary research questions related to the philosophical grounding of curriculum studies and the concept of CSR.

This chapter will further review the philosophical grounding of the curriculum concept within the context of CSR, bringing together theoretical and practical possibilities for the development of a curriculum framework – all in an effort to generate the essential competencies required to work as a successful CSR practitioner in the South African context. The chapter concludes, from a theoretical perspective, with an outline of a possible curriculum framework for the development of CSR practitioners positioned in a South African context. The contextualisation of the framework will deliberately focus on the national or macro level of curriculum design and development. This may enhance its interpretation and potential use at the meso (institutional, course and programme) and micro (classroom or instructional activity) level. Informing educational development of the needs of individuals and institutions depends to a large extent on the interpretation of those at operational level – in this case CSR practitioners (Taba, 1962; Van den Akker, Fasoglio & Mulder, 2010).

4.2   CURRICULUM GROUNDING

South Africa is a land of many opportunities and contrasts. As a young country, it still struggles to move past its colonial restraints, which has haunted its citizens long before the first democratic elections in 1994 and which is still evident today (Bhorat, Kanbur & Council, 2006:31). Some of the struggle shackles are still the focal point of the ongoing fight against post-colonial elitist and supremacist influences (Hamann, 2008:378).

Post-1994, South Africa continues to grapple with political corruption, the decay of democratic institutions, service delivery failure, violent protests, high unemployment, social and economic transformation, labour strikes, poverty and an educational system that is failing youth across all spheres and at all levels of society (OECD, 2015:14-15). The latter is not unique to the South African

landscape. Many emerging markets and democracies in the world are facing the same socio-economic tribulations because of colonial legacies as well as individual and corporate greed (Beck, 2013:231-233; Heidenheimer & Johnston, 2011:438).

To understand the philosophical grounding for a curriculum framework for CSR practitioners, this dissertation explored the work of Paulo Freire in order to draw on the similarities between the contextual complexities evident in both Brazil and South Africa. Brazil, the birthplace of Paulo Freire, is a prime example of a country with a comparable history to South Africa. It is within the complex contextualisation of the South African history and current social and political discourse that curriculum developers and designers must construct an effective curriculum for the professional development of CSR practitioners. It is within the same context that CSR practitioners must apply their competencies to support social change through various initiatives within a capitalist and monetary-driven (business) society.

Although Freire's work speaks to the pedagogy of the oppressed, it could be argued that his original focus was on andragogy, which is the education of adult learners, peasants and poor farmers. His models and philosophy are as applicable in the context of pedagogy as they are within andragogical frameworks. CSR practitioners cannot be passive participants in the learning process because they are not empty vessels who seek to be filled with the gift of knowledge by those who consider themselves knowledgeable (Freire, Shaughnessy, Galligan & De Vivas, 2008:109; Pollard, 2002:365). They have to be given the opportunity to critically engage in didactic dialogue and should be given the opportunity to reflect, become self-aware through a shift in consciousness, and then act in the best interest of their stakeholders – the societies in which they work and business in society (Gadotti, 1994:27-29; Gutek, 2004:237).

CSR, as defined in Section 1.5.8 in Chapter 1, is understood as businesses' responsibility in social and environmental contexts over and above legally mandated minimum standards. CSR is an integral part of the socio-economic (development) culture in South Africa. The development of a CSR curriculum framework could therefore be strengthened by two closely related ideologies: Liberation Pedagogy and Critical Theory. This claim is based on the premise that most philosophical viewpoints are not appropriate in neo-liberal emerging markets such as South Africa with an opaque and inflexible regulatory framework (Harley, 2013:5). This legal framework, created by a socialist and populist government, aims to promote BBBEE through imposing stringent corporate governance and BBBEE legislative guidelines in support of social transformation, vested in the transfer of ownership and control of the means of production and distribution of capital and land to previously disadvantaged South Africans (Visser, 2015).

The purists of both Liberation Pedagogy and Critical Theory would argue that they are cynical about the motives of CSR and business in society (Gutek, 2004:241). Critical Theory is therefore proposed as a means to investigate the unarticulated logic of CSR in an effort to identify which competences CSR practitioners require to connect CSR activities with communities and business strategy (Crane,

2008:174). The expectation is that both Critical Theory and Liberation Pedagogy could offer a philosophical foundation to create competency and curriculum connections among CSR practitioners, society, academic institutions, academics and business in society (Crane, 2008:189-190). This section therefore starts with a discussion of Freire's Liberation Pedagogy and then moves to the rules and working generalities upon which Critical Theory is based.

4.2.1   Critical reflection on the pedagogy of the oppressed

It is not surprising that Paulo Freire (1921-1997), who is hailed as a man of his times, a philosopher, educator and the father of what has come to be known as critical pedagogy, grew up in relative poverty during the Great Depression of the 1930s. Freire earned a law degree, but he mainly focused on his work as teacher and educator. As such, he worked with under-classed and illiterate (uneducated) citizens, teaching them to read and write. Through his approach to education, he gave the "oppressed" a voice, allowing them to vote in elections, as illiterate citizens in Brazil could not vote.

It is within this context that Freire developed his ideas, methods and philosophy to liberate the commoners, farmers and illiterate masses who lived in a culture of silence because of their illiteracy. Freire's aim was to liberate the uneducated through literateness. His unorthodox approaches to adult education brought about a new consciousness of the problems lived and experienced by illiterate groups. Freire considered education as the catalyst for commoners to become responsible and active participants in rebuilding Brazil (Gutek, 2004; Gadotti, 1994).

Gadotti (1994:22-23) noted that Freire's proposed method of critical conscience has passed through three critical phases:

i)   **An investigation phase**: This phase is developed through observation and recording of vocabulary and themes unique to the daily experiences and life of the students. The selected words adhere to certain criteria and must have specific social meaning. The investigation and discovery phase, according to Freire, could only be successful if the investigator experienced the social context through listening, observation, participating and critical dialogue in order to understand the social and cultural concerns.

ii)   **Thematic design phase**: This phase focuses on the coding and decoding of themes identified and addressed during the investigative phase.

iii)   **Problem design phase**: This phase sees the student and the educator work from the abstract to the concrete by identifying and addressing the restrictions and prospects of the existential situations identified during the first stage. The ability to read and write becomes the vehicle that drives economic, political and social change. It therefore becomes an experience and also creates self-awareness and consciousness to overcome the struggle. The latter is described as the liberation of education, which should result in a transformative praxis. The "transformative praxis [is] a collectively organised act of education with emphasis on the subject" (Gadotti, 1994:23). Transforming reality may not be as easy or straight forward as it

seems. It would imply that both the student and the educator must be in a position to ask challenging and engaging questions, thus shifting the power balance between the educator and the student. Learning consequently takes place through the art of skilful questioning. Questions are directed at problems that the students experience in their social context, allowing them to investigate themes and more importantly take action to initiate change, to reflect and to engage in critical dialogue.

Paulo Freire never claimed that he invented any literacy method or model. Nevertheless, he viewed the process of education as a form of achieving freedom. Freedom in this context is liberation from the social, economic and political conditions in a free-market system that creates power imbalances and therefore gives a ruling group power over marginalised social groups (Gutek, 2004:236). Central to Freire's notion of freedom through expression and stimulating participation in knowledge creation, is the freedom of becoming more human through in-depth discussion of experiences with life, as humans have a need to learn as much as they have a need to eat (Gadotti, 1994:16-33).

Freire's work up to the early 1960s had been financed by the Alliance to Progress. His commitment to the liberation of education and strong views on the education of the oppressed were highly contextualised in that it challenged the colonial and imperialist ideas of advancement. Freire's literacy programme became part of the social context and was incorporated in the Grassroots Reforms. The Grassroots Reforms represented the demands of the peasants, the organised rural communities of farmers who became displaced by great landowners. The peasants' newly discovered social, political and economic consciousness became a threat to the great landowners whose power was interrogated for the first time.

Freire decided to leave Brazil to live in exile after a military coup. Living under military dictatorship, as he could not live without doing what he was good at – teaching as an educator. This advanced Freire's career and philosophy on education as he moved to a rich and satisfying political space in Chile, followed by Harvard University in North America, UNESCO in Europe and later the World Council of Churches (Gadotti, 1994).

If the objective of CSR is to make a justifiable difference in the lives of the people and communities on which corporates depend for profitability by reaching out to them, then it makes sense for CSR practitioners to engage in more than the simple act of corporate giving only. CSR practitioners should also engage with communities on a level that would see their emancipation from poverty through various initiatives leading to sustainable growth, development and independence from the "corporate givers". The corporates would almost mandate that the starting point of true transformation becomes the development of a CSR curriculum framework and the education of CSR practitioners to bring about a new social and social-economic awareness.

This would necessitate a move away from the "banking concept" of education which sees the CSR practitioner as an empty vessel to be filled with knowledge and theory. The latter may put CSR

practitioners at risk of accepting the CSR space and the role of business in society as it is, without developing critical consciousness to become influential change agents within the CSR domain (Banev & Oxley, 2009:94; Bhattacharya, 2011; Schreiner). A Freirean approach to education may provide CSR scholars with an opportunity to genuinely participate in learning and to create knowledge through praxis in order to control their own education while articulating their own moral purpose. For this to happen, there needs to be equilibrium between theoretical frameworks, knowledge, knowledge creation and experience. These constructs cannot function autonomously from each other. However, in unity these constructs form the praxis.

Here, praxis is understood as "informed action" (Harley, 2013:17). It is the process of taking action in practice while acting within a theoretical framework of thought to identify the critical competencies required to be successful in practice and informing the curriculum framework representative of professional development. In this concept, theory and practice are as one because Freire's ground-breaking politics did not distinguish between the importance of thinking differently and the importance of making a concrete change in the world. In praxis, abstract theorising is only useful as long as it informs concrete action. Likewise, deep thinking and justification must inform action (Harley, 2013:17). Only in this way did Freire see "the oppressed" finding their own, new way to intellectual and social freedom, rather than simply repeating the mistakes of their "oppressors". This is not a case of "doing" and then "reflecting" on it later. Instead, it is about making sure that every action has an informed basis while every valuable thought is put into action. CSR practitioners responsible for bringing any form of CSR theory into practice could consider their actions when planning, and then again when reflecting or evaluating (Gutek, 2004:242).

CSR practitioners immersed in *praxis* would bring their theoretical thoughts to every decision as they make these decisions, adapting their actions in the field of CSR practice to ensure they continue to encourage learning and sustainable change for social good. Social and socio-economic change affects CSR practitioners as well as the communities in which they are working and also business in society. It situates the learning as a conversation between the practitioner and key stakeholders, instead of practitioners carrying out their (business) plans, which were crafted in the hypothetical world of being "good in theory" and which makes "good business sense". When designing and developing the CSR practitioner curriculum, these principles should be applied to produce a curriculum that enables critical dialogue, critical thinking, action and reflection.

The learning process should begin with helping the CSR or CSI practitioner to understand the concrete conditions of the communities in which they work (Harley, 2013:15-17). Reflection is a necessary agent, enabling these practitioners to assimilate knowledge in accordance with the needs of business in society and society itself, without becoming an object of the CSR business or stakeholder agenda, but rather a subject of their own learning, experience in society and business in community (Leonard & McLaren, 2002:9). This process links strongly with Mezirow's Transformative Learning Theory, defined by Taylor and Cranton (2012:76) as:

… the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action. Transformative learning involves participating in constructive discourse to use the experience of others to assess reasons justifying these assumptions, and making an action decision based on the resulting insight.

Freire promulgated an awareness and consciousness of the self in the context of society to bring about social change. Mezirow (1997:5) agreed with Freire, suggested an additional step and argued that true emancipation for learners only becomes possible when they focus on a deeper understanding and connection of how they learn to negotiate and act based on their own purpose, ethics, morals, outlook and meaning. The act of learning, as with CSR practice, is not politically or socially neutral as it aims to promote proactive participation in a democratic society. The role of the CSR practitioner is therefore fundamentally linked to supporting political or social change (political task) as well as supporting an educational task, which is to promote social development and change through linking CSR theory in practice through CSR programmes and business in society. It could therefore be argued from an ideological or philosophical perspective that emancipatory (or critical) pedagogy (argued from an original andragogical perspective in this study) is valid in that applying the theory in practice would enable CSR practitioners to:

i)   Better understand the lived context, the experience of the self and the communities they have to work with, and the complex systems they have to navigate in order to build trust and cooperative relationships to bring about sustainable change and the ultimate emancipation of the communities through long-term sustainable development.

ii)   Create a connection between the practitioners' thinking (conscious) and acting on thoughts (praxis).

iii)   Think critically about CSR and its relations to business practice and the business ideologies as rationale for business in society.

iv)   Engage in critical and liberating dialogue to review and analyse social reality and business responsibility about social development and change (dialogic process).

The next section will discuss the importance of Critical Theory as a possible conceptual tool to investigate the importance of CSR education and how it could contribute in building a just society through the development of best practice in the CSR domain through problem-posing education (Slattery, 2012:224).

4.2.2   Critical Theory in education

Gutek (2004:309) defined Critical Theory as "a complex set of working assumptions about society, education, and schooling that questions and analyses educational aims, institutions, curriculum, instruction, and relationships in order to raise consciousness and bring about transformative change

in society and education". As a derivative of emancipatory pedagogy, Critical Theory contends that society, education and schooling are areas in which groups contend for power and control. Critical Theorists acknowledge that educational institutions offer a range of rival ideologies, which are in constant flux with each other. It is the aim of critical theorists to question curriculum design and development, methods of instruction and control within educational institutions.

Critical Theorists aim to bring about change in the lives of the oppressed. To do this, they do not stand neutral in the struggle. They question the authority of educational institutions as well as who determines the content of the curriculum and the method of instruction. It is their goal to bring about a consciousness reflective of the internal and external conditions of oppression and to show how both the educator and student can take control of their own lives through transformative change. These norms were moulded through the philosophical and ideological lenses offered by post-modernism, existentialism, liberation ideology and multiculturalism (Gutek, 2004).

To create a point of departure for the enquiry into Critical Theory it becomes necessary to define "critical" as a concept. Consciousness, which is a deeper understanding of the self in relation to the internal and external circumstances viewed as exploitative, can only be realised when the individual and/or the group critically participates in arduous investigative and analytical exploration. This exploration would imply an investigation into the conditions in social and educational frameworks, which are seen as both exploitative relationships and unbalanced power in that it creates unfairness and injustice. Based on the previous assumptions, it becomes clear that Critical Theory is in line with Freire's ideology that political, economic and educational institutions are the gatekeepers and agents of a system engineered to maintain and reproduce inequitable and exploitative conditions, thus promoting self-preservation of one dominant group over subordinate groups. The latter takes away the right of individuals and/or groups to determine their own self-worth and future success (Gutek, 2004:310-311).

4.2.3   A critical theorist approach to curriculum construction

The following section will discuss the critical theorist approach to curriculum construction in relation to the problem of education. As such, it will highlight: (i) the fundamental principles of critical theory, (ii) criticism of the CSR curriculum and education, and (iii) some of the salient points on the deliberate educational agenda for transformation.

4.2.3.1 Fundamental principles of Critical Theory

The critical theorists see educational institutions as the agencies with the greatest need for change and transformation. For this to take place the critical theorists see certain theoretical principles as fundamental to transformation. Critical theorists therefore view institutions as political hubs fuelling conflict between less fortunate groups and more dominant groups. Various factors influence an individual's socio-economic status, the most obvious of these being race, gender, class, ethnicity and sexual orientation. These constructs largely influence the social status of the individual and/or

group, and may include educational, social, economic and political opportunities. Critical theorists argue that the former constructs are largely conditioned by personal views of supremacy in relation to a classist system, which controls educational institutions as well as political, economic and religious institutions (Gadotti, 1994; Gutek, 2004; Klein, 1991).

An example of the class system in South Africa would be the Bantu education system of the mid-1950s. The apartheid government of 1949 appointed a Commission on Native Education, which produced the Eiselen Commission Report in 1951. This report became the basis of Bantu education legislation introduced in 1953. Bantu education was introduced as a framework to educate black South Africans to be nothing more than hired labourers in lower income, unskilled and semi-skilled labour jobs. The implementation of Bantu education was in the interest of political agencies. Taking into consideration the 1940s' socio-economic situation, Bantu education would produce what was referred to as inexpensive "labour resources" to enable government to continue with its socio-economic development plans (Hamann, 2009; Kallaway, 2002).

This system is a prime example of a dominant class using its control to maintain, or reproduce, its favourable position with far-reaching ramifications for the socially and economically disadvantaged classes. It is within this context that CSR practitioners must work to eradicate the (educational) injustices of the past (Kallaway, 2002:40). We have seen the 1970s up-rise against Bantu education because of a consciousness within black communities around the injustices related to Bantu education.

4.2.3.2 *Criticism of CSR curricula and education*

CSR education is offered at various levels at private and public educational institutions. Critical theorists would normally develop a critique of existing educational institutions. It is, however, difficult to conduct a critical analysis and investigation at both macro and micro level to gain an understanding of the forces operating internally in institutions and, on a much broader level, the historical, political, social and economic conditions within the larger society. In order to form a critical theory strategy, Gutek (2004:310-313) proposed that the critique of educational institutions includes a rigorous microanalysis of conditions and relationships within such institutions. Guided by the fundamental principles, the critical analysis and investigation focused on the following questions:

- Who controls the educational institution and what are their motives?
- How are educational resources allocated and who benefits from this allocation?
- Which policies govern the educational institutions and who aims to benefit from these policies?
- Who is involved in setting the goals and expectations of these educational institutions?
- How does the curriculum address important social concepts like race, language, ethnicity, gender and class?
- What is the power balance between educators and educational institutions and, most importantly, the students?
- Is the grouping of students important and if it is, how and why are our students grouped?

- Are the students assessed, what form does academic assessment take and how is it measured?

To do a critical analysis of an educational institution, the critical theory enquiry may focus on four steps. The first step in answering the questions related to theoretical assumptions is an investigation at institutional level or micro level. There is a strong link between Critical Theory and Freire's approach to education in that the purpose of the first step is to gather sufficient data from both educators and students to understand the governance framework of a particular institution at the micro level. The next step in the linear approach builds on the first step in that the enquiry focuses on the conditions within the institution. This step therefore focuses on understanding: (i) the educational bureaucracy and how it influences education, (ii) the power balance in terms of educated decision-making and autonomy, (iii) autonomy in relation to curriculum design and development, goal setting and instruction, and (iv) the involvement of the community within the society that they aim to serve.

The third step builds on the results of the microanalysis in the second step by focusing on the socio-economic conditions of the communities in which they operate. The fourth step in the process aims to link the outcomes of the microanalysis in the first three steps to larger social, political and economic analysis. For the CSR practitioner, the fourth step would be crucial as it highlights the systemic issues within communities related to political influence and agendas associated with control. The focus for the curriculum developer and educational institution may be different, and could mean the design and development of a curriculum to cultivate competencies aimed at addressing the systemic socio-economic issues linked to education in society (Gutek, 2004). For the curriculum developer to address socio-economic issues at a systemic level through a curriculum, a framework for educational transformation becomes essential. The next sections will outline salient arguments calling for education for transformation.

4.2.3.3 Education for transformation

Deliberate transformative change can only happen once an agenda for educational transformation has been set based on the critique of society and educational institutions. The framework of Critical Theory was greatly influenced by Freire's emancipatory pedagogy (Gadotti, 1994). By definition, as previously discussed, this would mean creating a consciousness within communities that were previously disadvantaged as a result of complex systems developed to disenfranchise communities that were seen as less favourable socio-economic classes.

Looking at the development of a curriculum framework through the lens of Critical Theory, it could create an opportunity for curriculum developers and educators to engage in critical conversation (what Freire referred to as critical dialogue) with communities and students. CSR students may in return be in a better position to apply similar critical dialogue techniques in society and business in society. This would imply that the curriculum framework takes into consideration behavioural

competences as well as cognitive and value-driven competences linked to raising extraordinary levels of self-consciousness through dialogic processes.

Critical dialogue can raise the consciousness of CSR students, and enable CSR practitioners to better understand how their own consciousness may help to raise the consciousness of key stakeholders, in particular the consciousness of the community members with whom they work in society. Each student has his or her own story, an autobiography reflective of his or her own experience in practice in the greater business in society. CSR practitioners, guided by educators, could recognise best practice linked to key, if not all, stakeholders associated with the CSR strategic objectives (Gadotti, 1994; Gutek, 2004).

Freire's philosophy demonstrated that traditional types of educational practice reproduced passivity and disinterest, and reinforced in those people's eyes the idea that they could never acquire an education. The Freirean philosophical legacy offers a different kind of education where the process of learning is linked to an understanding of the dynamics of power and oppression. For Freire, education was about the process of "becoming fully human" and coming to a consciousness of the world around the individual (Irwin, 2012:56). He found these methods to be extremely successful, as have many educators working with socially marginalised groups who have entered education. At a time when new and sometimes inexperienced CSR practitioners are entering the field of CSR and sustainability in South Africa, this philosophy offers a basis for the development of practitioners to support successful CSR practice.

To summarise, in order to move away from a system where communities are continuously oppressed by the action of business in society (the act of giving) and the actions of CSR practitioners, albeit with good intent and within the strategic guidelines of business, a change in the way CSR practitioners are developed and educated is unavoidable. True emancipation of the poor and stopping the eradication of natural resources are only possible if CSR practitioner education is elevated by removing the "banking system" of education.

Without the latter, business in society will continue to serve the interests of the communities in which they operate through philanthropy, corporate giving, social investment and unsustainable projects, because it only serves the need of business in society to be seen as doing well. The truth is that there is very little good if the action taken in society is not with the intent to create independence through truthful development of skills and knowledge, thus creating independence from business and the state. The next section aims to create clear links between the philosophical grounding of this study and the curriculum framework as concept.

4.3   CURRICULUM FRAMEWORK

In the previous sections it became evident that curriculum construction is highly contextualised in response to the complex needs of society, resulting in a range of definitions, philosophical underpinnings, theories, design and development approaches. In order to bring all of this together

in a fundamental document that presents the elements of a proposed curriculum system, it is important to provide a structure for designing interdependent themes, a values rationale, principles, and goals within the context and field of CSR and CSI for subsequent curriculum development. A curriculum framework (both as a concept and as a tool for broadly organising curriculum elements) would for this reason serve as a guide to aid educationalists in their curriculum decision making for the design and development of learning and development programmes, in particular for CSR practitioners in South Africa.

Bevis (1989:26) argued that a curriculum framework should be viewed as a dynamic document and that formulating or suggesting a curriculum framework serves as nothing more than an "intellectual exercise" if it cannot be used as a source for (i) deriving criteria for content, (ii) teaching methods, (iii) evaluation methods and (iv) human relationships. As an open-ended guide and less prescriptive document, a curriculum framework, according to Marsh (2009), typically includes the following components in a general overarching statement (Marsh, 2009:21):

i) A **clear statement of rationale**, which includes the principles and values that should guide curriculum development towards the attainment of anticipated or actual outcomes of learning. The principles are reflective of and epitomise the foundations on which the curriculum framework is founded, and for that reason relate to goals and expectations of achievement. The rationale should make clear that all stakeholders' needs were taken into consideration and were addressed by emphasising to what extent the curriculum framework will be of benefit to contextual role players at all levels.

ii) The **scope and parameters** of the curriculum should be consistent with the learning outcomes. It is noted that the scope, rather than prescribing curriculum content, identifies broad learning areas, the outcomes of which contribute to the achievement of overarching outcomes. Further, a description of educational areas and their goals helps curriculum developers to inter-connect themes and streamline instruction purposefully.

iii) The curriculum framework offers **broad goals, objectives and purpose** for themes within the curriculum areas. Learning areas individually or collectively contribute to the achievement of the overarching learning outcomes, which are the anticipated results gained through significant and purposeful learning experiences. Learning area statements are provided for each learning and serves as a useful way to categorise the knowledge, skills and values essential to be successful. The latter provides structure for defining learning outcomes with attention given to critical competencies identified in practice. The learning areas should be consistent with those endorsed by business managers and academics.

iv) The curriculum framework offers **broad outlines for curriculum outcomes** and places emphasis on the desired outcomes offering sufficient flexibility to curriculum makers to develop additional learning and teaching outcomes according to their circumstances, philosophy and the needs of their students. The framework does not deter curriculum makers to design and develop outcomes additional to those quantified in the framework.

v)   The curriculum framework sets out what **skills, knowledge and behaviour (competencies)** should be developed, namely what learners should know, understand and value and be able to do as a result of undertaking a learning and development programme. Its fundamental purpose is to provide a structure around which educational institutions can build educational programmes to ensure learners achieve agreed outcomes.

vi) The framework should ideally have very clear **guiding principles on teaching, learning, and assessment** for students to achieve the outcomes articulated in the framework. The focus is on the provision of the educational environment, which is intellectually, socially and physically supportive of learning and development. The guiding principles assist with learning programme planning and individual training intervention practice.

vii) **Guidelines for the evaluation and assessment of themes** should be unambiguous as these form the basis for and define the quality of evaluation and assessment. These guidelines should denote what is supposed to be evaluated and assessed from a formative and summative perspective, and should be specific, objective, reliable, valid, comprehensive and propaedeutic in that they encourage development though additional learning experiences.

It is important to note that a curriculum and a curriculum framework are dissimilar in many ways. The curriculum framework is seen as pivotal in curriculum decision-making as it not only reflects the local social and socio-economic framework in which curriculum decisions are made, but also echoes the dogmatic context of curriculum construction related to quality and accountability (Kearns, 2010:24; Moore, 2014:2).

The curriculum framework is descriptive in nature since it offers a common starting point of what students should learn about a theme or subject. It does not prescribe what decisions should be taken and by whom those decisions should be made at a curriculum construction level. A curriculum framework, without imposing any values, serves as a tool to facilitate informed and consistent curriculum construction decisions relevant to the needs of students within a particular context, and closely reflects the needs of the society in which they live (Eryaman, 2010:380; Klein, 1991:38-39).

The use of curriculum frameworks comes with clear advantages and disadvantages. The first disadvantage would be frameworks laden with too much complexity and information. The latter could imply a prescriptive framework, which leaves very little room for innovation, creative thinking and application, consequently making the framework a tool for control and compliance. Complex frameworks do not allow for visual representation in the form of illustration or visual aid to help with the understanding of key concepts.

The advantages of using a curriculum framework include the following (Marsh, 2009:22-23):

- Curriculum development can move away from a narrow collection of old-fashioned subjects to a comprehensive mixture of frameworks.

- Curriculum development does not take place in isolation within specific subject fields, but allows for better quality curriculum development across integrated frameworks

- Curriculum frameworks allow for far greater integration between and across themes.

- Interdisciplinary and multidisciplinary content and skills can be assimilated with greater flexibility.

- Competences such as problem solving skills, communication and presentation skills can be incorporated into each framework.

The next section will, from a theoretical perspective, discuss a preliminary CSR curriculum framework for CSR practitioners in South Africa. This discussion is based on the literature review in Chapter 2 and the theoretical arguments put forward in Chapter 3 and Chapter 4. This framework will be informed by empirical data reported in Chapters 6 and 7.

4.3.1   A preliminary CSR curriculum framework

The purpose of a curriculum framework would be to allow educational institutions responsible for curriculum development and CSR practitioners and managers in organisations to understand the critical components required to develop the competences of CSR practitioners in South Africa. The framework further aims to provide a common framework or mainstay that articulates the skills, knowledge and attitudes (behaviours) relevant for successful CSR practice. A graphic representation of a preliminary theoretical framework is presented in Figure 4.1.

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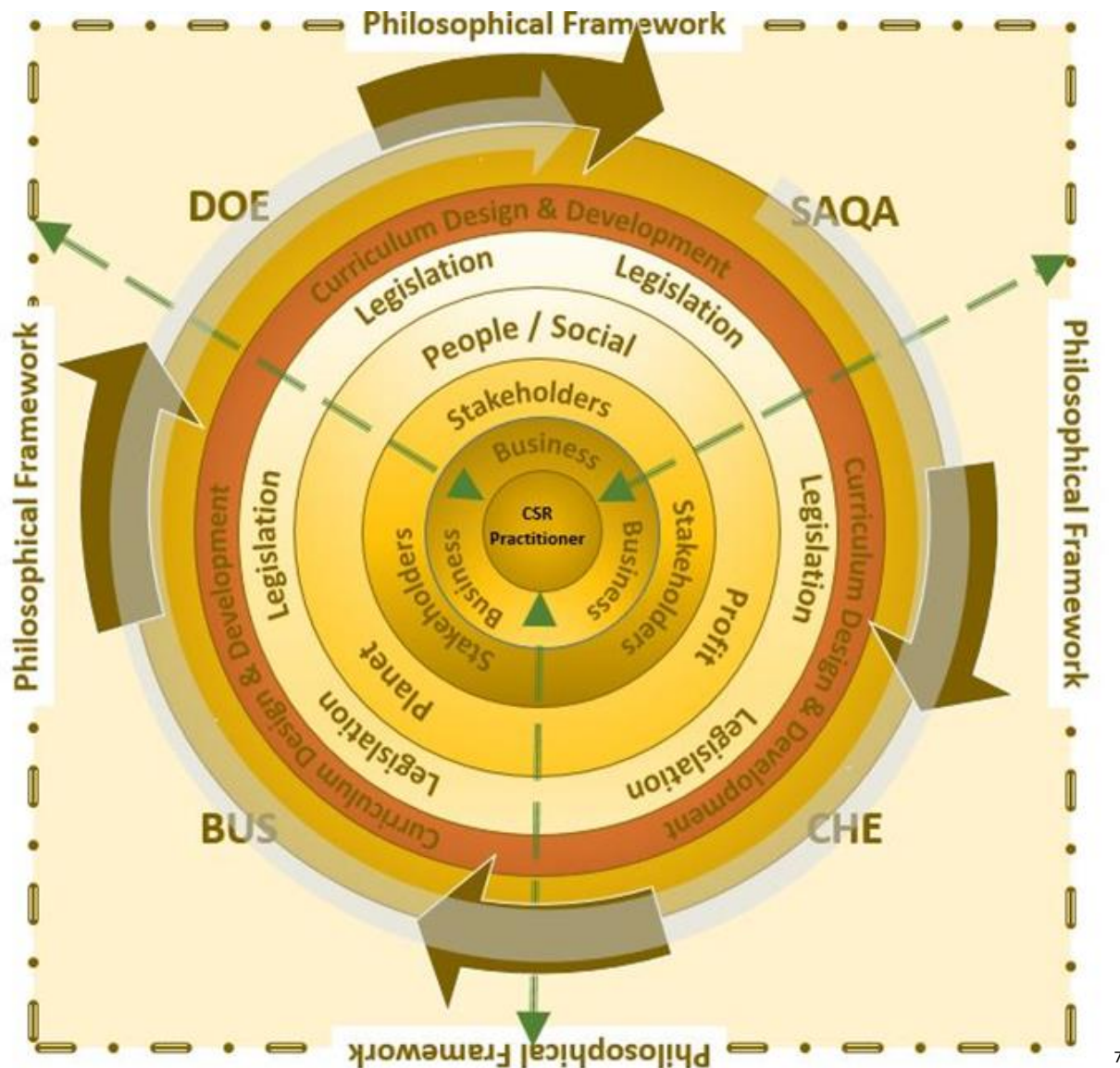
Figure 4.1: A preliminary theoretical framework for curriculum development for CSR practitioners in the South African context

The preliminary theoretical framework is based on possible competences identified through the literature and theoretical review as discussed in this study. The starting point is identifying and understanding the CSR competences required to become successful CSR practitioners.

These competences comprise three separate but interrelated elements (which are entirely in line with SAQA's definitions of applied competence) (cf. Section 3.4.4):

- Foundational competence
- Practical competence
- Reflexive competence.

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[7] *Business (BUS), South African Qualifications Authority (SAQA), Department of Education (DOE) and Council for Higher Education (CHE)*

These three components are inter-related and they complement each other. It is the combination of these competencies that gives rise to key behaviours demonstrated by people. The interconnectivity and relationship among the three elements are critical to understand and describe CSR activities and functions. The framework is envisaged to be a flexible tool, meeting the needs of industry and those involved in curriculum development. The proposed framework consists of seven dimensions that describe a range of competences required to integrate CSR in business. It further takes into consideration the application across a range of business functions such as:

- Marketing

- Human resources

- Finance

- Supply chain management

- Planning

- Operations.

The need for a flexible framework that takes into consideration a range of business functions is evident in the literature (cf. Section 1.2.2) because the "CSR practitioner" role is not exclusive to CSR as it may require individuals to operate within a range of other specialist fields in business. Focusing on the individual CSR practitioner's role may be important. Hence, the next section will review the competences, and areas of competence, which may be required to be a potentially successful practitioner.

4.3.1.1 Dimension 1 and Dimension 2: CSR practitioner and business

At the centre of the framework is a set of core CSR competences with a strong focus on the CSR practitioner, bringing together the personal qualities, attitudes and mind-sets which CSR practitioners may need to learn and which in turn may drive improvements in CSR management practice. These competences could be linked to the personal belief system closest to the cause or organisational context of CSR (cf. Section 2.3.2) and the alignment of social, environment and economic performance to long-term business strategy and performance. Focusing on the development of personal or value-driven competences at the core of the framework may enable the development of a CSR and business knowledge base, the skills, knowledge and the right attitudes and reflexes to be an effective and efficient practitioner who will ultimately influence CSR business practice in all outward dimensions (cf. Section 2.4.1) and contextual roles.

In order to bring the CSR agenda firmly to the attention of stakeholders and traditional business leaders, a robust CSR business case is required. The CSR practitioner may need to, based on the centrality of responsible business behaviours, build and present a business case for CSR for the business (cf. Section 2.4.3).

4.3.1.2 Dimension 3: Stakeholder management

The next dimension is the stakeholder dimension which represents stakeholders and key stakeholders across all triple bottom line (TBL) focus areas. Relevant literature suggests that stakeholders form an integral part of the most critical dimensions of CSR (cf. Section 2.4.2) and refers to the ability of the practitioner and organisation to interact with employees, suppliers, customers and communities. CSR practitioners may need to demonstrate applied competence in the design, development and implementation of integrated strategic CSV practice in business (cf. Section 2.6.4), but the scope of the strategy development may be influenced by the introduction of the stakeholder theory and specific CSR models. Demonstrating competence in strategic thinking and management would imply that the CSR practitioner is able to create socially conscious investments linked to shared value for key stakeholders. Demonstrating the former and the latter may require a foundational knowledge of stakeholder theory and the ability to apply a stakeholder management framework and philosophy in order to be responsive to the legitimate needs of stakeholders (cf. Section 2.7).

4.3.1.3 Dimension 4: People, profit and planet

In Figure 4.1, the three green dotted arrows moving outwards and inwards across all dimensions intentionally link all dimensions within the framework with the CSR philosophical framework and clearly divides the framework into three focus areas of business, which is generally referred to as the TBL: people, profit and planet (cf. Section 2.6.8). The King Report (cf. Section 2.6.4) underscores the importance of the TBL and the literature suggests that the TBL forms a fundamental part of CSR and that the CSR practitioner participates within a complete open system.

An important factor is the emphasis on the value add (or detraction), not only on return on investment ROI (economic), but also on a social and environmental level. The three areas of knowledge and practice form part of the business's strategic priorities and also require an ability for progressive systems thinking, which is about the ability to be innovative and creative to address social, environmental and economic challenges. Understanding the interrelated and interconnected TBL concepts is as important as the aptitude to clearly communicate the importance of the concepts in relation to CSR projects and activities (cf. Section 2.6.8).

4.3.1.4 Dimension 5: Legislation

The literature suggests that respect for applicable legislation and for collective agreements between social partners is a prerequisite for successful CSR practice (cf. Section 3.2.2). Legislation influences CSR practice and may in some instances dictate the nature and scope of acceptable CSR projects and initiatives in line with the constitutional requirements for social justice and addressing socio-economic inequalities in South Africa (cf. Section 2.6.1). CSR in South Africa is influenced by corporate rationality as well as by broader legislative requirements and more specifically industry and sector codes of good practice (cf. Section 2.4.3). The South African legislative framework

shapes the definition, dimensions, scope and understanding of CSR within the operational context of business and communities. It implies that the CSR practitioner may need to demonstrate foundational and practical competence to manage the drivers influencing their CSR strategic intent in relation to internal and external drivers of CSR strategy (cf. Section 2.4.4).

Factors influencing the skill(s) of CSR practitioners to navigate complex legislative frameworks and industry charters may thus be linked to legislative acumen, which is about the ability to interpret, define and work within and between legislative frameworks such as BBBEE and good corporate governance (cf. Section 2.6.3). The EC further stated that respect for applicable legislation and for collective agreements between social partners is a prerequisite for meeting that responsibility.

4.3.1.5 Dimension 6: Curriculum design and development

The curriculum design and development dimension is intentionally placed on the outer peripheral of all the dimensions (closest to the QC, philosophical framework and SAQA) because the curriculum is contextually shaped, influenced and understood by all the role players within the context of CSR and business in society. CSR practitioners immersed in *praxis* would bring their theoretical thoughts to every decision, adapting their actions in the field of CSR practice to ensure that they continue to encourage learning and sustainable change for social good (cf. Section 4.4.1).

The design and development elements, as determined from the literature (cf. Section 3.3.3), may have to take into account the needs of all the contextual role players, starting at the core of the framework: the CSR practitioner, business, stakeholders, industry bodies, legislative frameworks, SAQA and other formal and informal educational role players such as society at large.

4.3.1.6 Dimension 7: Business, DOE, SAQA and Quality Councils

The needs of all contextual role players are of equal importance as the framework may not be accepted unless it adheres to the requirements of all statutory bodies and legislative structures, which include SAQA, DOE and QCs. Additional factors taken into consideration within the seventh dimension is an awareness of both national and international trends in terms of CSR education and the high demand for technology-based and lifelong learning (professional development planning).

4.4   CONCLUSION

This chapter presented the philosophical grounding of the curriculum concept within the context of CSR and this study. It brought together theoretical and practical possibilities for the development of a curriculum framework by critically evaluating the emancipatory function of teaching and learning. It also highlighted that education is a socially situated praxis and that knowledge is thus socially constructed. It was further argued that education does not take place in a vacuum, but in the context of business in society. Also, important questions must be asked in terms of whose interests would be served by the curriculum and, more importantly, whether the curriculum will support the emancipation of both the CSR practitioners and the communities they serve.

This chapter concluded with a proposed curriculum framework for the development of CSR practitioners in South Africa. The preliminary framework, based on the literature and theoretical grounding of this study, highlighted seven possible dimensions of CSR practice to be included in a curriculum framework for the development of CSR practitioners.

The next chapter, Chapter 5, will deal with the methods used for the empirical part of the research, as well as the theoretical perspectives associated with the selected empirical research components. Chapter 5 will thus elaborate on the research methodology of the study.

CHAPTER 5
RESEARCH METHODOLOGY

5.1   INTRODUCTION

The three preceding chapters provided a contextual overview of corporate social responsibility (CSR) and curriculum development as the two fields in which this study was positioned and conducted. The purpose of this chapter is to elaborate on the research methodology. It will further discuss the aim of the research, followed by a discussion of the research question and scope of this study as outlined in Chapter 1. This will be followed with a discussion of the research paradigm and research design.

This study is embedded in a mixed-method research design with a pragmatic paradigm and inductive approach to explore and construct a curriculum framework for CSR practitioners within the South African context. In this chapter, the various data collecting instruments – which included questionnaires, focus groups, semi-structured interviews and the implementation of a Delphi exercise – will be discussed. The methods used to generate and analyse the data in order to arrive at better-informed answers to the research questions will also be unpacked. It concludes by discussing the measures used to enhance the quality of the data as well as the ethical considerations of the study. In the first section, the study is put in perspective by providing an overview of the objectives of this research.

5.2   PURPOSE OF THIS RESEARCH

According to Bailey (2008:4), as conventionally defined, social science research helps society to better understand social phenomena through gathering data, which helps to answer questions about innumerable facets of society. This enables social research to become a catalyst in better understanding such phenomena as it provides clarity and answers to social issues. Babbie (2012:43) agreed with Bailey on the purpose of social research, but also argued that exploration, description and explanation are three of the most common and beneficial purposes of social research. Research projects usually have one or more clearly defined purposes, and Babbie (2012:42) proposed a high-level revision of all three in an effort to better understand the possible implications one may have on the other in research design:

i)   Exploration: One of the key drivers of social research is exploration and investigation of social issues, seen as "new-fangled" fields of study or obstinate phenomena. Linked to the exploratory nature of social research are three fundamental purposes: (i) the need to better understand phenomena and to satisfy the researcher's inquisitiveness, (ii) test feasibility of undertaking research on a larger and more intensive scale, and (iii) the meticulous development of methods for the subsequent research-related investigation of the identified phenomena.

ii)   Description: The fundamental drive of many social science studies lies within their ability to meticulously describe events and status quo. In order to report on the latter, the researcher has to firstly observe the phenomena before attempting to purposely describe or report on what was observed from an accurate and scientific perspective. Descriptive social science studies aim to answer the how, what, when and where questions.

iii)   **Explanation**: The third purpose of social science research, as highlighted by Babbie (2012:42), is the explanation of observations and social phenomena aimed at answering explanatory questions of why.

Social science research studies more often than not have elements of exploration, description and explanation. This study had a clear descriptive purpose, answering the what, when, where and how of the competencies required to be a successful CSR practitioner. It also explained why specific competencies are more critical than others, and how the competencies are used to inform a possible curriculum framework. In this process, the following research objectives were stated for this study:

- To identify the most common competencies that may potentially contribute to the success of CSR practitioners

- To investigate which CSR competencies can possibly be grouped together in a practitioner's portfolio as functional building blocks

- To investigate which elements of skills, knowledge and behaviour (competencies) are required for effectively managing the South African CSR function

- To investigate the hierarchy of significance of identified CSR competencies for CSR practitioners

- To suggest a possible curriculum framework for the development of CSR practitioners in South Africa.

The following section discusses the individual parts represented in the structure and flow of the study by starting with the research question(s), followed by the chosen research paradigm and the research approach. The chapter concludes with an outline of the research design.

5.3   RESEARCH QUESTION

The research problem of this study, as explained in Chapter 1, emerged from the researcher's review of the current state of development opportunities for CSR practitioners from both a European and South African perspective, personal CSR experience and involvement in the management of CSR within a corporate context. The key issue of concern is that no curriculum framework currently exists in South Africa in terms of which the development of CSR practitioners can be planned and offered. The main question thus addressed in this study was: **What constitutes a curriculum framework for the development of CSR practitioners in South Africa?**

The main research question was supported by the following subsidiary research questions:

- What are the most common competencies attributed to CSR practitioners in their role as practitioners?

- Which competencies can possibly be grouped together in a CSR practitioner's portfolio as functional building blocks?

- Which elements of skills, knowledge and behaviour (competencies) are required for effectively managing the South African CSR function?

- What is the hierarchy of significance of the above competencies for the CSR practitioner?

5.4   RESEARCH PARADIGM

During the initial planning phase of this research, the researcher had to critically review personal belief systems and worldviews, not only as introspection of the self, but also as the worldview of CSR/CSI that would guide personal drive and methods of investigation. It was important to reflect on personal belief systems and worldviews as it would be imperative to select a research methodology that would be reflective of CSR/CSI knowledge as a guide to the self, and that would support the type of investigation and the chosen methodology in ontological and epistemological fundamental ways (Guba & Lincoln, 1994:105).

Worldviews (also known as paradigms), according to Creswell and Clark (2011:39), can be defined as the philosophical assumptions that are made up of a basic set of beliefs or assumptions that guide mixed-method inquiries. In support of a pragmatic worldview, Creswell (2013:11) argued that pragmatism provides a philosophical basis for mixed-method research because of the following reasons:

i)   Mixed-method research is not committed to a singular reality or system of thinking, which allows the researcher to draw on both qualitative and quantitative data.

ii)   The researcher has a choice in terms of methods, techniques and procedures of research. The selection is therefore fit for purpose and in line with the needs of solving the problem.

iii) The world is not viewed as an unqualified unity by pragmatists. Therefore, the mixed-method researcher, in the same way as viewed by the pragmatist, does not subscribe to a single approach to collect and analyse data, but applies different approaches to collect, analyse and integrate data.

iv)   For the mixed-method researcher "truth" is what is experienced and lived at the time and not what exists in a parallel universe autonomous of the mind. Mixed-method designs thus employ qualitative and quantitative methods to generate data that assists in best understanding a research problem.

Thus, for the mixed-method researcher, pragmatism "opens the door to multiple methods, different worldviews, and different assumptions as well as different forms of data collection and analysis" (Creswell, 2009:11).

5.5   RESEARCH APPROACH

It is generally acceptable, within pragmatism, to combine abductive, deductive and inductive thinking, as the researcher mixes qualitative and quantitative data (Aliseda, 2006; Creswell & Clark, 2007; Creswell & Clark, 2011). The competencies required to be a successful CSR practitioner were not known at the start of this study, and had to be identified before they could be validated through a process of inductive and deductive reasoning. The identification of the competencies was required in order to inform a curriculum framework for the development of CSR practitioners in the South African context. Abduction, according to Plowright (2011:112), is "concerned with arriving at an explanation, or the best available hypothesis, for an event that has already taken place". Hence, abductive thinking processes were followed in order to identify and examine CSR practitioners' competencies and to draft a competency framework that would be representative of current CSR practices (Ahmed & Parsons, 2013:63).

In the first phase of the study, deductive reasoning was employed as it involved the use of surveys to collect initial numerical data. A deductive approach was used during the second phase of the research, and employed telephonic interviews and focus groups to collect data (Msweli, 2011:60). Read (2012) argued that deduction depends on induction; the general propositions are only known to the researcher through the facts. It is, however, important to discuss the dichotomy between induction and deduction in the context of this research. Wilson (2010:7) distinguished between inductive and deductive reasoning, and argued that deductive reasoning is concerned with developing a hypothesis based on existing theory and then designing a research strategy to test the hypothesis which, according to Ghauri and Grønhaug (2005:15), is often associated with quantitative research. The inductive approach would seek to first collect data, interpret the data, and based on the inference, develop a theory because of the data.

In the next section the research design (Creswell (2009:3) will be discussed. The section will also briefly discuss each method of inquiry and its associated advantages and disadvantages.

5.6   RESEARCH DESIGN

This mixed method study was designed in three distinct phases aimed at the development of a curriculum framework for the professional development of entry-level to mid-career CSR practitioners in the South African context. The research, therefore, was a multi-phased, sequential explanatory mixed-method study within a pragmatic research paradigm. According to Creswell (2009:211), "the sequential explanatory design is typically used to explain and interpret quantitative results by collecting and analysing follow-up qualitative data". The mixed-method design involved collecting qualitative data after a quantitative data collection phase in order to explain or follow up on the quantitative data in more depth (Creswell & Clark, 2011:61). The next section will discuss the mixed-method research design employed in this inquiry as well as the Delphi method which was used in the second phase of this inquiry.

5.6.1 Mixed-method research design

In this study, the researcher used a sequential explanatory mixed-method research design. It is referred to as explanatory because qualitative data is used to further explain initial quantitative data. Sequential refers to a study where the research blue print requires the collection and analysis of quantitative data in the first step, which is followed up with the collection and analysis of qualitative data to explain the quantitative results in detail (Creswell, 2013; Tashakkori & Teddlie, 2010; Teddlie & Tashakkori, 2009).

Mixed-method literature suggests that the field of mixed-method research has developed over the last 25 years and that the practice of combining qualitative and quantitative data offers robustness not easily matched by using only one form of data collection (Creswell, 2013; Johnson, Onwuegbuzie & Turner, 2007; Sanders, Cogin & Bainbridge, 2013; Tashakkori & Teddlie, 2010; Teddlie & Tashakkori, 2009). Teddlie and Tashakkori (2009:33) named three areas where mixed-method research may be superior to a single approach design. The first is to address a plethora of confirmatory and exploratory questions by using quantitative and qualitative methods simultaneously. Inference is key in any research project and mixed-method research affords the researcher a way to make inferences that are more robust. The final argument put forward by Teddlie and Tashakkori is the ability of mixed-method research to deliver a bigger variety of opposing or divergent opinions and views. However, Teddlie and Tashakkori warned that mixed-method research should focus on balancing the strengths of both methods, while taking care of overlying weaknesses.

Creswell and Clark (2011:8) argued that certain conditions may warrant the use of mixed methods. Research problems identified by Creswell and Clark necessitating the use of mixed methods are:

> … *those in which one data source may be insufficient, results need to be explained, exploratory findings need to be generalized, a second method is needed to ensure a primary method, a theoretical stance needs to be employed, and an overall research objective can be best addressed with multiple phase, or projects.*

The most basic definition of mixed-method research would infer that the term mixed-method refers to a combination of qualitative and quantitative methods in the same study. Tashakkori and Teddlie (2010:31-32) argued that the combination of research elements is applied to develop a "breadth of understanding or corroboration". As previously discussed (cf. 5.4), a paradigm is a construct that postulates a universally acceptable set of philosophical assumptions covering concepts from ontology, epistemology, ethics, axiology and methodology.

The study required a practical approach in the sense that a range of methods were utilised to address the research problem. The approach is also practical in combining surveys (quantitative data), telephone interviews (qualitative data in this study) and focus groups (qualitative data) over multiple phases of the study. In this inquiry, the researcher had to engage with the CSR practitioner knowledge community in dialogue through multiple methods to collect sufficient qualitative and

quantitative data to answer the research question. The need for multiple data sources was identified upfront with the explicit aim to achieve the following:

- By means of using a survey, collect quantitative data to identify the competencies required to be a successful CSR practitioner and to elaborate on those competencies using qualitative data collected by means of focus groups.

- Use a reiterative process (cf. 5.6.5) to stack rank the competences according to their importance as building blocks.

- By means of a survey, collect quantitative data to identify the most critical competences and to elaborate on those competences using qualitative data collected by means of telephonic interviews.

This study can thus be described as a fixed mixed-method design with sequential timing. Fixed mixed-method design implies that the use of quantitative and qualitative methods are planned before the commencement of the research process and that the procedures are executed according to this pre-determined plan (Creswell & Clark, 2011:54). Sequential timing was implemented by collecting and analysing quantitative data (questionnaire) first and then collecting and analysing qualitative (focus groups) data (Creswell & Clark, 2011:66). Attention was also given to the interaction between and priority of the qualitative and quantitative strands.

A strand can be equated to an element within a specific study, comprising of basic processes related to conducting qualitative and quantitative research (Creswell & Clark, 2011; Teddlie & Tashakkori, 2009). The level of interaction, according to Greene (2007) and Creswell and Clark (2011), refers to the degree of transmutation or separation of the strands within a study. Greene (2007:120) argued that the degree in which strands are kept independent or interact with each other is "most salient and critical". An interactive level of interaction was planned and implemented in this study because it was necessary to first collect and interpret quantitative data in order to design and develop a competency framework to be tested in a different strand (Creswell & Clark, 2011:65). Equal priority was placed on qualitative and quantitative data in order to address the research questions (Creswell & Clark, 2011:65).

Data in this inquiry had to be collected chronologically in order to expand on initial quantitative data by adding a descriptive depth to the first set of data, thus explaining, substantiating and supporting the conclusions generated in the first database. This process, according to Bryman (2012) and Greene (2007), contributes to the reliability and integrity of the results, making the inference and ultimately the findings far more credible. It would not have been possible to collect data from multiple data sources within one phase. Hence, a need was identified to realise the research objective through multiple research phases. The mixing of data thus occurred by connecting the two strands. Quantitative results from the first strand led to the subsequent collection of qualitative data.

During the first strand of the second phase, the Delphi research method was employed. The overriding reasons for selecting the Delphi method are linked to two important factors highlighted by Linstone (1978:275): (i) "the problem does not lend itself to precise analytical techniques but can benefit from subjective judgement on a collective basis" and (ii) "individuals who need to interact cannot be brought together in a face-to-face exchange because of time and cost constraints". The next section will discuss the use of the Delphi method employed in Phase 2 of this inquiry.

5.6.2   The Delphi questionnaires

The Delphi method was the most appropriate to explore and understand the scope and dimensions of the possible skills, knowledge and behaviours required to be successful in the field of CSR and/or CSI. The Delphi method employs a series of questionnaires in succession (what is generally referred to as Delphi rounds). The completion of the questionnaires is interspersed by controlled feedback between survey rounds to gain the insight and opinion of participants (referred to in studies as experts) in an effort to gain consensus on the research theme (Fink, Kosecoff, Chassin & Brook, 1991; Meijer, Verloop & Beijaard, 2002; Rolland, 2006; Thurmond, 2001).

The application of the Delphi method applies in particular to this study (as discussed in 5.6.5.1 and 5.6.5.2) based on two critical and equally valuable criteria. The first criterion is based on the work of Rowe, Wright and Bolger (1991) who argued that the Delphi method is of particular use when there is no appropriate historical data available (to support projected estimation) in the context of the phenomenon being studied. The second criterion is based on the appropriateness or suitability of available data in the context of the study (to support positive influencing). In the case of this inquiry, data from the first phase was used to identify skills, knowledge and behaviours (competencies) required to be a successful CSR practitioner. There was, however, inadequate evidence to support such a claim, and the data, after analysis, was not deemed appropriate or sufficient in the context of building a curriculum framework for the development of CSR practitioners. The Delphi method was thus employed to further investigate, agree and build on the first draft of the competency framework developed in Phase 1 of this inquiry.

5.6.2.1 *Delphi from an educational perspective*

For this study, various types of Delphi methods were considered and the classical Delphi method was selected (Gupta & Clarke, 1996; Rauch, 1979; Van Zolingen & Klaassen, 2003). The classic Delphi methodology was adapted to be more suited to an e-Delphi methodology to include online and computer technology (Hasson & Keeney, 2011). The classic Delphi methodology has a number of variations, and researchers using Delphi very often adapt and change the classic approach as required (Gupta & Clarke, 1996:189).

5.6.2.2 *Delphi methodology and characteristics*

Geist (2010:148) argued that one of the most prominent characteristics of the Delphi method is to eliminate tendencies of influence in person-to-person collaborative group work where the possibility

exists that one group's perceived power and status have an influence on the decision making process of another group. It can thus be argued that Delphi as research method allows all participants in a study group equal opportunity to contribute to the decision making process required within the study. Rowe *et al.* (1991:236) agreed with the latter and said that Delphi as a "judgement aiding/enhancement tool" eliminates negative contributions or social complexities within groups by largely focusing on and using the positive traits of interaction between group members without undue influence between group members. To this end, Rowe *et al.* and Dalkey (1967) listed four features characterising the Delphi method which was noted and used in the design of the Delphi method for this inquiry:

i) "Anonymity" is only achieved when undue social pressures are removed by enabling group members to provide their responses individually without interference and inference from other group members. Anonymity in this inquiry was achieved through questionnaires completed individually and in privacy.

ii) "Iteration" refers to repetition and, as a rule, start with a first round questionnaire when panellists are requested to privately and individually respond to the questionnaire and send feedback to the researcher. This process will be completed for an additional two or three rounds. Panellist are given the opportunity to change their opinions throughout the process at specific intervals – after each round is completed and before the next round starts.

iii) "Controlled feedback" is given to panellists after the completion of each iteration, which means between rounds. Panellists are informed about the opinions of the rest of the panel of experts. The feedback may be given in a statistical summary, highlighting information related to the mean or median. This process enable panellists to review statistical information or qualitative responses, allowing all expert panellists the opportunity to participate without influence from more boisterous or vocal panellists.

iv) "Statistical group response" is shared with expert panellists at the end of the Delphi process. Group judgment according to Rowe *et al.* is typically articulated as an average. All the opinions and judgements are shared with the panellist after the final iteration and the extent of the spread of members' thoughts and opinions may be used as an indication of the level of the agreement.

5.6.2.3 Delphi process

Hsu and Stanford (2007) reckoned that the Delphi method can, theoretically, be continuously reiterated until the expert panellists have reached consensus or, in the absence of consensus, stability is attained. Brooks (1979) and Ludwig (1994) agreed with this, but argued that two or three Delphi rounds or iterations will, as a rule, be adequate to collect sufficient data to reach consensus. Linstone and Turoff (1971:5) argued that Delphi usually, whether conventional or real-time, undergoes four distinct phases. In the case of this inquiry the researcher applied two of the four phases because it became clear after analysing the second round Delphi data that no further

consensus or agreement would be reached, thus indicating stability. The following section will briefly discuss the Delphi process from start to finish in a phased approach used within this inquiry.

5.6.2.4 A: First-round Delphi

The Delphi process in this inquiry started with a structured questionnaire. The aim of the questionnaire was to solicit quantitative and qualitative data from a panel of experts on the proposed first-draft competency framework (Baumfield, Conroy, Davis & Lundie, 2012; Okoli & Pawlowski, 2004). The data was collected, reviewed and interpreted to formulate a well-structured survey for the second-round Delphi. The questionnaire therefore served as the survey instrument to collection of data in the second-round Delphi (Geist, 2010; Hsu & Stanford, 2007). Hsu and Stanford (2007:2) argued that it is both common and acceptable practice to use a structured questionnaire in Round 1, and that researcher may modify the Delphi process if information and data related to the phenomenon being studied is obtainable and useable.

5.6.2.5 B: Second-round Delphi

The researcher presented the summarised information from the first-round Delphi to each member of the expert panel before the start of the second round. The panellists were then required to review the questionnaire items and had to rate and rank the items in order of importance to establish priority between the items. Controlled feedback, as discussed in 5.6.5.2, is according to Hasson and Keeney (2011) critical to the success in all subsequent rounds as this will enable panellists to review their own responses or judgements against the rest of the panellists and to change their response. Consensus started to emerge as panellists adjusted their own responses in line and in relation with the rest of the panellists' judgements. Panellists offered a rationale for the divergence in their own justifications and responses. This was completed in anonymity and panellist did not feel intimidated by any of the other panellists (Baumfield *et al.*, 2012; Ludwig, 1997). The second draft competency framework was designed, based on the analysis of data from the second-round Delphi.

5.6.2.6 The importance of consensus

The importance of consensus in the Delphi method is often briefly discussed in the literature and there are various interpretations of the construct, but very little agreement on how consensus should be attained and "calculated" when using an empirical approach to demonstrate that consensus has been reached (Reid, 1988; Dalkey & Rourke, 1972; Rowe *et al.*, 1991; Geist, 2010; Hsu & Stanford, 2007; Williams & Webb, 1994).

Consensus comes from the Latin cōnsēnsus which means agreement, accordance or unanimity. Consensus depends on participants having shared values and goals, and on having broad agreement on specific issues and overall direction. Consensus implies that everyone accepts and supports the decision, and understands the reasons for making it". The Centre for Conflict Resolution defines consensus as (Avery, Auvine, Streibel & Weiss, 1981:2):

> *Simply stated, consensus is different from other kinds of decision making because it stresses the cooperative development of a decision with group members working together rather than competing against each other. The goal of consensus is a decision that is consented to by all group members. Of course, full consent does not mean that everyone must be completely satisfied with the outcome - in fact, total satisfaction is rare. The decision must be acceptable enough, however, that all will agree to support the group in choosing it.*

Both these definitions outline three critical components to reaching consensus: (i) participants have shared goals; (ii) it implies that everyone accepts and support the decision, and (iii) not everybody has to agree 100%, but must have an opportunity to voice their opinion and discuss differences. Delphi methodology is based on some form of agreement, and various studies have elected to use a range of definitions and calculations to determine consensus. For the purpose of this study, the meaning of consensus was predetermined and defined in the design of the study. Consensus was described as complete agreement and support from the entire expert panel on any of the Delphi items. If 100% consensus was not reached, then an average weighted score of ≥ 80% would indicate clear support among the majority of the expert panel. If the average weighted score of panellists who disagreed was ≤ 20% of the total agreement score, then sufficient consensus was reached. It would be naïve to think that Delphi does not come without its own set of advantages and disadvantages. Both are extensively discussed in studies. The next section will review the negative aspects and positive aspects of the Delphi methodology (Baumfield *et al.*, 2012; Green, 2014; Linstone, 1975; Ludwig, 1994; Okoli & Pawlowski, 2004; Reid, 1988).

5.6.2.7 *Strengths and limitations of the Delphi method*

The strength of the Delphi method has been briefly highlighted in 5.6.2. Two very distinct and overarching strengths have been identified: the first is the use of the Delphi methodology to elicit and achieve consensus from a group of expert panellists. The second is followed by the advantage of guaranteed anonymity and confidentiality, which helps the researcher to overcome communication and behavioural barriers that may lead to unreliable results normally associated with other methods using panellist decision making. Linstone (1975), Powell (2003), and Dalkey and Rourke (1972) agreed with Gupta and Clarke (1996) that anonymous participation, free of "cautious institutional position", enables a geographically dispersed group of expert panellists to share their knowledge and experience through an iterative data collection approach. Linstone (1975) and Brooks (1979) both reckoned that an additional advantage of the Delphi method is the fact that the methodology allows for flexible time frames for completion, therefore allowing panellists sufficient time in their busy schedules to reflect on and contemplate their responses in order to increase the quality of responses and contributions.

The Delphi method has been criticised by various authors as unreliable, its validity and credibility has been questioned and its disconnect from standard or acceptable scientific research

methodologies has been brought into question. These concerns are, of course, not without merit as many researchers think that using the Delphi method is straightforward and easy to direct (Powell, 2003; Yousuf, 2007). Reid (1988) said that disagreement in terms of the expert panellist size and sampling techniques leads to disagreement on the validity and reliability of data and ultimately the validity of the study. Gupta and Clarke (1996) believed that a poor selection process may ultimately lead to the selection of a weak panel of experts, which may impact the quality, validity and reliability of the study. They further argued that, due to its questionnaire-based approach and lengthy iterations process, the Delphi method potentially lends itself to reaching consensus and/or agreement, although mismanagement of the research process, weak questionnaire development, questionnaire design flaws, untrustworthy result analysis and the lack of valuable feedback can lead to the instability of the results and questionable consensus. Geist (2010) argued that panellist fatigue and the former limitations are not unique to the Delphi methodology. Stefan (2011:66), Adler and Ziglio (1996:13) supported Geist's argument that researchers who fail to implement the Delphi process correctly are at fault for inadequate research results. However, the blame cannot be placed on the process itself, but rather the inability of the researcher to administer a methodologically robust process like the Delphi method correctly.

The next section will discuss the three distinct phases of inquiring into the possibilities of developing a curriculum framework, as illustrated in Figure 5.1.
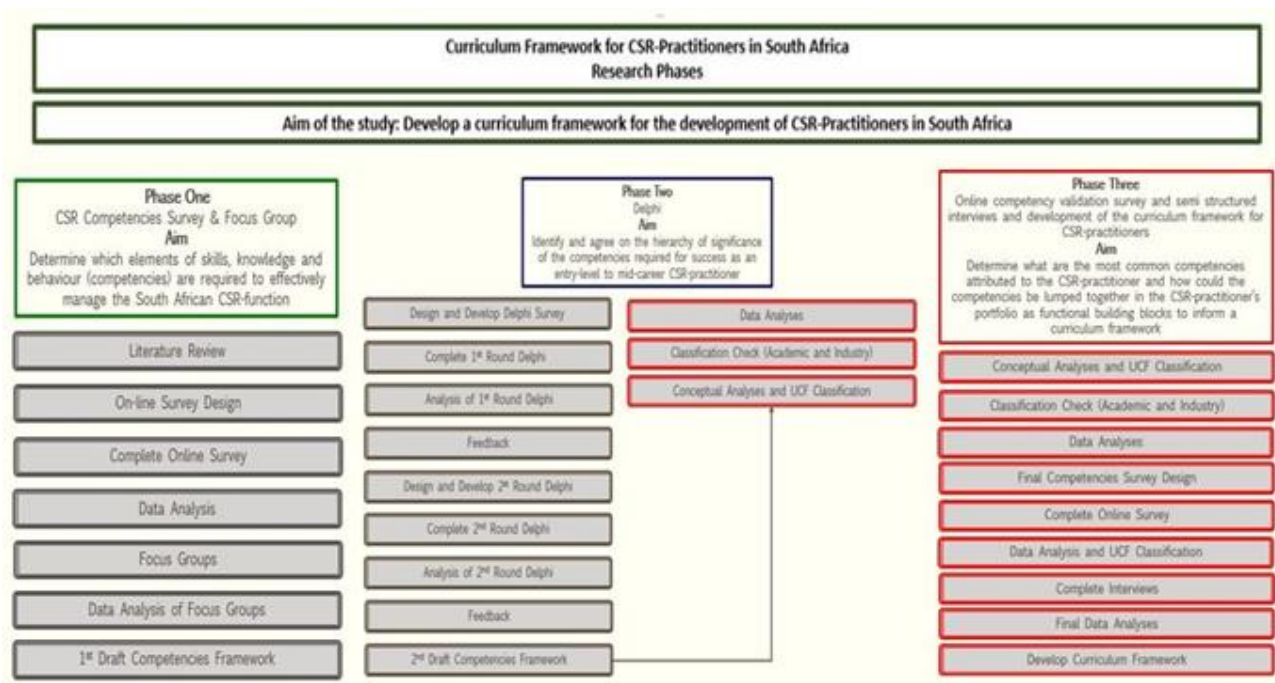
Figure 5.1: Research design framework

The framework as illustrated in Figure 5.1 provides an outline of the broad steps in the operationalisation of the research design and represents the steps taken in relation to the phases of this inquiry.

5.6.3   Phase 1

Step 1: During the first step of Phase 1 of the study an electronic questionnaire was used to collect data from CSR practitioners across South Africa to identify the skills, knowledge and behavioural competencies required to be a successful CSR practitioner. The data was collected, analysed and interpreted to formulate the first draft of the competency framework.

Step 2: The first step was followed by interviews with focus groups as a second step. A panel of CSR practitioners, representing CSR academics, CSR practitioners and CSR managers across South Africa, checked the proposed framework during two distinct focus groups in two different venues (Johannesburg and Cape Town). The aim of these focus groups was to qualitatively explore and then rank the competencies identified in the first quantitative self-administered survey round.

5.6.3   Phase 2

Step 1: In the second research phase, Step 1 involved ranking and further exploring the competencies identified in the first qualitative and quantitative rounds to better inform the competencies, competency definitions and ultimately the curriculum framework for CSR practitioners. In this exploratory follow-up step, the competencies were explored with CSR practitioners through an iterative e-mail questionnaire typically associated with the classic Delphi method.

Step 2: Step 2 in Phase 2 started with the conceptual formulation and classification of a hierarchical competency framework with the competencies identified in Phase 1 and first step in Phase 2. The conceptual framework was based on Bartram's "great eight" competency framework and was sense-checked by four academic experts (Bartram, 2005). Bartram's eight competencies are: leading and deciding, support and cooperating, interacting and presenting, analysing and interpreting, creating and conceptualising, organising and executing, adaptive and coping, and enterprising and performing (Bartram, 2005). The conceptual framework identified and classified competencies into a hierarchical framework with eight high-level factors, 22 dimensions at competency level and 100 components at the behavioural level. A panel of four academics and seven experts in CSR/CSI and sustainability validated the conceptual framework.

5.6.3   Phase 3

The third and final phases of the research followed on the results of the Delphi method and focus groups. This was designed to test and validate the findings of the proposed conceptual competencies framework.

Step 1: The first research step in Phase 3 was aimed at validating the proposed conceptual competencies framework through a self-administered online questionnaire. The quantitative data collection strand aimed to validate the conceptual framework with two groups of CSR practitioners. The first group was presented with the eight high-level factors only, and those who agreed signed

up for a telephonic interview in Step 2 of Phase 3. The second group of practitioners was presented with the complete framework.

Step 2: In Step 2 of Phase 3 the final drafted competencies framework was tested through a self-administered online questionnaire, which was followed up with telephonic interviews. The aim of the final phase was not only to get a clear 'yes' or 'no' answer (that is, agreement or not), but also to fill in the gaps of the qualitative feedback gained through the telephone interviews.

The research design formed the basic plan for carrying out the investigations throughout the research in an effort to answer the research questions (Schwartz-Shea & Yanow, 2013:16). Suresh (2015:138) argued that the research design may be viewed as a framework or charter intended to articulate the plan, implementation of the plan and analysis of a particular study. The research design thus aids all planning processes by providing an outline of how the research will be completed and which methods will be used. It is a "systematic plan of what is to be done" and of the methods used (Suresh, 2015:138). The next section will discuss data collection within this inquiry and will start with a general introduction followed by an in-depth discussion on the data collection design, sampling and tools.

5.7   DATA COLLECTION

The first step in the data collection process would be to determine the source of data. Blaikie (2009:161) identified three sources of data: (i) primary, (ii) secondary and (iii) tertiary. Secondary data (which may be in the form of raw data) and tertiary data (previously collected data, analysed and reported on) are used to study a particular theme with the aim to gain a deeper understanding of previous discoveries that have a bearing on the theme being investigated.

In order to make and validate the claim that this thesis makes a novel contribution to the body of knowledge within the field of CSR and curriculum studies, the data collection strategy had to include the collection of primary data for analysis and inference to contribute to "knowledge nobody had before" (McDonough & McDonough, 2014:37). Researchers who collect primary data do so on the premise to use the "new" data to answer specific research questions (Blaikie, 2009:160). The multi-phased mixed-method approach adopted in this study aimed to investigate the competencies required to be a successful CSR practitioner in South Africa.

The next section will discuss why and how primary data was collected in this study to answer the specific research question and subsequent procedural questions. It will therefore address the data collection design, sampling and the data collection instruments that were employed (questionnaire, focus groups, telephonic interviews) and also the validity and reliability of these instruments.

5.7.1   Data collection design

Tashakkori and Teddlie (2010:306) argued that there have been several attempts to develop and advance specific typologies to organise mixed-method research design. Creswell and Plano Clark

(2011:179) agreed with Tashakkori and Teddlie who noted that there is very little written evidence of mixed-method data collection procedures and who offered six major design types inclusive of sub-design types based on varying factors like mixing, weighting and timing. The six types include convergent design, explanatory design, exploratory design, embedded design, transformative design and multiphase design (Creswell & Clark, 2007:181-183). For this inquiry, data was collected through the use of an explanatory design. In the explanatory design, data collection procedures involve collecting and analysing qualitative data after the initial quantitative data was collected and analysed. Sampling thus occurs in the quantitative phase followed by sampling the qualitative phase.

There is, within the explanatory design, a strong link between qualitative and quantitative data, and the two data sets are thus related to each other and not independent of each other. One set of data builds on the other with a specific weighting preference between qualitative and quantitative data. In this inquiry, preference was given to qualitative data follow-up. Four basic data collection decisions were made in this explanatory design:

i)   The first decision involved the selection of respondents. One of the aims of the explanatory design is to explain initial quantitative results during the qualitative strand. The intent of this design is thus to provide more qualitative details about the quantitative results. For this reason, Creswell and Plano Clark (2011:185) suggested that the same participants who participated in the quantitative strand should ideally participate in the qualitative data collection strand. The same participants were therefore used in the qualitative and quantitative strands to ensure that the best-suited individuals were the ones who contributed to the qualitative strand.

ii)   The intent of this design is not to merge or compare data. The motivation for collecting qualitative data was to provide sufficient qualitative data so that meaningful themes could be developed. In this study, the two sample sizes differed in size, with the qualitative sample size considerably smaller than the quantitative sample size (Creswell & Plano Clark, 2011:186).

iii) The third step in the data collection design process was to decide on what quantitative data to follow up. This decision was guided by the research question and sub-questions. Sufficient quantitative data had to be collected and analysed in order to identify the competences required to be successful as a CSR practitioner. The process was guided in all three phases of the research by the need to "identify the results in need of further information" and then to "use these results as to guide the design of the qualitative phase research questions, sample selection, and data collection" (Creswell & Plano Clark, 2011:186).

iv)   The fourth decision was to decide how to select the best participants for the qualitative follow-up phase. Participants were asked to volunteer to participate in the qualitative strand. Creswell and Plano Clark (2011:186) argued that this approach may create weak links between the qualitative and quantitative data collection phases, but may be necessary where identifying data could not be collected during the quantitative strand. In this study, the researcher consistently applied a self-assessment matrix, which was aligned with the five levels of

expertise as illustrated in Table 5.1. The self-assessment helped the researcher to identify any outliers in terms of expertise and demonstrated the suitability of participants for this study.

The data collection strategy for Strand 1 of Phase 2 is intentionally discussed separately at this point. The Delphi method was employed in Strand 1 of Phase 2 of this study. The data collection strategy and questionnaires used as data collection tools were used intentionally and is briefly discussed in the next section.

The Delphi method was selected based on the following two reasons: Firstly, the Delphi process as research method supports the facilitation of convergence and drives consensus on an identified theme between diverse groups of experts who may be separated by physical distance (Borg & Gall, 1979; Dalkey & Helmer, 1963; Dalkey *et al.*, 1969; Linstone, 1979). Secondly, as a dependable empirical technique for consensus reaching, the Delphi method, according to Melpignano and Collins (2003), is of particular use when participants are from different academic and professional backgrounds or from different geographical areas.

The Delphi method offers participants anonymity. Expert panellists can participate without interference as focus groups do not always offer individuals the opportunity to share their thoughts, experiences and knowledge. In this study, the process of defining the skills, knowledge and behaviours (attitude), collectively known as competency requirements, consisted of initially developing a questionnaire to collect quantitative data and a degree of qualitative data with open-ended questions to develop a list of competencies required in the field of CSR practice. From the quantitative and qualitative data, a first-draft generic competency framework was developed. The Delphi method was then applied to determine the order and importance of the competencies. Consensus was achieved through a process of iteration with participants in this study.

Focus-group discussions in this study supported the collection of rich qualitative data, which was used to further develop the final competency framework with definitions in line with CSR practice, reflecting CSR practice and not only generic competencies. The data collection design process in this inquiry clearly answered pertinent questions related to the research participants, the relative size of the samples, how qualitative data will be collected based on the results of the quantitative data, and how to select the best individuals to participate in both qualitative and quantitative strands. The next section will discuss the sampling of this mixed-method research inquiry.

5.7.2   Sampling

The research design called for a study of a section of the respondents who are representative of CSR practice in South Africa (CSR practitioners, CSR managers and academics).

The research question also clearly indicated that the area of study would be South Africa. Thus, all CSR practitioners, CSR managers and CSR academics active in the field of CSR in South Africa were identified as the population. The exact size of the population of CSR practitioners in South Africa was (and is) not known. Hence, a comprehensive search for contactable CSR practitioners,

CSR managers and CSR academics was launched via industry publications and a wide-ranging Google search. The researcher also attended local and national conferences over a period of 18 months to make contact with CSR practitioners in person in order to determine the population's size. It was also important to make contact with practitioners by means of personal introduction and introduction to the study, thus building trusted relationships with practitioners who demonstrated an interest in contributing to the study.

The research population was identified and it became clear that it would not only be unrealistic but also nearly impossible to consult with the entire population, in this case the entire CSR practitioner population. Das (2008:50) referred to individuals within a particular population as "elements of a population". In this study, CSR practitioners (elements of the population) where grouped together for the purpose of the study. The group thus became the "sample" for this study and consisted of elements who were actively involved in the field of CSR and known as thought leaders within the field of CSR in South Africa (Dörnyei & Taguchi, 2009).

Mixed-method research design implies the collection of both quantitative and qualitative data. Different sampling strategies had to be employed in an effort to select participants for each phase and the two strands within each phase. Dörnyei and Taguchi (2009:59) argued that sampling strategies can, broadly speaking, be divided into scientifically sound (also known as probability sampling) and non-probability sampling. Probability sampling offers a greater representative sample, but is also seen as an expensive procedure and complex procedure. Non-probability sampling on the other hand enables the researcher to make certain trade-offs between available resources within the means of the researcher. A number of strategies may thus be employed in a particular inquiry to ensure that a reasonably representative sample is selected (Dörnyei & Taguchi, 2009:65; Somekh & Lewin, 2004:217).

In the absence of a recognised national curriculum framework for the development of CSR practitioners in South Africa, it was imperative to reach out to CSR practitioners with the field of CSR across the country. The success of this study was based on consultation with CSR practitioners who were working within the CSR field and who were deemed subject matter experts.

A broad base of CSR practitioners who were already in practice and had extensive experience would generate a suitable list of competencies. These CSR practitioners would enable the facilitation of assessments to determine the relative importance of competencies most suitable for inclusion in a competency framework and ultimately the curriculum framework.

In an effort to obtain both sensible perceptions and balanced perspectives of the CSR practitioner competencies development requirements, various groups of professional CSR practitioners were invited to participate in this study: CSR practitioners, CSR managers, leaders of non-government agencies (NGOs) and academic staff from various universities across South Africa. The next section will briefly discuss the sampling strategy for each strand within each phase of the inquiry.

5.7.2.1 Phase 1 sampling strategy

Quantitative strand

For the quantitative data collection strand of Phase 1, a sampling frame was created (a sampling frame is a list of elements from which the sample is selected) (Babbie, 2012:216) representative of all accessible CSR practitioners in South Africa. The sampling frame was thus consonant with the study population and the most appropriate for data collection to answer the research question. The researcher invited all elements in the sampling frame to participate in the inquiry.

An e-mail invitation to participate in the inquiry was sent out to all the elements in the sampling frame (see Addendum 1: E-mail invitation to participate in the survey questionnaire). Those who responded positively formed the sampling unit for the first quantitative strand of Phase 1. The non-probability sampling technique selected in this inquiry was the convenience-sampling technique. The most important criterion for selecting the convenience sampling technique is the convenience of easy access (Somekh & Lewin, 2004). Members of the target area were thus selected on their availability at the time, easy accessibility and willingness to participate. The selection criteria were not only based on convenience, but also included purposeful elements, which means that apart from the criteria listed in terms of the willingness to participate, participants had to possess certain key characteristics that were closely related to the purpose of the inquiry (Dörnyei & Taguchi, 2009:65).

An invitation to participate was extended to a large group of possible experts to ensure that no one group felt that they were left out of the process or that their participation was moderated in significance by "uninformed experts" within the CSR field (Reeves & Jauch, 1978:164). The first and main criterion for selection was that participants were fulfilling the role of CSR practitioners within their respective industries and the second criterion for selection was that participants had experience within the field of CSR practice. The original selection criteria indicated that only CSR practitioners from JSE-listed companies would be approached and invited to participate in the research, but this posed a serious problem as the majority of the organisations indicated that they were not available and had survey and study fatigue. JSE-listed companies were therefore not interested in participating in further studies because they were involved in other studies related to public relations and CSR/CSI reporting. Participants were then sourced at local and national conferences for CSI practitioners in Johannesburg and from listings in various professional CSR/CSI publications.

Creswell and Clark (2011:174) argued that nonprobability sampling encompasses the selection of elements who are "available and can be studied". In the case of this inquiry, the lines of communication with the CSR practitioners had already been established. Those CSR practitioners who agreed to participate were therefore easily accessible through a self-administered online survey. The researcher was thus able to contact the elements and then send the documentation to the elements within the sample group. An e-mail containing additional information, letters of consent and hyperlinks to questionnaires was sent to the participants. In total, 698 invitations were sent out to CSR practitioners working in the field of CSR across South Africa. Of these, 92 participants

completed the first-round questionnaire, and 120 participants completed the questionnaire partially with sufficient data to use.

Qualitative strand

One of the key differences between qualitative and quantitative research is that through qualitative research the researcher is able to discover far greater levels of complexity and richness of data. To achieve this depth and richness, researchers would generally select samples purposefully by avoiding the random selection of samples. This said, a purposeful sampling technique is not an exclusive quantitative sampling technique as randomisation may offer an alternative option if selected as a sampling technique (Struwig & Stead, 2001:121). In the case of this inquiry, the researcher strategically selected to employ a purposeful or purposive sampling technique (Barbour, 2013; Monette, Sullivan & De Jong, 2013; Struwig & Stead, 2001).

The goal of the qualitative data collection strand was not to produce a representative sample, but rather to increase the depth and richness of data collected during the qualitative strand. Barbour's (2008:157) argument in support of purposive sampling underlines that "qualitative researchers might use the detailed information about respondents afforded by a survey in order to purposively sample interviewees". She later emphasised in her definition of the purposive sampling technique that "this approach to sampling relies on selecting interviewees or focus groups participants by virtue of characteristics to be likely to have some bearing on their perception and experience" (Barbour, 2013:67).

Singh and Mangat (2013:7) agreed with Barbour and postulated that purposive sampling is ideal when specialised skills and experience are required from a representative sub-set of a population. In this case, all participants have knowledge of and experience in CSR and therefore formed a homogeneous group. In this inquiry, the information generated in the quantitative strand was necessary to select participants with particular characteristics for the qualitative strand in Phase 1 and the first step of Phase 2 (Teddlie & Tashakkori, 2009:189).

Research participants who completed the first self-administered questionnaire in the first strand of Phase 1 were asked to indicate if they are willing to participate in the focus group and subsequent Delphi process. Those participants who indicated their willingness completed a self-assessment, which will be discussed under Step 1 in Phase 2. A total of 24 panellists out of the 36 volunteers who indicated that they would like to participate in the focus groups and Delphi method were selected to participate in Step 2 of Phase 1 (focus groups) and the Delphi method in Strand 1 of Phase 2.

5.7.2.2 *Phase 2 sampling strategy*

The aim of the second phase was to reach agreement or consensus on the competences identified in the first phase. An iterative Delphi method was employed during the second phase, which was followed up with a focus group to conceptually re-arrange the agreed competency framework

according to Bartram's internationally accepted Universal Competency Framework (UCF) (Bartram, 2005).

Quantitative strand

The realisation of any Delphi study depends on the collective knowledge or expertise of the contributors who make up the expert panel (Powell, 2003:378; Rowe *et al.*, 1991:241-242). The very essence of this study therefore depended on a carefully selected panel of experts. Hsu and Stanford (2007) argued that there is very little evidence in Delphi method literature supporting specific criteria for the selection of expert panellists.

Quasi-anonymity is acceptable in the Delphi method (Creswell & Clark, 2011). The participants in the first pre-Delphi survey were thus asked to indicate whether they would be willing to participate in further Delphi rounds (Creswell & Clark, 2011). It was important to identify participants who met the selection criteria for participation in the follow-up qualitative data collection and qualitative data collection rounds. The first-level selection of the panellist took into consideration the suggested selection criteria of Mitchell (1991) and Van Zolingen and Klaassen (2003), and focused on the respondents who met the criteria of knowledge and fluency within the field of the research problem and self-ratings of their level of expertise in corporate social responsibility.

The panellist group were divided into five sub-groups: novice, capable, competent, proficient and expert. Panellists for the second and subsequent rounds were asked to rate their level of expertise according to these five levels of proficiency. Schempp (2011) argued that these sub-groups or levels of proficiency and know-how develop and improve in phases or levels with particular characteristics ascribed to each phase. The self-assessments against the five levels of expertise as illustrated in Table 5.1 below demonstrated the suitability of panellists for this study.

There are various schools of thought on the size of an expert panel. Powell (2003:378) argued that the Delphi method does not require expert panels to be representative samples for statistical purposes. The representative numbers are less important than the expertise and the qualities of the Delphi expert panel. Landeta (2006) reviewed the current validity of several Delphi studies in social sciences and reported that panel sizes ranged from 12 to 115. Reid (1988), on the other hand, noted a far greater range in expert panel sizes, with panel sizes ranging from as little as 10 to 1685.

Table 5.1: Levels and stages of expertise

Level of expertise	Description for evaluation
Novice	Behaviour: rational, inflexible, procedural Rule bound and conforms to norms Does not take responsibility for outcomes Lacks comfortable, efficient routines Learns best from experience and demonstrations
Capable	Begins to see similarities across context More responsive to situation, and less rule bound Strategic knowledge begins to develop (knows when to follow and when to break rules) Learns best from experience, but gains some knowledge from other sources
Competent	Uses contingencies in planning Distinguishes important from unimportant Develops a sense of timing, and maintains momentum in practice Depends on rational goals and long term plans to guide learning Learns more from others, and less from experience
Proficient	Highly developed skills Responds instinctively in situations, rather than relying on rational analysis Established routines permit a natural, easy flow to practices Learns most from others and outside sources (e.g. reading, seminars)
Expert	Intuition is highly developed Behaviour characterised by high levels of automaticity Sharply attuned to the atypical Extensive knowledge is highly organised and easily recalled Has an unquenchable thirst for knowledge and will look to any resource

Source: Schempp, 2011.

The most noted guidelines for expert panel sizes suggest that the scope of the study (the scope of the problem) and the availability of resources (including funding) will determine the size of the expert panel (Fink *et al.*, 1991; Hasson, Keeney & H., 2000;). Clayton (1997:378) proposed that expert panels should, as a rule-of-thumb, consist of 15 to 30 panellists for homogeneous groups and 5 to 10 panellists for heterogeneous groups with panellists coming from different social and professional backgrounds.

Qualitative strand

A second focus group had to be established after completion of the iterative Delphi process. Two options were available to recruit elements for the focus group; the first was to revisit the original sampling frame or request participants from the previous steps (Phase 1 and Step 1 in Phase 2) to participate. Most of the members declined to participate due to work commitments. Hence, a third option, referred to as snowball sampling, were investigated to recruit elements to participate in the second focus group of Phase 2. Snowball sampling as non-probability sampling technique was thus used in the second step of Phase 2 of this inquiry. Snowball sampling refers to a process of gathering information "as each located subject suggest other subjects" (Babbie, 2015:188).

Snowball sampling also known as "chain referral" and is often used in organic networks to help the researcher to identify research participants through the help of other participants, thus identifying others who are skilled and knowledgeable and who are like themselves (Babbie, 2015; Bailey, 2008). In this inquiry, the participants from Phase 1 and Step 1 in Phase 2 were used as "informants to identify others who qualify for inclusion" in this strand of the inquiry (Bailey, 2008:96). Those who agreed to provide information on CSR practitioners who are seen as thought leaders in the field were provided with an introduction template (see Addendum 2: Snowballing invitation template) to forward to possible participants in the survey. A sub-group of elements who are active in the field of CSR where identified through the snowball sampling technique and were invited to participate in the focus group with the aim to conceptually re-arrange and sense check the second draft framework according to Bartram's Universal Competency Framework (UCF).

5.7.2.3 Phase 3 sampling strategy

The objective of the final phase was to review and validate the final proposed competences framework by CSR practitioners within the field of CSR. It was therefore important to invite a broad audience of practitioners and industry players who directly and indirectly worked with practitioners in the CSR field and context. The third phase was also divided into two strands as data analysed from the quantitative strand was elaborated on, clarified and further explored during telephone interviews in the second strand to design and develop the final competency framework.

Quantitative strand

The participants for the first strand in the Phase 3 were selected based on the same selection criteria as discussed under 5.7.2.1. The sampling frame, after the snowball sampling technique used in Phase 2, expanded to more than 900 elements and an e-mail was sent out to 980 participants working within the field of CSR. The respondents who responded positively to the call to participate in the inquiry formed the sub-group for Step 1 of the quantitative inquiry in Phase 3. An e-mail with instructions and a link to the self-administered questionnaire was sent out to all the participants with a call to participate in Strand 2, the telephonic interviews.

Qualitative strand

The final strand in Phase 3 employed the same sampling strategy as discussed under 5.7.2.2. The snowball sampling technique was employed to gain access to thought leaders in field of CSR, which included a sub-group of professors at leading academic institutions, senior lectures, practitioners and senior managers at various institutions across South Africa. This strand thus used purposive judgement sampling in combination with the snowball sampling technique. The participants for the telephonic interviews were selected based on the industry leaders' perceptions of who the thought leaders in the field of CSR were. The participants were also selected based on the researcher's judgement as most of the recommended participants were seen as "information-rich participants" (Struwig & Stead, 2001:122). "Information-rich" participants are those participants who, according to

Struwig and Stead (2001:122), demonstrate characteristics of interest to the researcher. An e-mail was sent out to all the participants to complete the self-administered online questionnaire and a follow-up time was set for a one-hour telephonic interview with each participant based on the data provided during the self-administered online survey.

The next section will discuss the qualitative and quantitative tools used for data collection during this inquiry: quantitative questionnaires, qualitative focus groups and qualitative telephonic interviews.

5.7.3   Questionnaires to generate quantitative data

Three main techniques are available to collect primary data directly from participants or subjects: survey research, direct measurement and observation (Rea & Parker, 2012:30; Wilson, 2010:45). In this inquiry, survey research was employed and quantitative data was collected directly from participants by means of questionnaires. There is a fundamental difference between the terms survey and questionnaire. An analysis of the two terms would highlight that the two terms are not synonymous. Survey generally refers to a broad research strategy with the aim to collect data from individuals referred to as respondents. Monette *et al.* (2013:160) argued that the survey is one of the most widely used tools for gathering data in social science.

The term survey, according to Monette *et al.* (2013), describes a comprehensive research approach and an explicit way of accumulating data. Durand and Chantler (2014:111) agreed with Monette *et al.* (2013) and added that one of the distinguishing features of a questionnaire is that it is principally used to elicit quantitative data by means of a structured schedule. Survey research is prescriptive and rational in its application, thus enabling the researcher to collect data by employing a set of methodical processes postulating what data is to be collected from who and how. Two types of questionnaires were employed in this study to collect data from different sample groups, namely web-based questionnaires and a telephone questionnaire.

5.7.3.1 Motivation for the use of questionnaires

Questionnaires were used in the first strand across all three phases of the research inquiry including the second strand in Phase 3. The aim was to collet sufficient data on the practitioners' experience, priority competences, knowledge, skills, behaviours, personal development plans, future development needs, drivers of CSR directly linked to CSR activities, and training and development, and to compare European CSR competences to South African CSR competences. The collection of data ran over a period of 18 months and cost savings had to be applied to prevent funding constraints. Research participants were scattered across South Africa, and web-based (online) self-administered questionnaires offered a cost-effective tool to collect the data and information required to answer the research question. Using the questionnaires also enabled the researcher to collect data for possible future engagement with CSR practitioners.

5.7.3.2 Questionnaire design

Saunders, Lewis and Thornhill (2015:387) argued that specific questionnaire design elements are required in order to ensure the internal validity and reliability of the data collected and the response rate the researcher achieves (cf. 5.7.3). The first is the general design and layout of the questionnaire, which should be aesthetically pleasing to draw attention and promote completion. However, surveys should also have a clear design and layout so that they do not come across as cramped. The second important element is the design of the survey questions, followed by the structure of the questionnaire and lastly the rigour of the pilot testing. The questionnaire should, if it is a valid questionnaire, facilitate the collection of precise data. The questionnaire, if it is a reliable questionnaire, should also facilitate data collection consistently (Saunders *et al.*, 2015). The following questionnaire design elements will be discussed in the next section; question structure, order of questions, bias, piloting and completion of the questionnaire.

5.7.3.3 Question structure and bias

The type of data the researcher needs to collect will influence question design and development. A need for in-depth data or text-rich data would require open-ended questions. Closed questions, what Saunders *et al.* (2015:374) referred to as "forced questions", require the respondents to select options from a predefined answer list. Closed questions allow for the quick and easy collection of data and further offer easy comparisons between sets of data (questions) because the responses have been predetermined and coded. Careful consideration was given to the types of questions presented to participants.

The questionnaire that was used as data-collection instrument for the first strand of Phase 1 comprised a mixture of open and closed-ended questions. Open-ended questions were designed to elicit what is upper-most important in terms of skills, knowledge and behaviour. Ranking questions were also employed to understand the key drivers of CSR in the South African context. Saunders *et al.* (2015:378) argued that ranking questions are most appropriate as closed-ended questions when the respondents place things in rank order to determine their qualified significance to the respondent.

The questionnaire that was used as data-collection instrument for the first strand of Phase 2 comprised mainly of closed-ended questions. The iterative Delphi process aimed to reach consensus or, in the absence of consensus, stability on the most important competences for CSR practitioners. Closed-ended rating questions were used in both questionnaire instruments. A Likert-style rating scale was used in which respondents were asked how strongly they agreed or disagreed with a series of statements. A four-point rating scale was used to force respondents toward an implicitly positive statement (cf.5.6.5.4).

In Strand 1 and Strand 2 of Phase 3, the questionnaires that were used as data-collection instruments comprised of a mixture of open and closed-ended questions. In-depth and rich data was collected through open-ended questions in both questionnaires, including the telephone interviews

with CSR practitioners. In Strand 2 of Phase 3, the researcher knew the competences. Dichotomous closed questions were thus used because the competences could be clustered and listed independently under each cluster (cf.5.6.3). The dichotomous questions allowed the respondents to select between a simple 'yes' or 'no' answer, which was followed by open-ended questions to understand the reason for selecting either yes or no.

Durand and Chantler (2014:115) reckoned that the main objective of asking questions in a questionnaire is to enable respondents to answer honestly and accurately. Psychological processes have an influence on accuracy and honesty, and can thus inhibit both. The first inhibitor impairs accuracy because the questionnaire places too much demand or importance on mental processes, leading to, for example, misinterpretation and misunderstanding of the question and the intention behind the question. The second inhibitor is bias, for example social desirability to give the correct answer or deviation and faking bad to appear in a bad light as it is seen as advantageous. In the case of this study, the design of the questions took into account the psychological processes involved in answering the questions. The following principles, adapted from the "individual question tips" of Durand and Chantler (2014:115), were taken into account in the formulation and design of the questions for this inquiry:

- Value-laden questions were avoided and wording of questions were kept as neutral as possible.
- Vague and ambiguous words were avoided.
- Double-barrelled questions were avoided by asking single questions free of overlapping alternatives.
- Clear periods were provided for questions – time frames.
- Questions forcing the respondents to guess (satisfice) the correct answers were avoided.
- Leading questions, which are implying the correct answer, were avoided.
- Questions were grouped into coherent categories to avoid jumping from one topic to another.

The application of the guidelines ensured that the questionnaire questions in the self-administered questionnaire instruments could function without additional clarification, thus avoiding questionnaire fatigue and confusion leading to early abandonment. Those respondents who did fall out or did not complete the questionnaire received a support e-mail from the researcher to thank them for their effort, to check the reason for abandonment and to offer any technical help if required (Addendum 3: Follow-up e-mail for respondents who did not complete the questionnaire). The use of the noted guidelines offered a solid foundation to avoid or minimise bias. However, Durand and Chantler (2014:115) highlighted some of the biases that may occur when respondents answers questions. Researchers should thus be aware of the biases, which may include satisficing, social desirability, acquiescence and end-avoidance. Once the questions have been designed and developed it is important for the researcher to carefully decide on the sequence of questions as the sequence of

questions may influence the overall study (Rea & Parker, 2012:63). The next section will build on the type of questions asked in this study with a discussion on the sequencing of the questions.

5.7.3.4 Sequence of questions

Rea and Parker (2012:63) argued that a poorly organised questionnaire can lead to confusion, subsequently influencing the respondents' bias and ultimately risking the validity and reliability of the data and inquiry. Survey research literature is clear on the sequence of questions and layout of the questionnaire (Dillman, 2011; Rea & Parker, 2012; Saunders, Lewis & Thornhill, 2009; Saunders *et al.*, 2015).

In the case of this inquiry, the strategy incorporated various steps to increase questionnaire responses and the completion rate. This included an introduction of the study, survey and questionnaire to respondents. Appropriate information was provided by means of an introduction to engage the respondents and to convince them of the importance of completing the questionnaire and the value of their response in creating and/or understanding knowledge to improve social phenomena. The introduction consisted of two parts and covered the following areas or what Saunders *et al.* (2015:391) referred to as sets of messages:

i)   Letter of consent. In the case of this study, the letter of consent was included in the web-based survey. By clicking on a link, the respondents acknowledged that their participation was voluntary and that the study adhered to the requirements as laid out by the Ethics Committee. Respondents understand their rights, especially their right to withdraw from the research at any point without any prejudice. Online consent forms eliminated the need for additional consent forms to be mailed, signed, scanned and returned to the researcher, thus eliminating additional effort from the respondents (Addendum 4: Phase 3 e-mail notification to participate in questionnaire; Addendum 5: Consent to participate in research survey).

ii) Special attention was given to articulating what the study is about and why is it beneficial. This is an important aspect in social research as respondents may react far more positively when asked to complete a questionnaire if they understand the importance of the study and the contribution their response may make to the study and to society.

iii) The concept of confidentiality and/or anonymity was also discussed and highlighted in the letter of consent and the introductory e-mail to all respondents. Respondents may not feel comfortable to participate in an inquiry if their confidentiality and anonymity cannot be guaranteed.

iv) All participants had a clear understanding of the use of results. The researcher explained clearly how the results of the inquiry will be used and whether there was a token reward for participation. In the case of this inquiry, the researcher explained what the ultimate outcome was and offered to share a copy or link to the final dissertation with the respondents.

v)   Full contact details of both the researcher and the supervisors were provided, with an invitation to contact both should the participants have any questions.

The questionnaires in all three phases of the inquiry followed the same format. The first section in the questionnaire had straightforward questions related to the stated purpose of the questionnaire, asking closed-ended questions related the respondents' personal work profile and experiences. These questions were easy to answer. Consideration was given to the transition between questions, ensuring that questions at the beginning of the questionnaire related to attributes and behaviours, which are more straightforward to answer compared to questions collecting data on opinions towards the middle of the questionnaire. Questions where grouped into understandable sections to ensure that each section made sense to the respondents. Dillman (2011:76) likened the questionnaire to a conversation that would naturally evolve and argued that grouping questions by topic will enable the researcher to engage in a "conversation" with the respondents using the questionnaire. The different sections or topics were clearly indicated and announced in the questionnaire.

The questionnaire used in the first strand of Phase 1 of this inquiry had 32 questions and was divided into three sections: (i) personal details, (ii) current CSR role and related functions, and (iii) CSR competencies and personal development (Addendum 6: CSR Practitioner Survey – South Africa). The research procedure was explained in various steps to highlight the approach and thinking behind each sequential step in the research process. The CSR practitioners were asked to complete a web-based (online) questionnaire. The practitioners were asked to complete 32 questions related to CSR practitioners and CSR practice. The survey was divided into three main sections:

i)   Personal details – to gain an understanding of the level of expertise (highest qualification related to CSR/CSI) and experience related to CSR/CSI and business.

ii)   Current CSR/CSI role and related functions – to gain insight into the specific role and function of the CSR/CSI practitioners. Section 2 also focused on gaining an understanding of the core drivers of CSR/CSI initiatives to be linked to possible competency requirements and future development.

iii) Competencies and development – to gain insight into the competencies required in their current CSR/CSI roles and given the opportunity, the competencies for future development needs based on their specialist experience within their current CSR/CSI practitioner roles. Section 3 focused on gaining insight into the strategic CSR/CSI alignment with personal, business division and strategic business goals. This linked the development requirements of the practitioners to the strategic focus of organisations as highlighted in the literature review. The remaining questions in Section 3 focused on the competencies identified by the UK government. Here, the practitioners were asked to review 27 competencies and indicate the degree of relevance to CSR/CSI practitioners in the South African context. The extent of the relevance indicated the possible inclusion in a local curriculum framework.

The first Delphi questionnaire in the first strand of Phase 2 in this inquiry consisted of a singular matrix or grid question and required respondents to record their responses to 43 questions (Addendum 7: CSR/CSI Competency Survey – Delphi Survey Round I). The second-round Delphi

questionnaire also consisted of a grid question and respondents had to record their response to 12 questions using a predetermined Likert-scale response list (Addendum 8: CSR/CSI Competency Survey – Delphi Survey Round II) (Saunders *et al.*, 2015-383).

The questionnaires used in the first strand of Phase 3 in this inquiry consisted of eight high-level closed-ended questions with predetermined answer options (Addendum 9: South African CSR/CSI Practitioner Competency Framework Validation Survey). Likert-style rating questions were used to collect opinion data (Saunders *et al.*, 2015:378). Participants were asked to state to what extent they disagreed or agreed that the competency presented was a valid competency for a CSR/CSI practitioner and to what extent they agreed that the competency should be included in the CSR/CSI practitioner competency framework. Each closed-ended question was followed up with open-ended questions, probing the participants to motivate why they agreed or disagreed. The follow-up telephonic interview in the second strand of Phase 3 used the answers provided in the first questionnaire to collect more in-depth data while confirming the selection of the 100 components at the behavioural level.

5.7.3.6 Piloting

The final step in the questionnaire design and development is piloting or testing. Durand and Chantler (2014:118) noted that the final step is to test the questionnaire on representatives of the target audience. Saunders *et al.* (2015:394) argued that the testing phase has two distinct aims. The first is to ensure that the respondents will have no difficulties in answering the questions and that there will be no complications in recording the data. The second is testing, to an extent, the validity of the questions and the reliability of the data collected.

In the case of this inquiry all the questionnaires were tested across all three phases and individual strands prior to "going live" with the intended sample population. The first phase of testing focused on a small academic group not related to the study, but who could evaluate the questionnaire based on their personal and professional experience. Once the feedback was received, adjustments and changes were made to the questionnaire. The second phase of the testing involved a small sample of professional CSR experts in the field. The questionnaires were tested, allowing the test group to make suggestions on a series of questions (cf. 5.7.3.3). Feedback also included: (i) the time for completion, (ii) the clarity of instructions, (iii) identification of topic omissions, and (iv) the visual attractiveness and clarity of questionnaire's layout. Feedback from the test groups in the trial runs was used to make significant changes to the questionnaires before the final launch.

5.7.3.7 Completion of the questionnaire

Surveys can be administered in many ways (cf. 5.7.3) and implementation can take place in many forms (cf. 5.7.3). In the case of this inquiry, questionnaires were administered using an online software system. Questionnaire hyperlinks were e-mailed to all respondents well in advance of the required deadline. Invitation e-mails where sent to the target sample. Letters of consent were

attached to the e-mail for reference purposes, but did not need to be completed by respondents. The online questionnaire had a section where respondents could indicate that they have read the letter of consent. By selecting the "Yes I agree" button in the online questionnaire, they gave consent to participate in the questionnaire, which meant that they understood their rights as participants and all the technical details of the inquiry. This eliminated the need for completing lengthy consent forms and the associated administrative activities, which is normally seen as onerous to survey participants.

The questionnaires where self-administered online questionnaires and the rules and regulations as set out by the Ethics Committee at Stellenbosch University were observed (cf. 5.7.12). Additional steps were taken to ensure a good response rate because the questionnaires were administered via a website. The questionnaires were optimised to open up on all web browsers as well as mobile phones. This ensured that participants could either complete the questionnaire via a desktop, laptop or mobile device (Saunders *et al.*, 2015:395). Pre-survey communication was sent out via e-mail and e-mail invitations and communication (netiquette) were managed from a secure webserver, and Microsoft Outlook e-mail tools were used to manage e-mail communication as well as MailChimp.

5.7.4   Telephonic interviews

Interviews were designed, developed and conducted to guide a purposeful discussion between an interviewer and interviewee or even a group of participants. Using an interview questionnaire to collect data enables the researcher to collect valid and reliable data directly linked to answering the research question. In this regard, Saunders *et al.* (2015:318) argued that it is important to take cognisance of the fact that the nature of the interview (type) should be consistent with the research question(s), the adopted research strategy and all the related strategic concepts and ideas addressed in the research strategy. The basic steps in developing a standardised or structured interview, according to Connaway and Powell (2010;170), are in many ways the same as the steps taken in the design and development of any other survey studies. Survey studies and the use of questionnaires were discussed in 5.7.3 and will thus not be repeated in this section.

For the purpose of this inquiry, telephonic interviews were implemented to administer the questionnaire. A multiple method interview strategy was employed because both quantitative and qualitative data had to be collected (Saunders *et al.*, 2015:323). In this case, the researcher sought agreement on the value and inclusion of a range of competencies. The standardised (structured) part of the interview used a set of pre-determined closed-ended questions to collect quantitative data that can be analysed statistically, followed by an in-depth explanation of the reasons as to why the respondents may or may not agree on the relevance and importance of a specific competency. The mixed interview strategy was aligned and linked to the purpose of the research as well as the research strategy in that the open-ended questionnaire enabled the researcher to collect data for analysis to reveal and understand the "what" and the "how" as well as to explore the reason (why) of the research questions (Saunders *et al.*, 2015:321).

5.7.4.1 Motivation for the use of telephonic interviews

The CSR practitioner population is scattered across South Africa. It would therefore have been impractical to schedule and conduct face-to-face interviews. The major driver for not selecting face-to-face interviews was the exuberant costs associated with travelling to all the geographical areas in South Africa. Wilson (2010:56) argued that telephone interviews are feasible and practicable substitutes for face-to-face interviews because they: (i) are relatively low cost and quick to collect data, (ii) require less organisation, (iii) are ideal for wide geographical coverage and (iv) can be recorded using mobile recording applications specifically designed to record and store interview data. In the case of this inquiry, it made sense to select a method and a tool which are fairly easy and inexpensive to administer.

This inquiry aimed to identify the competencies required to be a successful CSR practitioners, and Phase 3 of the inquiry sought to review the final competency framework and then to select the most critical competencies (quantitative data) while providing reasons for their selection, thus providing in-depth (qualitative data) answers in support of their choices. The final motivation for using the telephonic interview method was based on personal relationships. The researcher realised that the CSR community is exceptionally competitive and not always willing to participate openly and freely. The researcher found that CSR practitioners were hesitant to share information which they believed may give away their "competitive edge" in the marketplace. A decision was made to build personal relationships with the respondents and to conduct telephonic interviews to ensure that the respondent's valuable time was not wasted by completing a self-administered questionnaire and that the trusted relationship would yield better and more honest responses.

5.7.4.2 Interview questions

The interview questions for Strand 2 in Phase 3 of this inquiry were based on the proposed curriculum framework developed during Phase 2 of this inquiry. The telephonic interview methodology enabled the researcher to design and develop pre-determined and structured questions to collect quantitative and qualitative data. The structured question design served a dual purpose in that it was also used as the interview guide, thus resulting in all the questions covered in the same arrangement while maintaining enough flexibility to promote interaction to further generate in-depth knowledge (Addendum 10: Telephonic interview guide). The competency statements articulated in the proposed conceptual competency framework were presented to the participants during the telephonic interview, and the researcher framed the interview questions as stipulated in the interview schedule (see Addendum 10: Telephone interview schedule). The following two questions were asked in addition to the competency statements to identify the most critical competency and to gain a deeper understanding of why the selected competency was viewed as critical:

- Please select the competency statement under each dimension you feel is most critical to the success of the CSR practitioner.

- Please explain to me why you have selected competency (insert competency) as the most critical.

5.7.4.3 Conducting and transcribing of interviews

The researcher followed a well-structured process leading up to the telephonic interview. The first step in the process was to send an e-mail to respondents thanking them for their time and willingness to participate (Addendum 11: Telephonic interview information e-mail). The e-mail provided respondents with the critical information they would need to feel comfortable with the process (see Addendum 11: Telephonic interview information e-mail) and to plan accordingly. Microsoft Outlook was used to send out interview requests with all the documents required for the interview. An additional e-mail was sent out to all respondents one day before the interview as a reminder that they have an appointment with the researcher to participate in the telephonic interview.

The researcher's home office was set up to conduct the telephonic interviews in private (without interruptions) and a Samsung S4 mobile phone was used to make and record the calls with the permission of the respondents. The respondents were asked to open their copy of the interview questionnaire to help them to read the competency statements in their own time. It was necessary to have respondents open a personal copy of the interview questionnaire to ensure that there was no misunderstanding and miscommunication during the interview process. The researcher captured all the quantitative data directly onto the web-based questionnaire as qualitative data was captured using the recording software on the mobile phone.

The telephonic interviews were transcribed and all the transcripts were added to the web-based questionnaire to ensure that data transcripts were correct and valid. All transcripts were transcribed *verbatim,* which eliminated possible bias and incorrect interpretation of what was said and meant. Copies of the transcripts were sent to some of the respondents to ensure that the transcripts were correct and reflected what they had said.

5.7.5   Focus group interviews

Focus groups are frequently employed in social research to elicit ideas from a number of people with common experiences or characteristics (Hatch, 2002; Liamputtong, 2011; Saunders *et al.*, 2015). The purpose of conducting focus groups is to collect opinions of focus group members in a permissive environment where the researcher facilitates or moderates discussions between participants without taking the lead or control over discussions (Delamont & Jones, 2012:391). The focus group is thus intentionally planned and executed to collect qualitative data through dialogue to better understand how people think and feel about a theme under investigation (Delamont & Jones, 2012; Hatch, 2002). In the case of this inquiry, two focus group interviews were used in the second strand of Phase 1.

Both focus groups, one in Johannesburg and one in Cape Town, were used for collecting qualitative data to better understand and validate the competency themes identified after analysis of the

quantitative questionnaire in the first strand of Phase 1 and to design and build the quantitative questionnaire used in the first strand of Phase 2. The second focus group in Strand 2 of Phase 2 concentrated on collaborative group work and dynamic interaction between the researcher, the group members and moderator in an effort to build a conceptual competency framework based on Bartram's UCF (Delamont & Jones, 2012:402). The final design, the conceptual competency framework of this focus group, contributed towards the design and development of the questionnaires used in the first and second strands of Phase 3.

5.7.5.1 *Motivation for the use of focus groups*

Focus groups offer the researcher a classic means to listen to people in an ideal social space and to learn from them through interaction, observation and collaboration (Delamont & Jones, 2012:392). Focus-group group work, collaboration, interaction and observation are some of the reasons why the researcher selected the use of focus groups in this inquiry. In addition, focus groups have the ability to produce focused qualitative data on topics under investigation (Hatch, 2002:132). The use of focus groups offered a less rigid approach to discovering a more in-depth understanding of the themes identified in Strand 1 of Phase 1, and enabled the researcher to build a conceptual competency framework through collaborative group work and interaction in Strand 2 of Phase 2. The researcher could thus, through the use of collective conversation, gain far greater insight into and a better understanding of the participants' "meanings and interpretations" (Liamputtong, 2011:3).

The final motivation is linked to the value of selecting participants who are able to provide valuable contributions to the research question. In the case of this study, participants were selected from participants in the first round quantitative questionnaire. The focus groups thus consisted of those participants who indicated that they have experience in the field of CSR and could therefore contribute to meaningful discussions and participate in collaborative activities.

5.8   RELIABILITY OF INSTRUMENTS

Creswell and Plano Clark (2011:198) argued that if the "scores received from participants are consistent and stable over time" that quantitative reliability has been attained. Saunders *et al.* (2015:156) agreed with Creswell and Plano Clark and postulated that reliability refers to the ability of the researcher to yield consistent findings based on the data collection techniques or analysis procedure. Reliability in quantitative research is thus underpinned by consistency, accuracy, stability and repeatability of the research to ensure the credibility and validity of findings.

5.8.1   Reliability of the questionnaire data

In this inquiry, the researcher took several steps to ensure the reliability of data collected through the questionnaires. As the first step to prevent errors from occurring, the researcher consistently applied the individual question tips (cf. 5.7.4.3) during the questionnaire design and development process, followed by a rigid testing procedure as described in the testing phase of questionnaires (cf. 5.7.3.6). Once testing was completed, the same questionnaires were shared with all participants

through a web-based application ensuring that all participants received the same format of the questionnaire. An additional step taken to ensure the validity of the questionnaires as data collection instrument was the continuous availability and support of the researcher to all the participants.

5.8.2   Reliability of the focus group data

In this inquiry, the researcher followed the guidelines offered by Creswell and Plano Clark (2011:242-243) to increase reliability. Participants in the first focus group of the second strand in Phase 1 were selected from the participants of the first quantitative questionnaire. In the second strand of Phase 2 different participants were selected in order to build a conceptual competency framework, based on the data analysis from the Delphi and Bartram's UCF. The sample size for both focus groups were kept small for the collection of qualitative data, and the same researcher facilitated all the focus groups to ensure consistency in facilitation. All the focus groups were recorded and the products of group activities completed by participants kept safe for further analysis. All data is therefore traceable to its source.

5.8.3   Reliability of the interview data

In the case of this inquiry, the researcher conducted all the telephonic interviews using the same conceptual competency framework as guideline and asking the same questions from the interview schedule (cf. 5.7.4.2). Interview protocol was observed during all the interviews and the researcher avoided asking leading questions, thus preventing influencing respondents' answers or hindering the flow of the conversation and sharing of ideas and experiences. Two additional steps were taken to increase the reliability of the interview data. The first was to record all the telephonic interviews as described under *Conducting and transcribing interviews* (cf. 5.7.4.3). The second was to transcribe all the audio recordings for the purpose of comparative data analysis with data collected during Phase 1 and Phase 2 of this inquiry.

5.9   VALIDITY OF THE INSTRUMENTS

Three constructs are fundamental to define the validity of research instruments; the first is relevance, the second precision and the last accuracy. Sarantakos (2012:99) argued that validity "tells the researcher whether an instrument measures what it is supposed to measure, and whether this instrument is accurate and precise". Babbie (2015) agreed with Sarantakos and referred to measurements rather than instruments, and said that validity is concerned with attaining the desired aim of planned measurements. Babbie thus argued that measurements should measure what was set out in the plan and not measure something different. Creswell and Plano Clark (2011:239) defined validity in the context of mixed methods as the strategies employed by researchers to address issues in relation to data collection, data analysis and the inference which may compromise conclusions drawn from mixing, connecting or merging qualitative and quantitative data.

5.9.1   Validity of the questionnaires

Sarantakos (2012:99), and Czaja and Blair (1995-62) argued that research questionnaires should be relevant, accurate, precise and comply with the highest ethical standard in order to measure what is expected to be measured and to be recognised as a research questionnaire. The first challenge in this inquiry was to design questionnaires that would cover the research topic. The competencies required to be successful CSR practitioners were not known and the questionnaire in the first strand of Phase 1 had to facilitate the collection of comprehensive data on all the probable and relevant competencies. Validity was thus enriched by following questionnaire design and development guidelines, processes and procedures as detailed under *Qualitative questionnaires* in Chapter 5 (cf. 5.7.3).

It is nearly impossible to determine which responses from the participants were accurate and a true reflection of the competencies required to be a successful CSR practitioner. Validity was thus increased by collecting data from different sources, which included CSR practitioners, CSR managers and CSR academics. The researcher subscribed to the ethical conduct as discussed under the ethical considerations in Chapter 5 (cf. 5.7.6). Respondents were informed about the nature of the research, their contributions and how their contributions would contribute to the bigger body of knowledge. Participants were also clearly informed about their rights to participate and withdraw from the research at any time without prejudice.

5.9.2   Validity of the focus groups and interviews

One of the major concerns when reviewing the data and inference in qualitative research is whether the data obtained through the qualitative data collection process is accurate (Creswell & Plano Clark, 2011; Saunders et al., 2015; Sarantakos, 2012). In the case of this inquiry, the researcher took numerous steps to put into place measures to guarantee the validity of the interviews. These measures are discussed under telephonic interviews in Chapter 5 (cf 5.7.4) and the following points are highlights of the measures put into place:

i)   The researcher (the interviewer) conducted all the interviews. All interviews were conducted following the interview schedule.

ii)   The interview participants were selected based on the researcher's judgement of suitability and the fact the interviewees were available and in a position to provide in-depth information on the topic of the study.

iii)   The researcher communicated clearly with all interview participants, and the research participants were informed about the research, consent to participate, participants' rights and about the audio recordings throughout the interview.

iv)   Interviews were transcribed and transcriptions were shared with a number of the interviewees to ensure that the transcriptions were correct and that there was no misunderstanding.

Trustworthiness or credibility is often equated to validity in qualitative research. As indicated by Alias and Hashim (2011:154), there are four criteria for establishing the trustworthiness of qualitative data: credibility, dependability, confirmability and transferability.

i)   In this inquiry, trustworthiness or credibility was established through triangulation of data as discussed under triangulation in Chapter 5 (cf. 5.7.11).

ii) Dependability, which refers to the stability of data over time and conditions, is also seen as comparable to reliability. In this inquiry, the researcher maintained records (electronic and digital) and can provide evidence of data, methods of data collection and decisions made throughout the inquiry. All documents are available for scrutiny in the presentation of this thesis or by any other means.

iii) Transferability refers to the extent to which the findings from this inquiry can be generalised or transferred to other settings or groups. The latter was attained in this inquiry through the use of mixed methods, the collection of qualitative and quantitative data, inference at various points within the inquiry across three phases, and the collection of data from various sources.

iv) Confirmability in research is attained when two or more independent researchers or groups of people can reach an agreement about the data's significance or meaning with a degree of independence or objectivity. Confirmability is thus synonymous with objectivity and was achieved in this inquiry through applying techniques like triangulation, as discussed in data triangulation (cf. 5.7.11).

5.10   DATA-ANALYSIS PROCESS

Three different data collection instruments were used in this inquiry, namely questionnaires, focus groups and telephonic interviews. The ways in which the data were analysed are discussed in the following sections.

5.10.1   Qualitative data management and analysis

Analysing qualitative data can be far more complex than quantitative data analysis, which is seen as more logical and objective. Jones (2014:274) argued that qualitative data analysis often has an air of mystery in terms of qualitative data analysis for two reasons; the first is that qualitative data analysis does not have the same objective and scientific analysis rigour as quantitative analysis and the second reason relates to the ability of qualitative researchers to report on how qualitative data analysis has been concluded.

In the case of this study, the researcher had two main reasons for using qualitative data. In the first and second strand of Phase 1, the main motivation for collecting and analysing qualitative data was exploration. The goal was to discover themes and patterns while identifying the competencies required to be a successful CSR practitioner. The qualitative data analysis in this inquiry was managed manually and SPSS was used to complete a frequency analysis as explained in the data analysis steps below. Jones (2014:278-279) suggested a step approach to qualitative data analysis.

A five-step data analysis approach was thus applied in the analysis of the qualitative data in Phase 1 of this inquiry:

Step 1:

i) **Review data**: The qualitative data from the self-administered questionnaires was reviewed and checked for relevance in order to answer the research question.

ii) **Code data**: This meant cleaning data and ensuring that the qualitative answers were "speaking the same language", and were meaningful and manageable. It involved interpretation to an extent, and primary groupings were made for ease of the next step (Jones, 2014:276).

iii) **Supply headings for the data so as not to lose the integrity of the message**: For example:

o   Problem Solving: Handling complexities and ability to probe for solutions.

o   Problem Solving: Handling complexity.

Step 2

i) **Frequency count**: Data was then exported from Excel into SPSS. A frequency analysis was performed to show frequency counts of how many dimensions and indicators fall into each primary grouping identified in Step 1 (Antonius, 2003:36). A numerical analysis was applied at this stage of the qualitative analyses to identify frequency (not linked to importance) of specific themes to be tested during the Delphi in Strand 1 of Phase 2. Jones (2014:279) warned against the use of numerical analysis to indicate importance and relevance of experience because it is often the rare experiences that may be the most important. The importance and relevance of experiences (competencies) would be tested during Phase 2.

Step 3

i) **Code data according to themes**: Data tags were then combed through for further grouping into broader competency themes. Almost every comment was interpreted and incorporated into a themes.

ii) **Count**: Manual counts were performed, and tracked and recorded for auditing purposes.

Step 4

i) **Build competency definitions**: Themes from Step 3 were then conceptually linked and definitions were built by means of merging generic desktop competency dictionaries available to create an amalgamated conceptual competency dictionary for CSR practitioners. Definitions were also written to include the feedback from the questionnaires. (The writings displayed in Step 1.) For example:

o   The definition that forms part of BBBEE is made up of the input provided in comments from the questionnaire.

Step 5 – Focus Group

i) **Validate competencies**: Competencies were validated with CSR practitioners during the focus groups in Strand 2 of Phase 1.

ii) **Record first-draft conceptual competencies**: Competencies were reordered according to focus group results.

It is notable from the description in the five steps followed in this inquiry that data was analysed on two levels: the first level is the analysis of definite words used by respondents without adding any value or meaning to those words. The second level of analysis is the conceptualisation of those words by a higher-order analysis where competency definitions were conceptualised and reported on in a qualitative manner.

The results from the qualitative data analysis in Steps 1 to 4 thus represents the competencies required to be a successful CSR practitioner. These competencies were, however, generic and had to be explored further during the focus groups before the first conceptual competency framework could be designed and developed for further exploration during Phase 2 and Phase 3 of this inquiry.

In Strand 1 and 2 of Phase 3 the researcher collected, analysed and interpreted qualitative data to give a rich description of the quantitative data (Bernard & Ryan, 2010).

5.10.2   Quantitative data management and analysis

In the case of this inquiry, data was collected through online self-administered questionnaires. The raw data collected via the web-based tools were entered into an Excel spread sheet to create a data matrix (Saunders *et al.*, 2015:419). The raw data was checked and numerical codes assigned (including codes for missing data) in preparation for analysis by the Centre for Statistical Consultation at Stellenbosch University. The computer programme STATISTICA was used for analysis in consultation with the researcher. Saunders *et al.* (2015:467) suggested that the research question, research objectives (s), the selection of data to be emphasised and the scale of measurement should guide data exploration. In this inquiry, tables were selected to demonstrate specific values, and multiple bar charts were used to illustrate the highest and lowest values. Pie charts and percentage components bar charts were used to illustrate proportions.

5.11   DATA TRIANGULATION

The study design endeavoured to give an in-depth understanding of the competence required by CSR practitioners to be successful within the field of CSR practice. The objective was to deliver impartial data with sufficient depth and richness that can be deduced with the highest possible degree of assurance to inform a multidimensional view of CSR practitioner competence as the fundamental building blocks for a competency and curriculum framework (Foster, 1997). A range of tools were used to collect quantitative and qualitative data related to current and future competency and/or development needs of CSR practitioners. Administered surveys provided quantitative data

and follow-up focus groups and telephonic interviews provided qualitative data, which was later completely assimilated in an effort to investigate, explore, define and identify the most relevant competencies for entry-level to mid-career CSR practitioners. Internal validity was checked and attained through continuous questioning of objectives and results by following the questioning guidelines of Miles and Huberman (1994:278) to assure internal validity.

Miles and Huberman argued that the researcher should ask if the findings of the study make sense. More importantly: "Are they credible to the people we study and to our readers?" and "Do we have an authentic portrait of what we were looking at?" These questions were answered by meeting and satisfying the requirements of a process universally known as methodological or multi-method triangulation (Meijer *et al.*, 2002; Rowe *et al.*, 1991; Thurmond, 2001). Kopinak (1999:171) argued that the methodological triangulation as a process allows the researcher to collect information and data related to the same phenomenon by means of multiple tools and through more than just a singular method to determine if there is convergence.

The multi-method approach could therefore increase the validity of research findings. It can therefore be argued that triangulation as a research process uses multiple data sources, multiple investigators, two or more theoretical perspectives and methodologies in the research approach and various methods to analyse data to seek convergence and/or even divergence. This study did not only use multiple tools to gather valid data, but also used various methods to elicit the opinions from a range of CSR experts at various levels.

The multi-method approach, as used in this study, enabled the researcher to arrive at the same results using a variety of processes, which strengthen the validly of the research findings (Meijer *et al.*, 2002; Miles & Huberman, 1994; Thurmond, 2001) Thurmond (2001:254) agreed with this argument but warned that these methods are either qualitative or quantitative, but cannot be both. Thurmond (2001:256) pointed to the barriers identified by Polit and Hungler (1995) and noted that these barriers may impede the use of methodological triangulation: (i) cost escalation related to resources is not uncommon and could be very expensive, (ii) the investigator may not have sufficient experience in either methods, (iii) narrative data may be bountiful, but may also be complex, making it difficult to combine statistical with narrative data, (iv) the research design may be influenced by the epistemological stance and vice versa, and (v) editors may be reluctant to publish multi-method work.

5.12   ETHICAL CONSIDERATIONS

Stellenbosch University (US) has a strict framework for the assurance and promotion of ethically accountable research. This inquiry has adhered to the guidelines to ensure ethical research conduct of the highest standards. This inquiry involved interaction with research subjects on three levels: via electronic questionnaire, telephonic interviews and the Dephi focus group. The research protocol was submitted to the Ethics Committee for consideration, comments and guidance. Ethical clearance was obtained for the inquiry and approval was granted from the Ethics Committee US in 2012 and

2015 (see Addendum 12: Ethical Clearance Approval Notice - HS661/2011a; Addendum 13: Ethical Clearance Approval Notice - DESC/McCreanor/May2015/3).

Both the research proposal and ethical clearance application highlighted the importance and processes followed to protect the dignity and privacy of the human subjects involved in this research (Creswell & Clark, 2011). The researcher used the clearly articulated policy for responsible research conduct as a guide throughout the inquiry (see Addendum 14: Policy for responsible research conduct at Stellenbosch University). All applicable research principles and protocols were thus observed within this inquiry as briefly described below:

i.   **Relevance to the needs of the community:** It is clear from feedback before undertaking this inquiry, during and post the inquiry that the research was not only important and necessary to develop CSR/CSI practitioners in South Africa but was also in the broader interest of local and national communities who would benefit from skilled practitioners in their communities.

ii. **Valid scientific methodology**: The research methodology was closely scrutinised by academic promoters and the US Ethical Committee, and was found to be valid for the purposes of the research project.

iii. **Fair selection of research subjects**: Research subjects were fairly selected from the business and academic communities in which they operate and were asked to participate on a voluntary basis with informed consent. Participation was voluntarily and out of free will to ensure the authenticity of answers. Research subjects also had the opportunity to withdraw from participation at any time throughout the inquiry with no consequences, implied or otherwise stated (Gaiser & Schreiner, 2009).

iv. **Consent and information**: All protocol in terms of consent and information was observed during his inquiry (cf. 5.7.3.7). Focus groups gave consent within groups by means of an electronic/digital voice signature (Creswell & Clark, 2011:178-179). Both forms of consent can be audited with an electronic signature and reliable electronic audit trail.

v.   **Rights to privacy and confidentiality**: All rights to privacy and confidentiality were observed throughout this inquiry. Survey responses were linked to a unique user code and identifiable user identification information, like names and contact details were linked to user codes and could not be accessed by external parties without an access code and unique password. The research subjects' rights to privacy and confidentiality were therefore protected throughout the research (Gaiser & Schreiner, 2009:34).

5.13   CONCLUSION

The aim of this chapter was to provide a detailed description of this inquiry's research design and methodology. The descriptive purpose and aim of each phase in this inquiry were described through a discussion and explanation of the objectives and subsidiary research questions. The contextualisation of the study was explained, which included the use of a pragmatic research paradigm and the use of and motivation for a mixed-method design.

The chapter presented clear arguments for the use of mixed-method research design and has put clear arguments forward to validate the link between the research design, research problem and research questions. The method of data generation and the selection of the data collection instrument, which included questionnaires, telephonic interviews and focus groups, were validated, and was followed by an in-depth discussion of the sampling methodology for each strand within each phase of the inquiry. Clear connections between method and methodology were made to demonstrate and validate claims of reliability and validity of this inquiry. In the final sections of this chapter, the researcher elaborated on data management, triangulation and analysis, which supported the reliability, validity and trustworthiness of the research. The chapter concluded with the ethical considerations of this inquiry.

The next chapter will report on and discuss the results of the empirical part of the study.

CHAPTER 6

TOWARDS A CSR CURRICULUM FRAMEWORK: RESULTS, FINDINGS AND DISCUSSION OF PHASE 1 AND PHASE 2

6.1 INTRODUCTION

The aim of this study was to develop a curriculum framework for the professional development of CSR practitioners in the South Africa. The preceding chapter presented a discussion of the research methodology and the applied processes of data collection and analysis in the empirical phase of this mixed-method inquiry. In this chapter, the findings from the implementation strategy of the inquiry will reported.

The execution of the empirical part of this inquiry was divided in to three phases and each phase had two distinct strands with specific objectives (see Chapter 1 and Chapter 5). The objectives for each phase were linked to the research question and each phase was guided by the subsidiary research questions, which aimed to answer the main research question, namely: *What constitutes a curriculum framework for the educational development of CSR practitioners in South Africa?* The data collection and analysis of each phase involved answering the following questions:

Phase 1:

- **Strand 1: What are the most common functions attributed to the role of the CSR practitioner?**
- **Strand 2**: Which elements of skills, knowledge and behaviour are required for effectively managing the CSR function within South African organisations and within the parameters of South African legislation, including industry-specific codes and standards?

Phase 2:

- **Strand 1**: What is the hierarchy of significance of the above elements for the CSR practitioner?
- **Strand 2**: Which functions can possibly be grouped together in the CSR practitioner's portfolio as functional building blocks?

Phase 3:

- **Strand 1**: What is the hierarchy of significance of the competencies for the CSR practitioner?
- **Strand 2**: Which validated competencies should be included in a proposed competency framework?

The biographical information of respondents in any study forms a critical part of the inquiry undertaken. In this inquiry, the biographical information is referred to as the "descriptive variables" and is thus a reflection of the information unique to each participant and respondent. The respondents were CSR practitioners, either CSR managers or CSR academics, have work experience in the field of CSR, have a CSR-related academic qualification and fulfil specific CSR

functions and roles within their respective businesses or communities. These descriptors would obviously influence the respondents' CSR skills, knowledge and experience and their distinct world view.

In this inquiry, the descriptor variables were CSR competence level, highest academic qualification, number of years of tenure, CSR work experience in years, and the industry represented. The descriptive variables were taken into consideration were applicable and were used to determine whether they could be used in the context of this study to provide insight into differences between questions and concepts.

The description of the participants and data collected within each phase will be followed by a discussion of the analysed data.

6.2   PHASE 1: PARTICIPANT DEMOGRAPHICS

The aim of Phase 1 in this inquiry was to collect and analyse sufficient data to identify:

- The most common functions attributed to the role of the CSR practitioner.
- The elements of skills, knowledge and behaviour which are required for effectively managing the CSR function within South African organisations and within the parameters of South African legislation, including industry-specific codes and standards.

The following section will present and discuss the demographics of the respondents who completed the self-adminstered questionnaire in Strand 1 and the focus groups in Strand 2 of Phase 1. Qualitative data collected from the focus groups in Strand 2 of Phase 1 are incorporated where applicable in the discussion of the qualitative results and will be discussed in support of the quantitative data collected during Strand 1 of Phase 1.

6.2.1   Phase 1 participants

6.2.1.1 Phase 1: Strand 1 questionnaire respondents

A total number of 698 e-mail invites with a call to participate in the inquiry was sent out to CSR practitioners and 91 CSR practitioners, who gave written consent to participate on a voluntary basis, completed the questionnaire.

The average number of years in a CSR role (Q10) is 5.2 years with 21.1% of respondents indicating that they had ten or more years of experience in their current CSR role at the time of the study. Of those respondents who indicated their role level (Q9), 47.4% indicated that they were at a management role level, followed by 21.1% at a professional role level and 14% at director level. CSR practitioners can have various titles (Q10): 11.5% of the respondents indicated their title to be CSR or CSI manager, followed by 23% with general management titles, 12.6% with director titles and 6.9% with CSR or CSI consultant titles.

The size of organisations (Q13) represented by the respondents differed in that 32.6% of respondents indicated that they work for organisations with employee numbers ranging from 500 to 9999, followed by 18% with 100 to 499 employees and 14.5% noting that they work for organisations with more than 10 000 employees. The size of organisations may play a significant role in CSR and CSI practice as an organisation's size is directly linked to its annual turnover, which in turn is linked to indirect and direct directives related to CSR and CSI activities, industry charters and legislation as discussed in Chapter 2.

Nearly half of the respondents (48.8%) (Q6) are based in Gauteng, followed by 25% from the Western Cape and 6.4% from the Free State. The respondents take on various responsibilities within their roles as CSR/CSI practitioners (Q14) and 68.2% of the respondents are responsible for reporting on CSR/CSI functions and activities, while 65.3% are responsible for monitoring and evaluation of CSR/CSI activities, followed by 63.5% who take ownership of the design and development of CSR/CSI strategies while 61.2% follow through with the implementation of CSR/CSI strategies.

The following section will discuss the participants who participated in the focus groups in Strand 2 of Phase 1 and the Delphi questionnaire in Strand 1 of Phase 2.

6.2.1.2   Phase 1: Strand 2 focus group participants

Research participants who completed the first self-administered questionnaire in the first strand of Phase 1 were asked to indicate whether they were willing to participate in the focus groups and subsequent Delphi process in Strand 1 of Phase 2 of this inquiry. In total, 25 panellists out of the 36 volunteers who indicated that they would want to participate in the focus groups and Delphi method were selected to participate in the second strand focus groups of Phase 1.

Focus group participants were requested to complete a self-assessment to indicate their level of competence within the field of CSR (cf. 5.7.2.2). All the participants who volunteered to participate in the focus groups completed the self-assessment, with 14.56% of the respondents indicating that they were proficient within the field of CSR and 7.28% of the respondents indicating that they were experts within the field of CSR. The remainder of the respondents (4.16%) indicated that they were at least competent within the field of CSR.

Although it has no impact on the qualitative data, it is noted that there was a variance of 4% between male and female participants (Q2). The participants in the focus groups had diverse academic qualifications. Only 12% of the participants had some qualification up to college level (Q5), while 56% of participants had a postgraduate degree of which 24% is related to social sciences, environmental development and sustainability. All the participants in the focus groups had relevant work experience within the field of CSR. The focus group participants had an average of 8.8 years of experience within the field of CSR/CSI (Q10). Less than 24% of the focus group participants had between three and five years of experience, while 60% of the participants had between six and 15

years of experience. Four participants, or 16% of the total group, had more than 15 years of experience within the field of CSR/CSI. The work experience within the field of CSR indicated that the focus group participants had sufficient experience to participate in the inquiry and to make a meaningful contribution towards the collection of insightful data.

The focus group participants were spread across geographical areas, but two focus group interviews were conducted, one in Johannesburg and one in Cape Town. The Johannesburg interview comprised 13 participants and the Cape Town interview comprised 12 participants. Most CSR practitioners (44%) represented Gauteng, while the second biggest group represented the Western Cape (36%). Two of the CSR practitioners did not indicate a specific province, but indicated that they work across provinces on a national basis on various CSR projects. Two professors (academics) from North-West University joined the Johannesburg focus group and two academics from the University of Cape Town joined the focus group in Cape Town. One CSR practitioner from KwaZulu-Natal joined the Cape Town focus group while on a study visit to Stellenbosch University.

The focus group participants represented a wide range of industry sectors and have various professional job titles, as illustrated in Table 6.1. The major industries represented are: Agriculture / Forestry / Fishing (4%), Consulting (16%), Education (16%), Engineering / Architecture (4%), Finance / Banking / Insurance (4%), Government (8%), Non-profit sector (16%), Research Science (4%), Real Estate (4%) and other (6%).

Table 6.1: Focus group participants' job titles

Count	Job title	Count	Job title
1	CSI Manager	1	Group CSI Advisor
1	CSI Project Consultant	1	Group CSI Executive
1	CSR Coordinator	1	Group Sustainability Manager
1	CSR Manager	1	Investor Relations and Communications Manager
1	Chief Executive Officer	1	Manager: Volunteers Programme
1	Chief Financial Officer	1	Managing Director
1	Consulting Editor, Consultant and PhD candidate	1	Marketing and Community Engagement Manager
1	Director	1	Manager Recruitment and Fundraising
1	Director: Partnership Development	1	Public Affairs Executive
1	Executive Director	1	Strategist Consultant
1	Executive Director / CEO	1	Sustainability (CSI) Manager
2	General Manager	1	Senior Researcher

Based on the demographic characteristics of the focus group participants, the researcher was thus confident that the participants could make a meaningful contribution towards meaningful data. The

next section will present and discuss the data collected during Strand 1 and Strand 2 of Phase 1 of the study implementation.

6.3   PHASE 1: QUESTIONNAIRE AND FOCUS GROUP ANALYSIS AND DISCUSSION

This section presents the data, analysis and discussion of the results from the quantitative questionnaire in Strand 1 of Phase 1. The data from the focus groups in Strand 2 of Phase 1 is presented in support of the quantitative data where applicable.

6.3.1   CSR practitioner education and development

Question 5, 23, 24, 26, 27 and 28 deal with the education of respondents and the development opportunities for further education and training in the field of CSR through private or public higher education institutions. Only three respondents (n=171) indicated that they have a formal higher education qualification in CSR or CSI. The three respondents who indicated that they do have a formal qualification within the field of CSR or CSI did not give details about their qualifications or the institutions at which they had obtained their qualifications.

6.3.1.1 *Professional membership*

Question 23 (n=145) asked the CSR practitioners to indicate whether they were a member of a professional body for CSR/CSI practitioners at the time of the inquiry. Professional bodies represent the interest of professional practitioners and often establish, implement and uphold quality standards as individual or collective industry bodies. The majority of respondents (89.7%) indicated that they were not members of a CSR industry body. Respondents (10.3%) who indicated that they are members of an "industry body" are not members of a recognised industry body for CSR practitioners, but are members of informal CSR forums, professional CSR networks and/or other non-related CSR industry bodies. The absence of a professional body for CSR professionals or practitioners in South Africa may be one of the reasons why there are no recognised and registered professional learning and development programmes established, which may lead to a recognised occupational or higher education qualification or a set standard for CSR best practice in the South African context.

6.3.1.2 *Continuous professional development (CPD)*

Question 24 (n=143) asked CSR practitioners if they have a CPD plan in place for their current CSR role. Here, 78.3% of the respondents did not have a CSR CPD plan in place at the time of the inquiry. Those practitioners (31) who indicated that they have a CPD in place noted that they have identified the following areas as areas of development (Q25): monitoring and evaluation, CSI strategy formulation and seminars on CSR. A lack of continuous professional planning may thus indicate a lack of strategic dimensions related to CSR best practice and CSR practitioner's competence "necessary for the execution of professional and technical duties" throughout the CSR practitioner's career (Friedman, 2013:8). The lack of CPDs may also indicate a lack of means to maintain, improve and broaden relevant CSR experience, knowledge and skills, thus lacking specialist CSR

competencies, which may have a negative impact on CSR practice. CPDs can serve as a professional development roadmap for CSR practitioners seeking to continuously develop and improve their competence. Watson and Gallagher (2005:66) argued that CPDs are one of the critical components of and tools used to facilitate life-long and "learner centred" learning. CPDs are thus favoured by professional bodies as these form the backbone of delivering a CPD plan.

The focus-group participants reported that most organisations have formal CPDs in place, but their CDPs do not focus on CSR competence development. Informal and *ad hoc* workshops are viewed as development opportunities. The majortiy of the short cources and specialist workshops are presented by various non-accredited CSR and CSI service providers and is thus not linked to registered or accredited skills development (occupational) programmes. The service providers used mainly include providers such as Trialogue, GreaterGood, Inyathelo, GivenGain and others through the NPO Collaboration and NPO Practitioners' Forum, and none of them is registered training providers with the SETAs or the DHET. The quick, informal interventions range from short morning to two- or three-day courses, but nothing with regard to occupationally directed certification or tertiary education leading to a qualification in CSR specifically. With only a few accredited courses available, short cources are selected by CSR practitioners to remain relevant and up-to-date with current trends and innovation related social development solutions.

6.3.1.3 *Prefered learning and development strategy*

Question 26 (n=145) asked the CSR practitioners to identify the prefered mode of learning and development they use to develop the skills and knowledge they need to integrate CSR into their CSR work environment. The majority of respondents (90.3%) indicated that they learn through networking, followed by 75.2% of the respondents indicating that they learn through keeping up to date with reading. Less than 67% of the respondents attend conferences with the purpose to learn, while less than 63% of respondents learn on the job, as illustrated in Table 6.2.

Table 6.2: Preferred mode of learning

Value	Per cent	Count
Keeping up to date by reading	75.2%	109
Networking	90.3%	131
Learning by doing the job	62.8%	91
Attending conferences	66.2%	96
Knowledge of the activities of other companies	48.3%	70
Formal external training programmes/workshops	31.7%	46
Corporate responsibility group	29.7%	43
In-house programmes/workshops	15.9%	23
Experience in the voluntary sector	37.2%	54
"Seeing is believing" type programme	8.3%	12
Coaching from line manager	12.4%	18
Other trade or professional associations	22.1%	32
Experience in the public sector	26.9%	39
E-learning training	8.3%	12

6.3.1.4 Access to CSR learning and development

Question 27 (n=143) asked respondents to state whether they have ease of obtaining information on learning and development opportunities within the field of CSR. In this regard, 49% of the respondents indicated that it is not easy to find out if and what training is available, while 29.4% said yes and 21.7% indicated that they do not know whether it is easy to find access to the learning and development opportunities that are available.

6.3.1.5 CSR learning and development opportunities

Question 28 (n=143) asked respondents if there are, in their view, sufficient learning and development opportunities available relevant to CSR issues. More than a quarter (27.3%) indicated that they do not know whether there are sufficient learning and development opportunities related to CSR issues, while 46.9% indicated that there are not sufficient learning and development opportunities available. Here, 21 of the respondents (14.7%) indicated that there are opportunities available in their particular province and industry, while 11.2% of respondents agreed that sufficient learning and development opportunities are available on a national level and in other industries. It is clear from the data that CSR practitioners are reliant on informal learning and development opportunities within the CSR context. With a general lack of planned CPD activities and membership of recognised professional bodies, practitioners are unaware of learning and development opportunities available.

Focus-group participants were of the view that not sufficient learning and development opportunities are available and noted that the value and quality of most of these [learning and development]

initiatives have not been proven. Some of the participants were of the opinion that there should be more institutions providing top-class courses so that the industry is not influenced by one opinion but by a few leading institutions. The focus group participants further highlighted that there are no specific developments towards a concrete curriculum, unless individuals strategically pursue qualifications that will distinguish themselves within the field. Entry-level practitioners were of the opinion that their development opportunities are insufficient. One participant remarked: "... as someone new in the space I did not know where to find the relevant information to assist me in my job. I have to find out from various sources. I would like to know if there is a degree that is relevant to CSI."

Participants highlighted their frustration in finding relevant information. One participant has put it this way: "... limited information available on the web – you need to know the industry before you get anywhere." It became clear from the responses from participants that personal drive towards self-development and personal aspirations play a critical role in their success. As one participant remarked: "I have always wondered what formal training programmes are available for people who are either CSI or CSR practitioners or those who want to craft a career in the field. My passion for what I do has pushed me to read as much as I can about the space, using the web as an additional tool but I think it is necessary to have formal training as this will go a long way in helping one formulate a sound CSI/CSR strategy. Sometimes I find some of the forums/conferences one attends are repetitive and don't add much value to personal or professional growth and development."

Learning and development forms an integral part of the professional development of CSR practitioners and it is clear from the analysis of the focus groups' responses that there are insufficient learning and development opportunities available in order to develop individual and collective professional competence within the field of CSR. It thus seems that there may be a lack of programmes to develop critical skills related to CSR, and very few registered programmes exist other than the sporadic informal learning and development programmes offered by non-accredited private institutions or consultants.

6.3.2   Core drivers of CSR

CSR practitioners should be aware of internal and external drivers of CSR (cf. 2.4.4), so Question 16 asked respondents to review the core drivers of CSR activities and rank the list of 12 items from most important to least important. The aim of this question was to establish which of the listed core drivers had the biggest influence on their CSR/CSI role. The score of the core drivers is a weighted calculation. Items ranked first are valued higher than the following ranks, while the score is the sum of all weighted rank counts. It is clear from the data, as illustrated in Table 6.3, that four out of the five top drivers of CSR are national (internal) drivers, which refers to pressure within South Africa.

Only one of the top drivers is viewed as an international driver of CSR (stakeholder activism) and is listed as one of the top three key drivers of CSR. The socio-economic environment in which the CSR practitioner must operate directly shapes socio-economic priorities. Having the appropriate skills and

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knowledge to work within the social-economic environment in which their respective firms operate is thus essential.

Table 6.3: Core drivers of CSR as influencing the CSR role

Core drivers – influence on CSR role	Score	Overall rank
Socio-economic priorities	1845	1
BBBEE - influence from government policies on socio-economic reform	1527	2
Stakeholder activism	1062	3
Governance gaps	1006	4
Market access	957	5
United Nations' Millennium Development Goals	871	6
Investment incentives	826	7
Political reform	813	8
Crisis response	790	9
Supply chain management	747	10
International standardisation	733	11
Cultural traditions	628	12

6.3.3   Functions attributed to the role of CSR

The aim of the questionnaire in the first strand of Phase 1 was to answer the first sub-research question: What are the most common functions attributed within the role of the CSR practitioner?, followed by a review of international CSR competencies.

6.3.3.1 CSR role functions within current CSR role

Question 14 (n=170) asked respondents to indicate which activities (role functions) are included in their role profiles. Here, 68% of the respondents indicated that they are responsible for reporting on CSR activities, while 65% of respondents have to monitor and evaluate CSR actitvities. Reporting, monitoring and evaluation could be clustered together under one theme, namely monitoring and evaluation, as this forms a critical part of final reporting on the success of any CSR initiative. The design, development and implementation of policies and strategies are normally associated with senior role functions within organisations, but 64% of the respondents indicated that they are responsbible for the designed and development of CSR strategies, while 61% of the respondents are responsible for the implementation of CSR strategies, as illustrated in Figure 6.1.

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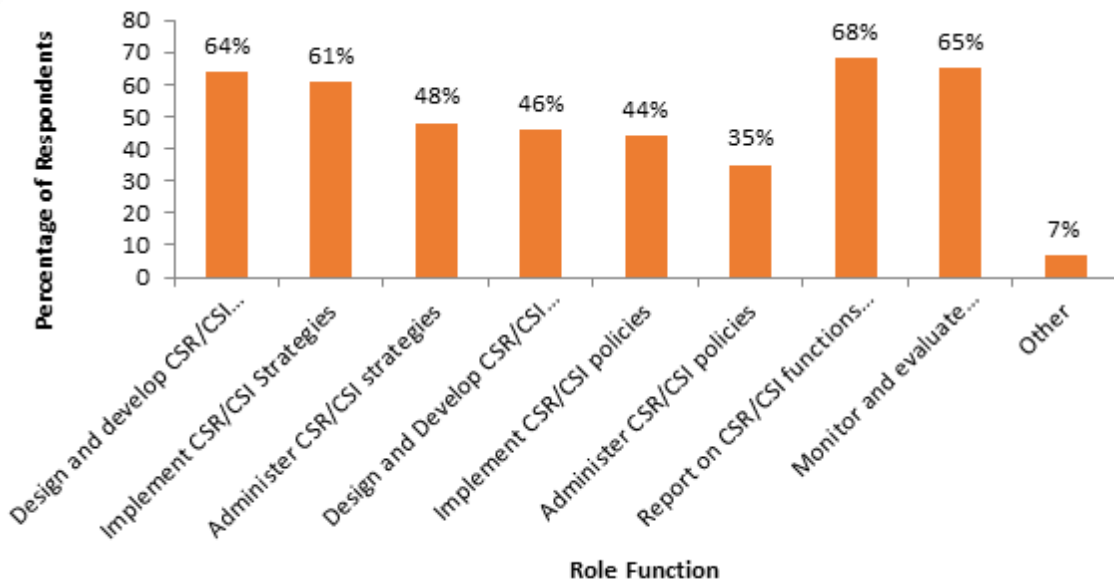
Figure 6.1: Role function of the CSR practitioner (n=170)

In total, 46% of the respondents indicated that they are responsible for the design and development of CSR policies and procedures, while 44% of the respondents are responsible for implementing CSR policies and procedures. Only 35% of respondents are responsible for administration related to CSR policies and procedures. Developing a CSR strategy would require practitioners to develop strategies in line with local and international instruments and guidelines, for example:

- **The Organisation for Economic Co-Operation and Development Guidelines**: The OECD provides guidelines and policies to help governments to foster prosperity, fight poverty, and take into account the environmental implications of economic and social development (Organisation for Economic Co-operation and Development, 2008). Also see section 2.4.2.

- **The International Labour Organisation's Tripartite Declaration of Principles**: The aim of these ILO principles is to encourage the positive contribution which multinational enterprises can make to economic and social progress (International Labour Organisation, 2005). Also see section 2.4.2.

- **The UN Global Compact Principles**: These corporate sustainability principles are aimed at helping companies to meet fundamental responsibilities in the areas of human rights, labour, environment and anti-corruption (UN Global Compact, 2004).

- **The Global Reporting Initiative' Sustainable Reporting Guidelines**: By using the GRI Guidelines, organisations can disclose their impact on the environment, society and the economy to generate standardised information with which to assess opportunities and risks, and enable informed decision-making (Global Reporting Initiative, 2015).

- **The International Organization for Standardization (ISO)**: The ISO develops consensus-based International Standards for products, services and systems in almost every industry,

including social responsibility, to ensure quality, safety and efficiency (International Organization for Standardization, 2015).

- **Social Accountability International's SA8000 Standard**: SAI provides auditable social certification standards for workplaces across all industrial sectors. It is based on the UN Declaration of Human Rights and other codes and conventions to create a common language to measure social performance (Social Accountability International, 2015).

These guidelines, including the King Report (*King Report on Corporate Governance in South Africa*, 2009), enable organisations to better understand and prioritise both the strategic and reputational risks that arise as a result of their business practices and operations, and should be used as a point of departure for CSR (strategic) design and implementation. CSR practitioners need to have an in-depth understanding of local and international best practice instruments as well as the skills and knowledge to design, develop and implement strategic planning, policies and procedures in support of strategic operational requirements, the community in which they operate and the environment.

The focus group participants noted that strategy formulation is a critical starting point for any organisation's success within the field of CSR. Although the design and development of CSR strategies are seen as important, it was noted that design and development at CSR practitioner level is a difficult task. This is because, as stated by one participant: "... there is no (or not enough) commitment, awareness and belief on C-level management to pull the item through". There is a perception that the CSR practitioner role is not yet fully recognised as a leadership role, which may be the reason why this core competency is, as one participant stated: "… critical, but often underdeveloped or not considered". All activities related to strategic development are viewed as important and participants further noted that strategic planning and delivery is core to the function of the practitioner.

From the focus-group interview data, it appears that the practitioner must be able to align strategic business objectives with the strategic business direction of CSR, but it may not be important at entry level. Practitioners at entry level must at least be able to, as one participant said: "… interpret the strategy and communicate clearly". Participants noted that CSR practitioners, at entry level to mid-career level may not always be active on a strategic level, but would be more active on a CSR project or programme implementation level and that the term deciding and initiating action could be more appropriately developed around implementation plan rather than strategy.

When asked how this competency could be best developed, the focus group participants reacted as follows:

One participant noted that "…the competency can be developed through experience and taking action in the workplace".

Another said: "CSR is a highly specialised and dynamic environment. Critical decision-making is essential and tough decisions have to be made on a regular basis. CSR practitioners must get practical experience in implementation of plans and this must be done within the business."

A third remarked: "Developing this competency can be done through hosting diverse group relations and community meetings, using a variety of strengths based and integrated thinking facilitation techniques like: appreciative inquiry, community based social marketing methodologies, human centred design thinking and change leadership approaches."

6.3.4   International CSR competencies

Question 29 (n=144) of the questionnaire presented a list of 27 competencies developed by the Government of the United Kingdom (Moon, 2004). Respondents were presented with a short definition of the competencies and were asked to indicate whether the list of competencies were applicable to the South African context. The aim of this question was to establish whether there is synergy between competencies identified in the United Kingdom and competencies identified by respondents in South Africa (see Table 6.4 for a list of the competencies). More than 80% of the respondents agreed that 10 of the 23 competencies, illustrated in Table 6.4, are applicable to the South African CSR context. Blocks shaded with green illustrate similarities between UK-based competencies and South African competencies identified by this inquiry.

The competencies in Table 6.4 largely correspond with the competencies identified in Strand 1 of Phase 1 in this inquiry and will be discussed in the competency results under section 6.3.4.

Table 6.4: UK competencies identified as relevant to SA (n=144)

UK competencies and definitions	Per cent	Score	South African competencies
Communication Skills: Conveys ideas and information clearly and in a manner appropriate to the audience – in writing, presenting and public speaking	93.1%	134	Communication Skills
Business Insight: Understands the business, its customers and markets, the way it works, its structure and culture and how it relates to CSR / CSI	90.3%	130	Business Acumen
Building External Partnerships: Builds networks and alliances with individuals and organisations	87.5%	126	Stakeholder Management / Networking
Stakeholder Dialogue: Identifies stakeholders, engages in dialogue and balances competing demands	83.3%	120	Stakeholder Management
Understanding Impacts: Knows how to manage, measure and report on social impacts of business	83.3%	120	Monitoring and Evaluation
Adaptability and Empathy: Having the flexibility to adjust your approach, language and views to suite differing influencing situations, cultures and sectors	82.6%	119	Adaptability / Integrity
Decision Making: Evaluates the implications of various options before deciding on a course of action and then showing commitment to and accountability for that decision	82.6%	119	Decision Making
Handling Complexity: Understands the implications of change in the social and political arena and its impact on the organisation	81.9%	118	Problem Solving / Change Leadership
Leadership: Takes charge and adapts own leadership style to suit the situation to inspire, influence and motivate others to perform	81.3%	117	Leadership
Innovation: Demonstrates an enquiring mind, encourages new ideas and translates ideas into action	79.9%	115	Analytical Reasoning

The response from the survey section referring the UK competency list was favourable with 10 specific comments directly related to the application of the UK competencies in the South African context. The reflections from the focus group participants included comments on the suitability of the UK competencies for the development of South African CSR practitioners. One respondent said, for example: "Very good summary of what is needed for an effective practitioner" and another, "All of these are the makings of a perfect CSI practitioner". Participants also reflected on the nature of the competencies in that competencies are dependent on specific situations and within specific context. One response read: "All of these are so important, using these skills at the right time and in the right place." The CSR space is evolving fast and CSR practitioners are required to continuously develop,

as another respondent reflected: "This is an evolving and changing environment and there is a constant need to keep up to date with the changes and influences in this sector."

6.4   PHASE 1: PROPOSED FIRST DRAFT CSR COMPETENCY FRAMEWORK

The main aim of this inquiry was to propose a curriculum framework for the development of CSR practitioners in the South African context. The use of a questionnaire in the first strand of Phase 1 of the study was the first step in identifying the competencies to inform a curriculum framework. The next section will present and discuss the proposed first draft CSR competency framework identified and developed based on the data collected from the questionnaire in Strand 1 and the qualitative data collected in the focus groups during Strand 2.

6.4.1   First draft CSR competency framework

The objective of the questionnaire and focus groups was to answer the sub-research question: *Which elements of skills, knowledge and behaviour are required for effectively managing the CSR function within South African organisations and within the parameters of South African legislation and industry-specific codes and standards?* The answers provided to Questions 17, 18, 19, 20 and 25 in the self-administered questionnaire in Strand 1 were coded by using the coding line-by-line technique, and a total of 149 codes were identified as illustrated in Table 6.5. The codes where grouped in competency themes, representing 43 CSR-related competencies.

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Table 6.5: CSR competencies via line-by-line coding results

CSR competency codes	Top five competencies in current CSR role – Count (Q 17)	Top five competencies recommended for CSR qualification – Count (Q 18)	Top five competencies set as CSR goals in current CSR role – Count (Q 19)	Top five competencies linked to performance – Count (Q 20)	Top five competencies identified for CPD – Count (Q 25)	Total
Adaptability	30	22	5	16	0	73
Administration	6	4	2	22	0	34
Analytical Reasoning	18	17	4	17	0	56
BBBEE	6	23	11	12	1	53
Budgets and Reporting	17	31	32	29	0	109
Business Acumen	18	21	10	5	1	55
Change Leadership	2	6	0	0	1	9
Coaching and Mentoring	2	3	4	1	1	11
Communication Skills	22	26	16	14	3	81
Communications and PR	2	7	18	9	0	36
Computer Literacy	0	4	0	0	0	4
Data Analysis	1	11	4	2	0	18
Decision Making	9	6	2	1	0	18
Drive	12	19	4	2	0	37
Financial Accounting and Reporting	18	32	12	5	2	69
Integrity	32	23	5	1	0	61
Knowledge and understanding of community needs	18	58	23	8	2	109
Knowledge and understanding of CSR/CSI best practice	21	57	20	8	5	111
Knowledge and understanding of sustainable development	29	55	12	7	7	110
Leadership	9	16	6	2	2	35
Legislative Acumen	15	21	17	11	5	69
Managing Change	3	6	0	0	0	9
Marketing and Sales	2	9	6	4	0	21
Monitoring and Evaluation	19	28	29	21	7	104

CSR Competency Codes	Top five competencies in current CSR role – Count	Top five competencies recommended for CSR qualification - Count	Top five competencies set as CSR goals in current CSR role - Count	Top five competencies linked in performance - Count	Top five competencies identified for CPD - Count	Total
Negotiation Skills	1	4	3	0	0	8
Networking	6	8	7	4	5	30
Organisational and Environmental Awareness	13	44	18	9	3	87
People Management	4	33	40	26	3	106
People Performance Management	0	5	3	1	0	9
Planning and Organising	12	24	20	7	0	63
Presentation Skills	2	5	1	3	1	12
Problem Solving	15	11	1	0	0	27
Project Management	22	37	17	17	3	96
Report Writing	10	14	21	20	3	68
Research	6	11	6	4	3	30
Resource Management	1	10	29	15	1	56
Stakeholder Management	29	33	60	44	7	173
Strategy Implementation and Management	19	19	18	14	4	74
Team Leadership	3	4	6	5	2	20
Team Work	4	2	1	0	0	7
Technical Expertise	11	26	20	20	3	80
Training and development	5	3	3	0	0	11
Visioning and Strategic	6	6	6	3	0	21
Total	480	804	522	389	75	2270

CSR competency themes were identified as illustratded in Table 6.5. Competencies highlighted in green attained a constant high word count score across all five questions related to the most critical competencies required to be a successful CSR practitioner in South Africa.

The CSR respondents were asked to identify:

- The top five competencies required in their current CSR role (Q17)
- The top five competencies to be included in CSR training (Q18)
- The top five priorities (performance goals) they have to manage in their current CSR role (Q19)
- The top five competencies (areas of performance) measured in their current CSR role (Q20)
- The top five competencies (areas of development) identified for their CPD (Q25).

Each of the following sections will present the top ten competencies identified, but for the purpose of brevity, only the results for the ultimate top five CSR competencies identified during Phase 1, Strand 1 and 2 of this inquiry will be discussed.

6.4.1.1 *Top five competencies in current CSR role*

In question 17 (n=88) the respondents were asked to identify the top five competencies they need in their current CSR role. The top ten competencies identified by respondents are illustrated in Figure 6.2 and the top five will be discussed next.

As can be seen from Figure 6.2, the value driven-competencies, integrity and adaptability, were the two competencies rated the highest for competencies used in current CSR practitioner roles. Integrity (35%) refers to the ability of a respondent to demonstrate high standards of ethical and moral conduct in order to promote confidence and trust. Integrity is also seen by Amann and Stachowicz-Stanusch (2012:120) as one of the dimensions of trust, consistency, loyalty and openness. Integrity is thus linked with the moral courage of CSR practitioners, a substantive virtue and value-driven competence that may be required of CSR practitioners. CSR practitioners who demonstrate congruence, demonstrate a balance between intent and behaviour and will, as one of the focus group participants noted, "… ultimately create credibility and trust" within the business, communities and all their stakeholders (Covey & Merrill, 2008:62).

Adaptability (34%) refers to the ability of CSR practitioners to demonstrate an ability to change their ideas or behaviour as different conditions arise, new environments or new projects in order to deal with the new circumstances appropriately. Wilson, Lenssen and Hind (2006:19) argued that these traits are essential and are thus included in their competency guides, and that they deliberately select these competencies when recruiting CSR practitioners. It became clear from the focus groups that both integrity and adaptability are critical to the success of the CSR practitioner and that a lack of one or both value-driven competencies may lead to unbalanced stakeholder relationships.

Top Ten Competencies in Cureent CSR Role
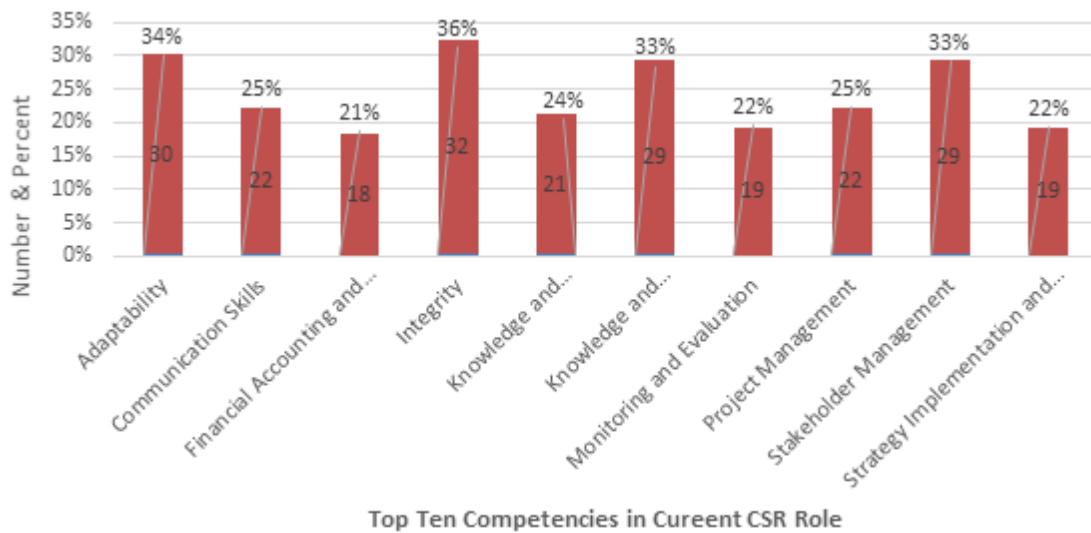
Figure 6.2: Top ten competencies for current role functioning of the CSR practitioner (n=88)

It was further noted in the focus group discussions, as one participant pointed out, that "... personal integrity is part and parcel of working in sustainability as without it, the practitioners would be as vulnerable to moral hazards as some others in related fields (like finance)". Another focus group participant argued that CSR practitioners must be able to "… walk the talk as stakeholders can see through someone who is not authentic" and that "a lack of this competency [integrity] will lead to the lack of trust and credibility in the community".

Figure 6.2 shows that the two technical competencies which rated the highest for success in the current role of CSR practitioners were indicated as (i) knowledge and understanding of sustainable development (33%) and (ii) stakeholder management (33%). Knowledge of sustainable development refers to the ability of the CSR practitioner to demonstrate knowledge and skills to focus on sustainable development, from strategising to implementing to measuring the impact of the initiative. This includes knowledge on sociological, psychological and economic factors on sustainable development. Both technical competencies were viewed by the focus groups as essential, although some focus group members did not view technical expertise as critical.

Those practitioners who argued that the technical competencies are critical, noted that practitioners who fail to demonstrate and apply knowledge of theory and practice will most definitely fail in achieving their strategic objectives. One of the focus group participants also argued that practitioners do not have to be "specialists in all the fields of knowledge, but should at least have a working understanding of sustainable development to be able to engage at critical levels by asking the right questions". While a working knowledge of sustainable development is seen as essential, another focus group participant viewed a level of workable insight necessary as it forms part of the practitioners "...job to defend the development angle of CSR work and this is where they should focus". Although in agreement with the first two arguments put forward, a third focus group participant

noted that "…people do not often have the capacity to apply both sides and very few practitioners, only the best ones, have an in-depth knowledge of both areas from a technical perspective".

Stakeholder management as a CSR competency refers to the ability of the CSR practitioner to develop and maintain stakeholder relationships by interacting and socialising comfortably on various levels across various cultures. It encompasses the element of reading and understanding others and leveraging those to build sustainable relationships (persuasion). It ensures that the relationship is mutually beneficial. The focus groups made a distinction between managing stakeholders and managing the stakeholder process, and argued that practitioners are responsible for managing the process of engaging with stakeholders and not the stakeholders themselves. In support of this argument, one focus group participant argued that pressure to manage the "person" or "group of people" will lead to a breakdown in relationships and engagement and will thus "distort the relationship". A second focus group participant supported the argument that the CSR practitioner must manage the stakeholder engagement process and not the stakeholder(s) and noted that "...stakeholder theory and the various applications thereof is key to corporate responsibility practices" while a third focus group participant reiterated "...that stakeholder management is a high priority domain for practitioners".

Communication and project management as CSR competencies received 22 counts (25%). Communication refers to the ability of the CSR practitioner to converse with others. This can be done via the spoken or written word, and includes the ability to identify and appropriately react to voice modulation, tempo and emotion. Body language also plays a critical role in face-to-face communication. Makau (2009:447) argued that competence is often seen as contextual in that an individual may be deemed competent in one situation but not in another. Truly competent communication would thus require both effective and appropriate communication at all levels with all key stakeholders. One focus group participant underpinned the importance of communication and noted that CSR practitioners are often "in front of community groups and internal management teams" and thus "need to be convincing speakers, especially when addressing the public". Another focus group participant noted that the CSR practitioner needs to, in order to get buy-in from internal and external stakeholders, "be able to communicate clearly with confidence and a tone that suits audiences, while being prepared to answer tough questions".

Communication was viewed by focus group participants as an essential competence to keep stakeholders involved and is consequently to one focus group participant "...a key determinant to success and ongoing adaptation of both communication and the mode of communication is required to meet the changing communication needs of society and workplaces". Communicating by means of story-telling is seen by one of the Cape Town focus group participants as an advantage when "...aligning CSR goals with the host of organisational and community multidisciplinary goals" and it thus "requires adept storytelling, and synthesising of concepts to inspire diverse groups to action". Communication is, however, not just a device for alignment, and neither is storytelling. It is clear that

communication is strongly linked to stakeholder identity, which is the extent to which organisations and stakeholders' interests are linked. Alignment may only take place when the stakeholder needs are known and those needs are incorporated into the operational decision making process.

The link between stakeholder management, communication and the application of theory within CSR practice is therefore very strong. The focus groups identified two important connections. The first connection is that debate, discussion, communication and real stakeholder engagement may lead to a combination of CSR business and social learning. The second connection is trust, which links very closely with relationships based on clear intent and communication to initiate long-term change, based on the trust existing between all the CSR actors in the stakeholder relationship.

When asked how stakeholder management could be best developed, the focus group participants reacted as follows:

One focus group participant noted that "…all stakeholders must be known and acknowledged in order to achieve excellent CSR outcomes. This can be developed through relevant CSR experience in practice and theoretical studies".

A second noted that "…stakeholder management has conceptual and very practical dimensions, developing this competency effectively may involve students in actual case studies/projects in communities".

A third focus group participant said that "…open discussion sessions; facilitation of diverse groups of stakeholders and non-stakeholders community sessions and customer. Helping practitioners to identify their own bias toward certain potential stakeholders would be valuable".

Project management competence within the CSR context refers to the knowledge and skill to plan, organise, motivate and control resources, procedures and protocols to achieve specific goals in scientific or daily problems. This includes the knowledge of specific international project methodologies such as PRINCE and AGILE project management. This extends to budget monitoring and comparisons for resource utilisation. Idowu and Filho (2009:82) argued that project management should focus on the management of project specific activities in an effort to meet the stakeholder expectations from a CSR project.

The focus groups were clearly divided on the importance of project management and the following quotations from focus group participants demonstrate the importance of project management skills within the CSR environment:

- **Project management is an important competency, but not a critical competence:**

  "…this valid as it also speaks with managing your indicators vs budget."

  "I am saying yes for this competence, but I do not think professional project management principles should be applied."

- **CSR practitioners do not need to be qualified in project management skills, but must have a good understanding of project or programme management principles:**

  "There are better options to manage social-based programmes and the practitioners must at least have a working knowledge of programme management, but not project management. They are not project management experts."

  "Yes, however must be careful not to take this to the level of engineering project managers. Social project management has the same principles but is required to be more dynamic and responsible."

  "Once you go towards these very sophisticated project management methodologies the question can be asked whether or not the CSR/CSI practitioner should not learn about all other disciplines to a similar level?"

When asked how project management could be best developed, the focus group participants reacted as follows:

One focus group participant noted that: "…project management and change management tools are useful to set resource and timeline expectations appropriately with stakeholders. In-house mentoring and coaching can help with developing project management skills." Another focus group participant argued that "…an introduction to project management principles would be sufficient. Working in a systematic and methodological way is critical, but the practitioners must be flexible in their approach and should therefore not apply strict project management principles."

6.4.1.2 *Top five competencies for specialist CSR training*

In Question 18 (n=88) the respondents were asked to identify the top five competencies they would include in CSR training if given the opportunity to design specialist CSR training. The top ten competencies identified by respondents are illustrated in Figure 6.3 and the top five will be discussed next.

The top three competencies proposed by respondents for specialist CSR training for CSR practitioners relate to skills, knowledge and understanding of three integrated components of CSR in the South African context: community needs, CSR best practice and sustainable development (see Figure 6.3). Knowledge and understanding of community needs has been listed as the top technical competence for the development of CSR practitioners (65.9%). Knowledge and understanding of community needs refers to the ability of a CSR practitioner to demonstrate the aptitude to identify, analyse and understand the needs of the communities that the CSR/CSI initiative aims to serve. This also relates to the ability of the CSR practitioner to identify ways in which to assist the development of the said communities.

Knowledge and understanding of CSR/CSI best practice has been identified as one of the top ten competencies used in the CSR practitioner's current role. There is only a 1% difference between the

importance in the current role and competence to be included in a CSR specialist qualification for CSR practitioners (see Table 6.5)

Knowledge and understanding of CSR/CSI best practice (64.8%) refers to the ability of the CSR practitioner to apply knowledge and theory to define CSR frameworks and best practice. The latter would include the implementation and measurement of best practice, which includes benchmarking against local and international standards. Application of benchmarking and best practice may include an understanding of how CSR incentives can drive business participation to meet non-economic goals such as keeping up-to-date with trends within the CSR/CSI industry locally and internationally, the key focus areas it advocates and its associated return on investment (ROI).

Knowledge and understanding of sustainable development (62.5%) was identified as an important technical competence for the development of a CSR qualification. Knowledge and understanding of CSR best practice was also identified as important within the top five competencies used in the CSR practitioner's current role and has a 29.5% higher rating for inclusion in a CSR practitioner qualification (see Table 6.5).

Organisational and environmental awareness (50%) ranked fourth highest and refers to the ability of the CSR practitioner to demonstrates the aptitude to keep up-to-date with, and apply, local, national, and international business knowledge and trends that affect the organisation and shape stakeholders' views, and to maintain awareness of the organisation's impact on the external environment.

Project management had the fifth highest word count at 41.2%, which is 17.2% higher than project management competence required in the current role of CSR practitioners (25%).
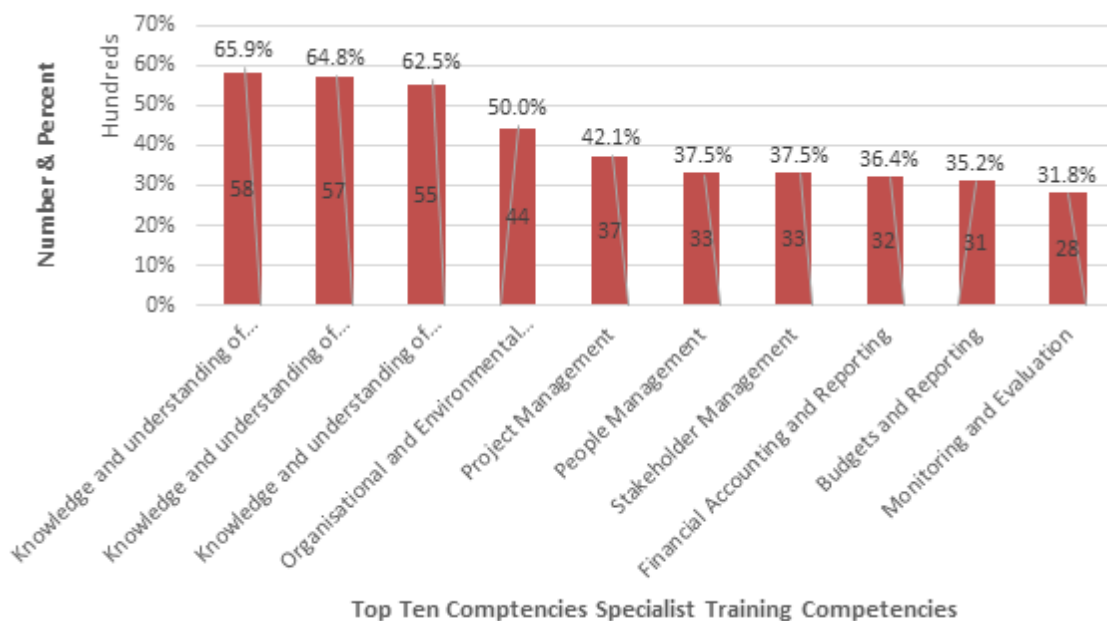
Figure 6.3: Top ten competencies for specialist CSR training (n=88)

6.4.1.3 Top five priorities (goals) managed within current CSR role

In question 19 (n=83) the respondents were asked to identify and list the top five priorities (goals) they have to manage within their current CSR/CSI role(s). The top ten competencies identified by respondents are illustrated in Figure 6.4, and the top five will be discussed next.

Stakeholder management as a CSR competency received the highest word count (73%) under the top five priorities (goals) managed within the current CSR role, which is on average 29% higher for both the count in competence in the current CSR role (?%) and proposed competence for a CSR qualification (?%). Stakeholder management has the highest word count (173) across all five questions (see Table 6.5) and it can thus be argued that stakeholder management is viewed as one of the critical competences contributing towards the success of the CSR practitioner. The focus group participants gave several reasons to underpin the importance of stakeholder management. One focus group participant referred to stakeholder management as one of the "...core pieces of the CSR puzzle, from carefully listening to their needs to considering their expectations in strategic decisions" (materiality matrix).
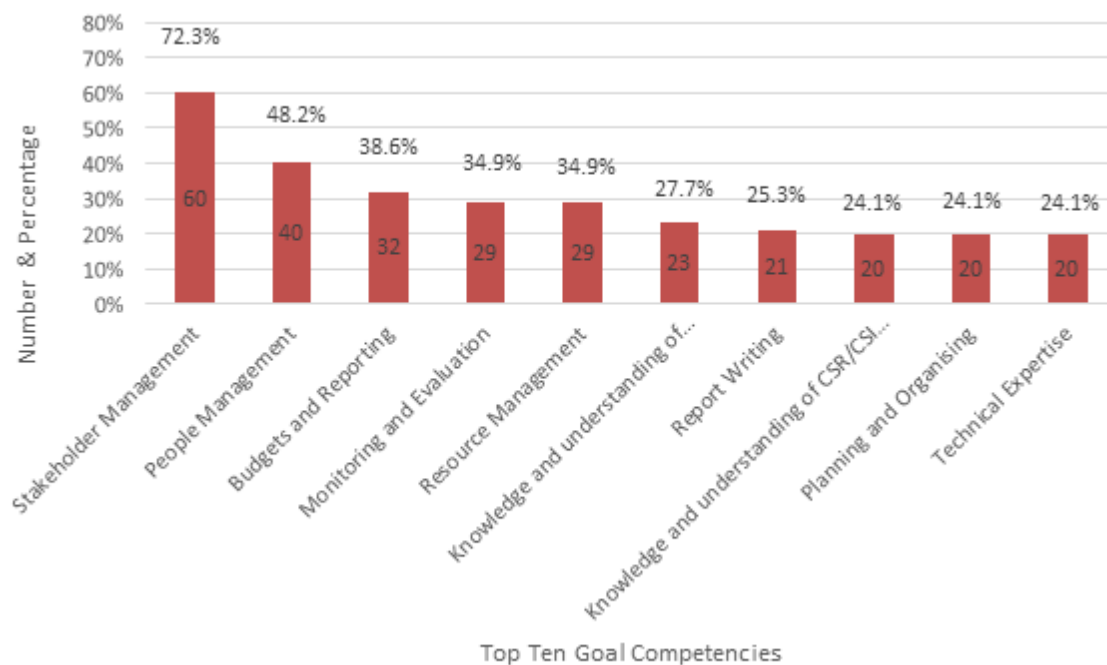
Figure 6.4: **Top ten priorities (goals) managed within current CSR role** (n=83)

Participants warned about the dangers of including the phrase *all stakeholders* as it may be misleading to refer to all stakeholders. A focus group participant suggested that the term "critical or key stakeholders" be used because the "effective sustainability professional will know how to navigate stakeholder conversations and invest time with the most critical stakeholders and not all stakeholders". Failing to identify and create collaborative relationships with key stakeholders will lead to a breakdown in critical relationships and the CSR practitioner will be, as noted by one of the focus

group participants, "...stuck in a constant cycle of consultation with no real outcomes", which may have a negative impact on the success of CSR projects.

People management as a CSR competence had a word count of 48.2% (40), and relates to the ability of the CSR practitioner to work cooperatively and build productive relationships with people and teams (including volunteers) within the organisation and outside the organisation in order to meet initiative objectives. It includes the knowledge and skill required to catalyse and drive a team of individuals towards the same goal and to achieve this goal. People management as a technical competence may need to draw on value competencies, for example integrity and behavioural competencies, and teamwork (Enders, 2012:55). The focus groups made a clear distinction between those CSR practitioners who work in large organisations and those who lead a one-man show within their own organisations.

People management from an entry-level to mid-career CSR practitioner perspective may therefore not refer to leading a CSR team, but may involve leading CSR committees such as internal stakeholders and volunteer groups. One focus group participant argued that CSR is "...evolving into a major and standalone function in organisations, especially those organisations with foundations". People management in the CSR people management context is seen as essential and CSR practitioners would need to, according to another focus group participant, "...lead with an aim of empowering the team and managing people is important because you [the CSR practitioner] may need to deal with more than one stakeholder". People management is also closely linked with project management where the CSR practitioner will be expected to, according to another focus group participant, "… take the lead, practise what they preach and also check, monitor and track people and progress during the project".

Budgets and reporting as a CSR competence attained a word count of 38.6% (32), which is the third highest word count for competencies linked to CSR goals managed under the current CSR role (see Figure 6.4). Budgets and reporting refer to the CSR practitioner's ability to compile, analyse and summarise probable financial incomes and expenditures over a specific period, as well as to allocate funds for a specific purpose within a given time frame. Budgets and reporting had an overall word count of 109 over all five questions and ranked fourth with regard to overall score. It can thus be argued that CSR practitioners need the technical competence to manage and report on CSR-related budgets and expenditure. The focus group participants noted that budgets and reporting or financial acumen is critical. One focus group participant explained that "...the practitioner should not be a qualified accountant of CA, but must be able to understand a budget and at least interpret a budget, explain line items, et cetera. Too much money in industry goes missing because of non-financial conformity and it is common to see poor budgeting and projects that are not completed on time or the numbers or multiples are way out."

It was further noted by another focus group participant that the CSR practitioner must also be able "…to plan a budget, read a financial statement and complete at least an elementary report on

spending". Funding and managing funding were highlighted as key skills. Another practitioner argued that the latter is linked to the ability of CSR practitioners "...to make a business case for CSR and social responsible investments (SRIs), so the current neo-liberal capitalistic environment would approve of CSR and ESG programmes". The ability to raise funds, for those CSR practitioners who operate within the NGO market, is a critical competence, and this argument was supported by a focus group participant who noted that "...practitioners must ensure that they, the business and projects remain internationally relevant" because "funding very often comes from international donors and if the CSR practitioner don't research and understand what is happening internationally, then you will miss out on funding and partnership opportunities".

Resource management and monitoring and evaluation competences for CSR practitioners, each attained a word count of 34.9% (29) (see Figure 6.4). Monitoring and evaluation as technical competencies for CSR practitioner, had an overall word count of 104 and is one of the competencies identified with a consistent high word count (104) across all five questions (see Table 6.5). A focus group participant noted that "...successful practitioners must not only be able to plan and direct CSR programmes", but must also, due to "increasingly importance placed on the ability to track programmes," be able to "monitor and evaluate the performance and social impact of programmes or projects". It became clear, from the focus group feedback that integrating reporting is critical and not something practitioners are able to do. In order to be successful, the CSR practitioner must be able to perform within three distinct skills and knowledge domains related to monitoring and evaluation. The three domains are listed below, illustrated with quotations from focus group participants in support of each domain:

- **Collecting and managing vital data to facilitate effective and efficient monitoring and evaluation:**

    "The practitioner must be able to take control of developing and managing effective data measurement points to support mining of data to produce information to support rational decision making and judgements and to share this will stockholders."

    "Data on its own is not useful until it is analysed and interpreted. Hence, it is important to collate data over a period of time for proper comparison and analysis in order to gain insight and understanding into the success of projects or programmes."

    "Data collection is integral to all projects. You need to be able to measure the success of projects while meeting your BBBEE targets. The practitioner should demonstrate an ability to collect data and must be analytical when reviewing data."

- **Selecting and analysing appropriate data for reporting:**

    "There must be a fine balance between gathering, analysis and decisions related to data. Creating a hierarchy of data value to support decision making can help improve the time to decision."

"Analysing is the backbone of the work that we do, this helps one to analyse trends, look at the risk and how to mitigate it. If the outcomes are not met. Analysis is required to track from your baseline."

"Practitioners who fail to analyse data correctly will not be successful and may not attain CSR goals as set out during the project initiation phase."

- **Building frameworks for monitoring and evaluation:**

"The practitioner must be able to take control of developing and managing effective data measurement points to support mining of data to produce information to support rational decision making and judgements and to share this will stockholders."

"It is critical for any CSR practitioner to understand that no problem happens in isolation and that all social ills are related and inter-connected. This is the starting block to understanding and better implementing any monitoring and evaluation framework."

"Monitoring and evaluation framework are or can be extremely complex and the CSR practitioner must understand the basic concepts underpinning monitoring and evaluation framework and should as a rule work collaboratively with experts to design and implement these frameworks."

When asked how monitoring and evaluation could be best developed, the focus group participants reacted as follows:

The first focus group participant noted that: "…basic development can be enhanced through formal training, but a lot of this will have to be worked out in the context of a company's measuring systems and collaboration with colleagues can be better developed by encouraging the co-development of indicators with the partners."

Another noted, "…impact assessment is exceedingly difficult and some companies have entire teams dedicated to this work, in those organisations coaching and mentoring would be beneficial, but formal training in monitoring, evaluation and reporting is required".

A third participant remarked: "…there is, looking and the types of reports produced in South Africa, a massive gap in the ability of practitioners to track, monitor and evaluate performance of their projects. Specialist training is required with exposure to case studies of when data was collected and how it was used and this should be delivered with practical application back in the business."

Resource management competence refers to the ability of the CSR practitioner to efficiently and effectively deploy an organisation's resources when they are needed. Such resources may include financial resources, inventory, human skills, production resources and information technology (IT). The inability to manage available resources effectively and efficiently may be indicative of the lack of growth in the CSR sector in South Africa. Trialogue (2014:38) has reported that CSR expenditure was growing in real (inflation adjusted) terms, but CSR expenditure is stagnating and organisations

are cutting down on operational cost for CSR projects. The growth that CSR has experienced is thus flattening and CSR practitioners are under pressure to manage available (limited) resources more strategically.

Knowledge and understanding of community needs attained a word count of 27.7%, which is 38.2% lower that the count attained for the top five competencies for the development of a CSR qualification.

6.4.1.4   Top five areas for CSR performance measure in current CSR role

In question 20 (n=80) the respondents were asked to identify and list the top five areas in which their (CSR/CSI) performance was measured or assessed against their current CSR role. These competencies should typically form part of their annual performance review as success indicators. The top ten competencies identified by the respondents are illustrated in Figure 6.5, and the top five will be discussed next. Stakeholder management competence for CSR practitioners had a word count of 55% (44), followed by budgets and reporting competence for CSR with a word count of 36.3% (29), as illustrated in Figure 6.5.
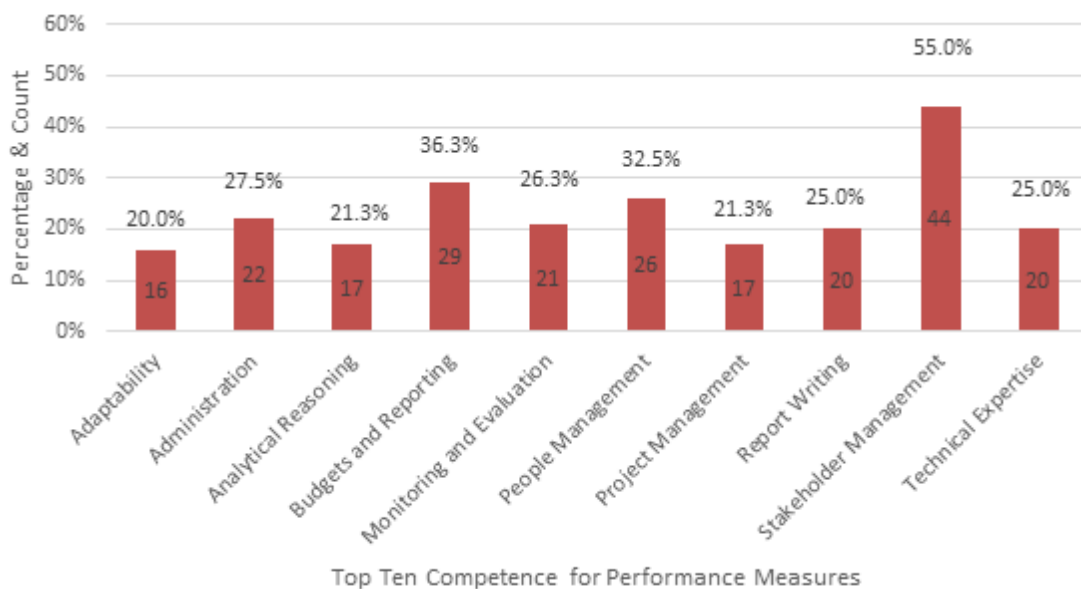
Figure 6.5: Top ten performance measure competencies in current CSR role (n=)

People management competence for CSR practitioners had attained the third largest word count 32.5% (26), while administration competence for CSR practitioners attained a word count of 27.5% (22). Administration is the ability of the CSR practitioner to demonstrate sound general office administration. The latter would include the ability to identify and organise resources needed to accomplish tasks and to manage time effectively. Monitoring and evaluation is in the fifth place with a word count of 26.3% (21).

One focus group participant noted that "...having competencies in the use of technology" to eliminate or reduce the "administrative challenges faced by CSR practitioners" is essential, and that administrative skills are thus linked to technical skills associated with technology to "make sure that

organisationally they [CSR practitioners] make the best use (even create) of systems and processes to manage administrative tasks and not to get stuck doing all the administration that goes along with CSR projects and programmes". Another focus group member articulated her concerns related to administration and argued that "technology and systems are crucial but too often programmes lead with this alone" and that "this is the easiest area to bring consultants and trainers in to support the CSR practitioner".

6.4.1.5   Top five areas of CPD in current CSR role

In question 25 (n=22) the respondents were asked to identify and list the five main areas of developed linked to their CPD within their current CSR/CSI role. Question 25 followed Question 24, which asked respondents if they have a CPD or career path plan in place in their current CSR/CSI role. In this regard, 78.3% of the respondents (n=143) indicated that they do not have a CPD for their CSR role. Those who did respond favourably, listed various competencies not necessarily linked to their CSR role. The top ten competencies identified by the 22 respondents are illustrated in Figure 6.6 and the top five will be discussed next.

Knowledge and understanding of sustainable development, monitoring and evaluation and stakeholder management each attained a word count of seven. Monitoring and evaluation consistently attained a high word count across the five areas of competence. Local and international benchmarking publications, for example the *CSI Handbook* (South Africa) and *Giving in Numbers* (United States), reported that monitoring and evaluation of projects has increased with up to 84% of American companies and 85% of South African companies measuring the impact of flagship CSR programmes (CECP, 2015:28; Trialogue, 2014:40).

Networking competence for CSR practitioners (22.7%) is the only behavioural competence under the top five competencies in the CPD cluster, while legislative acumen and knowledge and understanding of CSR best practice represent technical competencies required for CPD as illustrated in Figure 6.6. Both focus groups reported extensively on CSR networking skills and one focus group participant argued that, "...networking is critical for the CSR practitioner, but not networking for the sake of networking. Networking must be purposeful and contribute to selective CSR strategies to support projects." Stakeholder management and stakeholder network management is also seen by Idowu and Filho (2009) as a fine balancing act, which requires CSR practitioners to build relationships with their internal and external stakeholders.
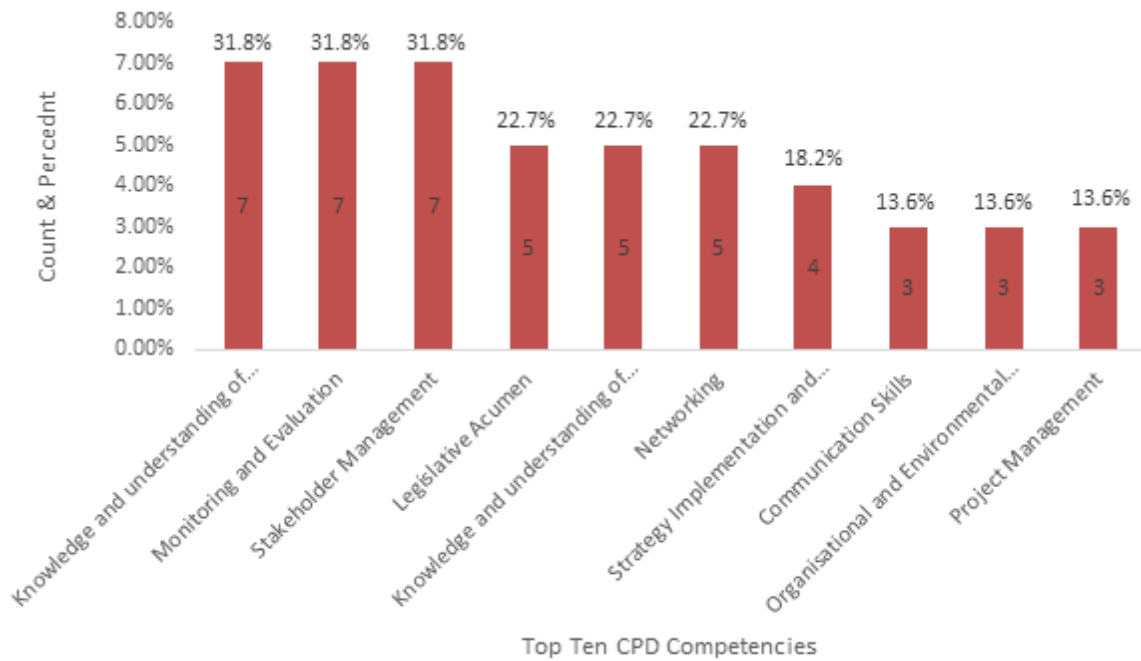
Figure 6.6: Top ten CPD competencies in current CSR role (n=)

Two themes emerged from the CSR relating and networking competence discussions and the quotations from six focus group members are noted below:

i.   Networking should be used as an development opportunity:

"CSR practitioners should be using networking opportunities to exchange ideas, learn from each other and compare best practice. Networking offers practitioners an opportunity to freely share ideas without interference from the board on what may or may not be shared due to the competitive nature of CSR."

"CSR often raises innovative issues, which can be real opportunities coming from sharing thoughts and meeting people."

"It is perhaps one of the weak spots of these practitioners that their work is sometimes so narrowly defined and internally perceived. It should be important for them to work on the interface between business and society."

ii.   Networking should be used to build and strengthen collaborative relationships

"Networking and straightening relationships with key stakeholder is very important to make CSR a reality."

"Networking will help practitioners to look for collaboration and do more. Joint resources instead of duplicating resources and share the learnings."

"…networking must be supported and encouraged by the company, but carefully metered with core ethical values, policies. Steady and consistent communication is a major part of sustaining a good relationships with stakeholders. Regular updates, regular surveys, feedback channels,

networking events, suggestion box etc. are tested and proven channels of relating and networking."

When asked how relating and networking could be best developed, the focus group participants reacted as follows:

The first focus group participant noted that relating and networking is "…probably best learned by being mentored by a strong networker".

Another remarked that "...developing this competency is challenging, but first step is self-awareness, mindfulness, and empathy".

The last focus group participant argued that relating and networking as a CSR competence "...can be further developed by encouraging a non-defensive, less arrogant stance for both CSR practitioners and non-profit staff through open sharing platforms. The networking and sharing platforms can also be developed by the direct funding support to these platforms – international aid agencies do this well, local corporates do not and could learn".

Based on the responses from the respondents in the self-administered questionnaire and the discussions with the participants in the focus groups, the first draft competencies framework was completed after the review and analysis of the frequency count**.** The proposed full competency framework and definitions of the proposed first-draft competency framework are briefly discussed in Table 6.6.

6.4.2   First draft CSR competency framework

The data collection and analysis of Phase 1 involved answering the following questions:
Phase 1:
- What are the most common functions attributed to the role of the CSR practitioner?
- Which elements of skills, knowledge and behaviour are required for effectively managing the CSR function within South African organisations and within the parameters of South African legislation, including industry-specific codes and standards?

Both questions were answered during Phase 1, Strand 1 and Strand 2. The most common functions attributed to the role of the CSR practitioner are (identified from a fixed list of 7 items):
- Taking responsibility for reporting on CSR/CSI functions and activities
- Taking responsibility for monitoring and evaluation of CSR/CSI activities
- Design and development of CSR/CSI strategies
- Implementation of CSR/CSI strategies
- Taking responsibility for the design and development of CSR policies and procedures
- Taking responsibility for implementing CSR policies and procedures
- Taking responsibility for administration related to CSR policies and procedures.

The second sub-question was answered by identifying and formulating CSR competency definitions based on the findings of the qualitative and quantitative data, which includes key elements of skills, knowledge and behaviours underpinning the competency themes. The proposed first-draft competency framework was compiled from Table 6.5 with definitions added, as illustrated in Table 6.6, and tested for relevance during the Delphi process in Strand 1 of Phase 2.

Table 6.6: First draft CSR competencies framework

Competencies	Competency definition
Adaptability	Demonstrate the ability to change your ideas or behaviour as different conditions arise, such as new environments or new projects, in order to deal with the new circumstances appropriately.
Administration	Demonstrate sound general office administration. Identify and organise resources needed to accomplish tasks. Manage time effectively.
Analytical reasoning	Demonstrate the ability to recognise and determine the meaning of patterns in a variety of information. Be able to articulate the effect of these patterns either verbally or in a written format.
BBBEE	Take responsibility for the knowledge and understanding of the BBBEE requirements of the organisation, from the need for transformation strategies to the implications of corporate social responsibility/ investment. Acquire the understanding and skill to conduct relevant audits (the ratings and scorecard tools). Obtain knowledge of relevant legislation (such as Employment Equity Act and Labour Relations Act) and policies.
Budgets and reporting	Demonstrate the ability to compile, analyse and summarise probable financial incomes and expenditures over a specific period, as well as the ability to allocate funds for a specific purpose within a given time frame.
Business acumen	Demonstrate the knowledge and skill associated with the functioning of a business. Obtain an understanding of the various components and processes that make up a business. Obtain an understanding of how these parts interact to make the business work.
Change leadership	Demonstrate the knowledge and skills required to develop, implement and manage a change management framework and process.
Coaching and mentoring	Demonstrate the ability to provide direct coaching and/or mentoring support to assigned individuals. The outcome is to influence individuals to perform better and improve across all aspects of their lives.
Communication skills	Demonstrate the ability to converse with others. This can be done via the spoken or written word. Demonstrate the ability to identify and appropriately react to voice modulation, tempo and emotion. Body language also plays a critical role in face-to-face communication.
Communications and public relations	Demonstrate the skills to strategise around the correct branding and public relations necessary per CSI/CSR initiative.
Computer literacy	Demonstrate the required knowledge and skills associated with operating a personal computer. This includes use of tools such as the internet and Microsoft Office (Word, PowerPoint, Excel, Outlook).

Competencies	Competency definition
Data analysis	Demonstrate the ability to design and/or implement a process to extract data on initiative areas. This typically encompasses a variety of statistical techniques ranging from modelling and data mining to analysing current and future states.
Decision making	Demonstrate the capacity to identify and understand issues, problems, and opportunities; to compare data from different sources to draw conclusions; to use effective approaches for choosing a course of action or developing appropriate solutions; to take action that is consistent with available facts, constraints and probable consequences.
Drive	Display energy, drive and a need to complete task and projects, even when faced with hurdles. Demonstrate the ability to push self and others for results. Demonstrate the ability to persist till completion, and to be optimistic and tenacious throughout.
Financial accounting and reporting	Demonstrate the ability to acquire the required knowledge and skill associated with financial accounting / cost accounting as it pertains to international and specific country standards. This includes understanding the financial and economic impact of the CSR/CSI initiative.
Integrity	Demonstrate high standards of ethical and moral conduct in order to promote confidence and trust.
Knowledge and understanding of community needs	Demonstrate the ability to identify, analyse and understand the needs of the communities that the CSR/CSI initiative aims to serve. Demonstrate the ability to identify ways in which to assist the development of the said communities.
Knowledge and understanding of CSR/CSI best practice	Demonstrate the ability to define CSR/CSI frameworks and best practice, including implementation, measurement and benchmarking. Demonstrate understanding of how CSR/CSI incentives can drive participation to meet non-economic goals. Keep up-to-date on trends within the CSR/CSI industry locally and internationally, and the key focus areas it advocates and its associated return on investment (ROI).
Knowledge and understanding of sustainable development	Demonstrate the knowledge and skills to focus on sustainable development, from strategising to implementing to measuring the impact of the initiative. This includes knowledge on sociological, psychological and economic factors on sustainable development.
Leadership	Demonstrate knowledge and understanding of the role of a leader, providing direction to others in a manner that is appropriate, supportive and motivational to others. It entails the process of enabling others to deliver results by utilising the capabilities of others and developing them to greater efficiency.
Legislative acumen	Demonstrate knowledge and understanding of relevant legislations required to pursue CSR/CSI such as legal contracting, contractual law and international legislation. This includes skills pertaining to good corporate governance, compliance management, and the building and defining of frameworks relevant to CSR/CSI.
Managing change	Demonstrate the ability to manage and adapt to constant change in a positive and speedy manner. Demonstrate the knowledge and ability to facilitate the change process with others.
Marketing and sales	Demonstrate the knowledge, skill and ability to engage in persuasive selling through client engagement with a focus on closing sales and meeting set sales targets. Demonstrate the ability to effectively market product offerings and services.

Competencies	Competency definition
Monitoring and evaluation	Ensure that adequate tracking mechanisms are in place to evaluate progress. Demonstrate the ability to track the performance at individual, team and/or business unit level. It includes testing the effectiveness of initiatives and gathering evidence to gain future support through the use of impact assessments and statistics.
Negotiation skills	Demonstrate the ability to discuss with the intent of convincing the other party to agree. Demonstrate the ability to change another's decision.
Networking	Demonstrate the ability to easily establish good relationships with stakeholders ranging from corporates to key community members. Demonstrate the ability to relate well to people at all levels; and to build wide and effective networks of contacts.
Organisational and environmental awareness	Demonstrate the ability to keep up-to-date on, and apply, local, national and international business knowledge and trends that affect the organisation and shape stakeholders' views. Maintain awareness of the organisation's impact on the external environment.
People management	Demonstrate the ability to work cooperatively and build productive relationships with people and teams (including volunteers) within the organisation and outside the organisation in order to meet initiative objectives. It includes the knowledge and skill required to catalyse and drive a team of individuals towards the same goal and achieve it.
People performance management	Demonstrate the ability to implement organisational processes that are associated with people performance management. The aim is to ensure that all individuals are working at optimal levels and contributing to the organisation.
Planning and organising	Demonstrate the appropriate and effective use of programmes and timelines in order to ensure coordinated plans are realised through appropriate utilisation of people, processes and resources. Pre-empting, forecasting and amending schedules accordingly and realistically.
Presentation skills	Demonstrate the ability to make a successful presentation to an audience. It includes the ability to read others and communicate succinctly with the intent to persuade, negotiate or influence others.
Problem solving	Demonstrate the ability to identify problems and/or opportunities and to respond to them with insight and creativity. Demonstrate the knowledge and ability to apply complexity theory when examining the possible solutions and making informed choices based on the best and most relevant information and resources available.
Project management	Demonstrate the knowledge and skill to plan, organise, motivate and control resources, procedures and protocols to achieve specific goals in scientific or daily problems. This includes the knowledge of specific project methodologies such as PRINCE 2 and AGILE. This extends to budget monitoring and comparisons for resource utilisation.
Report writing	Demonstrate the knowledge and skill to convey information in a clear and succinct manner in a written format. Thoughts and messages are structured appropriately and communicated in order to explain, persuade, convince and influence others to achieve the desired outcomes, as well as to record progress of initiatives.
Research	Demonstrate the ability to plan, design and conduct research on a variety of relevant topics. Follow a recognised research methodology and document findings in a manner that adds value to the target audience.

Competencies	Competency definition
Resource management	Demonstrate the ability to efficiently and effectively deploy an organisation's resources when they are needed. Such resources may include financial resources, inventory, human skills, production resources and information technology (IT).
Stakeholder management	Demonstrate the ability to develop and maintain stakeholder relationships by interacting and socialising comfortably on various levels across various cultures. It encompasses the element of reading and understanding others and leveraging those to build sustainable relationships (persuasion). Ensure that the relationship is mutually beneficial.
Strategy implementation and management	Demonstrate the ability to transform the strategic direction of a plan after conducting an analysis and identifying key factors that may impact the conceptualised initiative. Demonstrate the ability to manage the entire project/programme throughout.
Team leadership	Demonstrate the ability to offer direction and team leadership to allocated teams and to display the required exemplary levels of leadership.
Team work	Demonstrate the ability to work collaboratively with others to achieve common goals and positive results.
Technical expertise	Demonstrate the ability to understand and appropriately apply procedures, requirements, regulations and policies related to specialised expertise. Demonstrate the ability to understand linkages between administrative competencies and mission needs.
Training and development	Demonstrate the ability to identify training gaps and develop the knowledge and skills of others on a particular topic or specific knowledge area.
Visioning and strategic	Direction: Demonstrate the ability to define, clarify and communicate the company's vision and strategic direction effectively to individuals, teams and/or business units in a way that they understand the vision and strategic direction as well as their roles in achieving and committing to them. Demonstrate the ability to develop the CSR/CSI strategy linked to the organisation's strategy with a focus on sustainable development.

The first-draft competency framework was used to design and develop the Delphi self-administered questionnaire in the first strand of Phase 2 of this inquiry. The next section will briefly re-state the objectives of the Delphi and will present and discuss the data collected and analysed during Phase 2 of the study implementation.

6.5   PHASE 2: DATA PRESENTATION AND DISCUSSION

The aim of collecting quantitative and qualitative data in Phase 2 of this inquiry was to answer the following two sub-questions:

- Which functions can possibly be grouped together in the CSR practitioner's portfolio as functional building blocks?
- What is the hierarchy of significance of the above elements for the CSR practitioner?

The following section will discuss the participants in the Delphi questionnaire of Strand 1 and the focus group participants in Strand 2 of Phase 2.

6.6 PHASE 2: PARTICIPANT DEMOGRAPHICS

6.6.1 Phase 2 participants

6.6.1.1 Phase 2: Strand 1 Delphi questionnaire respondents

The participants in the Delphi questionnaire in Strand 1 of Phase 2 in this inquiry are the same participants who participated in the focus groups during Strand 2 of Phase 1 (cf. 6.2.1.2), and will thus not be discussed again under this section (see cf. 5.7.2.2 and 5.7.5).

6.6.1.2 Phase 2: Strand 2 focus group participants

The demographics of the focus group participants in the second strand of Phase 3 are presented in Table 6.7.

Table 6.7: Focus group participants' demographics

Participant Code	Industry	Job title	Tenure (yrs.)	Expr in CSR	Highest qual.
FGP 1	Higher Education	Director – CSR Institute	34	22	PhD
FGP 2	Higher Education	Director – Industrial Psychology and Business management	31	10	PhD
FGP 3	Higher Education	HOD – Employee Relationship management (HRM)	22	5	PhD
FGP 4	Mining	Group Head: Talent Mgmt. & Org Effectiveness	18	8	Master's
FGP 5	Engineering	CSR Coordinator	8	6	Master's
FGP 6	Banking	CSR Manager	17	11	Honours
FGP 7	NGO	CSI Practitioner	26	17	Master's
FGP 8	Consulting	CSR Consultant	22	14	Honours
FGP 9	Higher Education	Lecturer (sustainability)	15	7	Master's
FGP 10	Consulting	Business and CSI consultant	15	10	Nat. Dip.
FGP 11	FMC	Group Head: Sustainability	18	12	Master's

The next section will present and discuss the data collected during Strand 1 and Strand 2 of second Phase 2 of the study implementation.

6.7 PHASE 2: DELPHI AND FOCUS GROUP ANALYSIS AND DISCUSSION

This section presents the data, analysis and discussion of the results from the Delphi questionnaire (Addendum 7) in Strand 1 of Phase 2, which will be followed by the presentation, analysis and discussion of the results from the focus group in Strand 2 of Phase 2.

6.7.1 Delphi

The competency framework identified during Strand 1 and Strand 2 of Phase 1 was used in Strand 1 of Phase 2. The expert panellists who participated in the Delphi were asked to complete a self-administered questionnaire and rate the importance of these competencies on a scale of 1 to 4. according the validity of the competency defintion for the development of CSR practitioners in South Africa.

A score of 1 would mean that the expert panellist feels that the competency should not be included in a curriculum framework for the development of CSR practitioners, while a score of 2 indicated a possible inclusion, but indicates that the respondents had doubts. A 3 would indicate that the competency should be included in a competencies framework, but that the competency was of moderate importance to the development of CSR practitioners, while a score of 4 would indicate that the competency is very important and that it should be included in a curriculum framework of the professional development of CSR practitioners.

6.7.1.1 Reaching consensus

In order to reach consensus on any competency rated by the respondents, the total weighted average score had to be higher than 80%. The total weighted average score calculation keys – strongly disagree, disagree, agree and strongly agree – were assigned nominal values of 1, 2, 3 and 4 respectively. The sum of the number of responses, multiplied by their nominal value, was divided by the maximum score obtainable. For example: The total number of responses were multiplied by four to give a weighted average response.

The total collective agreement score was added as an additional qualifier and had to be 80% or higher. For the total collective agreement score calculation keys, agree and strongly agree scores were added together to give the collective agreement score out of a possible 100. The total collective disagreement score could thus not be higher than 20%. Any competency meeting the consensus criteria was thus included in the second draft competency framework. The percentages in the increase of agreement between the two rounds with iteration of Delphi are clearly designated, thus indicating the effectiveness of the method in associating the judgement and view of panellists.

6.7.1.2 Testing consensus: hypothesis

The researcher wanted to be very sure of agreement and decided to use statistical hypothesis testing, which is usually done at a 5% significance level and confidence intervals computed with 95%

confidence. This inquiry, however, included agreement at 99.9% confidence intervals for a sample of size n=25 and n=23, which is extremely high.

Statistical hypothesis testing was thus utilised to either accept or reject the identified competencies, which means the competency identified should or should not be included in the second draft competency framework. Hypothesis testing was utilised to accept or reject competencies identified by the sample group defined by the hypotheses defined below where p is the population proportion as follows:

H$_0$: p ≤ 0.5

H$_1$: p > 0.5

6.7.1.3 Testing consensus: critical and confidence limit

A simple asymptotic formula was used to define the confidence limit for the 99.9% confidence interval, where an acceptance result above this limit infers that a majority (>50%) of the population would accept the competency. The formula for the calculation of the critical limit is illustrated below:

$$p = p_0 + z_{1-\alpha}\sqrt{\frac{p_0(1 - p_0)}{n}}$$

The z-value for the calculation above, within the 99.9% confidence interval, was determined as z$_{0.01}$ = 3.09. As an example, in the first-round Delphi, where the number of respondents was 25, the critical limit was calculated as follows:

$$p = 0.5 + 3.09\sqrt{\frac{0.5(1 - 0.5)}{25}}$$

$$= 0.809 \text{ or } 80.9\%$$

Therefore, if the total collective agreement ($\hat{p}$) is greater than the critical limit (p), then it can inferred that the population would be in agreement of accepting the competency as the null hypothesis (H$_0$) would be rejected.

In the remaining part of this section, the evaluation of each competency by the panellists will be presented and discussed. The discussion will flow from an alphabetical order of the competencies.

6.8   PHASE 2: DELPHI ROUND 1 AND ROUND 2 RESULTS

Two rounds of the Delphi questionnaires were run during Phase 1, Strand 1. The results from both questionnaires are illustrated in Table 6.8, which will be followed by a discussion of the results.

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Table 6.8: Delphi questionnaire results: CSR competencies

Competency description	Total collective agreement score	0.1% Critical value	Conclusion with 99.9% confidence
1. Adaptability	100%	80.90	Agree
2. Administration	76%	80.90	Disagree
2. Administration	91%	82.22	Agree
3. Analytical Reasoning	92%	80.90	Agree
4. BBBEE	88%	80.90	Agree
5. Budgets and Reporting	96%	80.90	Agree
6. Business Acumen	84%	80.90	Agree (99% CI)
7. Change Leadership	76%	80.90	Disagree
7. Change Leadership	91%	82.22	Agree
8. Coaching and Mentoring	76%	80.90	Disagree
8. Coaching and Mentoring	83%	82.22	Agree
9. Communication Skills	100%	80.90	Agree
10. Communications and PR	76%	80.90	Disagree
10. Communications and PR	96%	82.22	Agree
11. Computer Literacy	76%	80.90	Disagree
11. Computer Literacy	87%	82.22	Agree
12. Data Analysis	68%	80.90	Disagree
12. Data Analysis	87%	82.22	Agree
13. Decision Making	100%	80.90	Agree
14. Drive	92%	80.90	Agree
15. Financial Accounting and Reporting	56%	80.90	Disagree
15. Financial Accounting and Reporting	83%	82.22	Agree
16. Integrity	96%	80.90	Agree
17. Knowledge and understanding of community needs	100%	80.90	Agree
18. Knowledge and understanding of CSR/CSI best practice	100%	80.90	Agree
19. Knowledge and understanding of sustainable development	100%	80.90	Agree
20. Leadership	96%	80.90	Agree
21. Legislative Acumen	72%	80.90	Disagree
21. Legislative Acumen	96%	82.22	Agree
22. Managing Change	96%	80.90	Agree
23. Marketing and Sales	48%	80.90	Disagree
23. Marketing and Sales	48%	82.22	Disagree

24. Monitoring and Evaluation	100%	80.90	Agree
25. Negotiation Skills	76%	80.90	Disagree
25. Negotiation Skills	91%	82.22	Agree
26. Networking -	96%	80.90	Agree
27. Organisational and Environmental Awareness	100%	80.90	Agree
28. People Management	96%	80.90	Agree
29. People Performance Management	68%	80.90	Disagree
29. People Performance Management	61%	82.22	Disagree
30. Planning and Organising	100%	80.90	Agree
31. Presentation Skills	96%	80.90	Agree
32. Problem Solving	96%	80.90	Agree
33. Project Management	96%	80.90	Agree
34. Report Writing	96%	80.90	Agree
35. Research	92%	80.90	Agree
36. Resource Management	100%	80.90	Agree
37. Stakeholder Management	100%	80.90	Agree
38. Strategy Implementation and Management	100%	80.90	Agree
39. Team Leadership	92%	80.90	Agree
40. Teamwork	88%	80.90	Agree
41. Technical Expertise	88%	80.90	Agree
42. Training and development	76%	80.90	Disagree
42. Training and development	65%	82.22	Disagree
43. Visioning and Strategic	100%	80.90	Agree

Table key:

Consensus attained in first-round Delphi	
Consensus attained in second-round Delphi	
No consensus attained	

6.8.1   Adaptability

Adaptability attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%, indicating acceptance of adaptability as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.2   Administration

Administration attained a total collective agreement score of 91% in the second-round Delphi, which is 8.78% higher than the critical limit of 82.22%. Consensus was reached in the second-round Delphi,

indicating acceptance of administration as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.3   Analytical reasoning

Analytical reasoning attained a total collective agreement score of 92%, which is 11.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of analytical reasoning as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.4   BBBEE

BBBEE attained a total collective agreement score of 88%, which is 7.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of BBBEE as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.5   Budgets and reporting

Budgets and reporting attained a total collective agreement score of 96%, which is 15.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of budgeting and reporting as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.6   Business acumen

Business acumen achieved a total collective agreement score of 84%, which is 3.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of Business Acumen as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.7   Change leadership

Change leadership attained a total collective agreement score of 76% in the first-round Delphi, which is not higher than the critical limit of 80.9%. Change leadership did, however, attain a total collective score of 91% in the second-round Delphi, which is 8.78% higher than the 82.22% critical limit. Consensus was thus reached in the second-round Delphi and change leadership was thus accepted as a CSR competency to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.8   Coaching and mentoring

Coaching and mentoring attained a total collective agreement score of 76% in the first-round Delphi, which is not greater than the critical limit of 80.9%. Coaching and mentoring did, however, attain a total collective score of 82.6% in the second-round Delphi, which is 0.38% higher than the 82.22% critical limit. Consensus was thus reached in the second-round Delphi, and coaching and mentoring

was thus accepted as a valid CSR competency to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.9   Communication skills

Communication skills attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of communication skills as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.10   Communications and PR

Communications and PR attained a total collective agreement score of 76% in the first-round Delphi, which is not higher than the critical limit of 80.9%. Communications and PR did, however, attain a total collective score of 95.7% in the second-round Delphi, which is 13.48% greater than the 82.22% critical limit. Consensus was thus reached in the second-round Delphi and communication and PR was thus accepted as a valid CSR competency to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.11   Computer literacy

Computer literacy attained a total collective agreement score of 76% in the first-round Delphi, which is not greater than the critical limit of 80.9%. Computer literacy did, however, attain a total collective score of 87% in the second-round Delphi, which is 4.78% greater than the 82.22% critical limit. Consensus was thus reached in the second-round Delphi, and computer literacy was thus accepted as a valid CSR competency to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.12   Data analysis

Data analysis attained a total collective agreement score of 68% in the first-round Delphi, which is not greater than the critical limit of 80.9%. Data analysis did, however, attain a total collective score of 87% in the second-round Delphi, which is 4.78% higher than the 82.22% critical limit. Consensus was thus reached in the second-round Delphi, and computer literacy was thus accepted as a valid CSR competency to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.13   Decision making

Decision making attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of decision making as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.14   Drive

Drive attained a total collective agreement score of 92%, which is 11.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of drive as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.15   Financial accounting and reporting

Financial accounting and reporting attained a total collective agreement score of 56% in the first-round Delphi, which is not higher than the critical limit of 80.9%. Financial accounting and reporting did, however, attain a total collective score of 82.6% in the second-round Delphi, which is 0.38% higher than the 82.22% critical limit. Consensus was thus reached in the second-round Delphi, and financial accounting and reporting was thus accepted as a valid CSR competency to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.16   Integrity

Integrity attained a total collective agreement score of 96%, which is 15.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of integrity as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.17   Knowledge and understanding of community needs

Knowledge and understanding of community needs attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of knowledge and understanding of community needs as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.18   Knowledge and understanding of CSR/CSI best practice

Knowledge and understanding of CSR/CSI best practice attained a total collective agreement score of 100%, which is 19.1% greater than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of knowledge and understanding of CSR/CSI best practice as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.19   Knowledge and understanding of sustainable development

Knowledge and understanding of sustainable development attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi indicating acceptance of knowledge and understanding of sustainable development as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.20 Leadership

Leadership attained a total collective agreement score of 96%, which is 15.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of leadership as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.21 Legislative acumen

Legislative acumen attained a total collective agreement score of 72% in the first-round Delphi, which is not higher than the critical limit of 80.9%. Legislative acumen did, however, attain a total collective score of 95.7% in the second-round Delphi, which is 13.48% higher than the 82.22% critical limit. Consensus was thus reached in the second-round Delphi, and legislative acumen was thus accepted as a valid CSR competency to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.22 Managing change

Managing change attained a total collective agreement score of 96%, which is 15.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of managing change as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.23 Marketing and sales

Marketing and sales attained a total collective agreement score of 48% in the first-round Delphi, which is not higher than the critical limit of 80.9%. Marketing and sales attained a total collective score of 47.8.7% in the second-round Delphi, which is not higher than the 82.22% critical limit. Marketing and sales was thus excluded from the first-draft competency framework as a valid CSR competency.

6.8.24 Monitoring and evaluation

Monitoring and evaluation attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of monitoring and evaluation as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.25 Negotiation skills

Negotiation skills attained a total collective agreement score of 76% in the first-round Delphi, which is not higher than the critical limit of 80.9%. Negotiation skills did, however, attain a total collective score of 91.3% in the second-round Delphi, which is 9.08% higher than the 82.22% critical limit. Consensus was thus reached in the second-round Delphi, and negotiation skills was thus accepted as a valid CSR competency to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.26   Networking

Networking attained a total collective agreement score of 96%, which is 15.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of networking as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.27   Organisational and environmental awareness

Organisational and environmental awareness attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of organisational and environmental awareness as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.28   People management

People management attained a total collective agreement score of 96%, which is 15.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of people management as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.29   People performance management

People performance management attained a total collective agreement score of 68% in the first-round Delphi, which is not higher than the critical limit of 80.9%. People performance management attained a total collective score of 60.9% in the second-round Delphi, which is not higher than the 82.22% critical limit. People performance management was thus excluded from the first-draft competency framework as a valid CSR competency.

6.8.30   Planning and organising

Planning and organising attained a total collective agreement score of 100%, which is 19.1% greater than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of planning and organising as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.31   Presentation skills

Presentation skills attained a total collective agreement score of 96%, which is 15.1% greater than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of presentation skills as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.32   Problem solving

Problem solving attained a total collective agreement score of 96%, which is 15.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance

of problem solving as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.33   Project management

Project management attained a total collective agreement score of 96%, which is 15.1% greater than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of project management as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.34   Report writing

Report writing attained a total collective agreement score of 96%, which is 15.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of project management as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.35   Research

Research attained a total collective agreement score of 92%, which is 11.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of research as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.36   Resource management

Resource management attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of resource management as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.37   Stakeholder management

Stakeholder management attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of stakeholder management as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.38   Strategy implementation and management

Strategy implementation and management attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of strategy implementation and management as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.39   Team leadership

Team leadership attained a total collective agreement score of 92%, which is 11.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of team leadership as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.40   Teamwork

Teamwork attained a total collective agreement score of 88%, which is 7.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of teamwork as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.41   Technical expertise

Technical expertise attained a total collective agreement score of 88%, which is 7.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of Technical expertise as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.8.42   Training and development

Training and development attained a total collective agreement score of 76% in the first-round Delphi, which is not higher than the critical limit of 80.9%. Training and development attained a total collective score of 65.2% in the second-round Delphi, which is not greater than the 82.22% critical limit. Training and development was thus excluded from the first-draft competency framework as a valid CSR competency.

6.8.43   Visioning and strategic direction

Visioning and strategic direction attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%. Consensus was thus reached in the first-round Delphi, indicating acceptance of visioning and strategic as a valid CSR competence to be included in the first-draft competency framework with a 99.9% confidence interval.

6.9   PHASE 2: DISCUSSION OF DELPHI RESULTS

The main objective of the Delphi process was to establish which CSR competencies are to be included in the proposed competency framework for the professional development of CSR practitioners in the South African context. The next section will discuss the Delphi consultation process results with specific focus on the CSR competencies that met the critical limit of 80.9% or 82.22% for inclusion in a CSR competency framework. This will be followed by a discussion of CSR competencies to be excluded. Those competencies that met the critical limits within a 99.9% confidence interval should thus be considered for inclusion, while those presented with the

confidence interval and highest possible collective agreement score deserve to be discussed and presented for careful consideration during Strand 2 of Phase 2 and the subsequent strands in Phase 3. CSR competencies that did not meet the minimum requirements for inclusion will therefore be omitted from subsequent discussions and final consideration of a proposed competency framework for CSR curriculum development.

6.9.1   The significance of the ratings obtained through the Delphi process

Thirteen competencies attained a total collective agreement score of 100%, which is 19.1% higher than the critical limit of 80.9%. Consensus was thus reached within the 99.9% confidence interval that the competencies illustrated in Table 6.9 should be included as valid CSR competencies in the first-draft competency framework. It could thus be argued, when grouped together, that the listed competencies rank highest in a hierarchy of significance for the competencies required to be a successful CSR practitioner in the South African context.

Table 6.9: Core CSR competencies with a total collective agreement score of 100%

Competency description	Total Collective Agreement Score	0.1% Critical value	Conclusion with 99.9% confidence
1. Adaptability	100%	80.90	Agree
9. Communication Skills	100%	80.90	Agree
13. Decision Making	100%	80.90	Agree
17. Knowledge and understanding of community needs	100%	80.90	Agree
18. Knowledge and understanding of CSR/CSI best practice	100%	80.90	Agree
19. Knowledge and understanding of sustainable development	100%	80.90	Agree
24. Monitoring and Evaluation	100%	80.90	Agree
27. Organisational and Environmental Awareness	100%	80.90	Agree
30. Planning and Organising	100%	80.90	Agree
36. Resource Management	100%	80.90	Agree
37. Stakeholder Management	100%	80.90	Agree
38. Strategy Implementation and Management	100%	80.90	Agree
43. Visioning and Strategic direction	100%	80.90	Agree

The competencies listed in Table 6.9 could possibly be interpreted as a set of core competencies, followed by lower-ranking competencies, as illustrated in Table 6.10. These scores should, however, not be interpreted as the only arguments for importance and significance, because the higher-ranking competencies should not be viewed in isolation from CSR competencies that are ranked lower down in the hierarchy of significance.

Competencies listed in the higher order and lower order of the competencies hierarchy should be viewed in a specific context and application. For example: Adaptability attained a 100% total agreement score, while integrity attained a 96% total agreement score. Both competencies are viewed as important by the respondents in Phase 1, Strand 1 of the qualitative questionnaire, the focus group participants in Phase 1, Strand 2, and the expert panellist during the Delphi process in Phase 2, Strand 1. It is only when both value-driven competencies (adaptability and integrity) are demonstrated in congruence that a balanced stakeholder relationship is created and maintained

Table 6.10: Lower-ranking CSR competencies with a total collective agreement score between 91% and 96%

Competency description	Total Collective Agreement Score	0.1% Critical value	Conclusion with 99.9% confidence
2. Administration	91%	82.22	Agree
3. Analytical Reasoning	92%	80.90	Agree
5. Budgets and Reporting	96%	80.90	Agree
7. Change Leadership	91%	82.22	Agree
10. Communications and PR	96%	82.22	Agree
14. Drive	92%	80.90	Agree
16. Integrity	96%	80.90	Agree
20. Leadership	96%	80.90	Agree
21. Legislative Acumen	96%	82.22	Agree
22. Managing Change	96%	80.90	Agree
25. Negotiation Skills	91%	82.22	Agree
26. Networking	96%	80.90	Agree
28. People Management	96%	80.90	Agree
31. Presentation Skills	96%	80.90	Agree
32. Problem Solving	96%	80.90	Agree
33. Project Management	96%	80.90	Agree
34. Report Writing	96%	80.90	Agree
35. Research	92%	80.90	Agree
39. Team Leadership	92%	80.90	Agree
4. BBBEE	88%	80.90	Agree
6. Business Acumen	84%	80.90	Agree (99% CI)
8. Coaching and Mentoring	83%	82.22	Agree
11. Computer Literacy	87%	82.22	Agree
12. Data Analysis	87%	82.22	Agree
15. Financial Accounting and Reporting	83%	82.22	Agree
40. Teamwork	88%	80.90	Agree
41. Technical Expertise	88%	80.90	Agree

The hierarchy of significance is based on the total collective agreement score and the 0.1% critical value (99.9% CI). The total agreement score does, however, indicate significance because the Delphi expert panellists gave higher ratings of 3 or 4 to the most significant competencies. This could be interpreted in two ways:

i)   It is significant to the role of the CSR practitioner and is thus given a higher rating to ensure inclusion in the final competency framework for the professional development of CSR practitioners.

ii)   It is not as significant as the top-ranking CSR competencies, but important and relevant to the role of the CSR practitioner and should thus be included in the final competency framework for the professional development of CSR practitioners.

Three CSR competencies each attained a total collective agreement score of less than 80% in the first-round and second-round Delphi questionnaires. The competencies also met the critical limit of 82.22% and consensus was thus not reached. These competencies (see Table 6.11) were thus excluded from the first-draft competency framework as valid CSR competencies. The Delphi expert panellists gave lower ratings of 1 or 2 to CSR competencies they deemed not to be significant. This could be interpreted as:

i)   It is not significant or important as a CSR competency and should therefore be excluded from the proposed competency framework as it is not critical to the success of the CSR practitioner.

Table 6.11: CSR competencies excluded from first-draft CSR competency framework

Competency description	Total Collective Agreement Score	0.1% Critical value	Conclusion with 99.9% confidence
23. Marketing and Sales	48%	82.22	Disagree
29. People Performance Management	61%	82.22	Disagree
42. Training and development	65%	82.22	Disagree

The next section presents the data collected during the focus group session in Strand 2 in Phase 1. The second draft competency framework is introduced with feedback from the focus group participants in support of the proposed CSR competency framework.

6.10   PHASE 2: PROPOSED SECOND DRAFT CSR COMPETENCY FRAMEWORK

The aim of Strand 2 of Phase 2 of this inquiry was to identify which functions can possibly be grouped together in the CSR practitioner's portfolio as functional building blocks. Strand 2 in Phase 2 started with the conceptual formulation and classification of a hierarchical CSR competency framework with the competencies identified in Phase 1 and the first strand in Phase 2 (cf 5.6.3 and 5.7.5). For the purpose of international and local relevance and synergy, the proposed conceptual CSR competency framework is based on Bartram's Great Eight competency framework (Bartram, 2005). In line with Bartram's UCF guidelines (cf. 5.6.3), the proposed conceptual CSR competency framework

identified and classified competencies into a hierarchical framework with eight high-level factors, 22 dimensions at competency level and 100 components at the behavioural level.

A panel of four academics and seven experts in CSR/CSI and sustainability sense-checked and evaluated the conceptual framework. The final framework was, on invitation from the executive committee of the South African Higher Education Community Engagement Forum (SAHECEF), presented to the forum for review in 2015 (see Table 6.7). The researcher was also invited by one of the focus group participants in this inquiry, the Director of Grant.net (a provincial forum for grant makers and corporate social investment practitioners in the Western Cape), to present the proposed CSR competency framework to a network of CSR and CSI practitioners from across the Western Cape.

Audience members were asked for feedback and comments, and the feedback from both groups were positive. One of the audience members from SAHECEF noted the following: "…this [proposed second draft competency framework] is very valuable and necessary work that you have embarked upon. It is vital that CSI/CSR is taken seriously and that the people who are entrusted with these important mandates are equipped to deal with the many challenges that exist in the development space. There is recognition of the fact that CSI in the country is not as effective as it should be and that the large sum of money allocated to these activities (approximately R7,8 billion) is not particularly well managed. We are not achieving the objectives we set out and various sectors are not improving as a result. We may be successful in impacting on the individual or small groups in isolated circumstances, but we are not effecting systemic change and there are a number of reasons for that. But well done for identifying some of the key areas where we need to build competencies in the sector and where we need to ensure that people who are entrusted with a vital role in the CSR space, know what they are doing."

A second representative from the SAHECEF forum remarked that the proposed CSR competency framework "... is an interesting framework and much needed" and that he believed "... that the job descriptions, competencies, modus operandi, performance indicators, etc. have to be totally reframed from being basically welfare based to ensuring that CSR practitioners can bring about the effective delivery of new developmental concepts which are structured to be replicated on scale and this competency framework could be used as a guide to reframe the competency requirements".

One of the Grant.net participants said that the proposed competency framework is "a very complete and robust framework for CSR/CSI practitioners' competencies". However, she was "surprised not to see competencies or attitudes a bit more related to having strong principles, beliefs and passion related to changing things and making the world a better place". She further noted that she believes that "... this is key to becoming a good CSR practitioner. Otherwise, you'll hardly lead by example or create excitement, and you might easily burn out and lose your faith in transforming society for the best. Except that, very good job!" Another Grant.net forum member noted in his feedback that the proposed CSR competency framework is a "great framework" but he observed a personal

shortcoming as he was missing "... a deeper philosophical approach to CSR and CSI. Practitioners must be able to think critically in a complex world. This framework is long-overdue, Christopher. Well done and good luck. I would love to see the final product and if industry will accept this."
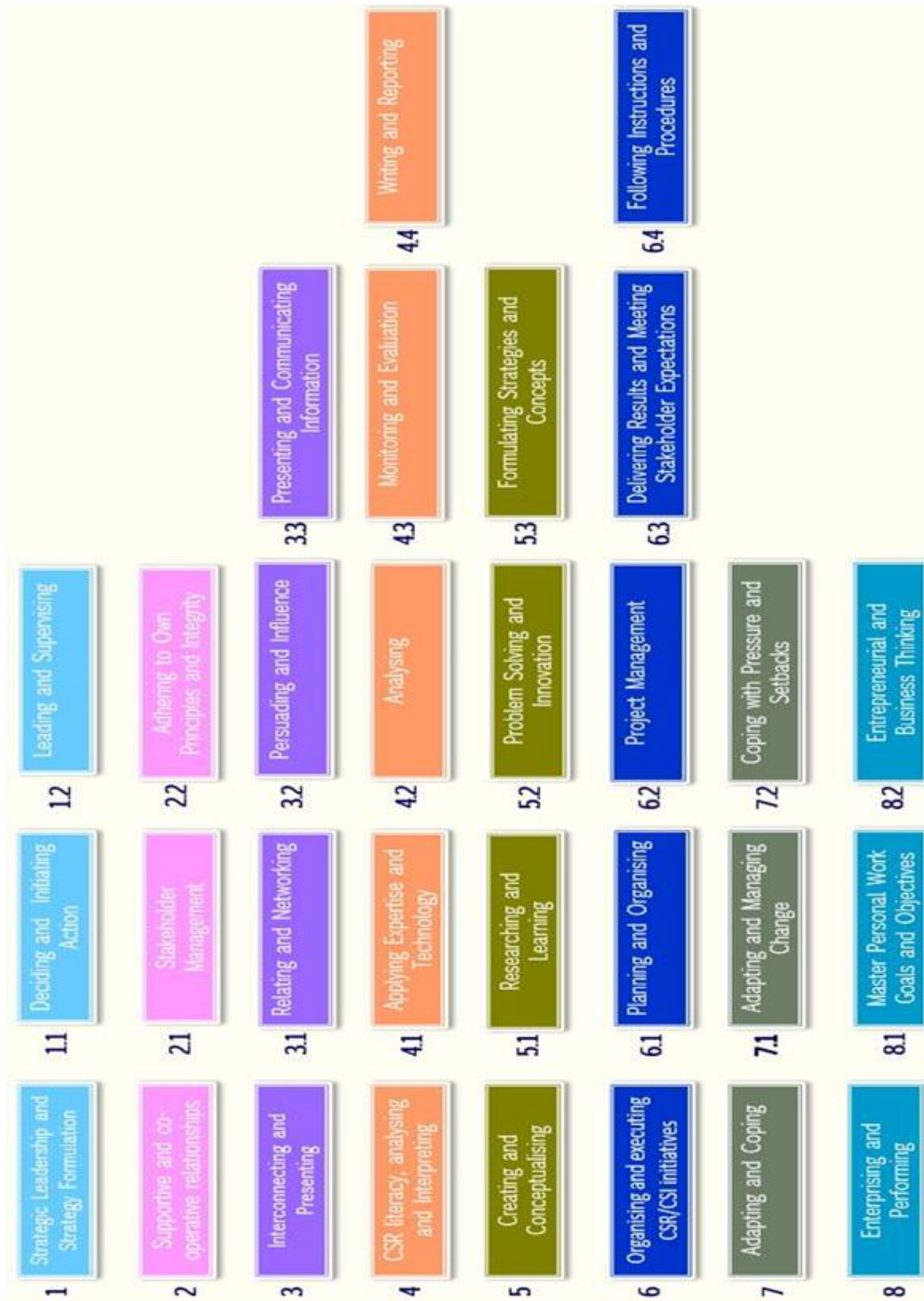
Figure 6.7: CSR competence framework: Second draft competency framework

6.10.1.1 Conceptual framework

Broadly defined, a conceptual framework is a useful organising tool and abstract representation of appropriate theoretical literature and empirical findings from research as well as the researcher's own experience, insight and knowledge (Ravitch & Riggan, 2012:15). In this inquiry, the researcher did not only rely on personal CSR knowledge, experience, beliefs, commitments and values, but also the collective CSR/CSI and sustainable knowledge, insight, beliefs, values and comments from a panel of academic and CSR experts during the focus group in Strand 2 of Phase 2. A conceptual framework is not simply a collection of various concepts or constructs. Instead, each concept or construct within the framework plays an inter-connected role, linking each construct or concept with each other by explaining the relationships between them (Bartram, 2005; Bartram & Kurz, 2003). In the case of this inquiry, the researcher developed a conceptual competency framework to illustrate the relationship between competencies and the interconnected role each competency represents.

6.10.1.2 CSR competency framework design and development steps

The objective of facilitating a focus group in Strand 2 of Phase 2 of this inquiry was to design and develop a second draft CSR competency framework based on literary research findings, empirical findings of this inquiry, and the insight and experience of a panel of CSR experts. The design and development of the CSR competency framework in Phase 2 of this inquiry does not aim to offer a theoretical explanation of CSR or CSI competencies, but rather to provide an understanding and interpretation of CSR competencies that can be grouped together to help CSR curriculum developers inform and motivate curriculum design and development decisions (Levering, 2002:38). The design of the CSR competency framework followed eight steps:

- Collect and review all possible sources of data to inform the CSR competency framework design phase, which includes the review of CSR related literature (see Chapter 2, 3 and 4), the qualitative and quantitative data results from Phase 1 (Strand 1 and Strand 2) and Phase 2 (Strand 1).

- Present the data findings to the focus group (overview of literature and first-draft competency framework).

- Ask the focus group to review the CSR literature, CSR competencies and Bartram's UCF.

- Complete the synthesis of CSR competencies identified in Phase 1 and Phase 2 of this inquiry and Bartram's UCF.

- Record findings and framework.

- Present findings to academic and CSR experts for comments and further synthesis.

- Complete final conceptual framework and present second draft competency framework to CSR practitioners and scholars for review and validation.

- Review and test the second draft competency framework in the industry to:
  - Establish the hierarchy of significance of the competencies for the CSR practitioners

o Identify which validated competencies should be included in a proposed competency framework to inform the development of a curriculum framework for the professional development of CSR practitioners in South Africa.

The last three steps in the CSR competency framework design (plan) aim to define and validate the final proposed CSR competency framework during Phase 3 of this inquiry. The findings of Phase 3 will be presented and discussed . Validation from both CSR practitioners and academic scholars was critical to this inquiry as it offered an "outsider" perspective on the validity of the proposed second draft CSR competency framework.

The next section will discuss the key concepts underpinning the proposed CSR competency framework, present the proposed second draft curriculum framework and briefly discuss the competency definitions.

6.10.1.3 Competence

Competence and competencies are often used inter-changeably, which leads to confusion in the way the two constructs are defined and used. Bartram (2005) argued that competence requires a very clear demonstration of mastery of specific job-related skills and knowledge. Competence in relation to occupational standards based qualification refers to the ability of an individual to apply complex physical and/or intellectual skills, while producing a product or take action in a real-world situation, which is measurable against specific competence standards. By observation and assessment of the competence, an inference can be drawn to indicate the level of mastery (Shavelson, 2013:75).

6.10.1.4 Competencies

Armstrong and Taylor (2014:93) argued that the term competency refers to fundamental physiognomies of an individual that result in excellence and effective performance. Earlier, Hartig (2008:69) noted that competencies could be defined as the "cognitive prerequisites to coping with a specific range of situations".

Competence, therefore, refers to the skills and knowledge required to complete a specific task, and competence standards are set by recognised authorities or bodies responsible for awarding occupational qualifications, for example SAQA. Competencies, on the other hand, relate to how knowledge and skills are used in performance, and also to how knowledge and skills are applied in the context of various job requirements. Bartram (2005:1198) argued that the purpose of a UCF is to gain insight into and an understanding of people's behaviour within the work context. The UCF is thus an elementary framework that provides a persuasive, dependable and concrete basis for helping individuals identify those competencies required to be successful in certain roles and environments. The next section will discuss the proposed second draft CSR competency framework structure.

6.10.1.5 CSR competency framework structure

The proposed second draft CSR competency framework, as illustrated in Figure 6.8, is underpinned by a three-tiered structure, which clearly defines the relationship between the tiers and the components.
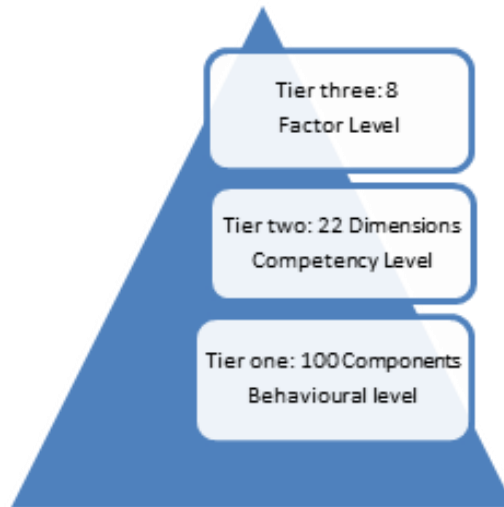
Figure 6.8: CSR competency framework three-tiered structure

The proposed CSR competency structure illustrated in Figure 6.8 and the process of synthesis that was followed in the design and development of the proposed second draft CSR competency framework are briefly discussed below.

i.   **Tier 1**: The bottom tier consists of 100 component competencies, which were derived from an analysis of the qualitative and quantitative data in Phase 1 and Phase 2 of this inquiry, CSR literature and CSR practice-based experience from the focus group in Strand 2 of Phase 2. The focus group reviewed both Bartram's definitions and the first-draft competency framework definitions, and synthesised the two sets of definitions by analysing the constituent parts of the competency definitions. The focus group members deliberated on the various parts and then reconstructed the constituent parts to reformulate new definitions based on a comparative analysis at each tier within the CSR competency framework. The component competencies thus represent the "building blocks" to create specific sets of competencies (Bartram & Kurz, 2003:232-234).

ii. **Tier 2**: The 20 competency dimensions were developed through the same process of synthetisation as followed in Tier 1, but specific attention was given to how the competency dimensions related to the top tier factors (Great Eight) (Bartram & Kurz, 2003:232-234).

iii. **Tier 3**: The third tier consists of eight competency factors, one of which incorporates specialist CSR and CSI knowledge and skills. Bartram and Kurz (2003:233) argued that these eight factors appear to mirror the psychological concepts that underpin competencies. The top tier Great Eight competency factors were, where possible, reconstructed after synthesis with CSR-

related competencies identified in the first draft CSR competency framework. The CSR top tier competency descriptors are explained in Table 6.12.

Table 6.12: Top tier CSR competencies descriptors

Competency heading	Competency definition
Strategic Leadership and Strategy Formulation	Initiates and leads CSR/CSI action, providing strategic direction and assuming accountability by utilising organisational processes associated with people performance management aligned to strategic CSR/CSI goals.
Supportive and Co-operative Relationships	Develops and maintains constructive and collaborative relations with all stakeholders, demonstrating a deep understanding of stakeholders' needs, aligning these with CSR/CSI strategic objectives while fostering consistently high standards of ethics in internal and social interaction.
Interconnecting and Presenting	Establishes wide and effective CSR/CSI stakeholder networks and provides persuasive advocacy through effective communication.
CSR Literacy, Analysing and Interpreting	Understands and applies discipline-specific CSI/CSR knowledge, skill and capability to create shared value through sound analysis, monitoring, evaluation and reporting.
Creating and Conceptualising	Applies knowledge and understanding of complexity theories, systems and futures thinking in order to apply creative and research-based problem solving and concept formulation to enable the achievement of strategic CSR/CSI organisational goals.
Project Management CSR/CSI initiatives	Applies project management skills to CSR/CSI initiatives to deliver quality results and meet stakeholder expectations while adhering to relevant local and international legislative requirements and good corporate governance to deliver results and meet stakeholder expectations.
Adopting and Coping	Demonstrates flexibility, resilience, adaptability and sound change management capability to meet the challenges posed by a dynamic CSR/CSI environment.
Enterprising and Performing	Practices and applies CSR/CSI capability within the context of macro trends and developments that affect the CSR/CSI field / discipline while focusing on results and achieving personal and work objectives. Shows an understanding of business, commerce and finance. Seeks opportunities for self-development and career advancement.

The next section will present and discuss the proposed second draft CSR curriculum framework. The discussion will first present the top tier competency factors, followed by the 20 competency dimensions and lastly the 100 component competencies.

6.11   PHASE 2: PROPOSED SECOND DRAFT CSR COMPETENCY FRAMEWORK

The focus group participants were presented with the CSR competency definitions (Table 3.8) from the proposed first draft CSR competency framework (cf 6.6). The qualitative data collected during the focus group was integrated throughout the discussion to support inferences and conclusions where applicable. The first draft CSR competency definitions (cf 6.8.1 to 6.8.43) were used as references for the second draft competency framework discussion. In the next section, the proposed

second draft competency framework is presented and discussed – expansion of Table 6.12. and Figure 6.7.

6.11.1   Strategic Leadership and Strategy Formulation

Initiates CSR/CSI action while taking control, gives strategic direction to all stakeholders and takes responsibility to meet CSI/CSR goals through organisational processes associated with people performance management, aligned with strategic CSR/CSI goals.

(1.1)   Deciding and Initiating Action:

(1)   Develops and articulates CSR/CSI strategies linked to the organisation's strategy with a focus on sustainable development and shared value creation for all stakeholders;

(2)   Transforms strategic CSI/CSR vision, direction and intent into a plan;

(3)   Clearly defines, clarifies and communicates the CSR/CSI vision and strategic direction to all stakeholders;

(4)   Takes responsibility for actions, projects and people;

(5)   Takes initiative and works under own direction on CSR/CSI projects;

(6)   Initiates and generates activity and introduces changes into work processes;

(7)   Makes quick, clear decisions, which may include tough choices or considered risks.

(1.2)   Leading and supervising:

(8)   Provides stakeholders (including volunteers) with clear direction;

(9)   Manages own emotional intelligence (EQ) to set exemplary levels of leadership;

(10)   Supports, motivates and empowers stakeholders to meet CSR/CSI goals;

(11)   Provides staff with development opportunities and coaching;

(12)   Implements or supports organisational processes associated with people performance management aligned to strategic CSR/CSI goals.

Three first draft competencies (6.8.13 – decision making; 6.8.38 – strategy implementation and management; 6.8.43 – visioning and strategic direction) were identified by the focus group in Phase 2 of this inquiry as the most relevant to deciding and initiating action and five first draft competencies were selected by the focus group as most relevant to leading and supervising (6.8.7 – change leadership; 6.8.8 – coaching and mentoring; 6.8.20 – leadership, 6.8.28 – people management; 6.8.39 – team leadership). The focus group participants made a distinction between entry-level practitioners and mid-career practitioners, and noted that leading and deciding should not be viewed in the traditional context of fulfilling a leadership role, but should be viewed as self-leadership. Direct quotations from focus group participants to motivate CSR competency synthesis include:

FGP 8: "I think leadership in this context is not viewed as a leader of a team, business or function only. It is critical for the CSR practitioner, from my own experience, to be able to articulate their own and business strategic CSR vision or intent, but I must warn them that it is one thing to have plan or strategy, but it is a different kettle of fish to make it happen."

FGP 5: "The CSR practitioner at entry level may not have to create the vision or strategy, but must be able to implement and manage the vision or strategy. I agree with FGP 8, if you read 38 [Strategy implementation and management], it is clear-cut that the practitioner, does not matter how big or small the business or the CSR team, must be able to transform the strategic direction into a plan. I have to, in my current position as coordinator know what the business and CSR strategy is. I have to work according to the strat plan."

FGP 6: "... successful practitioners are change agents. They are responsible, directly or indirectly through outsourcing to bring about change. CSI is a tough world because of the incessant change I have been called in on many projects to help get CSI projects back on track because the CSI team had no control change strategy in place."

FGP 11: "I agree, every CSR practitioner, irrespective of level, is a 'leader' in his or her own right. Great leaders build collaborative relationships with their stakeholders. They will not succeed if they don't take action to move people."

6.11.2   Supportive and co-operative relationships

Develops and maintains constructive and collaborative relations with all stakeholders, demonstrating a deep understanding of stakeholders' needs, which CSR/CSI initiatives aim to serve in order to attain the CSR/CSI strategic objectives while upholding and fostering consistent high standards of ethics in internal and social interaction.

(2.1)   Stakeholder Management:

(13)   Demonstrates knowledge and understanding of stakeholders;

(14)   Shows deep understanding of stakeholders' needs, which CSR/CSI initiatives aim to serve;

(15)   Identifies and analyses stakeholder needs through consultation, mediation and reconciles conflict;

(16)   Adapts and works collaboratively with all stakeholders to achieve CSR/CSI shared value.

(2.2)   Adhering to Own Principles and Integrity:

(17)   Upholds high standards of ethical and moral conduct in order to promote and defend confidence and trust.

(18)   Builds diverse teams;

(19)   Encourages individuals and stakeholders to demonstrate responsibility towards the environment and sustainable development.

Three first draft competencies (6.8.17 – knowledge and understanding of community needs; 6.8.37 – stakeholder management; 6.8.40 – teamwork) were identified by the focus group as most relevant to stakeholder management while adhering to own principles and integrity (6.8.16 – integrity) was selected by the focus group as most relevant to CSR competency. Both stakeholder management and integrity, as CSR competencies, attained high word count scores in Phase 1 and attained high collective agreement scores in Phase 2, Strand 1. The focus group participants were of the view that integrity is the catalyst for all the other competencies, and that CSR or CSI could not exist without relationships or partnerships. The CSR practitioner must be able to build sustainable relationships through understanding the needs of communities and work collaboratively to set and achieve CSR goals. Direct quotations from focus group participants to justify CSR competency synthesis include:

FGP 4: "... 37 [stakeholder management] and 17 [knowledge and understanding of community needs] is absolutely important. You need to have a plan on how you are going to deal with them [internal and external stakeholders]. It is very important, because again … I operate in rural areas where there is a lot of conflict. Particularly in South Africa at the moment. Conflict is always going to arise. Consultation and mediation becomes critical and is a given when you review 37 and 17, even 16. If you do not have the local chief on board, with a signed agreement in place … it becomes very difficult. It can absolutely collapse at once if they are not all on board. And the only way to do it is through understanding the community needs, demonstrate a deep understanding of diversity and mediation. And also if conflict arises it is a clear plan on how you can win them over."

FGP 10: "I agree with FGP 4. 37 is very important to establish supporting and cooperative relationships or partnerships. Without an understanding of stakeholder needs they are likely to become disengaged or even leave partnerships or CSR initiatives. It is a competitive environment, so stakeholders must be valued and respected for the support, finances and/or resources they are committing. Partnerships can be meaningful for all stakeholders involved but the needs of each need to be balanced and properly managed."

FGP 7: "... 40 is important to achieve this [supporting and cooperating] competency. We refer to positive results as shared proposition or value. As long as shared value is understood and as long as value is understood. Has to be much broader as just financial."

FGP 11: "Understanding the needs of the targeted groups along with their skills improves the specific requirement in the project proposal."

6.11.3   Interconnecting and Presenting

Establishes wide and effective CSR/CSI stakeholder networks and provides effective and persuasive advocacy through effective communication.

(3.1)   Relating and Networking:

(20)   Establishes and maintains good relationships with stakeholders through the application of networking strategies, ranging from corporates to key community members and builds wide and effective networks of contacts.

(3.2)   Persuading and Influence:

(21)   Gains clear commitment from others by persuading;

(22)   Designs and builds authentic branding and public relations frameworks for CSR/CSI projects;

(23)   Makes effective use of political and CSR/CSI processes to influence and persuade others;

(24)   Convinces other parties to agree and change decisions;

(25)   Promotes shared value on behalf of own organisation and other stakeholders;

(26)   Makes strong personal impact on others;

(27)   Takes care to manage one's impression on stakeholders at all levels.

(3.3)   Presenting and Communicating Information:

(28)   Speaks fluently with confidence;

(29)   Expresses opinions, information and key points of arguments clearly and succinctly;

(30)   Makes presentations to stakeholders and undertakes public speaking with skill and confidence;

(31)   Reads with the intent to persuade, negotiate or to influence;

(32)   Identifies and appropriately reacts to voice modulation, tempo, emotions and feedback;

(33)   Projects credibility.

The focus group participants linked 6.8.26 (networking) to reporting and networking, and argued that persuading and influence is best represented by 6.8.10 (communications and PR) and 6.8.25 (negotiation skills), while presenting and communicating information is best linked with 6.8.9 (communication skills) and 3.8.31 (presentation skills). The focus group participants echoed the sentiment of the focus group participants in Strand 2 of Phase 1. Networking was highlighted by the focus group participants as essential to establish relationships and partnerships, and to use as a mode for sharing, experimenting and learning from others. Although viewed as important, the focus group participants were of the opinion that persuading and influence could be viewed from a negative perspective if approached as a publicity stunt to intimidate or coerce stakeholders in to accepting the *status quo*. The ability to communicate was clearly linked to credibility and trust, and the focus group participants noted that CSR practitioners who communicate clearly and succinctly are more

likely to attract additional support, funding, partners, publicity and collaborative working groups. Direct quotations from focus group participants to motivate CSR competency synthesis include:

FGP 11: "I think 25 [networking] clearly links with interconnecting and presenting, but to try to be too influential may be seen as arrogant by your stakeholders. Persuading is important, but only if it is in a positive sense of persuading and not to coerce people in doing what you want them to do because they are not fitting in to your business plan or CSR vision. This behaviour damages relationships and breaks down trust within your stakeholder communities."

FGP 10: "Presentations enable different stakeholders to better understand the CSI initiative, gain additional support, present programme results, etc. They can be an important tool for promoting an initiative."

FGP 4: "Number 10 [communication and PR], 9 [communication skills] and 31 [presentation skills] are the building blocks of number 3 [interacting and presenting]. Some people or organisations are still reluctant to support CSR programmes and require further persuasion. CSR practitioners with the skills to do this have a better chance of creating a higher impact."

FGP 9: "I am not a hundred percent convinced that number 31 [presentation skills] must be included. I mean you are cutting a whole host of introverts out who may not be good with public speaking but is just as good as anybody else."

6.11.4   CSR literacy, analysing and interpreting

Develops job knowledge and expertise (theoretical and practical – BBBEE / CSR and CSI Practice / Sustainable Development / Global Reporting Initiative / Accountability Principles / Supply Chain Standard / External Industry Awards / South African Benchmarking Groups / Monitoring and Evaluation) to analyse, track and evaluate the internal and external CSR/CSI environment while demonstrating clear analytical thinking to optimise shared value creation through the use of technology, complex problem solving strategies and written communication.

(4.1)   Applying Expertise and Technology:

(34)   Appropriately applies processes, procedures, requirements, regulations, and policies related to specialist and detailed CSR/CSI expertise;

(35)   Uses technology to achieve work objectives;

(36)   Develops job knowledge and expertise (theoretical and practical literacy – BBBEE / CSR and CSI Practice / Sustainable Development / Global Reporting Initiative / Accountability Principles / Supply Chain Standards / External Industry Awards / South African Benchmarking Groups / Monitoring and Evaluation);

(37)   Develops linkages between administrative competencies and mission needs.

(4.2)   Analysing:

(38)   Designs, develops and implements data mining processes and procedures;

(39)   Analyses numerical data and all other sources of information to break them into component parts, patterns and relationships;

(40)   Probes for further information or greater understanding of a problem;

(41)   Makes rational judgements from the available information and analysis;

(42)   Recognises and determines the meaning of patterns in a variety of information and demonstrates an understanding of how one issue may be a part of a much larger system;

(43)   Articulates the effects of patterns to stakeholders at all levels.

(4.3)   Monitoring and Evaluation:

(44)   Implements adequate tracking mechanisms to evaluate progress of CSR/CSI projects and initiatives;

(45)   Demonstrates the ability to track the performance of stakeholders at an individual, team and/or business unit level;

(46)   Tests the effectiveness of initiatives and gather evidence to gain future support through the use of impact assessments and statistics.

(4.4) Writing and Reporting:

(47)   Writes convincingly;

(48)   Writes clearly, succinctly and correctly;

(49)   Formulates logical, clear and well-structured narratives through storytelling to explain, persuade, convince and influence all stakeholders;

(50)   Avoids use of jargon or complicated language;

(51)   Structures information to meet the needs and understanding of the intended stakeholders as well as record progress of CSR/CSI initiatives.

The focus group participants linked 6.8.41 (technical expertise), 6.8.11 (computer literacy), 6.8.19 (knowledge and understanding of sustainable development), 6.8.18 (knowledge and understanding of CSR/CSI best practice) and 6.8.4 (BBBEE) with applying expertise and technology, and argued that *Analysing* is best represented by 6.8.12 (data analysis), 6.8.3 (analytical reasoning) and 6.8.24 (monitoring and evaluation), while writing and reporting is best linked with 6.8.34 (report writing). The focus group noted that analysing and interpreting were the only competencies in the proposed CSR competency framework loaded with competence and competency links to specific skills and knowledge, for example knowledge and understanding of sustainable development (6.8.19 – Knowledge and understanding of sustainable development). The focus group participants agreed on

the importance of all the listed competencies under *Analysing and interpreting*, but had different opinions of the level of technical expertise required. Direct quotations from focus group participants to justify CSR competency synthesis include:

FGP 11: "I do not agree with number 12 [data analysis] and 41 [technical expertise] because in my organisation we hire somebody else to do this. I don't know if 12 or 41 are core competencies. If you want it done properly, then you need to get a professional."

FGP 7: "I do not agree with FGP 11. In my business we need to do everything. We have serious budget constraints and do not have the luxury to hire consultants to do data mining or write reports, etc. Most of our donors, big corporates, complain it if we spend money on 41 [technical expertise], 12 [data analysis] or 24 [monitoring and evaluation] if not directly linked to their funding."

FGP 4: "... at first I did not agree with all the listed competencies, but after stepping away from the planning board and with a little more perspective, I have to say that I totally agree with all the competencies discussed under *Analysing and interpreting*. Take 34 [reporting] as an example. CSR practitioners rely on reporting, tracking and sharing information to gain support and ensure they can secure long-term project funding. Business managers get bored and jump from project to project on a yearly basis, whatever aligns with the BBBEE scorecard at any given point, and some projects need long-term investment. Practitioners will not gain additional support if they are unable to present the impact of projects in a manner to gain additional support."

FGP 6: "I have to agree with FGP 11, but I can also understand where FGP 7 is coming from. 34 [report writing], 12 [data analysis] and 24 [monitoring and evaluation] could be outsourced to bigger organisations or experts within the field if you have the budget. The practitioner must, however, know what data they will require before they start the project. Reporting is a serious problem in South Africa and the quality of reports, especially integrated reporting, is not at an international standard because a lack of technical expertise.

6.11.5   Creating and Conceptualising

Open to new CSR/CSI ideas and experiences. Seeks out learning opportunities. Applies knowledge and understanding of complexity theories, systems and futures thinking while handling situations and problems with innovation and resourcefulness. Thinks broadly and strategically while making connections between stakeholders, political, social and environmental domains across time to support and drive organisational change and opportunities linked to strategic CSR/CSI initiatives and strategic organisational goals. Supports and drives organisational change linked to CSR/CSI strategic organisational goals.

(5.1) Researching and Learning:

(52)   Follows recognised research methodology to plan, design and conduct research on a variety of relevant topics;

(53)   Rapidly learns new tasks and commits information to memory quickly;

(54)   Demonstrates an immediate understanding of newly presented information;

(55)   Gathers comprehensive information to support decision making;

(56)   Encourages an organisational learning approach;

(57)   Learn from success and failures;

(58)   Seeks feedback from all stakeholders in order to develop and grow.

(5.2)   Problem Solving and Innovation:

(59)   Creates innovative CSR/CSI projects and initiatives by identifying problems and/or opportunities and responds to them with insight and creativity:

(60)   Applies knowledge and understanding of complexity theories, systems and forward thinking when examining the possible solutions and makes informed choices based on the best and most relevant information and resources available;

(61)   Produces a range of solutions to problems.

(5.3)   Formulating Strategies and Concepts:

(62)   Formulates strategies and concepts based on research;

(63)   Works strategically to realise CSR/CSI strategies linked to organisational goals;

(64)   Sets and develops shared value strategies in support of the organisation's future shared value potential;

(65)   Takes account of a wide range of issues related to all CSR/CSI stakeholders.

The focus group participants linked 6.8.35 (research) with research and learning, and argued that creating and innovation is best represented by 6.8.32 (problem solving). The focus group participants argued that research was important, but that they did not follow recognised research methodology due to time constraints within business. Budget and resource constraints negatively influenced CSR practitioners' ability to conduct research prior, during and after CSR projects. Creativity and innovation are seen by the focus group as one of the most important CSR competencies. Creativity and innovation speaks to solving complex social issues within complex business and social systems with limited resources. Innovative and creative programmes are likely to gain support, but their intent must be clear and respected by the intended beneficiaries and they must address relevant socio-economic issues. Direct quotations from focus group participants to justify CSR competency synthesis include:

FGP 11: "I must sound like a broken record, but I am not sure about 35 [research]. In my experience as a practitioner these things are outsourced and you don't need to do all of this yourself. You don't need to do this, but then I suppose a junior person would be doing this nitty gritty stuff. You rely on

benchmarking and other reports. I suppose that could be considered completing research. I agree with the approach, but it is not following a formal research methodology. It is valid, because they make quick fast decisions, so I agree with this. You may not always have the luxury because life and work does not always work like this."

FGP 5: "I agree that 32 [problem solving] speaks to creating and conceptualising. This is a complex competency. CSI requires forward thinking and I suppose long-term thinking. Most CSI projects have short-term objectives and it does not adhere to systems thinking. They have great short-term photo opportunities for PR purposes, but do not address systemic social issues. Solutions often disregard the influence solutions may have on one another within a complete entity or larger social system."

FGP 10: "I agree with both competencies. As a CSR practitioner you are there to be innovative. You find that people take ideas from other people and even other countries, and re-work and apply it to local projects. I don't think that is creative or innovative. You are not creating or innovating, you are only copying. I agree with FGP 5, you need to think strategically and about long-term solutions and what their impact is going to be."

FGP 6: "I agree with both competencies. In my experience, your need to find solutions collaboratively with all stakeholders to create a shared goal or value proposition."

6.11.6 Organising and executing CSR/CSI initiatives

Applies project management skills to CSR/CSI initiatives in a professional manner to deliver quality results and meet stakeholder expectations while adhering to acceptable and relevant local and international legislative requirement, legal obligations and good corporate governance to pursue CSR/CSI projects and initiatives in order to consistently deliver results and meeting stakeholder expectations.

(6.1) Planning and Organising:

(66) Sets clearly defined CSR/CSI stakeholder objectives;

(67) Plans activities and projects well in advance and takes account of possible changing circumstances;

(68) Identifies and organises resources needed to accomplish CSR/CSI projects and initiatives;

(69) Manages time effectively;

(70) Monitors performance against deadlines and milestones by pre-empting, forecasting and amending schedules accordingly and realistically.

(6.2) Project Management:

(71) Plans, organises, motivates and controls resources, procedures and protocols to achieve specific goals in scientific or daily problems.

(72)   Apply knowledge of specific project methodologies such as PRINCE 2, AGILE and the nine knowledge areas described in the Project Management Body of Knowledge (PMBOK) as published by the International Project Management Institute.

(6.3)   Delivering Results and Meeting Stakeholder Expectations:

(73)   Identifies and analyses stakeholder needs and satisfaction;

(74)   Sets and applies high standards for quality and success;

(75)   Monitors and maintains high-quality standards for CSR/CSI projects and initiatives;

(76)   Works in a systematic, methodical and orderly way;

(77)   Consistently achieves strategic CSR/CSI shared value goals.

(6.4)   Following Instructions and Procedures:

(78)   Complies with relevant local and international legislative requirement, legal obligations and good corporate governance to pursue CSR/CSI projects and initiatives;

(79)   Appropriately follows instructions from others without unnecessarily challenging authority;

(80)   Follows due process and procedures and compliance management;

(81)   Builds and defines legal and legislative frameworks relevant to CSR and CSI.

The focus group participants linked 6.8.2 (administration), 6.8.36 (resource management) and 6.8.30 (planning and organising) with planning and organising, and argued that project management is best represented by 6.8.33 (project management), while following instructions and procedures are best represented by 6.8.21 (legislative acumen). The focus group participants noted that the CSR competencies related to organising and executing CSR/CSI initiatives are critical for any CSR practitioner to be successful because time is a limited resource and needs to be managed effectively to achieve the desired impacts or outcomes of CSR projects. The focus group participants were of the opinion that organising and executing should ideally take place within an integrated CSR management framework, which should include the following critical components: strategic plan, project delivery plan, a monitoring and evaluation strategy, and a project analysis strategy. Direct quotations from focus group participants to motivate CSR competency synthesis include:

FGP 11: "... these competencies are the sign of a good CSR practitioner with forward thinking capabilities. It is normal for schedules to change but the reasons as to why they change must be understood and communicated to the relevant people and stakeholders and then schedules amended accordingly. Changed schedules should not be used as an excuse for poor work performance or disengagement with the CSR programme."

FGP 5: "... 33 [project management] is an interesting one. I see a connection with organising and executing and think everyone should go for a project management course. Very important. Public relations is events, project and crisis management or marketing would be good."

FGP 8: "Even if you don't have project management, you need to be organised, motivate and facilitate. You need to be very organised in CSI. Even if it does not look like you are organised you need to be and have a plan in place. I agree with all the competencies we have identified."

FGP 6: "I tend to agree with FGP 5 to an extent. If it is not project management per se, it should be some type of methodology around how I manage projects? I think that project management methodology is the most appropriate, to be honest. I just think that people focus very heavily on project management in other fields and not enough in this sort of line of work. Actually, what most people are involved in is kind of a project management role. And particularly in the NGO kind of world. Having people going through a formal qualification would be very useful, but it should focus on managing social projects."

6.11.7 Adopting and Coping

Applies knowledge of change management methodologies and works collaboratively to maintain, as CSR/CSI change champion, a positive outlook towards all stakeholders in all CSR/CSI projects and initiatives while demonstrating flexibility, resilience, drive and high levels of emotional intelligence (EQ) to meet the challenges posed by a dynamic CSR/CSI environment.

(7.1)   Adopting and Managing Change:

(82)   Manages and adapts own behaviour to changing circumstances;

(83)   Tolerates ambiguity;

(84)   Accepts new challenges and ideas and change initiatives;

(85)   Adapts interpersonal style to suit different stakeholders, situations, cultures and sectors;

(86)   Shows a real interest in new experiences;

(87)   Applies knowledge of change management methodologies and works collaboratively as change champion with stakeholders to manage and facilitate change management processes with stakeholders.

(7.2)   Coping with Pressure and Setbacks:

(88)   Maintains a positive outlook towards all stakeholders in all CSR/CSI projects and initiatives;

(89)   Applies positive energy, drive and a need to complete tasks and CSR/CSI projects and initiatives effectively and efficiently, even when faced with complexities in a pressurised environment;

(90)   Keeps check on own emotional intelligence (EQ) during difficult situation; handles criticism well, while seeking feedback for areas of development in improvement; is tenacious;

(91)   Maintains work-life balance.

The focus group participants linked 6.8.22 (managing change), 6.8.1 (adaptability) and 6.8.14 (drive) to adopting and coping, and argued that adopting and managing change is best represented by 6.8.1 (adaptability) and 6.8.22 (managing change), while coping with pressure and setbacks are best represented by 6.8.14 (drive). The focus group participants noted that the CSR competencies related to adopting and coping are critical for any CSR practitioner to be successful because CSR is an evolving construct. The internal and external drivers of CSR are constantly changing, which may lead to quick changes in CSR strategies. CSR practitioners should be able to work as change agents, demonstrating drive, adaptability, flexibility, tenacity and emotional intelligence. CSR practitioners work with constant unknown variables and should be able to manage their own emotions first in order to learn from success and mistakes. Direct quotations from focus group participants to motivate CSR competency synthesis include:

FGP 10: "... these competencies [6.8.22, 6.8.1 and 6.8.14] show that the CSR practitioner is willing to attempt difficult tasks, ask for support or feedback if required and maintain a positive attitude. Also shows that the person is constantly willing to learn and develop."

FGP 9: "The CSR practitioner is essentially a change agent and their work impacts a range of stakeholders. It is essential to be able to manage change or at least be able to communicate change effectively and deal with the setbacks. If you do not respond to change appropriately, then you become tired and emotional very quickly."

FGP 7: "All are critical. It is something we do all the time. What worked in December will not be working now."

FGP 5: "You have to be flexible and to take things in your stride. As a CSR practitioner, you have to show real interests in new experiences. People aren't really afraid if something strangely or unexpected happens. Your ability to manage and adapt your behaviour to changing certain circumstances, that's very important.

6.11.8   Enterprising and Performing

Investigates and analyses current local and international CSR/CSI trends and developments that affect the organisation and shape stakeholders' views while focusing on results and achieving personal and work objectives. Best when work is related closely to results and the impact of personal efforts is obvious. Shows an understanding of business, commerce and finance. Seeks opportunities for self-development and career advancement.

(8.1)   Master Personal Work Goals and Objectives:

(92)   Accepts and tackles demanding goals with enthusiasm;

(93)   Works hard and puts in longer hours when it is necessary;

(94)   Seeks progression to roles of increased responsibility and influence;

(95)   Identifies own development needs and makes use of developmental or training opportunities.

(8.2)   Entrepreneurial and Business Thinking:

(96)   Investigates and analyses current local and international CSR/CSI trends and developments that affect the organisation and shape stakeholders' views;

(97)   Researches and analyses current business markets and trends;

(98)   Identifies shared value creation opportunities with stakeholders;

(99)   Maintains awareness of developments in the organisational structure and politics;

(100)   Demonstrates financial acumen by controlling CSR/CSI project and initiative costs and adding value.

The focus group participants linked 6.8.5 (budgets and reporting), 6.8.6 (business acumen), 6.8.15 (financial accounting and reporting) and 6.8.27 (organisational and environmental awareness) to enterprising and performing, and argued that mastering personal work goals and objectives is best represented by 6.8.5 (budgets and reporting), 6.8.6 (business acumen), 6.8.15 (financial accounting and reporting) and 6.8.27 (organisational and environmental awareness). The focus group participants noted that CSR practitioners are placed under considerable pressure to deliver on projects. It is thus necessary for the practitioner to demonstrate the ability to create work-life balance. The focus participants rejected to notion that the CSR practitioner must put in longer hours to complete tasks and attain goals. Self-development or CPD is viewed by the focus group as essential and is beneficial to the CSR practitioner and the organisation. CSR practitioners should demonstrate financial acumen, which should be linked to business acumen and forward thinking. Direct quotations from focus group participants to justify CSR competency synthesis include:

FGP 10: "I like number 5, budgets and reporting, but I am not sure if I like controlling budgets. We don't all have to control budgets, but must be able to at least read a financial statement, keep track and record spending etc."

FGP 4: "I see the value of 6 [business acumen] in combination with 27 [organisational and environmental awareness] as it is important to understand the market you're operating in before any programme is implemented. Also good to know what can potentially be of impact in the future and how so along with what has been attempted in the past, whether it has been successful and what lessons can be extracted for your particular programme."

FGP 7: "Yes to all of them. These are the things we talked about earlier, being open-minded. Number 15 [financial accounting and reporting] and 5 [budgets and reporting] ties back to the whole project management competency. How are you going to manage projects if you do not have a framework to work with in your business or industry?"

FGP 6: "I agree with FGP 4. The CSR practitioner should understand that you need a broad outlook and understand your stakeholders' needs within the local and international context. This will enable you to more easily match stakeholders and partners up with business and communities."

6.12   CONCLUSION

The data collection and analysis of Phase 2 involved answering the following questions:

Phase 2:

- Strand 1: What is the hierarchy of significance of the above elements for the CSR practitioner?
- Strand 2: Which functions can possibly be grouped in the CSR practitioner's portfolio as functional building blocks?

Both questions were answered during Phase 2, Strand 1 and Strand 2. Based on the qualitative data analysis and qualitative feedback from the focus groups in Strand 2 of Phase 2, the researcher designed and developed a draft competency framework as illustrated in Figure 6.7. The proposed second draft competency framework illustrates the possible hierarchy of significance of the CSR competencies for the CSR practitioner. It also illustrates which functions can possibly be consolidated in the CSR practitioner's portfolio as functional building blocks.

The second draft competency framework was presented to FGP 1, FGP 2 and FGP 3 for review, comments and feedback. Small changes were made to the proposed second-draft competency framework, which was presented to two professional groups in the industry. The second-draft competency framework was used to design and develop the self-administered questionnaire in Strand 1 of Phase 3 and the telephone interviews in Strand 2 of Phase 3.

The following chapter will present and discuss the quantitative and qualitative data collected during the self-administered questionnaire in Strand 1 of Phase 3 and the telephonic interviews in Strand 2 of Phase 3. The final proposed competency framework based on the empirical work in this study is introduced with feedback from the questionnaire respondents and feedback from the telephonic interview participants in support of such a CSR competency framework.

CHAPTER 7

TOWARDS A CSR CURRICULUM FRAMEWORK: PHASE 3 FINDINGS AND DISCUSSION

7.1   INTRODUCTION

The preceding chapter presented the findings and a discussion of the first two phases of this inquiry. The aim of Phase 1 and Phase 2 was to develop and define the first and second draft competency frameworks towards the development of a curriculum framework. This framework was further developed, tested and validated with representatives of the CSR industry in Phase 3 of this inquiry. In this chapter, the findings from the validation phase of the study will be reported and discussed.

7.2   PHASE 3: DATA PRESENTATION AND DISCUSSION

The aim of collecting qualitative and quantitative data in Strand 1 and Strand 2 of Phase 3 in this inquiry was to:

- Identify and validate the hierarchy of significance of the competencies for CSR practitioners
- Determine which competencies need to be included in a competency framework for CSR practitioners.

The following section presents and discusses the demographics of respondents who completed the self-administered questionnaire in Strand 1 of Phase 3, which is followed by a presentation and discussion of the demographics of the questionnaire respondents and the telephone interview participants.

7.3   PHASE 3: PARTICIPANT DEMOGRAPHICS

7.3.1   Respondents (n = 40)

7.3.1.1 Participants' questionnaire (Addendum 9)

The sampling frame, after the snowball sampling technique used in Phase 2, expanded to more than 900 CSR practitioners. An e-mail was sent out to 980 participants working in the field of CSR. Those CSR practitioners who responded positively to the call to participate in the inquiry formed the sub-group for Strand 1 of the quantitative inquiry in Phase 3. Out of the 980 invitations sent only 40 responded positively to a call to participate in the self-administered qualitative questionnaire in Strand 1 of Phase 3. Respondents to the questionnaire in Strand 1 of Phase 3 were asked to complete a self-assessment section to indicate their level of competence within the field of CSR (Table 5.1, cf. 5.7.2.2). A total of 40 participants who volunteered to participate in the questionnaire completed the self-assessment. Of them, 35% indicated that they are experts in the field of CSR, followed by 32.5% of the respondents who indicated that they are proficient in the field of CSR. The level of self-assessed CSR capability is relatively high with 22.5% of the respondents who indicated

that they are competent while 7.5% believed themselves to be on a "capable" level in this field. Only 2.5% of the respondents indicated that they are at novices in the CSR field.

The participants represented a wide range of industry sectors with a third of participants representing the CSI consulting and NGO industry clusters. CSI consulting (18%) and NGO (18%) representation was followed by retail at 15% and a fairly good representation at academic level (10% = 4 respondents). Representation by academics was exceptionally important as participation from academic thought leaders added value and insight from a CSR academic perspective regarding the value of the proposed competency framework in higher education and training. The respondents were also asked to indicate their title, but this question was incorrectly phrased as it did not ask 'job title'. Hence, only 30 respondents answered this question by providing a job title.

Of the 30 respondents who provided job titles, 17% indicated that they are CEOs or directors of organisations in the field of CSR, followed by CSR practitioners (17%) and group CSR managers (13%). Five respondents indicated that they are employed by higher education institutions (7%) or work in the CSR research field at three of South Africa's leading business schools (10%). More than 21% of the remaining respondents work in the field of sustainability (sub-division of CSR) and CSR. The response group was therefore well balanced in terms of representation on various CSR job levels.

With regard to 'tenure in years', only one respondent had more than 30 years of professional experience, while 28% of the respondents had between six and ten years of experience in their professional business roles, followed by 20% of the respondents with between one and five years, and another cluster of respondents between 16 and 20 years of experience (20%). Respondents who had between 11 and 15 years of experience represented 15% of the group, while respondents with 21 to 20 years of experience represented 15% of the respondents. In summary, 80% of respondents had more than five years of tenure.

Field experience is important in any inquiry as it allows the researcher to gain access to and insight into tacit knowledge, which is only gained through trial and error, and experience (Collins, 2010). The professional work experience (tenure in years) of the respondents did not correlate with CSR/CSI experience. Nearly a third of the respondents (30%) have between six and ten years CSR-related work experience, followed by 25% of the respondents who have between 11 and 15 years of experience in the field of CSR/CSI. The third largest group, consisting of 23% of the respondents, have between one and five years of experience while 13% of the respondents reported between 16 and 20 years of experience, followed by 8% of the respondents with between 21 and 30 years of experience in this field. Only one respondent had more than 30 years of experience in the CSR/CSI field. In summary, 77% of the respondents had more than five years' experience in CSR/CSI. Experience, and more specifically job-related experience, relates to "knowing how" competencies, which reflect career-relevant skills and explain how their experience would contribute to a specific role or function. Experience therefore helps CSR/CSI practitioners to better articulate their

competencies and how these relate to the world of CSR/CSI best practice (Business & Legal Reports, 2014).

Respondents to the questionnaire in the first strand of Phase 3 of the inquiry proved to have different academic qualifications. The majority of the respondents (28%) have a Master's degree, followed by 20% of the respondents who hold a Bachelor's qualification. Almost a third of the respondents (30%) hold a Grade 12 certificate or National Diploma while 13% of the respondents have an Honours qualification and 10% of the respondents have acquired a PhD degree. The respondents are from various geographical areas across South Africa: 40% of the respondents are based in the Gauteng region, followed by 33% of the respondents residing in the Western Cape region. The third biggest group resides in KwaZulu-Natal region and 5% of the respondents in the Eastern Cape and Free State respectively, with the remainder of the respondents in the Mpumalanga (3%) and North West (3%) Provinces.

The following section will present biographical details of the respondents who took part in the telephonic interviews in Strand 2 of Phase 3.

7.3.1.2   *Participants in the telephone interviews (n=25)*

Respondents who completed the self-administered questionnaire in Strand 1 of Phase 3 were asked whether they would be willing to participate in a telephonic interview. Participants were given the full details of the interview schedule (time required to complete the interview), and those who agreed were accordingly invited via e-mail to participate. The 25 interviewees were asked to complete a self-assessment to indicate their level of competence within the field of CSR (Table 5.1, cf. 5.7.2.2). In total, 60% of the interviewees who completed the self-assessment questionnaire rated themselves as "experts" in the field of CSR, followed by 24% who are "competent" and 16% who are "capable". The level of experience and expertise therefore indicated that the participants would be considered in a position to provide meaningful responses to interview questions. The telephone interview respondents were from various geographical areas. The largest group of participants resided in Gauteng (40%), followed by 28% from the Western Cape and 16% from KwaZulu-Natal. The Eastern Cape participants represented 12% of the interview group and participants from Mpumalanga 4%.

The participants represented a wide range of industry sectors with the largest group of participants (16%) representing the higher education cluster. The following industry clusters were represented equally at 12% respectively of the total interview group: Mining, CSI Consulting, Retail and NGOs. Participants from the wholesale and distribution cluster represented 8% of interviewees while the following industry clusters had equal representation at 4%: media, aviation, agriculture, business services and manufacturing. Accordingly, the interviewees could be divided into three groups. More than half (56%) were representative of CSR management within their respective organisations, while 28% described themselves as CSR practitioners and 16% as academics in higher education.

The telephonic interview participants had diverse academic qualifications. Here, 44% reported that they have a Master's degree. In total, 16% hold a PhD qualification while 4% have a bachelor's degree. Participants who have a Grade 12 qualification, national diploma or honours degree made up 12% of the telephonic interview group. All the participants have relevant working experience within the field of CSR with on average 17.6 years of experience in CSR. Interviewees represented a wide range of industry sectors and have various professional job titles as indicated in Table 7.1.

Table 7.1: Telephonic interview participants' job titles (n = 25?)

Position / Title	Position / Title
CSR Manager	Senior Lecturer Sustainability
CSI Sustainability Project Manager	CSI Foundation Administrator
CSI Coordinator	CSI Practitioner
Monitoring & Evaluation Manager	CEO
CEO NGO	CSI Practitioner
CSI Manager	Group Sustainability Manager
CSI Consultant	Professor, Head Institute for Corporate Citizenship
Senior Manager	Director: Centre for Business in Society
CSI Consultant	CEO GM Foundation
Sustainability & Governance Exec	Manager Social Development Projects
CSR Programme Manager	Manager Sustainability
Enterprise Development Manager	Senior CSI and Sustainability Manager
Prof and ACDI Research Chair	

7.4   PHASE 3: QUESTIONNAIRE AND TELEPHONE INTERVIEWS ANALYSIS AND DISCUSSION

This section presents the data, analysis and discussion of the results from the self-administered questionnaire in Strand 1 of Phase 3, which will be followed by the presentation, analysis and discussion of the results from the telephone interviews in Strand 2 of Phase 3.

7.4.1   Self-administered questionnaire

The proposed competency framework identified during Phase 1 and Phase 2 of this inquiry was used in the third and final phase to validate the CSR competency framework in order to develop a curriculum framework. The proposed competency framework was divided into two parts and the respondents in Strand 1 of Phase 3 were presented (Addendum 9) with the definitions of the eight-tier competency descriptors identified in Phase 2 (cf 6.10.1.5). The panel of 40 CSR practitioners were asked to validate the eight Tier-3 competency CSR descriptors on a scale of 1 to 5 by using the CSR competency definitions for the development of CSR practitioners in South Africa. A score of 1 would indicate that respondents strongly disagreed and believed that the eight Tier-3 CSR competency descriptors should not be included in a curriculum framework for the professional

development of CSR practitioners. A score of 2 would indicate disagreement, while a score of 3 would indicate that the questionnaire respondents neither agreed nor disagreed, which means that they may have doubts about whether the descriptors should be included. A score of 4 would indicate that the respondents agreed that the eight-tier, three-competency descriptors should be included in the CSR practitioner competency framework, but that the competency was of moderate importance to the development of CSR practitioners. A score of 5 would indicate that the competency descriptor is very important and that it should be included in a curriculum framework for the professional development of CSR practitioners.

7.4.1.1 *Reaching agreement on Tier 3 CSR competency definition validity*

In order to reach agreement on the validity of the eight Tier-3 CSR competency descriptors, the total weighted average score had to be higher than 80%. The total weighted average score calculation keys – strongly disagree, disagree, neither agree nor disagree, agree and strongly agree – were assigned nominal values of 1, 2, 3, 4 and 5 respectively. The sum of the number of responses, multiplied by their nominal value, was divided by the maximum score obtainable. For example: the total number of weighted responses was divided by five to give a weighted average response. The total collective agreement score was added as an additional qualifier and had to be 80% or higher. The total collective validation score calculation keys – agree and strongly agree scores – were added together to give the collective validation score out of a possible 100. The total collective disagreement score could thus not be higher than 20%. Any top-tier competency descriptors meeting the validation criteria were thus included in the final draft competency framework.

7.4.1.2 *Testing Tier-3 CSR competency validity: hypothesis*

As with the Delphi in Strand 1 of Phase 2, the researcher wanted to be very sure of validity, and decided to use statistical hypothesis testing, which is usually done at a 5% significance level and confidence intervals computed with 95% confidence. This inquiry, however, included agreement at 99.9% confidence intervals for a sample of size n=40, which is extremely high. Statistical hypothesis testing was utilised to either reject or not reject the critical competencies identified, which means the Tier-3 CSR competency descriptor is valid and should or should not be included in the final CSR competency framework (cf 6.7.1.2 and 6.7.1.3). In the remaining part of this section, the validation data of each eight Tier-3 competency CSR descriptor is presented and discussed. The discussion will flow from a numerical order of the competencies as presented in Table 7.2.

7.5   CSR COMPETENCIES: EIGHT TIER-3 COMPETENCY DESCRIPTORS

The data from the eight Tier-3 competency CSR descriptor questionnaire is presented in the next section, which will be followed by a discussion of the results and the qualitative feedback received in the open-ended questions of the questionnaire. Results from the validation of the eight Tier-3 competency descriptors are illustrated in Table 7.2, which will be followed by a discussion of the results.

Table 7.2: Validation data of the eight Tier-3 competency descriptors (n=40)

Eight Tier-3 competency descriptors	Total Collective Validation Score	0.1% critical value	Conclusion with 99.9% confidence
Strategic leadership and strategy formulation	85%	74.43%	Agree / Valid
Supportive and cooperative relationships	90%	74.43%	Agree / Valid
Interconnecting and presenting	85%	74.43%	Agree / Valid
CSR literacy, analysing and interpreting	93%	74.43%	Agree / Valid
Creating and conceptualising	85%	74.43%	Agree / Valid
Organising and executing CSR/CSI initiatives	92%	74.43%	Agree / Valid
Adapting and coping	90%	74.43%	Agree / Valid
Enterprising and performing	85%	74.43%	Agree / Valid

7.5.1   Strategic leadership and strategy formulation

Strategic leadership and strategy formulation achieved a total collective validation score of 85%, which is 10.57% higher than the critical limit of 74.43%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the questionnaire respondents (n=40) accept the *strategic leadership and strategy formulation* competency descriptor as valid for inclusion in the final proposed CSR competency framework. A total of 14 respondents strongly agreed that strategic leadership and strategy formulation is a valid competency while 20 agreed to the validity of the competency. Those who agreed had their reservations about the levels of strategic thinking ability expected from CSR practitioners. The questionnaire respondents made a clear distinction between a CSR/CSI manager and a CSR/CSI practitioner. Indications were also that a CSI practitioner should have a solid grounding in the principles of strategic leadership and strategy formulation. However, in most corporate structures, senior leadership executives (CSI Director/Trustees), and not the CSI practitioner, will take responsibility and ownership of strategic CSR leadership and CSR strategy formulation. Based on the latter, it would appear vital for a CSR practitioner to provide direction and leadership for a company's CSI programme and for it to be developed in line with business objectives. The majority of the respondents made specific reference to the alignment between the business and its CSR strategy. Here they argued that the CSR practitioner must be able to make the connections between the strategic business objectives and strategic CSR intent to build a strong business case for CSR.

Narrative responses from questionnaire respondents to justify the validation of this CSR competency descriptor included quotes such as the following**:**

"I agree with the intent behind the definition. What I feel is missing is the element of 'creating and inspiring a shared purpose'. Some mention of the context of external factors might be an area to

consider in that they require the competence to design strategies that position and promote their vision with a clear understanding of environmental, economic and socioeconomic environment."

"I agree, because too often CSI practitioners are not experienced and are co-opted from corporate affairs, marketing or HR, and they need specific training and support when it comes to taking a strategic position relating to the strategy they intend implementing in response to their CSI mandate."

The survey respondents were also asked to provide guidelines for the professional development of this competency. The following development strategies are direct narrative responses from participants:

"It can be developed by exposing the leadership teams to the responsibility trends in the industry and providing forums to discuss, collaborate and lead in the development of ideas on responsibility."

"Train staff, particularly at the practitioner level on how to develop strategy and partner them with experienced Practitioners/Managers to expose them to practical examples to allow them to develop the ability to strategically plan CSR strategies in line with business strategies."

7.5.2   Supportive and co-operative relationships

Supportive and co-operative relationships attained a total collective validation score of 90%, which is 20.57% higher than the critical limit of 74.43%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the questionnaire respondents (n=40) accept *the supportive and co-operative relationships* competency descriptor as valid for inclusion in the final proposed CSR competency framework. Supportive and co-operative relationships received the highest collective validation score. In total, 67.5% of the questionnaire respondents strongly agreed with the validity of the CSR competency descriptor, while 27.5% agreed and only 5% did not agree, nor disagree. Those who "strongly agreed" and "agreed", ascribe the success of CSR and CSI to creating collaborative relationships with stakeholders. It became clear from the analysis of the qualitative data that stakeholders were divided into two groups, namely general (internal and external) stakeholders and "key" stakeholders.

Based on the qualitative data analysis and direct feedback from respondents, it became evident that the CSR practitioner must demonstrate the ability to identify key stakeholders, understand the value of stakeholders and build sustainable relationships with key stakeholders. It also became evident from the data analysis that industry stakeholders should be identified and assimilated within the company's CSR strategy. Once identified, it is beneficial to engage with the relevant stakeholders in order to gauge their needs from a strategic planning perspective. Managing collaborative relationships with a sustainability perspective requires two essential actions; the first is factors related to ethics. The questionnaire respondents were of the view that all stakeholder relationships must adhere to the highest ethical standards, such as respect for the stakeholders and their privacy. The second factor refers to the aptitude of the CSR practitioners to win support, not only for CSR projects or campaigns but also for the strategic CSR function.

Further analysis of the questionnaire data indicated that CSI practitioners need the support and collaboration from different key stakeholders to ensure positive action and measurable impact. Internal support from the board, executive teams, senior management, support functions and staff members is essential. From an external perspective, the CSR practitioner would need to gain and maintain the trust, help and support of government (local, regional and national), related or supporting private companies and the communities in which the organisations have a footprint. Industry stakeholders must be identified and integrated in the company's CSR strategy. Once identified, it is beneficial to engage with the relevant individuals and groups to gauge their needs, from which strategic direction can be formulated.

This collaborative approach may enable the CSR practitioner to develop and achieve a holistic viewpoint on shared value propositions and deliver on shared value goals through collaborative partnerships. The questionnaire respondents further noted that CSR practitioners may fail if they try to impose an idea or project on a community without understanding their needs or without involving them in the decision making process. Involved stakeholders who "own" the project or initiative are more likely to keep it going once the funder has withdrawn.

Narrative responses from questionnaire respondents to motivate the validation of this CSR competency descriptor included quotes such as the following**:**

 "I find that many CSI practitioners don't score high in the relationship department and as with any investment, they should value building a relationship with people in the organisations their company supports. They have a skewed view of their position as benefactor/beneficiary. The balance of power is all wrong. Some do view the relationship as more of a partnership. Their stance is often informed by the broader company view on CSI. If it's placed higher on the company agenda as something that can also have strategic relevance, it tends to filter down to the attitudes in the CSI department."

"Sustainable development is only possible if we learn how to work together, and how to explore and implement the best solutions together. I believe this to be a core competency and requires first developing a high degree of self-awareness within the CSI practitioner herself, coupled with a deep understanding of how group dynamics and relationships function. It is no good having all the right knowledge, but not being able to implement a single thing because you cannot get on with anyone!"

The survey respondents were also asked to provide guidelines for the professional development of this competency. The following development strategies are direct narrative responses from participants:

"… competency developed through exposure, mentorship by a senior and experienced person, case studies and a deep understanding of the interests of each party."

"Developing good stakeholder relationships requires a good knowledge of the constraints, practices or personalities of the stakeholder, time to develop the relationship through face-to-face, calls, et cetera, and good listening skills and a basic approach that is one of respect."

7.5.3 Interconnecting and presenting

Interconnecting and presenting achieved a total collective validation score of 85%, which is 10.57% higher than the critical limit of 74.43%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the questionnaire respondents (n=40) accept the *interconnecting and presenting* competency descriptor as valid for inclusion in the final proposed CSR competency framework. It became clear from qualitative data analysis that the CSR practitioners' work relies on a keen eye for integration and an ability to connect people, ideas and complex business and CSR system parts. Effective communication and presenting is crucial for the integration and interconnection process. Hence, *interconnecting and presenting* is viewed by the questionnaire respondents as vital in order to mobilise people towards appropriate understanding and action. This change needs to happen through leveraging existing resources. The latter ensures that accountability remains where it is required. Networking and persuasive advocacy is required to leverage existing resources successfully. There are several ways for the CSR practitioner to connect, especially with people, and each connection mode has its advantages and disadvantages.

A review of the qualitative data on *interconnecting and presenting* also highlighted the notion that the questionnaire respondents are of the opinion that networking is one of the most effective ways to connect with internal and external stakeholders, but the secret to success for the CSR practitioner is to engage in purposeful and strategic networking. Networking is viewed by the questionnaire respondents as an important method to share ideas, innovate, access valuable information, identify key partners, influence thinking and learn from one's own and other's mistakes. Being vocally self-critical is viewed by the questionnaire respondents as one of the important traits of successful CSR practitioners. Further analysis of the qualitative data also emphasised that by neglecting critical self-assessment and analysis, the CSR practitioner may find it difficult to break down developmental and personal growth areas. It can thus be inferred, based on the data analysis, that self-assessment and reflection enable CSR practitioners to take corrective action and to refrain from making the same mistakes again and again. It may also aid the replication of good CSR practice.

Narrative responses from questionnaire respondents to motivate the validation of this CSR competency descriptor included quotes such as the following:

One respondent said: "You can network without relating. You do need good relationships. We do not believe in going to networking conferences, do on-the-job networking. The networking events are fake. If we want to work with a specific group of people, we would engage and work with them. At conferences, everyone wants to collaborate but the minute you leave the room everyone just wants to see what they can get from it. If it is a partnership, say so and we will work with it. If you want something, ask and if it can be done it will be. Networking opportunities are a lot of talking and no action. Need to know a lot of people and where to go if you need something."

A second responded reacted as follows: "The CSR practitioner will be able to project credibility if that applies to all the core competencies listed here. The CSR practitioner must be able to express his

or her opinions in a clear and concise way. People are not interested in long stories and often feel and say that they do not have time to listen to long stories. They will not listen to you if they have to work through too much information and facts. If you are not able to gather and organise the correct information and present correctly, the people will not have trust in you."

The survey respondents were also asked to provide guidelines for the professional development of this competency. The following development strategies are direct narrative responses from participants:

"Competency developed through practice. You must be able to develop captivating presentations, short, to the point, and have your audience in mind, then practice."

"I think it would be wonderful to have a self-development module or course, something where you start the journey by first learning about yourself, your values, etc. It has to start with self and then peel away at the layers."

7.5.4   CSR literacy, analysing and interpreting

CSR literacy, analysing and interpreting attained a total collective validation score of 93%, which is 18.57% higher than the critical limit of 74.43%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the questionnaire respondents (n=40) accept the *CSR literacy, analysing and interpreting* competency descriptor as valid for inclusion in the final proposed CSR competency framework. *CSR literacy, analysing and interpreting* attained the second highest total validation score (93%) of the eight Tier-3 competency descriptors. Only three questionnaire respondents did not agree nor disagreed, and one respondent argued that "It is the shared value thing, which I do not really believe. Honestly, CSR practitioners in 2015 are there to leverage value for shareholders – nothing more, nothing less. This is the "is" of the matter. Obviously the "is" and the "ought to be" are perhaps not the same thing. Developing this would, I suspect, bring the whole house of cards crashing down. As soon as you begin to consider shared value, you inevitably venture into much more egalitarian headspaces. And these spaces will collide uncomfortably with business logic, which is absolutely not egalitarian."

Another questionnaire respondent echoed this sentiment and argued that "…the complexity of community development must not be underestimated. An overly scientific approach to analysis and interpretation is often blind to underlying processes or issues. Complexity theory." CSR literacy is, however, viewed by the majority of the questionnaire respondents as critical to the success of the CSR practitioner.

One responded argued that, "… the CSR field can no longer rely on people appearing to make it up as they go along. There are enough thought leaders and materials in the world to support and facilitate appropriate CSR/CSI strategy and practice, even if these are constructed in a custom-made manner." It became evident from the qualitative feedback that CSR practitioners must not only have a good understanding of the theoretical components of CSR, but must also have practical knowledge

or experience to lead successful CSR initiatives. It can thus be argued that CSR literacy is exceptionally important, as it is viewed as the point of departure for any critical thinking, analysis and dialogue in the field of CSR.

Narrative responses from questionnaire respondents to motivate the validation of this CSR competency descriptor included quotes such as the following**:**

"Without a theoretical and philosophical grounding the practitioner will get lost within a host of complex problems and will not be able to offer suitable solutions. Don't over-analyse information and data, but tracking, analysis and evaluation is critical and one of the biggest areas CSR practitioners struggle with as this has become the job of an 'expert' external consultant."

"To be truly valuable in this role, it is vital that you understand the challenges in the sector. A developmental mind-set is required to understand what is required when engaging with various stakeholders. Technical skills are required when analysing the various aspects of corporate social responsibility that are relevant to your particular business. Understanding how to align with reporting requirements and provide an insightful view of the activities undertaken by your organisation so that all stakeholders grasp the complexity of the situation and the progress that is being made to deal with the various issues."

The survey respondents were also asked to provide guidelines for the professional development of this competency. The following development strategies are direct narrative responses from participants:

"This competency may be developed in two ways: a) through a strong mentoring process to fast-track competent talent, and b) through a normal process of selecting and identifying young talent and then to focus to develop certain key competencies that are needed in a particular environment for a particular brand. A systemic approach will enable the industry to scale up."

"… these competencies can best be developed in cooperative, experiential learning environments that are both community-oriented and community-based."

7.5.5   Creating and conceptualising

Creating and conceptualising attained a total collective validation score of 85%, which is 10.57% higher than the critical limit of 74.43%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the questionnaire respondents (n=40) accept the *creating and conceptualising* competency descriptor as valid for inclusion in the final proposed CSR competency framework. The analysis of the qualitative data highlighted three important constructs to create innovative CSR projects and initiatives. The first is that CSR practice should not be isolated from business as a public relations (PR), BBBEE or Net Profit After Tax (NPAT) afterthought. The second relates to the proximity of projects to the core function of business in that CSR projects often epitomise complex socio-economic issues, which are deeply embedded in the communities in which the business operates and which are by default linked to complex business systems. The third construct speaks

to navigation within complex business and social systems. Without the ability to identify and understand the complexities or the interconnections between CSR stakeholders, the international and local domains (social, economic or environment) and time, CSR practitioners (and business) will not be able address the deeply embedded systemic issues related to the CSR role of business in society. Creating and conceptualising within these known systems is thus an important building block of CSR best practice and innovation within CSR.

Narrative responses from questionnaire respondents to motivate the validation of this CSR competency descriptor included quotes such as the following**:**

"CSR practitioners must understand the complex relationships between the business and all stakeholders and the complexity of each project. The practitioner will not be able to understand the root cause of social and business issues and the interconnection without the ability to understand the relationships within a complex environment."

"Real impact is beyond simple interventions – changing systems is important and you need to understand and conceptualise current systems before attempting to change them."

The survey respondents were also asked to provide guidelines for the professional development of this competency. The following development strategies are direct narrative responses from participants:

"Developing it would require that it be incorporated into the daily 'way of doing things' and staff would need to be trained and have easy access to relevant research. It is a time-consuming approach but one that makes sense particularly if a programme is being implemented as opposed to a project."

"By innovation hubs and support groups. Out-of-the-box ideas on how to solve social ills and the company effect on the community can be rewarded and recorded. Used as case studies and best practise. Action learning with strong participatory competencies is required to develop these competencies. Community-based education (e.g. service learning modules) works best, I believe."

7.5.6   Organising and executing CSR/CSI initiatives

Organising and executing CSR/CSI initiatives attained a total collective validation score of 92%, which is 17.57% higher than the critical limit of 74.43%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the questionnaire respondents (n=40) accept the *organising and executing CSR/CSI initiatives* competency descriptor as valid for inclusion in the final proposed CSR competency framework. *Organising and executing CSR/CSI initiatives* has two distinct elements, namely the ability to apply project management principles to managing CSR projects and programmes, and working within specific legal frameworks. In total, 90% of the questionnaire respondents agreed or strongly agreed with the validity of *organising and executing CSR/CSI initiatives*. Project management is viewed by the questionnaire participants as an essential tool, but should not be seen as the only tool. Strict formal project management practice, for example the Project Management Book of Knowledge (PMBOK), should not be applied. Approaching projects

from a social project management perspective is viewed as an alternative option to very strict and ridged PMBOK applied principles.

Narrative responses from questionnaire respondents to motivate the validation of this CSR competency descriptor included quotes such as the following**:**

"The majority (if not all) CSR/CSI initiatives require an involvement with the community where project management skills are a valuable attribute to make the project successful. By providing basic background on how to approach a project, analysing stakeholders involved and setting timelines, reporting, et cetera."

"I am not convinced that the CSR practitioner should be a project specialist – project management specialist, but should be able to plan, implement, manage, track and review projects effectively and efficiently. Design, planning and control is important for the practitioner."

The survey respondents were also asked to provide guidelines for the professional development of this competency. The following development strategies are direct narrative responses from participants:

 "Train practitioners in Project Management skills; ensure a framework exists that supports project management and couple less experienced practitioners with experienced practitioners. Consider creating hubs or centres of excellence through which practitioners can source resource material to assist them and tap into experienced practitioners."

"CSI initiatives are mostly approached as projects, I assume. These skills could best be developed through well-designed project-based experiential learning in community settings."

7.5.7   Adapting and coping

Adapting and coping attained a total collective validation score of 90%, which is 15.57% higher than the critical limit of 74.43%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the questionnaire respondents (n=40) accept the *adapting and coping* competency descriptor as valid for inclusion in the final proposed CSR competency framework. The nature of the CSR space is complex and ever-changing, with multiple systemic issues to consider. As a result, the questionnaire respondents see CSR at the epicentre of change and thus argued that change management and change leadership is critical to the success of the CSR practitioner. CSR practitioners operate in a highly emotive environment and it is the opinion of one of the questionnaire participants that "…successful CSR practitioners are able to manage themselves, they demonstrate an emotional maturity allowing them to be flexible and adapt to uncertainty and change". Another questionnaire participant concurred that flexibility, adaptability and emotional intelligence are essential building blocks required by CSR practitioners. She further argued that adapting and coping "… has to relate to certain personalities, some people battle with change. Not being flexible or being able to cope and/or manage change effectively would be a hindrance to any practitioner and they would therefore not be suitable for this role without this competence."

A third questionnaire participant briefly encapsulated the key success factors for CSR practitioners with the following explanation: "… being able to constantly adapt and change comes with time and experience. Things do not always go according to plan, especially when multi-stakeholders are involved and a proper foundation has to be laid to expect any degree of success. One needs to be flexible, adaptable and creative in this very dynamic space. Each situation is unique and requires a willingness to listen, engage, not take things personally, not assume that you know it all, be willing to be led by the community, accept that there are unintended consequences in many instances to one's actions. Focus on the end-goal and realise that there may be more than one way to achieve that goal."

Narrative responses from questionnaire respondents to motivate the validation of this CSR competency descriptor included quotes such as the following**:**

"As organisational priorities change and as national polices change there is need for practitioners to be adept at adapting to these realities. Change management is critical for the management of such situations as exiting partners."

"Project management and managing stakeholders in a dynamic environment that constantly changes. It is also a pressurised environment as many CSR/CSI departments have limited staff available. Change is a constant companion in the field and practitioners need to be open to adapting viewpoints, making changes as an initiative unfolds and generally being able to think on their feet. This requires a high degree of resiliency."

The survey respondents were also asked to provide guidelines for the professional development of this competency. The following development strategies were offered as direct narrative responses from participants:

 "I believe that coaching and mentoring could be very useful and exposure to seasoned development specialists could be hugely beneficial. Training in change management would also help."

"Exposure to different initiatives, an opportunity to network with practitioners doing different work will assist a person in developing this competency. Also, being encouraged to debrief a situation that may not have gone as well as expected will provide lessons learnt which should shape the individual's adapting and coping skills."

7.5.8   Enterprising and performing

Enterprising and performing attained a total collective validation score of 85%, which is 10.57% higher than the critical limit of 74.43%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the questionnaire respondents (n=40) accept the *enterprising and performing* competency descriptor as valid for inclusion in the final proposed CSR competency framework. The questionnaire participants identified entrepreneurship as one of the key attributes of successful CSR practitioners. Entrepreneurship is also linked to social innovation traits. One of the questionnaire respondents noted that "…enterprising as a competency is not exclusively unique to CSR

practitioners, but it would be good to have enterprising individuals who bring innovative ideas into practice and are always in search of ways to improve CSR best practice". Enterprising, entrepreneurship and innovation were identified during the qualitative data analysis as three related traits, which came out very strongly as one of the building blocks of successful CSR practitioners. Some of the questionnaire respondents underlined that innovation, and more specifically social innovation, may advance the business and social value by moving away from reactive problem solving to a more advanced co-creating environment with key stakeholders.

Another questionnaire respondent agreed with the importance of the enterprising and performing competency descriptor and argued that a "… progressive thinking, energetic, self-motivated, innovative mind-set is needed in the CSR industry – this is not about mundane social welfare. CSR is about tackling real socio-economic problems, so we need people with high energy levels who are motivated by making a real difference."

The qualitative data, when further analysed, highlighted business acumen and understanding of financials as critical to enterprising and performance. One of the questionnaire respondents noted that he "… has seen too many examples of CSR going wrong because of an inability to demonstrate financial acumen and control". Another questionnaire respondent highlighted the importance of business and financial acumen by stating, "… financial reporting is no longer the only focus of reporting but still remains an important factor and the CSR practitioner must be able to manage a budget and report on financials".

Narrative responses from questionnaire respondents to motivate the validation of this CSR competency descriptor included quotes such as the following:

"I believe this is a critical competency for all staff, not only those in the CSR/CSI field. Ongoing self-development assists a person in remaining relevant in an ever-evolving world. It is also critical to be up-to-date on current affairs as they will often impact work being done in the field."

"Agreed, just as long as the CSI practitioners have room to develop while still in their role. Turnover is high enough already. As for being able to respond to trends – within reason – CSI can be a fashionable, fickle thing and every new CSI practitioner seems to want to be the broom that sweeps clean, overhauling the strategy when they settle in. A good CSI practitioner would spot the trends, but not necessarily overhaul everything to follow them; they would shift focus gradually if it were in line with company strategy, as is the responsible thing to do."

The survey respondents were also asked to provide guidelines for the professional development of this competency. The following development strategies were posed as direct narrative responses from participants:

"How does one develop an enterprising nature? Again, this is a trait one either has or does not have, I think. This is linked to leadership, so I guess it could be gained through a leadership course."

"I think awareness of this is necessary at this level of practice, but I do not think at this level, it is critical. Again, it depends on the size of the organisation and the structure in place. This competency will help the practitioner to relate to those people he or she is trying to influence and persuade. Exposure to business, strategic trends, et cetera can help develop this competency."

7.5.9   Eight Tier-3 competency CSR descriptors – conclusion

The main objective of completing the self-administered questionnaire in Strand 1 of Phase 3 was to validate the eight Tier-3 competency CSR descriptors presented in the proposed CSR competency framework for the professional development of CSR practitioners in South Africa (see Figure 6.7). Questionnaire respondents were asked to review the proposed eight Tier-3 competency CSR descriptors and then, based on their experience and knowledge of CSR, validate the competency descriptors. Statistical hypothesis testing was utilised to either accept or reject the critical competencies identified, testing whether the eight Tier-3 competency descriptors are valid and should or should not be included in the final CSR competency framework.

The respondents were also asked to provide reasons for their validation and, if possible, provide guidelines and suggestions on how the CSR competencies could be developed in practice. The result of the data presented in Strand 1 of Phase 3 illustrates that the questionnaire respondents validated the eight Tier-3 competency CSR descriptors. The eight Tier-3 competency CSR descriptors were thus accepted as valid, and are presented as the eight Tier-3 competency CSR descriptors for the development of a CSR curriculum framework.

The next section will present the data and discussion of Strand 2 in Phase 3, and the telephonic interviews with 25 CSR experts across South Africa.

7.6   PHASE 3: FINDINGS FROM TELEPHONE INTERVIEWS AND ITS DISCUSSION

The data from the telephone interviews (Addendum 10) are presented in the next section, which will be followed by a discussion of the results of the telephone interview data (see Chapter 5). Results from the validation of the CSR competencies of the proposed CSR curriculum framework are illustrated in Figure 7.1, followed by a discussion of the results.

7.6.1   Telephone interviews (n=25)

The second draft CSR competency framework consists of eight Tier-3 competency CSR descriptors, 22 competency dimensions and 100 Tier-1 competencies at the first tier level. In total, 40 CSR practitioners tested and validated the eight Tier-3 competency CSR descriptors during Strand 1 of Phase 3. The 40 respondents from the questionnaire in Strand 1 of Phase 3 where invited to participate in the telephonic interviews of Strand 2 in Phase 3. A total of 25 practitioners from Strand 1 in Phase 3 agreed to participate in telephone interviews in Strand 2 of Phase 3. The researcher made appointments with the telephone interview participants and made available the individuals' results of the eight Tier-3 competency descriptive questionnaire and an electronic copy of the

proposed 100 Tier-1 CSR competencies. The results of the qualitative self-administered questionnaire from Strand 1 in Phase 3 and the electronic copy of the proposed CSR competency framework served as a reference point for the telephone interview participants. Participants were asked to read the definition of the competency descriptors first, followed by the Tier-1 competencies and to answer two questions:

- Do you agree or not agree with the Tier-1 competency definition?
- Which of the proposed Tier-1 CSR competencies presented is most critical to the professional development and success of a CSR practitioner in South Africa?

If the interviewee answered yes, then a score of one was allocated to the answer. A yes would mean that they agree with the Tier-1 CSR competency definition. That is why a yes would indicate that they are of the opinion that the Tier-1 CSR competency is valid and should be included in the final CSR competency framework.

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1. Strategic Leadership and Strategy Formulation	**1.1 Deciding and Initiating Action:**			**1.2 Leading and Supervising:**		
	3	4	**5**	8	9	**10**
	100	96	**100**	88	96	**96**
	12%	8%	8%	40%	20%	36%
	2	3	1	3	2	1

2. Supportive and co-operative relationships	**2.1 Stakeholder Management**			**2.1 Adhering to Own Principles and Integrity**		
	13	15	**16**	**17**	18	19
	100	100	**100**	**100**	95.65	96
	16%	36%	40%	68%	4%	28%
	3	2	1	1	3	2

3. Interconnecting and presenting	**3.1 Relating and Networking**	**3.2 Persuading and Influence**			**3.3 Presenting and Communicating Information**		
	20	25	26	**27**	**29**	30	33
	96	100	92	**100**	**100**	96	96
	100%	40%	8%	40%	40%	16%	32%
	1	2	3	1	1	3	2

4. CSR literacy, analysing and interpreting	**4.1 Applying Expertise and Technology**			**4.2 Analysing**			**4.3 Monitoring and Evaluation**			**4.4 Writing and Reporting**		
	34	**36**	37	**40**	42	43	44	45	**46**	47	**48**	51
	92	**96**	92	**100**	96	91.67	96	87.5	**96**	100	**100**	92
	16%	68%	16%	24%	44%	16%	20%	16%	64%	4%	8%	60%
	3	1	2	1	2	3	2	3	1	2	1	3

5. Creating and conceptualising	**5.1 Researching and Learning**			**5.2 Problem Solving and Innovation**			**5.3 Formulating Strategies and Concepts**		
	55	57	**58**	**59**	60	61	62	**63**	65
	100	100	**100**	**100**	92	87.5	96	**100**	100
	8%	24%	56%	28%	56%	16%	4%	52%	12%
	3	2	1	1	2	3	3	1	2

6. Organising and executing CSR/CSI initiatives	**6.1 Planning and Organising**			**6.2 Project Management**		**6.3 Delivering Results and Meeting Stakeholder Expectations**			**6.4 Following Instructions and Procedures**	
	68	69	**70**	**71**	72	73	**75**	77	**78**	80
	100	100	**100**	**87.5**	56.52	96	**96**	96	**100**	100
	12%	4%	36%	84%	16%	4%	52%	16%	72%	24%
	3	2	1	1	2	3	1	2	1	2

7. Adapting and Coping	**7.1 Adapting and Managing Change**			**7.2 Coping with Pressure and Setbacks**		
	85	86	**87**	89	**90**	91
	100	100	**100**	100	**100**	100
	4%	8%	76%	32%	48%	16%
	3	2	1	2	1	3

8. Enterprising and Performing	**8.1 Master Personal Work Goals and Objectives**			**8.2 Entrepreneurial and Business Thinking**		
	92	93	**95**	96	98	**100**
	92	92	**100**	92	100	**100**
	28%	8%	16%	36%	16%	36%
	2	3	1	3	2	1

CSR Competency Map Key	
Competency No	**100**
% Agreement	**100**
% Critical Rank	36%
Critical Rank	1

Figure 7.1: Draft CSR competency framework

If an interviewee responded with a no, then a 0 mark was allocated, indicating that the interviewee did not agree with the Tier-1 CSR definition's validity and importance. The Tier-1 CSR competency should therefore be omitted from the final CSR competency framework. The interview participants had an option to answer 'not applicable', which was also allocated a zero mark.

7.6.1.1 Reaching agreement on Tier-1 CSR competency definition validity

In order to reach agreement on the validity of the 100 Tier-1 CSR competency definitions, the total weighted average score had to be higher than 80%. This was total weighted average score calculation key: *yes* was assigned a total score of 1, and *no* and *not applicable* answers were assigned a zero score. The total weighted average score is calculated as follows: the maximum score obtainable is divided by the sum of the number of responses, multiplied by their nominal value. For example: total number of responses multiplied by 1, to give a weighted average response.

In the remaining part of this section, the validation data of each Tier-1 CSR competency is presented and discussed. The discussion will flow from the numerical order of the competencies as presented in Table 7.2.

7.6.1.2 Testing Tier-1 CSR competency validity: Hypothesis

As with the Delphi in Strand 1 of Phase 2 and the validation of the eight Tier-3 competency descriptors in Strand 1 of Phase 3, the researcher wanted to be very sure of validity and decided to use statistical hypothesis testing, which is usually done at a 5% significance level and confidence intervals computed with 95% confidence. This inquiry, however, included agreement at 99.9% confidence intervals for a sample of size n=25, which is extremely high. Statistical hypothesis testing was thus utilised to either reject or not reject the null hypothesis, testing whether the Tier-1 CSR competency is valid and should or should not be included in the final CSR competency framework (see 6.7.1.2 and 6.7.1.3).

In the remaining part of this section, the validation data of the most critical CSR competencies is presented and discussed. The discussion will flow from a numerical order of the competencies.

7.7   CSR COMPETENCIES: 100 TIER 1 COMPETENCIES

The data from the telephone interviews on the validation of the 100 CSR competencies is presented in the next section, which will be followed by a discussion of the results and the qualitative feedback received on the most critical Tier-1 CSR competencies. Once combined, the 100 Tier-1 competencies, the 22 competency dimensions and the eight Tier-3 competency descriptors form the final proposed CSR competencies framework, as presented in Figure 7.1. The telephone interview participants were presented with the CSR competency definitions from the proposed first draft CSR competency framework (cf Figure 6.7 and 6.11.1 to 6.11.8). The qualitative data collected during the telephone interviews is integrated throughout the discussion to support inferences and conclusions where applicable. The second draft CSR competency definitions (cf 6.11.1 to 6.11.8) are used as

reference for the final draft CSR competency framework discussion. In the next section, the proposed final draft CSR competency framework is presented and discussed.

7.7.1   Strategic leadership and strategy formulation

Strategic leadership and strategy formulation consists of two competency dimensions and 12 competencies. The agreement scores of the Tier-1 CSR competencies not discussed in detail are available for review in Addendum 7.1. Six Tier-1 competencies were selected for representation in the proposed final CSR competency framework, as illustrated in Figure 7.2. The following section will discuss the data and conclusions drawn to motivate the decision for the inclusion of those Tier-1 CSR competencies viewed as critical to the success of CSR practitioners in South Africa.

1. Strategic Leadership and Strategy Formulation	1.1 Deciding and Initiating Action:			1.2 Leading and Supervising:		
	3	4	**5**	8	9	**10**
	100	96	**100**	88	96	**96**
	12%	8%	8%	40%	20%	36%
	2	3	1	3	2	1
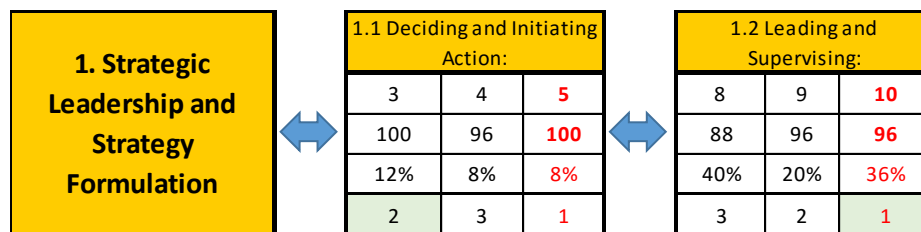
Figure 7.2: Critical Tier-1 competencies for strategic leadership and strategy formulation

7.7.1.1   Tier-1 CSR competency: Critical

The statement (5) *Takes initiative and works under own direction* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Takes initiative and works under own direction* Tier-1 competency as critical and valid for inclusion in the final CSR competency framework.

Critical to the success of CSR practitioners is their ability to link CSR strategy with the business strategy. CSR strategic intent, plans, vision and mission are often viewed as problematic because they are not aligned with the business strategy. It is thus critical for CSR practitioners to develop CSR strategies as well as to take the initiative to influence the integration of business and CSR strategies. Interview participants' views on strategy development, transforming the CSR strategy, vision, direction and intent into a plan by taking initiative, and working under own direction, correspond with the same views articulated in Phase 1, Phase 2 and Strand 1 of Phase 3.

The statement (10) *Supports, motivates and empowers key stakeholders through awareness to meet CSR/CSI goals* attained a 96% validation agreement score, which is 15.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Supports, motivates and empowers key stakeholders through awareness to meet CSR/CSI goals* Tier-1 competency as critical and valid for inclusion in the final CSR competency framework.

The telephone interview participants distinguished between entry-level, mid-career level and management-level CSR practitioners, and noted that CSR strategies and plans are meaningless unless CSR practitioners demonstrate the ability to support, motivate and empower key stakeholders through awareness of the strategic intent of CSR initiatives, programmes and projects. It is thus critical for entry-level to mid-career CSR practitioners to demonstrate the ability to interpret CSR strategies if they are not responsible for the design and development of strategies, and to clearly transform CSR strategies into a CSR action plan, which should include stakeholder engagement plans.

Direct quotations from telephone interview participants (TIP) to motivate the validation of the critical Tier-1 CSR competencies included:

TIP 5: "In practice, in my mind it would go out with the stakeholder engagement plan. Whom are you going to meet? Who is critical? Who can derail the project? Whom do you need to win over? Moreover, what different approaches are you going to develop to deal with each different element of stakeholders? Wherever you are going, it is actually lay it out and develop a clear plan on how you are going to win these people over. It is empowering and are about 'What do you need to do?' and to make them aware. It is your plan with what is the easiest way to get them on board."

TIP 13: "… stands out and clearly defines, clarifies and communicates CSR/CSI vision and strategic direction to key stakeholders. If you are working within the CSR field, on whichever level you have to know what the strategy is obviously and be able to translate that to your stakeholders in a way that is relevant to them as well."

TIP 20: "We do this every day. It needs to come naturally. You have the formal word strategy but you need to give people vision on a very basic level, it is very practical. You need to define things, make it simple and then define for them. We rely on volunteers all the time so you need to make it simple for others to understand. Decision-making and taking responsibility falls on you. Decision-making is everything from whom we partner with to the colour of the T-shirt. You need to make decisions and need to stick with it."

7.7.2   Supportive and co-operative relationships

Supportive and co-operative relationships consists of two competency dimensions and seven Tier-1 competencies. The agreement scores of the Tier-1 CSR competencies not discussed in detail are available for review in Addendum 7.1. Six Tier-1 competencies were selected for representation in the proposed final CSR competency framework, as illustrated in Figure 7.3. The following section will discuss the data and conclusions drawn to justify the decision for the inclusion of those Tier-1 CSR competencies viewed as critical to the success of CSR practitioners in South Africa.

2. Supportive and co-operative relationships		2.1 Stakeholder Management				2.1 Adhering to Own Principles and Integrity		
		13	15	**16**		**17**	18	19
		100	100	**100**		**100**	95.65	96
		16%	36%	40%		68%	4%	28%
		3	2	1		1	3	2

Figure 7.3: Critical Tier-1 competencies for supportive and co-operative relationships

7.7.2.1 Tier-1 CSR competency: Critical

The statement (16) *Adapts and works collaboratively with key stakeholders to achieve CSR/CSI strategy* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Adapts and works collaboratively with key stakeholders to achieve CSR/CSI strategy* Tier-1 competency as critical and valid for inclusion in the final CSR competency framework. The qualitative data analysis suggests two essential Tier-1 competencies to stakeholder management. The first is an awareness of the CSR practitioner's personal CSR brand (self-awareness) and the ability of the CSR practitioner to unpack how he or she constructs his or her understanding, personal values (systems) and personal opinions. Self-awareness enhances the CSR practitioner's sensitivity to the needs of others (stakeholders). Interview participants view self-awareness as a prerequisite for creating meaningful and engaging dialogue, openness, trust and the ability to adapt to situations while working collaboratively with key stakeholders. The second prerequisite to working collaboratively with key CSR stakeholders is the ability to identify, analyse and interpret key stakeholders' needs through consultation and mediation. Without identifying and understanding the stakeholders' needs within a stakeholder value proposition framework, solutions and value propositions will not contribute to attaining CSR strategic goals.

The statement (17) *Upholds high standards of ethical and moral conduct in order to promote and defend confidence and trust* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Upholds high standards of ethical and moral conduct in order to promote and defend confidence and trust* Tier-1 competency as critical and valid for inclusion in the final CSR competency framework. The telephone interviewees viewed the ability of CSR practitioners to adhere to own principles and integrity as critical because CSR practitioners have to deal with very sensitive social and socio-economic issues related to communities and individuals within communities. Upholding high standards of ethical and moral conduct is strengthened by value-driven competencies and should be managed within a clearly defined ethical framework for CSR best practice. Ethical frameworks for the CSR practitioner should extend beyond personal integrity, morals and standards, and should reflect and integrate legislative and community moral guidelines. Personal value systems should thus be aligned with self-awareness and ethical

system frameworks to consistently build and maintain commitment, trust and confidence in personal, business and social transformation.

Direct quotations from telephone interview participants (TIP) to motivate the validation of the Tier-1 CSR competencies included:

TIP 15: "This will help you to understand. Sometimes it is a process. The ability to engage and understand their need is critical. We work with organisations who have already performed this type of consultation process. We cannot assume and must know what stakeholders need. They need to know the various role players and we use a broad strategic framework for both stakeholders and assessing the need of stakeholders. We look for the opportunity to have the biggest impact and look closely to sustainability to help people to become more self-sufficient in the long term."

TIP 22: "… in corporations we tend to think we know what the issue is and what the real problem or root problems are, because of our own value systems. Unless there is a very thorough consultation and a very open two-way communication track between the organisation and the stakeholders affected or involved, you tend not to work. That is number one, number two, as you know from the revised codes. The issue about delivering and demonstrating evidence that you have been in consultation with all the stakeholders to identify the stakeholders' needs. This offers you a platform to check your monitoring and evaluation, and to check whether the intervention has met with the goals and you avoid misunderstanding in the future."

TIP 20: "It is important to note that the CSR practitioner should not only look at the environment, as environment would be part of sustainability and sustainable development. The practitioner must think long term to be successful and to create sustainable development through projects. I have seen many projects fail because of the CSR practitioners' inability uphold high standards, act ethically and win stakeholders over to follow."

7.7.3 Interconnecting and presenting

Interconnecting and presenting consists of three competency dimensions and 14 Tier-1 competencies. The agreement scores of the Tier-1 CSR competencies not discussed in detail are available for review in Addendum 7.1. Seven Tier-1 competencies were selected for representation in the proposed final CSR competency framework as illustrated in Figure 7.4. The following section will discuss the data and conclusions drawn to justify the decision for the inclusion of those Tier-1 CSR competencies viewed as critical to the success of CSR practitioners in South Africa.

3. Interconnecting and presenting		3.1 Relating and Networking			3.2 Persuading and Influence			3.3 Presenting and Communicating Information		
		20			25	26	**27**	**29**	30	33
		96			100	92	**100**	**100**	96	96
		100%			40%	8%	40%	40%	16%	32%
		1			2	3	1	1	3	2
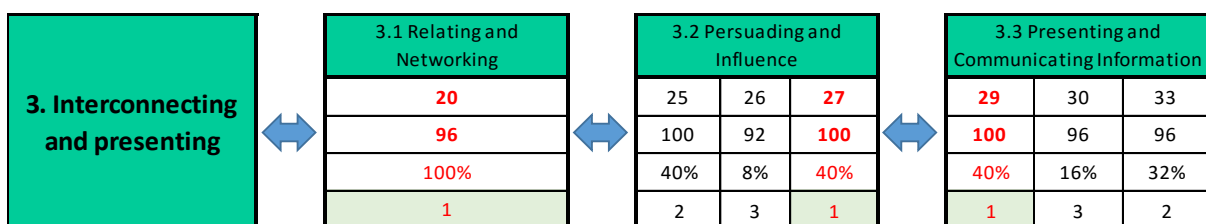
Figure 7.4: Critical Tier-1 competencies for interconnecting and presenting

7.7.3.1 Tier-1 CSR competency: Critical

The statement (20) *Establishes and maintains good relationships with key stakeholders through the application of networking strategies, ranging from corporates to key community members and builds wide and effective networks of contacts* attained a 96% validation agreement score, which is 15.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Establishes and maintains good relationships with key stakeholders through the application of networking strategies, ranging from corporates to key community members and builds wide and effective networks of contacts* Tier-1 competency as critical and valid for inclusion in the final CSR competency framework.

It became evident from analysing and interpreting the qualitative data from the telephone interviews that CSR may be part of complex systems. CSR practitioners need to demonstrate the ability to establish and maintain good relationships and networking frameworks with key stakeholders. Networking is viewed by interview participants as a tactical and deliberate activity for CSR practitioners. Without the networks and relationships, CSR practitioners run the danger of becoming isolated from the CSR community and, as a consequence, do not develop CSR best practice. There is also a real danger of duplicating efforts if the CSR practitioner is not a member of a wider CSR network. The telephone interviewees identified various benefits of strategic networking, such as building long-term relationships, learning and sharing best practice, benchmarking best practice, and collaboration and building a strategic network for addressing far higher socio-economic issues to help transform communities.

The statement *(27) Takes care to manage one's positive impression on key stakeholders at all levels* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Takes care to manage one's positive impression on key stakeholders at all levels* Tier-1 competency as critical and valid for inclusion in the final CSR competency framework.

Identifying, understanding and managing the perceptions that key stakeholders have of the CSR practitioner may help the CSR practitioner to build trust between all actors in the stakeholder management relationship. This perception may influence the quality of long-term stakeholder relationships. One of the stronger themes identified after analysis of the qualitative data from the telephone interviews is that CSR practitioners may need to develop stakeholder mapping as a tool to determine the levels of influence stakeholders may have on CSR initiatives. Building relationships of trust and positive influence by engaging with stakeholders at all levels may be viewed as a proactive approach to stakeholder management. This could be used by CSR practitioners as relationship capital during challenging times.

The statement *(29) Expresses opinions, information and key points of arguments clearly and succinctly* attained a 100% validation agreement score, which is 19.1% higher than the critical limit

of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Expresses opinions, information and key points of arguments clearly and succinctly* Tier-1 competency as critical and valid for inclusion in the final CSR competency framework.

The analysis of the telephone interview data implies that the interviewees are of the opinion that the starting point for CSR practitioners to present and communicate information would be to demonstrate their aptitude for developing and implementing clear and concise communication plans (strategies). The interview participants noted that CSR practitioners need to be aware of and adhere to all relevant internal and external policies, processes and procedures (including legislative guidelines, where applicable) before engaging in communication with stakeholders. CSR practitioners need to understand the impact of expressing opinions, information and key points clearly and succinctly through a range of communication channels, including corporate branding, online platforms (the internet, e-mail) and social media platforms (LinkedIn, Facebook, Twitter, Instagram). It is expected of CSR practitioners to communicate with diverse stakeholders. Therefore, CSR practitioners need to be astute in managing and presenting professionally to diverse audiences.

Direct quotations from telephone interviewee participants (TIP) to motivate the validation of the Tier-1 CSR competencies and critical Tier-1 competency included:

TIP 19: "Networking and building relationships with key stakeholders. Key stakeholders are not only your beneficiaries; they are also your implementing agents and other CSI managers. They need to get involved to learn best practice."

TIP 4: "… 27 the most important. If people trust, like and know you it is so much easier. If the folks who you are trying to assist know you, then the doors are already open. If there is any level of suspicion and then people do not listen to you. I think that if you lose credibility through anything that is deemed as unprofessional, not appropriate and not authentic, then I think you have really lost your ability to influence and to implement anything."

TIP 15: "… Number 23 and 29 are closely related and equally important. The CSR practitioner will be able to project credibility if that applies to all the core competencies listed here. The CSR practitioner must be able to express his or her opinions in a clear and concise way. People are not interested in long stories and often feel and said that they do not have time to listen to long stories. They will not listen to you if they have to work through too much information and facts. If you are not able to gather and organise the correct information and present correctly, the people will not have trust in you."

7.7.4   CSR literacy, analysing and interpreting

CSR literacy, analysing and interpreting consists of four competency dimensions and 18 Tier-1 competencies. The agreement scores of the Tier-1 CSR competencies not discussed in detail are available for review in Addendum 7.1. Twelve Tier-1 competencies were selected for representation

in the proposed final CSR competency framework as illustrated in Figure 7.5. The following section will discuss the data and conclusions drawn to justify the decision for the inclusion of Tier-1 CSR competencies viewed as critical to the success of CSR practitioners in South Africa.

4. CSR literacy, analysing and interpreting	4.1 Applying Expertise and Technology			4.2 Analysing			4.3 Monitoring and Evaluation			4.4 Writing and Reporting		
	34	**36**	37	**40**	42	43	44	45	**46**	47	**48**	51
	92	**96**	92	**100**	96	91.67	96	87.5	**96**	100	**100**	92
	16%	68%	16%	24%	44%	16%	20%	16%	64%	4%	8%	60%
	3	1	2	1	2	3	2	3	1	2	1	3

Figure 7.5: Critical Tier-1 competencies for interconnecting and presenting

7.7.4.1 Tier-1 CSR competency: Critical

The statement (36) *Develops integrated job knowledge and understanding (theoretical and practical - BBBEE / CSR and CSI Practice / Sustainable Development / Global Reporting Initiative / Accountability Principles / Supply Chain Standard / External Industry Awards / South African Benchmarking Groups / Monitoring and Evaluation)* attained a 96% validation agreement score, which is 15.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Develops integrated job knowledge and understanding (theoretical and practical – BBBEE / CSR and CSI Practice / Sustainable Development / Global Reporting Initiative / Accountability Principles / Supply Chain Standard / External Industry Awards / South African Benchmarking Groups / Monitoring and Evaluation)* competency as critical and valid for inclusion in the final CSR competency framework.

The telephone interviewees selected this CSR competency as both critical and relevant to the success of CSR practice as it speaks to a range of integrated and interdependent frameworks within CSR.

Without a fundamental understanding of the individual components that directly relates to the dimensions of CSR, namely environmental, social, economic, stakeholders and voluntariness, the CSR practitioner may fail to apply and provide a rational basis for sound design, implementation, monitoring and evaluation of CSR initiatives. As one of the interview participants noted "… it is important in the highly regulated landscape we are now. We are working with BBBEE scores and you need to understand that. You need to understand sustainable development because that is what is expected. You have to work in a complex environment, and it is pointless to do CSI without an understanding of the theory or at least how it may influence your projects. We cannot just do as we please because we have to stick to the legal and ethical frameworks, industry codes, et cetera." A second theme that emerged from the telephone interviews is the ability of CSR practitioners to apply processes, procedures, requirements and policies related to CSR. More importantly, is an awareness of and ability to create links between all the technical details of CSR projects and

managing administration. Without administrative competencies, the CSR practitioner may not be able to report appropriately on CSR initiatives.

The statement *(40) Probes for further information or higher understanding of a problem* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25), accept the *Probes for further information or higher understanding of a problem* competency as critical and valid for inclusion in the final CSR competency framework. Interview participants noted that one of the biggest challenges CSR practitioners face is collecting adequate data, which may be analysed to identify patterns or trends to inform decisions or take corrective action.

One of the interview participants concurred with the need to collect, analyse and manage data appropriately, saying that "… it is critical if the practitioner does not engage in design, development and implementation of data mining processes and procedures and does not complete the analysis for their own projects. They must at least be able to review data, understand the data and data formats to ensure that their projects are on track. I say on track, because this should, again, not be an afterthought, but built into the project or integrated. It is very easy to miss important issues in a complex system."

The component competencies "designs, develops and implements data mining processes and procedures" and "analyses numerical data and all other sources of information to break them into component parts, patterns and relationships" were excluded from the proposed CSR competency framework because they did not meet the critical value.

The reason for the exclusion is articulated by one of the interview participants who indicated that "… this function could be outsourced to bigger organisations or experts within the field. The practitioners must, however, know what data they will require before they start the project. Reporting is a serious problem in South Africa and the quality of reporting, especially integrated reporting, is not at an international standard and this links with 39. I am saying no because I don't think an entry-level practitioner would need to do this." Although excluded, it could be argued that "designs, develops and implements data mining processes and procedures" and "analyses numerical data and all other sources of information to break them into component parts, patterns and relationships" are necessary component competencies to promote best practice monitoring and evaluation frameworks within the field of CSR. It is only then that the CSR practitioner will be able to probe further in order to recognise and determine the meaning of patterns in a variety of information sources and demonstrate an understanding of how one issue may be a part of a much larger system.

The statement (46) *Tests the effectiveness of CSR/CSI initiatives and gather evidence to gain future support through the use of impact assessments and statistics* attained a 96% validation agreement score, which is 15.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Tests the effectiveness of CSR/CSI initiatives and gather evidence to gain future support through the use*

of impact assessments and statistics competency as critical and valid for inclusion in the final CSR competency framework. Monitoring and evaluation is one of the most significant themes identified in the inquiry. Telephone interviewees pointed out that central to this theme is the ability of the CSR practitioner to implement adequate tracking mechanisms to evaluate the progress of CSR projects and initiatives. Monitoring and evaluation frameworks are essential in order to report on the effectiveness of social transformation and to test the effectiveness of CSR initiatives. Reviewing the interview data showed that monitoring and evaluation have been outsourced as a specialist function. There are only few monitoring and evaluation specialists in South Africa, and the outsourcing model of this integrated function has left an enormous skills gap in the CSR field, as noted by one interview participant: "… monitoring and evaluating is expensive because the function is outsourced".

Another interview participant concurred with the outsourcing argument in that they "… used to make use of Trialogue for monitoring, evaluation and reporting, but they were too expensive. We now use the University of Stellenbosch who keeps it basic. There are wonderful reports but no one really reads them. The research surveys pressure you for information, so you make up anything to get them off your backs. Do not trust very detailed publications, as not all the information is available. You need to answer and they will take it as a definite."

It is suggested by interviewees that monitoring and evaluation of CSR initiatives helps CSR practitioners to learn from past experiences to better manage future CSR delivery systems, which include definite activities, methodical or logical forecasting, planning and augmenting resources and the measurement of CSR project outcomes as part of their accountability to stakeholders. If the aim of CSR is to promote social transformation, then a continuous monitoring and evaluation framework is required, and CSR practitioners need to demonstrate the ability (depending on their level) to design, develop and implement a monitoring and evaluation framework.

The statement *(48) Writes clearly, succinctly, correctly and professionally* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the competency as critical and valid for inclusion in the final CSR competency framework. The CSR competency (51) attained a critical component score of 60%, making S*tructures information to meet the reporting needs and understanding of the intended key stakeholders as well as record progress of CSR/CSI initiatives* a critical CSR competency at Tier 1. The telephone interviewees viewed writing and reporting as imperative.

A broader analysis of the interview data indicated that there are three distinct reasons for writing reports. Firstly, CSR practitioners compile reports when they are writing to motivate for funding. Secondly, CSR practitioners write reports to report back to stakeholders on the progress or closeout of projects. Thirdly, reporting or report writing is linked to storytelling through narratives for media publications. Further analysis of the interview data stressed that CSR practitioners must demonstrate an awareness of Global Reporting Initiative (GRI) to address priority concerns that stakeholders may

have in terms of economic, environmental and social performance, as well as high-priority issues of concern to the organisation. This should form part of the core of the communication and reporting framework, and CSR practitioners need to know local and international reporting frameworks and recognise how they relate to CSR performance and key performance indicators (KPIs) related to social transformation.

Direct quotations from telephone interview participants (TIP) to motivate the validation of the Tier-1 CSR competencies and critical Tier-1 competency included:

TIP 14: "Once again, this is strongly linked to reporting and report writing. Practitioners must navigate their way around what is important to include and what level information should be included and for what purpose and reason. Each company uses different reporting needs, but integrated reporting has a clear set of principles and there are stock standard requirements. There are many practitioners who are not able to identify the standards and international standards and requirements for integrated reporting."

TIP 22: "I think they are all very important. Again, my concern is that many organisations have one report writer and the skills gap between the professional who is either heading up or who is specifically allocated to wright up these reports vs often the staff on the ground is a big gap."

TIP 8: "Number 46. If you do not test your effectiveness against expectations or against contractual obligations, then you cannot grow. In addition, I like the way that you have said 'gather evidence to gain future support'. It is again through use of impact assessment, it is again through building your brand on a data-driven, evidence-based platform. I always say, if the press walks in here, or the court, you need to have evidence to show being effective. Because we work with taxpayers' money, and other companies' money. There is a huge responsibility there. That is the reason why I said number 46."

7.7.5   Creating and conceptualising

Creating and conceptualising consists of three competency dimensions and 14 Tier-1 competencies. The agreement scores of the Tier-1 CSR competencies not discussed in detail are available for review in Addendum 7.1. Nine Tier-1 competencies were selected for representation in the proposed final CSR competency framework, as illustrated in Figure 7.6. The following section will discuss the data and conclusions drawn to justify the decision for the inclusion of Tier-1 CSR competencies viewed as critical to the success of CSR practitioners in South Africa.
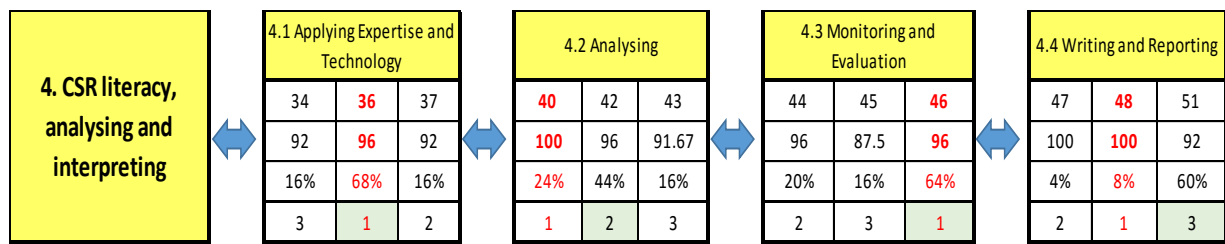
5. Creating and conceptualising		5.1 Researching and Learning			5.2 Problem Solving and Innovation			5.3 Formulating Strategies and Concepts		
		55	57	**58**	**59**	60	61	62	**63**	65
		100	100	**100**	**100**	92	87.5	96	**100**	100
		8%	24%	56%	28%	56%	16%	4%	52%	12%
		3	2	1	1	2	3	3	1	2
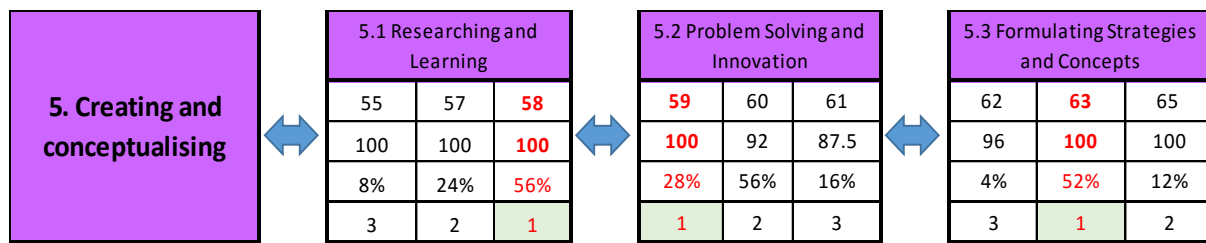
Figure 7.6: Critical Tier-1 competencies for creating and conceptualising

7.7.5.1   Tier-1 CSR competency: Critical

The statement (58) *Seeks feedback from all stakeholders in order to develop and grow* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Seeks feedback from all stakeholders in order to develop and grow* competency as critical and valid for inclusion in the final CSR competency framework. The telephone interviewees selected this CSR competency as both critical and relevant to the success of CSR practice as it speaks to a range of integrated and interdependent frameworks within CSR.

The data analysis points to the unwillingness of CSR practitioners to share successes and failures. The interview participants noted that the ability to share mistakes and/or failures is critical to development of the CSR practitioner as an individual and the CSR community. One of the interview participants pointed out that "…it is important to remember that not all projects will run smoothly from the start, and if you make mistakes, then you should not keep quiet or try to hide your mistakes." Another participant claimed that "… a lot of NGOs tell their donors that nothing went wrong. Something always goes wrong. When people tell me that everything went 100%, then I know they are lying to me."

More than half of the interview participants (56%) ranked the ability to seek feedback from all stakeholders in order to develop and grow as critical to the success of the CSR practitioner. It is, however, evident from further analysis of the qualitative data that CSR practitioners are scared to talk about their failures and share their successes because CSR and CSI are seen as a highly competitive environment where CSR practitioners are reluctant to build systems and networks to engage and learn from each other and the broader CSR community.

The statement (59) *Creates innovative CSR/CSI projects and initiatives by identifying problems and/or opportunities and responds to them with insight and creativity* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Creates innovative CSR/CSI projects and initiatives by identifying problems and/or opportunities and responds to them with insight and creativity* component competency as critical and valid for inclusion in the final CSR competency framework. The CSR competency (60) attained a critical component score of 56%, making *Applies knowledge and understanding of complexity theories when examining*

the possible solutions and makes informed choices based on the best and most relevant information and resources available a critical Tier-1 CSR competency. It is clear from the analysis of the interview data that two models are essential for problem solving in the CSR space. The first is an environment conducive to innovation and problem solving, and the second is an understanding of complexity theories to promote continuous innovation and problem solving.

One of the interview participants explained that "… there is not enough of this [innovation] and there is way too many of the same or similar CSR projects. It is starting and need to work more in that." Another participant explained that the CSR environment, and in particular corporates' competitive approach to CSR, is an obstacle: "… corporate ego is stopping us from being creative, innovative and working collaboratively. They do not have the communities' interest at heart, but who is going to cut the ribbon and what mileage they can get out of it."

Taking old CSR ideas from a local and international platform and rehashing them is another obstacle to creativity and innovation. One of the interview participants noted: "You find that people take ideas from other people and even other countries and they re-work and apply it to local projects. I do not think that is creative or innovative. You are not creating or innovating, you are only copying. You need to think strategically and about long-term solutions and what the impact is going to be." The interview participants recognised the importance of innovation and noted that the CSR practitioner must demonstrate the ability to challenge mundane CSR and business models and to be both innovative and creative while turning complexities into opportunities.

The statement (63) *Works strategically to realise CSR/CSI strategies linked to organisational goals* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Works strategically to realise CSR/CSI strategies linked to organisational goals* competency as critical and valid for inclusion in the final CSR competency framework.

Maon, Swaen and Lindgreen (2009) argued that more and more companies are looking for ways to integrate and address CSR concerns through systematic and organised processes. It is therefore no surprise that CSR competencies like formulating strategies and concepts, and, more explicitly, working strategically to realise CSR/CSI strategies linked to organisational goals, is viewed by the interview participants as both critical and essential to the success of the CSR practitioner. One of the telephone interviewees emphasised the necessity of these competencies. As a director of a large corporate foundation, she reasoned around the validity of the concept of formulating strategies at entry level. But she admitted that she will be more than happy to employ a CSR practitioner who "… has an understanding of strategy and strategic CSR concepts" and further noted that "… CSI is best implemented and managed with an intersection of organisation goals and social development where those two things intersect because that's relevant to your business's core competency, so if for example at [business], our core business is to ensure financial health and enable positive futures,

our strategy should be linked into those business goals. CSI strategy is important because that to me is what Corporate Social Investment is about." A deeper analysis of the interview data underlined the complexity and nature of CSR challenges, but does not provide meaningful insight into what skills and knowledge is required to implement significant integration between business and CSR goals.

Direct quotations from telephone interviewee participants (TIP) to motivate the validation of the Tier-1 CSR competencies and critical Tier-1 competency included:

TIP 2: "CSI practitioners must be able to have a broad creative approach to CSI to enable them to help people. They must be able to use the resources available, to repurpose resources to come up with creative solutions. They should not only rely on money. Because you are an outsider, you notice things and you can bring change about. CSI practitioners can bring a fresh eye to issues and not only money, but they need to be open to ideas and apply innovation and creativity."

TIP 22: "CSI needs to be aligned to organisational goals and with the organisations key performance indicators and areas so that it is relevant. It has to be relevant to the point that the company will not be as profitable without CSI."

TIP 8: "In my practical experience working with younger people, and new entrants into this CSR environment, strategic thinking is one of the biggest needs in developing any managers or leaders or practitioners. I find that we say there are three personalities – personalities who are technically very strong, but they are almost not able to think strategically."

7.7.6   Organising and executing CSR/CSI initiatives

Organising and executing CSR/CSI initiatives consists of four competency dimensions and 16 Tier-1 competencies. The agreement scores of the Tier-1 CSR competencies not discussed in detail are available for review in Addendum 7.1. Twelve Tier-1 competencies were selected for representation in the proposed final CSR competency framework, as illustrated in Figure 7.7. The following section will discuss the data and conclusions drawn to justify the decision for the inclusion of Tier-1 CSR competencies viewed as critical to the success of CSR practitioners in South Africa.
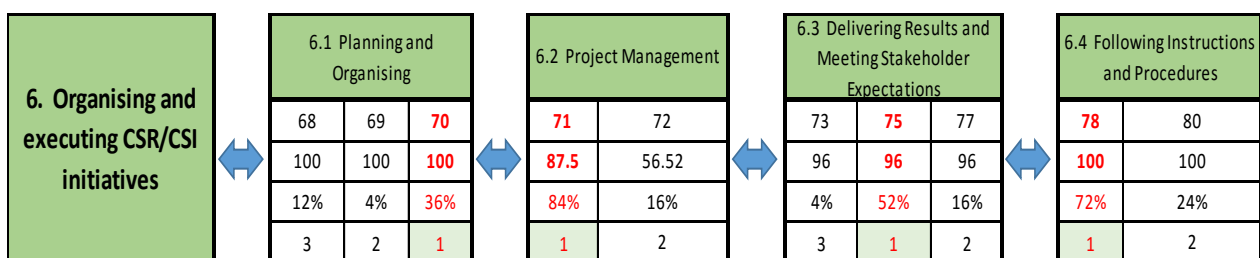
Figure 7.7: Critical Tier-1 competencies for organising and executing CSR/CSI initiatives

7.7.5.1   Tier-1 CSR competency: Critical

The statement (71) *Monitors performance against deadlines and milestones by pre-empting, forecasting and amending schedules accordingly and realistically* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Monitors performance against deadlines and milestones by pre-empting, forecasting and amending schedules accordingly and realistically* competency as critical and valid for inclusion in the final CSR competency framework. The analysis of the qualitative interview data highlighted five skills, knowledge and behavioural areas in which every CSR practitioner should be able to navigate. The first is planning, which is linked to identifying the sequence of the most basic steps and key actions to complete a particular project. The second is seeking collaborative relationships to harvest input from key stakeholders on planned actions, which may include timelines, scope, programme methodology, planned outcomes and goals. Mapping the priorities and critical path to CSR programme or project success is as crucial. One of the interview participants do, however, warn CSR practitioners about flexibility in planning: "Objectives are flexible and can change but it is important to understand why they might need to be changed and act in advance of this."

The third area relates to forward thinking and pre-empting possible challenges while designing and developing robust plans, which include realistic timelines. Another interview participant talked about the ability of the CSR practitioner to manage expectations of corporates during the planning phase and noted that "… business is trying to apply a business strategy to social or socio-economic problems that does not necessarily work. They come with a certain business model and they want to roll out with enterprise developmental pieces, according to their goals and timeframes. This approach will almost always lead to complications and it is the reputation of the CSR practitioner and the community who suffers most." The fourth area relates to scanning the CSR environment. One interview participant said "… you work within a very emotional environment and sometimes a politically loaded environment. You need to maintain a position where people will be able to trust you not today but tomorrow as well. You need to go back and if you don't, if you fall under pressure for whose side ever – a political perspective or even from a community perspective – then you're in trouble and you can't go back then."

The fifth area of planning and organising relates to monitoring and evaluation. In this regard, one of the participants noted: "I put it in a framework where we say as soon as you have developed your strategy you should have to develop your monitoring and evaluation strategy, analysing strategy and your project management strategy. This is difficult to do because not everybody has the project management skills, so this is a large part of being able to do corporate social investment. So, I think it is a very important skill to spend quite enough time on within a curriculum so that people actually do know how to manage projects."

The statement (71) *Plans and/or facilitates, organises, motivates and controls resources, procedures and protocols to achieve specific goals in scientific or daily problems* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Plans and/or facilitates, organises, motivates and controls resources, procedures and protocols to achieve specific goals in scientific or daily problems* component competency as critical and valid for inclusion in the final CSR competency framework. Planning and organising is one of the fundamental competencies for the successful CSR practitioner. The interview participants indicated that CSR practitioners should demonstrate planning and organisational skills in order to coordinate scarce resources and mobilise ideas to achieve CSR goals linked to strategic business goals. The telephone interview participants integrated the two competencies linked to the project management competency dimension. It is evident from analysis of the interview responses that the interviewees found both competencies to be similar by referring to basic planning and the organising principles of projects or programmes. As discussed previously (cf 7.5.6), the interview participants viewed project management as an essential competency, but it should not include specific project management methodologies. Here, one of the interview participants noted, "… the CSR practitioner is a project manager to an extent, but I do not think to the level you have it here. If you take the PMBOK out, then I am happy to agree with this competency, as they do not need to be a qualified project manager. The planning and facilitating is critical and so is managing resources. PMBOK is helpful, but not critical." Another interview participant also argued that project management is essential and said that she would, "… say yes, but I do not think PMBOK is the right thing here. It should not be as formalised as you have described it here. Because you need to be able to plan projects, execute them, plan budgets, manage budgets and reporting. There are progress reports; people are expecting this from you. You have to do it properly and it is a proper job. A lack of professional skills still sees CSI marginalised in terms of what it is you do." Based on the data from the interviews, it can be argued that the CSR practitioner needs to demonstrate competence in project management, but not at professional level as proposed in the competency description.

The statement (75) *Monitors and maintains high quality standards for CSR/CSI projects and initiatives* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Monitors and maintains high quality standards for CSR/CSI projects and initiatives* competency as critical and valid for inclusion in the final CSR competency framework.

Monitors and maintains high quality standards as a CSR competency evoked emotive responses from the telephone interview participants. An analysis of the data singled out two reasons for the emotive responses. The first relates to the credibility of CSR practitioners while the second relates to the position of CSR as professional practice in the business world in general. Maintaining high standards is therefore seen as a way for CSR practitioners to gain credibility and respect from

stakeholders. One of the interview participants noted that CSR practitioners "… need very high standards so you are taken seriously. CSI people are not taken seriously in big companies. The perception exists that CSR is what you do when you do not want to do real work. Do all the nice stuff they see it as a fun activity." Various interview participants highlighted the need for a quality framework and relevant benchmarking tools.

The data suggests that CSR practitioners must be able to demonstrate an understanding of environmental, social and governance (ESG) standards and implement these standards to a certain extent during the planning, design and development phase of CSR projects. Communication of known standards was also discussed, because interview participants are of the opinion that continuous monitoring and maintenance of high standards can only take place if the standards are known to all stakeholders and declared in the planning and development of CSR projects and programmes. Another interview participant claims, "… quality assurance is critical, but the terms must be clearly stated. It forms part of your planning. These standards must be agreed on and be understood by all stakeholders from the start of the project or development programme."

The statement (78) *Complies with relevant local and international legislative requirement, legal obligations and good corporate governance to pursue CSR/CSI projects and initiatives* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Complies with relevant local and international legislative requirement, legal obligations and good corporate governance to pursue CSR/CSI projects and initiatives* competency as critical and valid for inclusion in the final CSR competency framework. In total, 72% of the telephone interview participants agreed that compliance with relevant local and international legislative requirements, legal obligations and good corporate governance is a critical competency for CSR practitioners. More than half of the participants (72%) who viewed this competency as critical noted that their biggest motivation for CSR is BBBEE. One participant claimed that the "… core part of CSI is BBBEE scorecards". Another participant concurred with the claim and stated that, "… most companies use CSR to gain access to a better BBBEE scorecard and status. Failing to understand the industry charters, guidelines and applicable legislation may put all the stakeholders at risk. I say applicable legislation and international standards. The practitioner should not be a law expert, but should have a basic understanding of the most common legislation, those affecting and influencing their work and CSR in general." It is thus evident that CSR practitioners would need to demonstrate an understanding of the most relevant legislative frameworks applicable to their industry sector. Good governance as described in the King III Report underpins legislative frameworks and CSR practitioners should have a working knowledge of such frameworks.

Direct quotations from telephone interviewee participants (TIP) to motivate the validation of the Tier-1 CSR competencies and critical Tier-1 competency included:

TIP 18: "If you use 71 you must use 72 as well. 72 – the PMBOK – is a very involved project management system. I totally agree when it is almost an engineering type of implementation and I would say yes. But for your smaller companies and smaller projects you know it's really, you don't need project management/managers to do that. You can almost do it in a much low key type of project management style. Recommend in 72 place – there is a number of apps that I played around with, unfortunately."

TIP 24: "All five are definitely applicable. I would say the most important one to me that is almost, you know, that integrates the rest of them is number 75. Because you are monitoring, so you are measuring, and you are maintaining high quality standards. In addition, without that sense of excellence that is based on benchmarking. You can have a set of high standards, but if you are not measuring it against something, you are actually working in a vacuum."

TIP 7: "… 78 most important for me. You have to understand the education; you have to know if the policy is good. You have to understand the policies, legislation you are working within, the frameworks. You need to be able to talk about the frameworks and be able to build recommendations and solutions within the frameworks. You need to understand this to be able to get people to shift within these frameworks."

7.7.7   Adapting and coping

Adopting and coping consists of two competency dimensions and 10 Tier-1 competencies. The agreement scores of the Tier-1 CSR competencies not discussed in detail are available for review in Addendum 7.1. Six Tier-1 competencies were selected for representation in the proposed final CSR competency framework, as illustrated in Figure 7.8. The following section will discuss the data and conclusions drawn to justify the decision for the inclusion of Tier-1 CSR competencies viewed as critical to the success of CSR practitioners in South Africa.

7. Adapting and Coping		7.1 Adapting and Managing Change			7.2 Coping with Pressure and Setbacks		
		85	86	**87**	89	**90**	91
		100	100	**100**	100	**100**	100
		4%	8%	76%	32%	48%	16%
		3	2	1	2	1	3
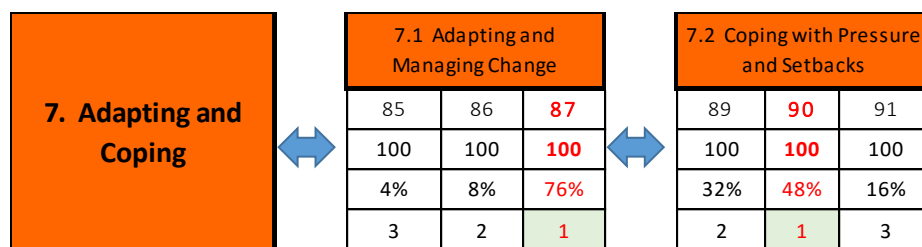
Figure 7.8: Critical Tier-1 competencies for adapting and coping

7.7.7.1 Tier-1 CSR competency: Critical

The statement (87) *Applies knowledge of change management methodologies and works collaboratively as change champion with stakeholders to manage and facilitate change management processes with key stakeholders* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Applies knowledge of change management*

methodologies and works collaboratively as change champion with stakeholders to manage and facilitate change management processes with key stakeholders competency as critical and valid for inclusion in the final CSR competency framework.

Five themes linked to change and change management were identified during the qualitative data analysis of the telephone interviews. The first theme raised by the interviewees refers to skills and knowledge linked to change and change management principles. As one interviewee noted, the CSR practitioner operates in an environment filled with "… unknown variables or things that you cannot control". The CSR practitioner must therefore recognise and apply change principles suited to the specific context. The second theme identified through the analysis is an acute awareness of the change environment, linked to specific change strategies, especially those linked to cultural, political, socio-economic, legislative and individual change. The third theme relates to the ability of the CSR practitioner to identify the sources of change while remaining open to ideas with the intent to solve problems without losing site of the needs of the business and the key stakeholders.

The fourth theme is summarised by the following extract from one of the interview participants: "… some do it [manage change] naturally, for example, tolerating ambiguity. Tolerating ambiguity is a very unusual skill because one would think, no, no, no, we always have to be clear and yet a lot of messy problems aren't clear and one needs patience and tenacity sometimes, and the capacity to sit with a situation which is not always clear. Now that for me is maturity and emotional intelligence." The CSR practitioner must tolerate ambiguity, but must also minimise complexities and reduce uncertainty by implementing clear communication plans. The last theme hinges on cultural diversity. CSR practitioners must understand the cultural nuances and direct actions, taking into consideration the culture of the business in which they work and the culture of the communities in which they work.

The statement (90) *Keeps check on own EQ during difficult situation; handles criticism well, while seeking feedback for areas of development in improvement; is tenacious* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Keeps check on own EQ during difficult situation; handles criticism well, while seeking feedback for areas of development in improvement; is tenacious* competency as critical and valid for inclusion in the final CSR competency framework.

An analysis of the interview data on coping with pressure and setbacks highlighted tenacity as one of the critical competencies that CSR practitioners must demonstrate. The interview participants described the CSR environment as depressing at times because CSR practitioners have to face some of the most horrid socio-economic situations and have to, based on external and internal pressure from stakeholders, make harsh decisions. Tenacity is therefore seen as a critical competency because CSR practitioners (those who are passionate about CSR) need to be resolute to accomplish their CSR and business goals in the face of perplexing circumstances, obstructions and hurdles. Throughout the interview process, interviewees have mentioned that very little

mentorship, training and development opportunities are available for CSR practitioners and that every success and more importantly failure should be an opportunity to learn. It is for this reason that tenacity, and the need to view each setback and each failure as an opportunity to learn, is seen as critical to the success of CSR practitioners. It is thus imperative for CSR practitioners to persist in their efforts and quickly develop plans to change direction and re-direct their focus when it becomes evident that a CSR project or programme is not going to work.

Direct quotations from telephone interviewee participants (TIP) to motivate the validation of the Tier-1 CSR competencies and critical Tier-1 competency included:

TIP 4: "In life you see a lot of depressing images and stories on your screen every day. It is important to keep a life-work balance to keep you sane. If there is family or friends to keep the balance that is where you need to focus after work."

TIP 16: "… you have to push all the time for a good project. You have to have energy and drive. You have to push all the time. It is complex out there and you have to have energy and have to balance all the important issues, without losing your way."

TIP 11: "It is important to stay positive. The action is to complete the task that you could and not getting so bogged down that you leave the programme half way. Because there would be very little that we learn from that. When you are facing all these complexities and the pressure, it is even more important to just be able to actually finish it out and try to manage those complexities the best as possible, but still complete it."

7.7.8   Enterprising and performing

Enterprising and performing consists of four competency dimensions and 16 Tier-1 competencies. The agreement scores of the Tier-1 CSR competencies not discussed in detail are available for review in Addendum 7.1. Six Tier-1 competencies were selected for representation in the proposed final CSR competency framework, as illustrated in Figure 7.5. The following section will discuss the data and conclusions drawn to justify the decision for the inclusion of Tier-1 CSR competencies viewed as critical to the success of CSR practitioners in South Africa.

8. Enterprising and Performing	8.1 Master Personal Work Goals and Objectives			8.2 Entrepreneurial and Business Thinking		
	92	93	**95**	96	98	**100**
	92	92	**100**	92	100	**100**
	28%	8%	16%	36%	16%	36%
	2	3	1	3	2	1
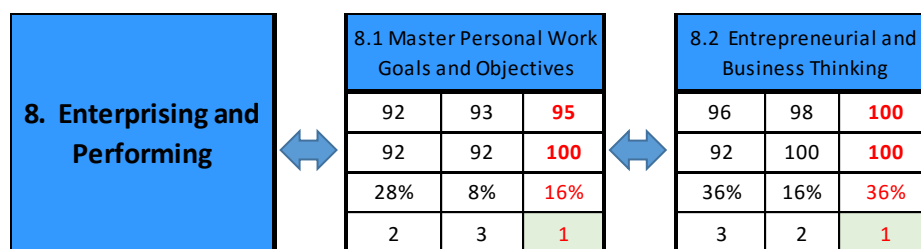
Figure 7.5: Critical Tier-1 competencies for enterprising and performing

7.7.8.1 Tier-1 CSR competency: Critical

The statement (95) *Identifies own development needs and makes use of developmental or training opportunities* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the *Identifies own development needs and makes use of developmental or training opportunities* competency as critical and valid for inclusion in the final CSR competency framework. The interview participants expressed very strong opinions about career and personal development within CSR. It has been established that there is no professional body for CSR practitioners (cf 6.3.1 and 6.3.1.1) and that those practitioners do not have continuous development plans or plans aligned with developing critical CSR competencies. CSR practitioners are consequently realising that they have to take ownership of their own development. Another reason may be ill-informed or uninformed management, as highlighted by the following citation from one of the interviewees: "CSR practitioners do not always get the development opportunities they need. This may be because they are managed by people who have no idea of what it is they are doing or have to do. They often over-simplify the work of the CSR practitioner. They do not understand what is required and practitioners must be able to critically evaluate their own performance, identify possible development opportunities and then articulate these opportunities well in order to ensure that they are developed throughout their career." CSR practitioners should, as a result of very little support, demonstrate a strong drive for self-development. The latter may involve the ability to identify strategic approaches to support their own development planning through clearly articulated development plans. Interview participants also see thought-provoking feedback as development opportunities if the CSR practitioner is willing to listen and engage with feedback and take applicable action to correct his or her own behaviour.

The statement (100) *Demonstrates financial acumen by controlling CSR/CSI project and initiative costs and adding value* attained a 100% validation agreement score, which is 19.1% higher than the critical limit of 80.9%. It is thus inferred with a 99.9% confidence interval that the majority (>50%) of the telephone interviewees (n=25) accept the component competency as critical and valid for inclusion in the final CSR competency framework. Financial acumen is the last competency in the CSR competency framework, and the telephone interview participants deliberated on several critical behaviours CSR practitioners need to demonstrate to effectively understand and use CSR-related financial reports. The first behaviour identified by the interviewees is the ability to read financial statement with insight. The second is the ability to use financial terms in reporting on CSR projects or programmes. One of the most common terms identified by the participants is return on investment (ROI) and more importantly, social return on investment. CSR practitioners are often required to draft budgets for projects and should be able to demonstrate an understanding of the business financial statements and standard budgeting processes and procedures to effectively draft project budgets. The last behaviour is to accurately track and report on expenditure. One of the interview participants

noted that "… financial acumen is critical to evaluate project effectiveness" while another participant expressed his concerns regarding terminology used in the competency descriptor: "I like this competency, but I am not sure if I like controlling budgets. We don't all have to control budgets, but must be able to at least read a financial statement, record spending, etc."

Direct quotations from telephone interviewee participants (TIP) to motivate the validation of the Tier-1 CSR competencies and critical Tier-1 competency included:

TIP 24: "Because a change in politics can change can influence your CSI project. If they are going through financial difficulties then you need to cut your budget and you need to be aware of that and work with that."

TIP 10: "But if you have a budget of R2,3 million to spend and you are adding very little input you are not going to last long. And the key thing is that there is an infinite list of things that need to be done in terms of the developmental sector. With very limited resources to do things. So however you can stretch that budget, et cetera… is also critical."

TIP 2: "For better accountability and transparency."

7.7.9   Tier-1 CSR competencies: Exclusions

Fourteen Tier-1 competencies did not meet the minimum agreement score or the critical validation score. These competencies are listed in Table 7.3 and will be omitted from the final draft competency framework.

The total collective validation ($\hat{p}$) of the following competencies is not higher than the critical limit (p). It can thus be inferred that the population is not in agreement to accept the validity of these Tier-1 CSR competencies. The null hypothesis (H_0) is thus rejected and the following competencies were omitted from the final draft competency framework.

Table 7.3: Tier-1 CSR competency exclusion

Competency definition	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical value
1. Develops and articulates CSR/CSI strategies linked to the organisation's strategy with a focus on sustainable development and shared value creation for key stakeholders	40%	7	64	80.9
11. Provides staff with development opportunities and coaching	0%	4	64	80.9
12. Implements or supports organisational processes associated with people performance management aligned with strategic CSR/CSI goals	4%	5	64	80.9
22. Designs and builds authentic branding and public relations frameworks for CSR/CSI projects	12%	6	79.17	81.5
24. Convinces other parties to agree and change decisions	0%	7	66.67	81.5
38. Designs, develops and implements data mining processes and procedures	8%	6	58.33	81.5
39. Analyses numerical data and all other sources of information to break them into component parts, patterns and relationships	4%	5	66.67	81.5
53. Rapidly learns new tasks and commits information to memory quickly	0%	6	52	80.9
54. Demonstrates an immediate understanding of newly presented information	0%	7	52	80.9
56. Encourages an organisational learning approach	0%	4	80	80.9
72. Applies knowledge of specific project methodologies described in the Project Management Body of Knowledge (PMBOK) as published by the International Project Management Institute	16%	2	56.52	82.2
79. Appropriately follows instructions from others without unnecessarily challenging authority	0%	3	12.5	81.5
81. Builds and defines legal and legislative frameworks relevant to CSR and CSI	4%	4	8	80.9
83. Tolerates ambiguity	0%	6	80	80.9

7.7.10   Summary of Tier-1 CSR competencies

The main objective of completing the telephone interviews with a group of 25 CSR practitioners in Strand 2 of Phase 3 was to:

- Validate the 100 Tier-1 CSR competencies, and
- Based on results of the numerical data, design and develop a final draft competency framework to inform the development of a curriculum framework, which will be presented in Chapter 8.

In addition to the first two objectives the researcher aimed to answer the two research sub-questions of Phase 3:

- Strand 1: What is the hierarchy of significance of the competencies for the CSR practitioner?
- Strand 2: Which validated competencies should be included in a proposed competency framework?

Both questions were answered. The hierarchy of significance of the competencies required for the professional development of CSR practitioners in South Africa is presented in Addendum 7.1 (cf. Table 6.15). Telephone interview participants were asked to review the 100 Tier-1 competencies and then, based on their experience, insight and knowledge of CSR, validate the 100 Tier-1 competencies. Statistical hypothesis testing was utilised to either accept or reject the critical competencies identified, testing whether the 100 Tier-1 competency definitions are valid and should or should not be included in the final CSR competency framework.

The respondents were also asked to provide reasons for their validation. The qualitative data provided meaningful insight into the skills, knowledge and behavioural components of each competency. The results of the data presented in Strand 2 of Phase 3 were analysed and described, and illustrated that the telephone interview participants validated the 100 Tier-1 CSR competencies. Fourteen of the 100 Tier-1 competencies were rejected, while the remaining 86 competencies were ranked according to their critical significance to the professional development of CSR practitioners. The 86 Tier-1 CSR competencies have thus been accepted as valid and are presented as the *86 Tier-1 CSR competency definitions* for the development of a CSR curriculum framework in South Africa.

7.8   CONCLUSION

Phase 3 of this inquiry consisted of two strands. The first strand validated the eight Tier-3 competency descriptors (cf 7.5.9) while the second strand validated the 100 Tier-1 competency definitions (cf 7.6.1) of the final draft of the CSR competency framework. The use of various sets of primary data enabled the researcher to validate, define and describe the findings in order to develop the final draft CSR competency framework.

The findings from the multiple primary data sets and the inferences drawn from these findings constitute the proposed CSR competency framework presented in the final chapter. This framework contains eight Tier-3 competency descriptors, 22 competency dimensions and 86 Tier-1 competencies (Figure 7.1 and Addendum 7.1). This draft CSR competency framework will be used to inform the design and development of a CSR curriculum framework that may contribute to the professional development of CSR practitioners.

The integrated curriculum framework for the professional development of CSR practitioners at entry-level to mid-career level will be presented in the final chapter, Chapter 8. The limitations of the inquiry will also be discussed in this chapter, and a number of implications for future research in this area of investigation will be pointed out.

CHAPTER 8

A PROPOSED CURRICULUM FRAMEWORK FOR CSR PRACTITIONERS: CONCLUSIONS AND IMPLICATIONS

8.1   INTRODUCTION

This inquiry explored the identification and validation of core competencies for CSR practitioners. In particular, it aimed to develop a curriculum framework for the professional development of CSR practitioners in South Africa. Multiple data collection methods were used across three distinct phases, and each phase was sub-divided into two strands. Empirical data for the inquiry included qualitative and quantitative data generated via questionnaires, focus groups and interviews directed at CSR practitioners, CSR academics and CSR managers in the field of CSR. It also included a Delphi exercise with a panel of CSR specialists, focus group interviews with CSR representatives across South Africa, and telephone interviews with a group of CSR practitioners, CSR academics and CSR managers across the country.

Chapter 1 of this inquiry dealt with the introduction and orientation to the study, followed by Chapter 2, which provided a theoretical perspective on the concept of CSR. Chapter 3 reviewed the relevant literature on the curriculum concept and provided an overview of the various commonplace concepts associated with the design and development of curricula. This served, in part, as the basis for the empirical section of the inquiry in order to develop a curriculum framework for the professional development of CSR practitioners. Chapter 4 provided the philosophical grounding for the envisaged curriculum while Chapter 5 discussed the research design, methodology, sampling, participant selection and other procedures related to the empirical part of the study. Chapter 6 presented the findings and discussions based on the implementation strategy of Phase 1 and Phase 2. This was followed by Chapter 7, which presented and discussed the findings from the validation phase, i.e. Phase 3 of the inquiry.

8.2   SYNTHESIS OF THE STUDY

The following section provides a summary of the main aim of the study, restating the research questions and summarising the main findings.

8.2.1   The aim of the study

Currently, there are only two registered and accredited CSR practitioner qualifications in South Africa (cf 2.8). The main aim of this study was to contribute to knowledge and practice in this field by exploring and developing a curriculum framework for the professional development of CSR practitioners in South Africa. The first two phases of this inquiry were employed to identify the skills, knowledge and behavioural components, referred to as competencies, required to inform the design and development of a proposed CSR curriculum framework. The third phase incorporated the data

generated in the first two phases and tested the proposed competency framework in practice within the CSR industry.

The proposed first draft CSR competency framework developed after Phase 1 was based on the competencies identified from the data generated by Strands 1 and 2 of Phase 1 of the study (cf. 6.4 and 6.6). The proposed second draft CSR competency framework was developed during Phase 2 of the inquiry, and was based on the findings from Phase 1. During Phase 2, Strand 1, a panel of CSR experts reviewed the proposed first draft of the competency framework and ranked the competencies according to their validity and importance by means of a Delphi exercise (cf. 6.11). An additional focus group interview reviewed the competencies presented in Phase 1 and Strand 1 of Phase 2 to provide an understanding and interpretation of CSR competencies, which may be grouped together.

The proposed third draft CSR competency framework was developed during Phase 3 of the study. Data generated from a self-administered questionnaire in Strand 1 and telephone interviews in Strand 2 were incorporated to develop the proposed third draft CSR competency framework, which informed the proposed curriculum framework presented in this chapter as a final result of the study (cf. 7.7).

8.2.2   The research questions

The main focus of the study evolved around answering the main research question, which was stated as:

What constitutes a curriculum framework for the professional development of CSR practitioners in South Africa?

The following subsidiary research questions supported the main research question:

- What are the most common functions attributed to the role of the CSR practitioner?
- Which functions can possibly be grouped together in the CSR practitioner's portfolio as functional building blocks?
- Which elements of skills, knowledge and behaviour are required to effectively manage the CSR function within South African organisations and within the parameters of South African legislation and industry-specific codes and standards?
- What is the hierarchy of significance of the above elements for the CSR practitioner?

The execution of the empirical part of this inquiry was divided into three phases with each phase split into two distinct strands with specific objectives (see Chapters 1 and 5). The objectives for each phase were linked to the research question. Each phase was also guided by the subsidiary research questions, which were stated as follows:

Phase 1:

- Strand 1: What are the most common functions attributed to the role of the CSR practitioner?

- Strand 2: Which elements of skills, knowledge and behaviour are required to effectively manage the CSR function within South African organisations and within the parameters of South African legislation, including industry-specific codes and standards?

Phase 2:

- Strand 1: What is the hierarchy of significance of the above elements for the CSR practitioner?
- Strand 2: Which functions can possibly be grouped together in the CSR practitioner's portfolio as functional building blocks?

Phase 3:

- Strand 1: What is the hierarchy of significance of the competencies for the CSR practitioner?
- Strand 2: Which validated competencies should be included in a proposed competency framework?

8.3   SUMMARY OF MAIN FINDINGS

The next section will present a summary of the main findings of this inquiry, which will be followed by a presentation and discussion of the factual and conceptual conclusions.

8.3.1   Need for CSR education

The need for CSR education and the role that CSR education plays in the national and global economy is undisputed (Ahmad & Crowther, 2013). CSR skills and competency development for CSR practitioners have grown considerably with a global focus on CSR development ranging from the United States to Europe (cf. 1.2.1). This inquiry used a literature review and theoretical perspectives, and analysed and interpreted the empirical exploration of this inquiry to come to the conclusion that South Africa has not seen the same investment in skills and competency development as North America and Europe (cf. 1.2.1, 6.3, 7.7). Local and international researchers have been highlighting the CSR skills shortages in South Africa since 2002 (cf. 1.2.3). CSR industry thought leaders have more recently confirmed CSR skills shortages and have described the CSR learning and development field as dysfunctional (cf. 1.2.4). Therefore, sufficient evidence exists to support the finding of this inquiry, namely that (i) there is a need for CSR skills and competency development and (ii) that the CSR skills gap in South Africa is mainly due to an unclear and indefinable curriculum framework for the design, development, implementation and evaluation of CSR practitioner curricula (cf. 6.3.1.4, 6.3.1.5, 6.3.1.1 and 6.3.1.2).

8.3.2   Curriculum framework development

From a conceptual viewpoint, curriculum development and design has various theoretical perspectives. One of the outcomes of this inquiry was the development of a proposed curriculum model. It was concluded that the curriculum development process should at least reflect the following component parts to be considered effective and reliable (cf. Figure 3.4 and section 3.3.3.1):

- The completion of a preliminary appraisal of the contextual situation to ensure synergy between internal and external stakeholders, covering at least feasibility, conformation, installation and standards.

- A curriculum design with alignment between goals, specific outcomes and specific measurable objectives based on a thorough understanding of possible content through defining conditions and criteria for the classification and selection of content based on needs and situational analysis.

- A design document outlining the scope, sequence and underlying value orientation for all curriculum stakeholders involved in the curriculum and curriculum development. Such stakeholders include accreditation bodies or statutory bodies, business leaders, practitioners and industry stakeholders at macro-level.

- The inclusion of at least two dimensions of curriculum evaluation: formative evaluation and summative evaluation, because the objective of curriculum evaluation is to ensure that both the process and product of the curriculum is internally sound.

8.3.3   Competency framework

Another result from the empirical part of this inquiry was the suggested CSR competency framework. This framework consists of eight Tier-3 competency descriptors, 22 competency dimensions and 84 CSR Tier-1 competency components, of which 22 have been identified as critical competencies for the successful CSR practitioner (cf. Figure 7.1, Figure 7.6 and 6.10.1.5). The competency framework was validated through statistical hypothesis testing with a simple asymptotic formula to indicate a confidence limit of 0.1% and a confidence interval of 99.9% (cf. 6.7.1.2). It became clear that such a CSR competency framework could be turned into a potentially valuable tool to aid the re-alignment of CSR job descriptions, competencies, modus operandi and effective delivery of new CSR developmental concepts, which could be replicated and used as a guide to reframe CSR competency requirements (cf. 6.10).

8.3.4   Philosophical grounding

The study confirmed that any CSR curriculum must be grounded in a philosophical framework (cf. 4.2.1). CSR practitioners are seen as change agents and change managers. Hence, CSR practitioners cannot be passive participants in the learning process; they have to critically engage with key stakeholders. A Freirean approach to education may provide CSR scholars with an opportunity to genuinely participate in learning and create knowledge through praxis in directing their own professional learning while articulating their own moral purpose (cf. 4.2.1). For this to happen, an equilibrium between theoretical frameworks, knowledge, knowledge creation and experience in any curriculum framework seems important (cf. 6.3.3, 6.4 and 7.5).

8.4   FACTUAL CONCLUSIONS

The main findings of the inquiry, which was based on the findings from the literature and the collection of data through questionnaires, telephone interviews, focus groups and the Delphi exercise, informed the factual findings of this inquiry from which a number of conclusions could be drawn. The next section will present and discuss these conclusions.

8.4.1   CSR practitioner roles and development

It appears that CSR and CSI practitioners have different functional titles, which may be limiting the specific job function and professional recognition of CSR practitioners (cf. 7.5.1). CSR in South Africa is aptly titled corporate social investment (CSI) because of the historical backdrop of social and political development in South Africa (cf. 3.5.2 and 2.5.3). In surveys and interviews, respondents and practitioners interchangeably referred to CSR and CSI, but the majority of study participants referred to CSI, which, by definition, is exclusive to social investment and unique to South Africa (cf. 2.4.4 and 2.5), thus limiting in terms of all the other dimensions and core drivers of CSR, such as sustainable development. An additional conclusion, drawn from the expressed need for professional development, is that there appears to be no clearly defined roles or job descriptions for CSR practitioners. This impedes CSR practitioners' ability to identify development areas within their CSR role. This was confirmed by the lack of clearly defined continuous professional development requirements aligned with CSR best practice.

8.4.2   CSR professional profiles

The study has identified clear gaps between the sole CSR practitioner and those who work for corporates as part of a CSR or CSI team. In this context, sole refers to a practitioner who is the only employee in an organisation responsible for the CSR function. This inquiry has shown that there may be a need for two sets of competencies for the professional development of CSR practitioners. The first is to address the needs of the sole CSR practitioner and the second is to address the needs of those CSR practitioners who form part of a bigger CSR team. The CSR practitioner who is required to work as a single person in an organisation is also required to think and act on a strategic level, which may involve different cognitive processes than a CSR practitioner who is part of a bigger CSR unit or team and who has to follow instructions. The study has thus shown that there may be a need for a differentiated approach to CSR curriculum design and development to address the needs of the singular CSR practitioner (cf. 6.11.1).

8.4.3   Competency framework

What has also emerged from the study is that any proposed CSR curriculum framework is to be underpinned by a competency framework which illustrates interconnectivity between skills, knowledge, behaviours and the concept of applied competencies (Bartram, 2005; Bartram & Kurz, 2003; SAQA, 2010a; SAQA, 2013; SAQA, 2014). These are to be linked to the work of the NQF and the ten NQF level descriptor categories (cf. Table 3.9). It has further transpired, from a theoretical

perspective, that the concept of applied competence, by definition, may be a necessary option to ensure that any CSR competency framework remains future-focused and that the attainment of the CSR competencies is not based on foundational knowledge only. Instead, the CSR competency framework must be sufficiently robust to be used in real-world, complex and transdisciplinary CSR situations.

8.4.4   CSR best practice framework

From the empirical data generated from different stakeholders, the need for a best practice CSR framework became evident. It has emerged that CSR practitioners (CSR practitioners, CSR managers and CSR academics) refer to two concepts: *benchmarking* to assess and measure performance against industry standards, *and CSR best practice frameworks* to help guide entry-level to mid-career CSR practitioners to learn and develop skills that comply with set industry standards (cf. 6.4.12, 6.11.4,7.7.3.1 and 7.7.5.1). It has also become clear that there is no agreement on what constitutes a CSR best practice framework for inclusion in the CSR curriculum framework. Further analysis and interpretation of qualitative data showed that a CSR best practice framework might consist of a series of complex and interconnected frameworks to guide and inform actions and decisions related to CSR best practice.

These frameworks may include sensitivity to communication requirements, national and international legislation, monitoring and evaluation, reporting, stakeholder management, community engagement, employee voluntary situations, strategic business management, strategic networking, socio-economic transformation and CSR project or programme management. Of the range of available "frameworks" or international standards, the ISO 26000 is the only framework recognised as a global standard that could be contextualised from a South African perspective and operationalised at an organisational level (cf. 2.3.2 and Figure 2.1).

8.4.5   Missed opportunities

One missed opportunity in this inquiry was not to work with individuals and organisations who are currently regarded as industry leaders in learning and development; more specifically, CSR academics who offer short courses or occupationally directed learning programmes. Three of the largest organisations and two individual (private) training providers were approached to participate in this inquiry. The request to participate was declined based on what is perceived as intellectual property (IP) and conflict of interest within CSR learning and development. An important aim of this inquiry was to make a contribution to those CSR practitioners who are in desperate need of guidance and support in order to promote the best interests of business and communities through the development of a curriculum framework; personal or financial gain or creating a competitive edge was never part of the equation. However, it seemed that this aim did not fit the agenda of those private providers who are involved in "CSR best practice IP" battles to stay ahead of the pack and who do not share knowledge and experience, unless at a price. Information available in the public

domain was reviewed and analysed to draw conclusions on programmes and areas of knowledge covered in a range of CSR related programme offerings (cf. 2.8).

The findings and factual conclusions drawn, based on the outcomes of this study, created a basis for the motivation and ultimately the design and development of a CSR curriculum framework for the professional development of CSR practitioners in South Africa. The CSR competency framework, which forms the cornerstone of the curriculum framework, was validated and verified by the research participants as well as industry leaders. The CSR curriculum framework that was consequently suggested will be discussed in the next section. This CSR curriculum framework is illustrated in Figure 8.1.

8.5   CONCEPTUAL CONCLUSIONS

8.5.1   Conceptual curriculum framework

It was concluded from the review of Chapters 1, 2 and 3 that any CSR curriculum development should be highly contextualised and should be viewed as a dynamic document (cf. 4.3) which may include the following components: (1) a clear statement of rationale, (2) scope and parameters, (3) broad goals, (4) broad outline of curriculum outcomes, (5) skills, knowledge and behavioural components, (6) guiding principles on learning, teaching and assessing, and (7) guidelines for the evaluation and assessment of themes. Based on the literature and theoretical grounding, a preliminary theoretical CSR curriculum framework was proposed (cf. Figure 4.1 and 4.3.1), taking into consideration a range of business functions evident in literature (cf. 1.2.2) because the CSR practitioner role is not exclusive to CSR. Seven possible dimensions of CSR practice were also discussed in Chapter 4: (1) CSR practitioners, (2) business, (3) stakeholder management, (4) the triple bottom line, (5) legislation, (6) curriculum design and development, and (7) key curriculum actors.

CSR managers and academics across South Africa clustered the proposed first draft competences according to Bartram's Great Eight competency framework (cf. 5.6.3, 5.7.5 and 5.7.2.2). The proposed second draft competency framework was presented, consisting of eight Tier-3 competency descriptors, 22 competency dimensions and 100 tier three-competency components (cf. Figure 6.7). These competencies need to be demonstrated across the proposed conceptual CSR curriculum framework, starting with the developmental journey of the CSR practitioner at the centre of the CSR curriculum framework. Each dimension in the proposed CSR curriculum framework must be analysed and aligned with the most appropriate competency or competencies to address the development needs of the CSR practitioner in a selected dimension, as illustrated in Figure 8.1.

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Critical CSR/CSI Tier One Competencies

Problem solving and innovation:
59. Creates innovative CSR/CSI projects by identifying problems and/or opportunities and responds to them with insight and creativity.

Formulating strategies and concepts:
63. Works strategically to realise CSR/CSI strategies linked to organisation goals.

Planning and organising:
70. Monitors performance against deadlines and milestones be pre-empting, forecasting and amending schedules accordingly and realistically.

Project Management:
71. Plans and/or facilitates, organises, motivates and controls resources, procedures and protocols to achieve specific goals in scientific or daily problems.

Delivering results in meeting stakeholder expectations:
75. Monitors and maintains high quality standards for CSR/CSI projects and initiatives.

Following instructions and procedures:
78. Complies with relevant local and international legislative requirements, legal obligations and good corporate governance to pursue CSR/CSI projects and initiatives.

Adopting and managing change:
87. Applies knowledge of change management methodologies and works collaboratively as change champion with stakeholders to manage and facilitate change management processes with key stakeholder.

Coping with pressure and setbacks:
90. Keeps check on won EQ during difficult situations, handles criticism, while seeking feedback for areas of development in improvement, is tenacious.

Master personal work goals and objectives:
95. Identifies own development needs and makes use of developmental or training opportunities.

Entrepreneurial and business thinking:
100. Demonstrates financial acumen by controlling CSR/CSI project and initiative cost and adding value.

Critical CSR/CSI Tier One Competencies

Deciding and initiating action:
5. Takes initiative and works under own direction.

Leading and supervising:
10. Supports, motivates and empowers key stakeholders through awareness to meet CSR/CSI goals.

Stakeholder management:
16. Adapts and works collaboratively with key CSR stakeholders to achieve CSR/CSI strategy.

Adhering to own principles of integrity:
17. Upholds high standard of ethical and moral conduct in order to promote and defend confidence and trust.

Relating and Network:
20. Establishes and maintains good relationships with key stakeholders through the application of networking strategies, ranging from cooperates to key community members and builds wide and effective networks of contacts.

Persuading and influence:
27. Takes care to manage one's positive impression on key CSR/CSI stakeholders at all levels.

Presenting and communicating information:
29. Expresses opinions, information and key points of arguments clearly and succinctly.

Applying expertise and technology:
36. Develops integrated job knowledge and understanding (theoretical and practical – BBBEE / CSR and CSI Practice / Sustainable Development / Global Reporting Initiatives / Accountability Principles / Supply Chain Standards / External Industry Awards / South African Benchmarking Groups / Monitoring and Evaluation).

Analysing
40. Probes for further information or greater understanding.

Monitoring and evaluation:
46 Tests the effectiveness of CSR/CSI initiatives and gather evidence to gain future support through the use of impact assessment and statistics.

Writing and reporting:
48. Writes clearly, succinctly and professionally.

Researching and learning:
58. Seeks feedback from all stakeholders in order to develop and grow.

Figure 8.1: Proposed CSR practitioner curriculum framework

8.5.2   CSR practitioner self-discovery

The CSR practitioner, as illustrated in Figure 8.1, is placed (and remains) at the centre of the curriculum framework. One of the most significant conclusions to be drawn from this investigation is the ability of the CSR practitioner to demonstrate four interconnected competencies: self-awareness, emotional intelligence, self-management and self-assessment. These competencies form the very core of successful CSR practitioners and may thus be viewed as the core building blocks for personal and professional development and mastery (cf. Addendum 7.1). The professional development journey of the CSR practitioners must start with the ability of CSR practitioners to recognise their own emotions and the impact of this on the self, the business and stakeholders. The CSR environment is described as complex, stressful and very often emotionally charged. Self-awareness, self-management and self-assessment are viewed to represent the foundation of emotional intelligence because without being aware of and having an understanding of their own emotions, CSR practitioners will find it virtually impossible to move into other emotional competencies like self-management and social awareness, which form the foundation of CSR practice. Industry thought leaders noted that CSR practitioners make the same mistakes in CSR practice today as they did a decade ago (cf. 1.2.3).

Self-awareness, self-assessment and vocal self-criticism involve honesty, integrity, resilience and, more importantly, the ability to investigate and acknowledge personal emotional strengths and weaknesses. Those practitioners who are unable to, or fail to, reflect on experiences and who are unable to articulate key actions required to address their own development gaps may struggle in CSR practice. Being vocally self-critical and developing a capability for self-assessment are essential in an environment with very little professional guidance and support for personal and work-related skills development. CSR practitioners must demonstrate the willingness to learn from new experiences and more importantly demonstrate an ability to learn skills to master personal effectiveness competencies. CSR practitioners should be able to work as change agents, demonstrating drive, adaptability, flexibility, tenacity and emotional intelligence. Always working with unknown variables, CSR practitioners should be able to demonstrate emotional intelligence first in order to learn from successes and mistakes (cf. 6.11.7). The ability of CSR practitioners to create alignment between their personal belief systems and economic, environmental and social demands may impact their performance and the business's strategic intent towards social responsibility and transformation in the long run (cf. 2.3.2 and 2.4.1).

8.5.3   Business

Successful CSR practitioners demonstrate a level of understanding of the business, markets, stakeholders, competitors and the business model to make CSR-related decisions while building a business case with the aim to be relevant in the boardroom. In addition to the ability to remain relevant in the boardroom, practitioners may also need to demonstrate the ability to develop and maintain strategic CSR business networks, which will provide business and CSR information and

intelligence in order to assimilate advanced CSR concepts and constructs within the business strategy.

8.5.4   TBL: people, profit and planet

TBL, which is the next dimension in the CSR curriculum framework, relates to people, profit and planet as underscored in the literature and the King Report (cf. 2.6.8 and 2.6.4). The theoretical and empirical data, when analysed and interpreted, highlighted that successful practitioners make links between people, profit and planet, or the financial and social performance of business. This demonstrates a focus on financial literacy and financial acumen. CSR practitioners understand how business makes money versus social investment and responsibility, and what is required to optimise the social ROI in order to increase the value, drive and impact of social responsiveness, responsibility and sustainability. The three dotted red arrows (see Figure 8.1) intentionally move outwards from the practitioner across all dimensions to link the CSR practitioner with every dimension, from a TBL perspective to the philosophical and ultimately the critical Tier-1 CSR competencies on the outer wings of the CSR curriculum framework. The TBL focus areas are viewed as complex, and the CSR practitioner would need to demonstrate the ability to implement progressive systems thinking, also known as innovative and creative response strategies, to deal with the interconnected complex systems from a futures thinking perspective.

8.5.5   Legislative frameworks

CSR in South Africa is regulated within a complex CSR legal framework which is seen as a core driver of CSR activities and social transformation (cf. 2.6). The biggest driver of CSR activities is BBBEE and the latest published codes of good practice (cf. 2.4.4 and Figure 2.5). Social investment is thus partly driven from a BBBEE scorecard and compliance perspective in order for South African businesses to be compliant with legislative guidelines and industry-specific charters, often turning CSR and CSI into philanthropic giving with an added PR benefit to publically demonstrate social responsiveness and investment.

The implications emerging from the study will be discussed in the next section. The practical and theoretical implications derived from the conceptual conclusions are presented and discussed.

8.5.6   Critical Tier-1 and priority competencies

The proposed CSR practitioner curriculum framework is flanked on the left and right by 22 Tier-1 CSR competencies, as illustrated in Table 8.1. The competencies have been identify as priority competencies required to be a successful CSR practitioners. The Tier-1 competencies should be broken down in to their component parts: skills, knowledge and behaviours (cf. 6.10.1.4). The component parts would need to be identified and described in relation to the CSR framework, the CSR dimensions and within the context and application of the curriculum framework. The complete competency framework (cf. Addendum 7.1) could be used to identify and combine two or more priority competencies in order to address specific learning areas or CSR dimensions. The objective

of the CSR framework is not to be prescriptive, but to offer flexible solutions to curriculum developers and policy makers who are tasked with the development of specific CSR curricula.

Table 8.1: Tier-1 CSR priority and critical competencies

Competency	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical value
10. Supports, motivates and empowers key stakeholders through awareness to meet CSR/CSI goals	36%	1	96	80.9
16. Adapts and works collaboratively with key stakeholders to achieve CSR/CSI strategy	40%	1	100	80.9
17. Upholds high standards of ethical and moral conduct in order to promote and defend confidence and trust	68%	1	100	80.9
20. Establishes and maintains good relationships with key stakeholders through the application of networking strategies, ranging from corporates to key community members and builds wide and effective networks of contacts	100%	1	96	80.9
27. Takes care to manage one's positive impression on key stakeholders at all levels	40%	1	100	80.9
29. Expresses opinions, information and key points of arguments clearly and succinctly	40%	1	100	80.9
36. Develops integrated job knowledge and understanding (theoretical and practical - BBBEE / CSR and CSI Practice / Sustainable Development / Global Reporting Initiative / Accountability Principles / Supply Chain Standard / External Industry Awards / South African Benchmarking Groups / Monitoring and Evaluation)	68%	1	96	80.9
40. Probes for further information or higher understanding of a problem	24%	1	100	80.9
46. Tests the effectiveness of CSR/CSI initiatives and gather evidence to gain future support through the use of impact assessments and statistics	64%	1	96	80.9
48. Writes clearly, succinctly, correctly and professionally	8%	1	100	80.9
58. Seeks feedback from all stakeholders in order to develop and grow	56%	1	100	80.9
59. Creates innovative CSR/CSI projects and initiatives by identifying problems and/or opportunities and responds to them with insight and creativity	28%	1	100	80.9
63. Works strategically to realise CSR/CSI strategies linked to organisational goals	52%	1	100	80.9
70. Monitors performance against deadlines and milestones by pre-empting, forecasting and amending schedules accordingly and realistically	36%	1	100	80.9

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Competency	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical value
71. Plans and/or facilitates, organises, motivates and controls resources, procedures and protocols to achieve specific goals in scientific or daily problems	84%	1	87.5	81.5
75. Monitors and maintains high quality standards for CSR/CSI projects and initiatives	52%	1	96	80.9
78. Complies with relevant local and international legislative requirement, legal obligations and good corporate governance to pursue CSR/CSI projects and initiatives;	72%	1	100	80.9
87. Applies knowledge of change management methodologies and works collaboratively as change champion with stakeholders to manage and facilitate change management processes with key stakeholders	76%	1	100	80.9
90. Keeps check on own EQ during difficult situation; handles criticism well, while seeking feedback for areas of development in improvement; is tenacious;	48%	1	100	80.9
95. Identifies own development needs and makes use of developmental or training opportunities	16%	1	100	80.9
100. Demonstrates financial acumen by controlling CSR/CSI project and initiative costs and adding value.	36%	1	100	80.9

The implications emerging from the study will be discussed in the next section. The practical and theoretical implications derived from the conceptual conclusions are presented and discussed.

8.6   IMPLICATIONS EMERGING FROM THE STUDY

This inquiry presented findings and conclusions drawn from theoretical explorative perspectives, as well as findings and conclusions drawn from the empirical evidence collected via the various research phases. Four practical and four theoretical implications will be pointed out next.

8.6.1   Practical implications

8.6.1.1 Establish a CSR industry body

The survey questionnaire completed by CSR practitioners, managers and academics indicated that there is a need for accredited professional CSR development programmes in South Africa. The findings also indicated that there is a need for a professional industry body that can act as custodian of industry-related continuous development programmes and registered qualifications.

8.6.1.2 Curriculum designers and policy makers

Curriculum designers and policymakers should keep in mind the required levels of competence, linked to the level within the competency framework. The ideal state would see an integration of competencies, more specifically, applied competencies across all levels within the framework. This can include people, profit and planet. The curriculum framework could serve as a curriculum map, ensuring that development programmes equip CSR practitioners with the knowledge and skills needed to secure a job and advance along a recognised career path. The curriculum framework could also serve as a valuable source document to evaluate and update existing CSR programme content, and to identify gaps between curriculum outcome objectives, employer or industry expectations and the development of new curricula.

8.6.1.3 Employer and business

It was evident from the empirical data that CSR practitioners do not have specific CSR role profiles or job profiles. The lack of job and role profiles will impact the type of CSR candidates the employer will attract and also the type of duties the CSR practitioner must fulfil in order to deliver according to the strategic CSR objectives and intent of the organisation (Mader-Clark, 2013:13). This would imply that employers could integrate the competency framework to formalise the CSR function and role expectations by providing a professional approach to defining the CSR role. The curriculum framework (when used in combination with the integrated competency framework) could help CSR managers and executive teams overseeing the CSR function to improve CSR best practice because the curriculum framework could serve as a benchmark to match CSR candidates' qualifications to business requirements. In addition, the curriculum framework could serve as a benchmarking tool and resource for developing selection criteria, making placement decisions, defining performance expectations and assessing performance linked to employee evaluation and performance systems.

8.6.1.4 CSR practitioners

The empirical data highlighted the need for clear development plans, personal development plans and professional development paths. The curriculum framework can be used to identify specific competency shortages and can serve as framework to identify and develop competencies related to the CSR role. The competency and curriculum frameworks can also help CSR practitioners and business to understand the role of the CSR practitioner and the role of others in a complex business environment and professional context. With guidance, both frameworks could assist CSR practitioners to critically evaluate personal and team CSR practice and to identify competency gaps, which could be addressed through formal and/or informal personal development pathways to advance current and future CSR practice.

8.6.2   Theoretical implications

i)   The first theoretical implication relates to the similarities between the theoretical framework proposed in Chapter 4 and the new CSR framework, based on the new insight gained after completing the empirical phase of this inquiry.

ii)   The second theoretical implication relates to monitoring, evaluation and reporting, which is traditionally outsourced to specialist CSR practitioners, consultants or CSR consulting agencies. The outsourcing practice has become excessively expensive, and small to medium-sized organisations can no longer afford these specialist skills. This has left an enormous skills gap in the market, which needs to be addressed.

iii)   A total of 22 Tier-1 CSR competency components were identified as critical to the success of CSR practitioners. These Tier-1 competency components are indicated in the left and right wings of the CSR competency model illustrated in Figure 8.1.

iv)   CSR best practice is framed against a backdrop of complex and interconnected CSR best practice frameworks. Identifying, describing and validating these frameworks fell outside the scope of this inquiry. However, these best practice frameworks are still seen as relevant and are indicated as the blue grid in the background of the CSR competency framework illustrated in Figure 8.1.

8.7   POSSIBLE DIRECTIONS FOR FURTHER RESEARCH

The main purpose of this study was to develop a CSR curriculum framework for the professional development of CSR practitioners, which resulted in the development of the CSR curriculum framework presented in this inquiry. This is, however, a high-level CSR curriculum framework. There is a need to implement this framework at a professional educational development level through the development of a CSR practitioner curriculum. It is proposed that additional research be directed at investigating the following themes:

i)   To establish how private and public higher and further educational providers and institutions may use the CSR curriculum framework to develop new CSR practitioner development programmes

ii)   To establish how private and public higher and further educational providers and institutions may use the CSR curriculum framework to evaluate, re-design and develop existing professional CSR practitioner development programmes

iii)   Further investigation into the development of job or role profiles for CSR practitioners by using the CSR curriculum framework and the associated competencies profile as a guiding tool to determine continuous development programmes (CDPs) for these practitioners.

In addition, research on the professional development of CSR practitioners may be undertaken with different insights and from various theoretical and functional perspectives raised in this inquiry. These research perspectives include alignment and accreditation of CSR development programmes,

alignment, development and accreditation of CSR practitioner development curricula, CSR best practice frameworks, CSR learning pathways, CSR philosophical frameworks, continuous development planning, and strategic CSR futures thinking.

8.8   STRENGTHS AND LIMITATIONS OF THIS STUDY

Although the multi-phase mixed-method research approach and design may be complex and a challenge to manage from a research management perspective, it turned out to be a particular strength in the current inquiry (cf. 5.5 and 5.6). It is evident that the research approach allowed for deep and meaningful exploration, description and explanation of the "CSR phenomena". It is further apparent that the use of a sequential explanatory mixed-method research design served as a catalyst for the collection of qualitative and quantitative data, which could be combined throughout the three phases to address the confirmatory and exploratory questions of this inquiry simultaneously (cf. 5.6.1).

An additional strength is that valid conclusions could be drawn from one phase to build on the next phase, allowing for meaningful exploration, description and explanation, as well as the ongoing validation of new concepts, ideas and knowledge (cf. 5.2). An additional strength of this inquiry was the planned level of interaction between phases and strands (cf. 5.6.1). The researcher planned the "metamorphosis" between phases and strands with care to ensure that the mixing of data occurred between strands by connecting the strands with each other. It was important for the researcher to create clear connections between the strands, which meant that quantitative data could be better explained and substantiated by adding descriptive depth through the mix of quantitative and qualitative data. The researcher felt that the combination of quantitative and qualitative data contributed to the credibility and integrity of the results, making the research findings and conclusions more credible.

It would be overconfident to think that there are no limitations to the current inquiry. The first is to acknowledge that the biggest strength is also potentially the biggest weakness of this inquiry. The multi-phase mixed-method research approach and design leads to research fatigue on the side of the research participants, which means that participants are not willing to participate in more than one or two strands. The researcher found it extremely difficult to continuously build rapport and relationships with expert CSR practitioners who are willing to share their knowledge, experience and insight from one phase to the next phase. The researcher considered himself fortunate that he has managed to build strong relationships with three professors in the field of CSR, CSI and sustainability at leading institutions who introduced him to a number of thought leaders in the CSR industry.

Secondly, it is important to acknowledge that there are currently no CSR qualifications registered on SAQA or CSR curriculum frameworks aimed at the professional development of entry-level to mid-career CSR practitioners in South Africa. Hence, there are no qualifications, curricula or curriculum frameworks that could serve as a benchmark for the assessment of the validation of the proposed

CSR curriculum framework. The researcher has, through this inquiry, reviewed international frameworks and have found, as is evident from the inquiry, similarities between the proposed CSR curriculum framework and international frameworks. This said, an interesting conclusion is that the proposed framework may speak to international frameworks and vice versa. However, the main difference between the frameworks is contextualisation.

8.9   CONCLUDING REMARKS

This study contributes to the professional development of CSR practitioners in South Africa from a multilateral CSR stakeholder perspective. The research question in Chapter 1 was effectively answered through addressing the knowledge gap in CSR education and literature. Chapter 1 stated that CSR industry leaders recognised the knowledge gap in well-researched and defined priority skills, knowledge and behavioural components for successful CSR practitioners (cf. 1.2.4 and 1.3.1). This gap manifests itself when CSR practitioners continue to make the same mistakes they made ten years ago because of the perception that they find themselves dealing with an underdeveloped educational framework and insufficient guidelines for professional learning.

This study embarked on a journey to produce new insights into the development of a CSR curriculum framework that may be utilised as a tool to guide curriculum designers, developers and policy makers to address the professional development needs of CSR practitioners. This study has developed and validated a well-informed conceptual CSR curriculum framework, not only defining the skills, knowledge and behavioural components for successful CSR practitioners, but also identifying the priority competencies to inform the development of a CSR curriculum for the professional development of CSR practitioners. The researcher anticipates, based on provisional feedback from CSR thought leaders, that the CSR curriculum framework may pave the way for engagement that is more meaningful and for debate on the development of a national qualification for CSR practitioners.

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ADDENDUM 1:
E-MAIL INVITATION TO PARTICIPATE IN THE SURVEY QUESTIONNAIRE

2014 CSI Matter Conference Introduction for Christopher McCreanor

Dear Rosie

Thank you for meeting with me at the…

I would also like to thank you for volunteering to participate in the survey by completing the online questionnaire:

<u>2014 CSI Practitioner Competency Questionnaire - South Africa survey initiative</u>

As discussed, please remember to forward the invitation to participate in the survey to your colleagues and professional CSI associates in the field of CSR and or CSI. I would appreciate it if you could copy me in invites your forward as I would like to follow-up with a personal call and e-mail invitation.

This survey will only take 10 to 15 minutes (fifteen minutes max) of your valuable time and will make a huge contribution towards the development of a curriculum framework for the educational development of CSR practitioners in South Africa.

Christopher McCreanor, a doctoral candidate from the Department of Curriculum Studies, Faculty of Education at Stellenbosch University, is conducting the research. The results of this questionnaire will contribute to the empirical part of a PhD dissertation. You were selected as a possible participant in this study because you are seen as a subject matter expert (SME) in the field of CSR / CSI. I would like to explain the following points:

PURPOSE OF THE STUDY

This study is designed to identify and assess the specific competencies required from CSR / CSI practitioners in the CSR / CSI field within South Africa. This study will further aim to map the current competency requirements of CSR learning throughout South Africa.

The research component of this questionnaire will also contribute to the VU Amsterdam and NRF sponsored research program to develop a conceptual framework towards the educational development of CSR practitioners in South Africa.

PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

Self-Certification of Institutional Data

Whilst we do not certify the information provided by individual and or business, we would ask all submitters to send information that is complete and honest to the best of their information at the time of asking.

Questionnaire Structure

You will be asked in this questionnaire to provide information under four main sections:

Individual Details – no personal details will be used outside this study

The questionnaire consists out of four sections and thirty-two questions.

Filling in the online questionnaire

- The URL link from the VU Amsterdam e-mail (email@sriresearch.co.za) is your personal or institution's unique access to the questionnaire:

- **http://ABRI-VU.CSR-Practitioner-Questionnaire-2014-South-Africa.sgizmo.com/s3/**

- The on-line questionnaire will take approximately 15 minutes to complete.

- Questions marked with asterisk (*) in the questionnaire are compulsory

- By using the link from the email invitation, the questionnaire can be filled in multiple sittings; for example: you can return to the survey the next day without losing information already provided.

- Links to User Instructions and Frequently Asked Questions are available on each Survey page.

- Questionnaire support will be provided by Christopher McCreanor from the Vrije University Amsterdam and Stellenbosch University.

You may find the form to consent to participate attached to this e-mail. You do not need to complete the consent form, as there is an option on the electronic questionnaire to agree, thus giving your consent to participate.

The individual requested to complete the survey must be a bona fide CSR / CSI practitioner who will be in the best position to gather and provide information reflecting the specific competence requirements of a CSR / CSI-practitioner.

Please provide as much detailed information as possible in the relevant sections.

We are looking forward to your positive response. We would also like to request, as per our discussion, to forward this invitation to you colleagues and professional associates in the field of CSR / CSI with an introduction and request to complete the questionnaire.

Regards

Christopher McCreanor

Vrije University / University of Stellenbosch

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ADDENDUM 1.1:

PERFORM SUPPORT FUNCTIONS FOR CORPORATE SOCIAL INVESTMENT PROGRAMMES

All qualifications and part qualifications registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Perform support functions for corporate social investment programmes

SAQA US ID	UNIT STANDARD TITLE			
335837	Perform support functions for corporate social investment programmes			
ORIGINATOR				
Task Team - Public Relations				
PRIMARY OR DELEGATED QA BODY				
-				
FIELD			**SUBFIELD**	
Field 03 - Business, Commerce and Management Studies			Public Relations	
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	NQF Level 04	5
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**	
Reregistered	2015-07-01	2018-06-30	SAQA 10105/14	
LAST DATE FOR ENROLMENT	**LAST DATE FOR ACHIEVEMENT**			
2019-06-30	2022-06-30			

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc.), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

The learner successfully completing this Unit Standard will gain essential knowledge of and practical exposure to the support functions that are required of an organisation committed to corporate social investment programmes.

Learners credited with this unit standard will be able to:
- Explain corporate social investment in terms of the development requirements of the country.
- Define the role of public relations in corporate social investment.
- Respond to stakeholder queries related to corporate social investment.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that the learner has the following knowledge and skills:
- Communication at NQF Level 3.
- Computer Literacy at NQF Level 3.

UNIT STANDARD RANGE

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Explain corporate social investment in terms of the development requirements of the country.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

An explanation is given of the terms corporate social investment and corporate social responsibility with examples from an organisation involved in both.

ASSESSMENT CRITERION 2

A comparison is made between corporate social investment and sponsorship is made to highlight the similarities and differences.

ASSESSMENT CRITERION 3

An explanation is given of the benefits to the company for an appropriate corporate social investment programme.

ASSESSMENT CRITERION 4

Opportunities for corporate social development in South Africa are identified and described.

SPECIFIC OUTCOME 2

Define the role of public relations in corporate social investment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

An explanation is given of how social investment projects are identified by public relations which are in line with the organisations strategic intent.

ASSESSMENT CRITERION 2

An explanation is given of the importance of communication related to corporate social investment projects.

ASSESSMENT CRITERION 3

An explanation is given of the importance of collaboration between stakeholders in terms of the successful implementation of a corporate social investment initiative.

ASSESSMENT CRITERION RANGE

Stakeholders may include but is not limited to media, management, employees, government, community, beneficiaries and partners.

SPECIFIC OUTCOME 3

Respond to stakeholder queries related to corporate social investment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Queries are handled to in accordance with organisational policies and procedures.

ASSESSMENT CRITERION 2

Appropriate information is supplied to stakeholders in response to the query.

ASSESSMENT CRITERION 3

Deadlines are met to ensure the successful implementation and communication of the corporate social investment initiative.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

☐   An individual wishing to be assessed (including through RPL) against this Unit Standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

☐   Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

☐   Any institution offering learning that will enable achievement of this Unit Standard or assessing this Unit Standard must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

☐   Moderation of assessment will be conducted by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

☐   Specific industry charters.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

<u>Critical Cross-field Outcomes (CCFO):</u>

UNIT STANDARD CCFO IDENTIFYING

Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made when:
☐   Responding to stakeholder queries related to corporate social investment.

UNIT STANDARD CCFO WORKING

Working effectively with others as a member of a team, group, organisation, and community during:
☐   The response to stakeholder queries related to corporate social investment.

UNIT STANDARD CCFO ORGANISING

Organising and managing oneself and one's activities responsibly and effectively when:
☐   Responding to stakeholder queries related to corporate social investment.

UNIT STANDARD CCFO COLLECTING

Collecting, analysing, organising and critically evaluating information to better understand and explain:
☐   Corporate social investment in terms of the development requirements of the country.

☐   The role of public relations in corporate social investment.

UNIT STANDARD CCFO COMMUNICATING

Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion when:
☐   Responding to stakeholder queries related to corporate social investment.

UNIT STANDARD CCFO SCIENCE

Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:
☐   Responding to stakeholder queries related to corporate social investment.

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

N/A

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA BODY
Core	71729	Further Education and Training Certificate: Public Relations Practice	Level 4	NQF Level 04	Reregistered	2018-06-30	SERVICES

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:

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ADDENDUM 1.2:

PERFORM SUPPORT FUNCTIONS FOR MEDIA LIAISON, PUBLICITY CAMPAIGNS AND CORPORATE SOCIAL INVESTMENT PROGRAMMES

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Perform support functions for media liaison, publicity campaigns and corporate social investment programmes

SAQA US ID	UNIT STANDARD TITLE			
115414	Perform support functions for media liaison, publicity campaigns and corporate social investment programmes			
ORIGINATOR				
SGB Public Relations Management and Practices				
PRIMARY OR DELEGATED QA BODY				
-				
FIELD			**SUBFIELD**	
Field 03 - Business, Commerce and Management Studies			Public Relations	
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	NQF Level 04	9
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**	
Reregistered	2015-07-01	2018-06-30	SAQA 10105/14	
LAST DATE FOR ENROLMENT	**LAST DATE FOR ACHIEVEMENT**			
2019-06-30	2022-06-30			

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This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

This Unit Standard is intended for all those who are involved with administrative duties relating to media liaison and publicity campaigns.

The qualifying learner is capable of:

☐ Compiling and updating media contact lists

☐ Assisting with a synopsis of media coverage

☐ Assisting with organising a media/publicity campaign

☐ Responding to media queries

☐ Assisting with the corporate social investment programmes of a business

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in:

☐ Communication at NQF Level 3 or equivalent

☐ Computer literacy at NQF Level 3 or equivalent

UNIT STANDARD RANGE

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Compile and update a media contact list.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

All types of relevant media (print and electronic) are identified for inclusion in the organisation's media contact list

ASSESSMENT CRITERION 2

Relevant names, numbers and addresses of the identified media are obtained in written or electronic form

ASSESSMENT CRITERION 3

Information (including names and numbers) on the contact list are entered onto the database and kept up-to-date for future use according to organisation procedure and policy

SPECIFIC OUTCOME 2

Assist with a synopsis of media coverage of an organisation and/or media initiative.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Electronic media is monitored for relevant news pertaining to/affecting the organisation and kept on file according to organisational procedures

ASSESSMENT CRITERION RANGE

Electronic media includes TV, internet, radio

ASSESSMENT CRITERION 2

Print media is monitored for relevant news pertaining to/affecting the organisation and a summary made and kept on file according to organisational procedures

ASSESSMENT CRITERION 3

Newspaper clippings and summaries of electronic media articles are circulated amongst members of the organisation to keep them informed

ASSESSMENT CRITERION 4

Suggestions are made to management on possible action that needs to be taken following media articles on the organisation/publicity campaign

SPECIFIC OUTCOME 3

Assist with organising a media/publicity campaign.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The various media and methods that could be used for a specific media/publicity campaign are identified and compiled in a list

ASSESSMENT CRITERION 2

The appropriate media for a specific campaign are selected with reasons why they are most suited to the campaign

ASSESSMENT CRITERION 3

Media kits are compiled/assembled which include all the information relating to the campaign and provided to relevant parties

SPECIFIC OUTCOME 4

Respond to media queries.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Media queries are responded to promptly in accordance with company procedure guidelines

ASSESSMENT CRITERION 2

Correct information is supplied in response to the query

ASSESSMENT CRITERION 3

Information is supplied to the media in the format that best suits their needs

ASSESSMENT CRITERION 4

Media deadlines are met to ensure relevancy of the issue at hand

SPECIFIC OUTCOME 5

Assist with the corporate social investment programmes of a business.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The terms, "corporate social investment"' and "corporate social responsibility" are explained orally with examples from an organisation involved in both

ASSESSMENT CRITERION 2

Arguments for and against the implementation of CSI programmes are provided in writing using examples

ASSESSMENT CRITERION 3

The types (areas of support) of CSI programmes instituted by an organisation are identified in a report indicating the internal and external CSI contributions of the organisation.

ASSESSMENT CRITERION 4

Assistance is provided for corporate social investment programmes as part of a team

ASSESSMENT CRITERION RANGE

Assistance includes but is not limited to organising events, producing communication materials and media kits, performing administrative tasks, answering queries from internal and external clients

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

☐ Assessors must be registered as an Assessor with the relevant ETQA, or with an ETQA that has a Memorandum of understanding with the relevant ETQA.

☐ Moderators must be registered as assessors with the relevant ETQA, or with an ETQA that has a Memorandum of Agreement with the relevant ETQA.

☐ Training providers must be accredited by the relevant ETQA.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

☐ Types of media

☐ Organisational policy and procedures relating to media liaison

☐ Communication skills (Writing and oral)

☐ Computer literacy:

☐ Telephone techniques

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made when identifying matters in the media that need a response from the organisation

UNIT STANDARD CCFO WORKING

Work effectively with others as a member of a team, group organization, community when drawing up media campaigns and compiling media kits

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively when monitoring the media and compiling media kits

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organize and critically evaluate information when deciding on the best media for a campaign, when monitoring the media for articles and when writing summaries

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation when assisting with the drawing up of a media campaign, writing reports and doing summaries of electronic media articles

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically, showing responsibility towards the environment and the health of others, when entering data for future use, using e-mail and the internet

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

N/A

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA BODY
Core	48875	Further Education and Training Certificate: Public Relations Practice	Level 4	NQF Level 04	Passed the End Date - Status was "Reregistered"	2009-09-09	Was SERVICES until Last Date for Achievement
Elective	58337	Further Education and Training Certificate: Trade Union Practice	Level 4	NQF Level 04	Reregistered	2018-06-30	ETDP SETA
Elective	58820	National Certificate: Advertising	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	MICTS
Elective	50583	National Certificate: Public Service Communication	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	PSETA

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PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:

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1. Breakeven 59(PTY) Ltd

2. DITSELA LABOUR INSTITUTION

3. Elijah Barayi Memorial Training Centre

4. T Mabuya & Associates (Pty) Ltd

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ADDENDUM 1.3:

USE THE PRINCIPLES OF EMPLOYMENT EQUITY TO RELATE CORPORATE SOCIAL RESPONSIBILITY TO ORGANISATIONAL TRANSFORMATION

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Use the principles of employment equity to relate corporate social responsibility to organisational transformation

SAQA US ID	UNIT STANDARD TITLE			
116919	Use the principles of employment equity to relate corporate social responsibility to organisational transformation			
ORIGINATOR				
SGB Generic Management				
PRIMARY OR DELEGATED QA BODY				
-				
FIELD		**SUBFIELD**		
Field 03 - Business, Commerce and Management Studies		Generic Management		
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular-Fundamental	Level 5	Level TBA: Pre-2009 was L5	10
REGISTRATION STATUS		**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

A person credited with this Unit Standard is able to demonstrate an understanding of the Employment Equity Act (EEA), the theory of transformation, the role of organisational change in South Africa and the nature of corporate social responsibility programmes. The learner will be able to align these into an effective transformation process. In particular, on completion of this Unit Standard, the learner is able to:

☐ Discuss the HRD legislation in terms of the history of the country

☐ Recognise that the Employment Equity (EE) Act is an integral part of the HRD strategy

☐ Analyse a company's corporate social responsibility (CSR) programmes with respect to designated groups

☐ Discuss Black Economic Empowerment (BEE) in general, and a specific industry Charter in particular

☐ Explain the concepts and principles relating to Organisational Transformation and Change Management (OT&CM)

☐ Enable a company to align its CSR projects more effectively to cover social areas of need and to effect organisational transformation

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners should be competent in:

☐ Computer Literacy at NQF Level 3

☐ Mathematical Literacy at NQF Level 4

☐ Communication at NQF Level 4

UNIT STANDARD RANGE

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Conduct a need and trend analysis of the social responsibility related programmes of an organisation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

A report is prepared highlighting an effective needs and trends analysis that has been conducted by the learner to assess the nature of the corporate social responsibility programme of a particular company.

ASSESSMENT CRITERION 2

An analysis is made of the impact of the corporate social responsibility programme of the company selected on its employment equity initiatives.

ASSESSMENT CRITERION 3

The benefits to the company of an appropriate corporate social responsibility programme are outlined in a presentation using real examples.

SPECIFIC OUTCOME 2

Develop measurement tools that track and report on an organisations' Corporate Social Responsibility and black economic empowerment programmes.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

A battery of measurement tools is developed and validated to assess the corporate social responsibility activity of a company.

ASSESSMENT CRITERION 2

A document is produced detailing how the findings of the analysis should influence corporate social responsibility spending.

SPECIFIC OUTCOME 3

Produce a strategy to influence corporate social responsibility projects.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

A strategy is devised that demonstrates how corporate social responsibility can be used to support all designated groups.

ASSESSMENT CRITERION 2

The strategy is workshopped with the Employment Equity committee and feedback is incorporated within the document.

ASSESSMENT CRITERION 3

A presentation of the major features of the strategy is developed, with its potential impact on the company's Employment Equity policies being highlighted.

ASSESSMENT CRITERION 4

A survey is conducted amongst employees from designated groups with respect to factors influencing their choice of employer.

ASSESSMENT CRITERION 5

An analysis of induction trends within the company is conducted and recorded in a document that is circulated to the Employment Equity committee.

ASSESSMENT CRITERION 6

A presentation is produced that relates corporate social responsibility projects to being an employer of choice.

SPECIFIC OUTCOME 4

Use the Employment Equity Act to relate Corporate Social Responsibility to Organisational Transformation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The relationship between corporate social responsibility and Organisational Transformation is explored in an essay on the topic.

ASSESSMENT CRITERION 2

A presentation is made to a peer group of how Employment Equity principles can be applied to related corporate social responsibility projects to Organisational Transformation and Change Management.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Accreditation for this Unit Standard shall be obtained from the relevant Education and Training Quality Assurance Body, through summative and formative assessment by a registered assessor.

- ☐ Assessors must be registered as an Assessor with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

- ☐ Moderators must be registered as assessors with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

- ☐ Training providers must be accredited by the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA. Moderation should include both internal and external moderation where applicable.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The knowledge underpinning the above specific outcomes is:
- ☐ An overview of the South African Constitution

- ☐ An overview of South Africa's Bill of Human Rights.

□   The EEA.

□   The ability to conduct credible surveys.

□   BEE policy and a specific industry Charter.

□   The concepts of businesses as going concerns and the profit motive.

□   The fundamentals of OT&CM.

□   The EE committee.

□   A basic knowledge of South African history and the legal system in place prior to the introduction of the HRD, and other, related legislation.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Adopting a systemic approach when explaining the relationship between Employment Equity, Corporate Social Responsibility and Organisational Transformation.

UNIT STANDARD CCFO WORKING

Working in groups and teams when rolling out concepts and principles relating to Organisational Transformation and Change Management within an organisation.

UNIT STANDARD CCFO COLLECTING

Critically collecting, evaluating and analysing information relating to the organisation's corporate social responsibility (CSR) programmes with respect to designated groups.

UNIT STANDARD CCFO COMMUNICATING

Using effective communication when discussing Black Economic Empowerment as it relates to the specific industry Charter.

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

N/A

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA BODY
Core	58246	Bachelor of Human Settlements Development	Level 6	Level TBA: Pre-2009 was L6	Reregistered	2018-06-30	
Elective	49075	National Certificate: Organisational Transformation and Change Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	SERVICES
Elective	49076	National Diploma: Organisational Transformation and Change Management	Level 5	NQF Level 05	Reregistered	2018-06-30	SERVICES

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:

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NONE

ADDENDUM 2:
SNOWBALLING INVITATION TEMPLATE

Dear John

Please find attached as per our discussion at the South African Higher Education Community Engagement Forum (SAHECEF), the template to invite CSR subject matter experts to participate in this inquiry. This template is only guide and you may use the invitation template as is or make changes to suit the audience you have in mind.

Please do not hesitate to contact me if you need any additional help and or support. I will, once you have discussed the inquiry with your colleagues, send a welcome e-mail to them with all the details of the study.

Kind regards

Christopher McCreanor

Vrije University / University of Stellenbosch

Mobile: +27 83 795 1304 / Home: +27 21 554 2127

Christopher@sriresearch / christophermccreanor@gmail.com

LinkedIn / Facebook / Twitter

Template

Dear _____,

I have recently met with Christopher McCreanor at the SAHECEF board meeting in East London. Christopher is a PhD research student from the Vrije University and the University of Stellenbosch, and would like to invite you to participate in the final stage of his research project.

The aim of his study is to design and develop a curriculum framework for the professional development of CSR/CSI practitioners in South Africa. Part of the research, before the design and development of the curriculum framework, is to investigate the competencies (skills, knowledge and behaviours/attitudes) required to be a successful CSR practitioner. The latter will then be interpreted to inform the curriculum framework for the professional development of practitioners in South Africa.

The study is divided into three major areas of investigation. This is a very high-level overview of the research to date:

Phase One: He asked CSR practitioners to list and rate their required competencies and areas of development. Data analysis was completed and a SPSS count completed to identify specific competency themes. The latter was further explored during focus groups, which resulted in 43 generic competencies – first draft competency framework.

Phase Two: Completed a Delphi discussion with 24 CSR-experts. Participants discussed and rated the CSR competencies for relevance and applicability – second draft competency framework was completed after consensus was reached on the most critical competencies. Conceptually, based on Bartrams Great 8 Competencies (Universal Competency Framework), identified and classified competencies into a hierarchical framework with 8 high-level factors, 22 dimensions at competency level and 100 components at behavioural level, which was validated by a panel of 15 experts in CSR and Sustainability – third draft competency framework ready for testing in CSR field.

Phase Three: This is where he reaches out to you to help to validate and review the framework and competencies identified in phase one and two. This is a critical analysis of the conceptual framework to be tested within industry in South Africa.

The final step, the framework will be administered to a group of CSR professionals; (i) practitioners, (ii) CSR managers, and (iii) academics. The final step review will then be followed-up with one-on-one telephonic interviews to validate data and understanding.

Complete, based on the data analysis, the final CSR Competencies Framework for the development of CSR practitioners in South Africa.

Christopher will contact you in person should you agree to participate in the survey. He will send all the relevant information to you. You will need 15 to 20 minutes to review the framework online. You will be given opportunity to rate the competencies, make value judgements on validity and finally make recommendations for changes and identify how you think the competencies would be developed best. He will, once you have completed the online questionnaire, reach out to you for a one-on-one telephonic interview to clarify the feedback provided in the survey response – this should not take more than 30 to 45 minutes.

Once again, thank you for taking the time out of your exceptionally busy schedule to help him with his research project. The competencies framework will not come to realisation without your dedication, hard work and passion.

Please reach out to Christopher if you have any questions on the information provided – christopher@sriresearch.co.za. Christopher will be more than happy to connect with you via Skype (cpamccreanor) to chat about the research. He will also be able to share the results of this study with you, once his thesis has gone through the evaluation and assessment process by no later than Mei 2016.

ADDENDUM 3:

FOLLOW-UP E-MAIL FOR RESPONDENTS WHO DID NOT COMPLETE THE QUESTIONNAIRE

Dear Angus

I have noted that you have not been able to complete the quick online questionnaire to validate the CSR/CSI Competency Framework for South African-practitioners. Please let me know if you have had trouble in accessing the link – any technical difficulties, as I am available to assist and help.

Click on this link to complete the questionnaire: http://www.surveygizmo.co.uk/s3/2054027/South-African-CSR-CSI-Practitioner-Competency-Framework-Validation-questionnaire

It should only take a couple of minutes to complete.

I am looking forward to your response.

Kind regards

Christopher McCreanor

University of Stellenbosch / VU Amsterdam

e-mail: christophermccreanor@gmail.com

e-mail: christopher@sriresearch.co.za

ADDENDUM 4:

PHASE 3 E-MAIL NOTIFICATION TO PARTICIPATE IN QUESTIONNAIRE

Dear Angus

Thank you for offering to complete the validation of the CSR/CSI practitioner Competency Survey in support for the design and development of a curriculum framework for the professional development of CSR/CSI practitioners in the South Africa.

We are ready to proceed with the survey and the follow-up interviews. You may click on this link or simply copy and paste the following link in your browser to complete the survey: http://www.surveygizmo.co.uk/s3/2054027/South-African-CSR-CSI-Practitioner-Competency-Framework-Validation-Survey

About the survey:

- The survey should take approximately 15 minutes to complete online.
- You will be presented with eight high-level competency statements at a factor level.
- You will be asked to validate the competencies for inclusion in the final competency framework, which will be used to inform the curriculum framework for the professional development of CSR/CSI practitioners in the South African context.
- You will be asked to state the reason for your validation – please do so in responding with full sentences and with as much detailed information as possible
- You will be asked to propose the best way to develop the competencies you have validated – please do so in responding with full sentences and with as much detailed information as possible.
- You will be asked to validate your personal level of experience.

Please note that none of your personal information will be recorded, but you will need the following in order for me to classify your responses for data correlation purposes: (i) industry you work in, (ii) your job and role profile title, and (iii) your industry SIC code if applicable.

About the follow-up interview:

- The follow-up interview should take 30 to 45 minutes to complete and can be completed at your convenience by contacting me to book a suitable time.
- The interview is conducted via Skype or telephone at the cost of the researcher. You may add me on Skype: cpamccreanor or send me your Skype details and I will add you to my Skype profile. Please provide a contact number for the interview if you do not have a Skype profile.
- Interviews will take place within two weeks after completion of the online survey. I respect your busy schedules and will only confirm a meeting date once you provide me with a suitable date

- You will receive an e-mail with your survey response before the meeting, for reference purposes during the interview.

- During the interview, I will present the 22 dimensions of the prosed competency framework to you to reach agreement on the validity at competency level.

- During the interview, I will present the proposed behavioural components to you for validation. You will only need to validate the behavioural components with a simple YES or NO answer.

- Participation in the research project is voluntary and strict ethical rules and guidelines will be applied and adhered to during the research.

You may find the form to consent to participate at the bottom of this mail. You do not need to complete the consent form, as there is an option on the electronic questionnaire to agree, thus giving your consent to participate.

Please do not hesitate to contact me if you require more information that is detailed. I am looking forward to working with you.

Kind regards

Christopher McCreanor

University of Stellenbosch / VU Amsterdam

e-mail: christophermccreanor@gmail.com

e-mail: christopher@sriresearch.co.za

mobile: +27 83 795 1304

ADDENDUM 5:

CONSENT TO PARTICIPATE IN RESEARCH SURVEY

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

A curriculum framework for the educational development of Corporate Social Responsibility (CSR) practitioners in South Africa

You are asked to participate in a research study conducted by Christopher McCreanor, a doctoral candidate from the Department of Curriculum Studies, Faculty of Education at Stellenbosch University. The results of this survey will contribute to the empirical part of a PhD dissertation. You were selected as a possible participant in this study because you are seen as a CSR expert within the field of CSR and CSI.

PURPOSE OF THE STUDY

This study is designed to assess the **Corporate Social Responsibility (CSR) specific competencies required to be successful as a CSR/CSI-practitioner in** South Africa.

The research component of this survey will also contribute to the VU Amsterdam and NRF sponsored research program to develop a *conceptual framework towards the educational development of CSR practitioners in South Africa.*

PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following:

Self-Certification of Institutional Data

Whilst we do not certify the information provided by participants, we would ask all submitters to send information that is complete l and honest to the best of their information at the time of asking.

Survey Structure

You will be asked in this Survey to provide information under the following sections:

- Personal information related to level of expertise and experience / industry SIC code(s)
- You will be presented with eight competency statements to validate
- You will need to agree or disagree with the statements and validate your answer by providing comprehensive feedback to support your answers
- You will be asked to self-assess your own level of expertise

- Provide Closing remarks

Filling in the online survey

- The URL link from the VU Amsterdam e-mail (email@sriresearch.co.za) is your unique access to the Survey

- Questions marked with asterisk (*) in the questionnaire are compulsory

- The on-line survey will take approximately 15 minutes to complete.

- By using the link from the email invitation, the survey can be filled in multiple sittings; for example: you can return to the survey the next day without losing information already provided.

- Links to User Instructions and Frequently Asked Questions are available on each Survey page.

- Survey support will be provided by Christopher McCreanor from the Vrije University Amsterdam and Stellenbosch University.

- Please provide as much detailed information as possible in the relevant sections.

Interview structure

You will be asked in the interview to provide information under the following sections:

- Validate 22 dimensions as competency level

- Validate 100 components on behavioural level

- You will only be required to validate agreement for inclusion in the final competency framework by simply stating yes or no

Completing the interview

You will be contact to make an appointment for the one-on-one interview, once the data analysis of your response has been completed

The one-on-one interview will take place via Skype or telephonically at no cost to you

The interview will take approximately 30 minutes to complete.

POTENTIAL RISKS AND DISCOMFORTS

There are no risk and / or discomfort involved in completing the survey.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

As a participant in this survey and interview, you will be contributing to the design and development of a curriculum framework for the professional development of CSR/CSI practitioners in the South African context. You will have public access to the results in the study and will be provided with the results from the study in a published article.

By participating in this Survey, you will have an excellent opportunity to:

- Identify the most critical competencies, which will be used to inform the development of a curriculum framework for the professional development of CSR/CSI practitioners in South Africa.

- Contribute to the first comprehensive study on the professional development of CSR/CSI practitioners in South Africa.

Answering the questions in this Survey will also allow you to:

- Advance the understanding of the changes in the CSR field.

- Indicate how research and education are evolving to address the increasingly complex interface between business, society, academics, and stakeholders.

- Provide indicators of knowledge gaps and issues to be tackled in the future.

- The partners consider the objectives of this survey to include, but not be limited to:

Academia (Institutions and Researchers)

- To assist with benchmarking education from a curriculum development perspective

- To assist with communicating competencies required for professional development

- To inform researchers of supportive work being done in other South African institutions.

Students

- To assist with identifying critical competencies required to be a successful CSR/CSI-practitioner o assist with benchmarking education from a curriculum development perspective.

Policy-makers

- To provide an overview of the state of CSR research and education within South Africa

- To provide a comparative analysis of CSR research and educational initiatives in mainstreaming CSR issues in business education programmes from a curriculum development perspective.

PAYMENT FOR PARTICIPATION

There is no payment available for participation and all participation is strictly voluntary.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of non-identification of any individual institution or person contributing to the data. Electronic data will be kept on a server with a password to which only the researcher will have access. Data will be destroyed within one year after the study have been

completed and no data will be revealed to anybody except in forms reported which will not identify or expose participants in any way. .

The demographic details of participating role players from which it may be possible to ascertain the identity of the role players, will be collected using a standardized on-line data collection form, while maintaining the anonymity of the survey participants. Collected data will be processed and information will be stored on a secure server to ensure the safekeeping of all data to be collected.

Role players will be requested to participate and be given a choice in terms of any disclosure and participation. All role players will be requested, as per the standard ethical process, to sign this consent form. The research will not commence prior to ethical clearance provided by the Research Ethics Committee of Stellenbosch University.

PARTICIPATION AND WITHDRAWAL

You can choose whether to participate in this study or not. If you volunteer to participate this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact:

Christopher McCreanor (PhD Candidate)

42 Del Valle Crescent

Sunningdale

Western Cape

7441

Mobile: +27 83 795 1304 / christopher@sriresearch.co.za / LinkedIn

Professor Eli Bitzer (Supervisor)

Faculty of Education

University of Stellenbosch

Stellenbosch

Western Cape

Mobile: 082 874 6023 / emb2@sun.ac.za

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me, _____ by Christopher McCreanor *in the language of my choice.* I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study *and* I have been given a copy of this form.

_____

Name of Subject/Participant

_____

Name of Legal Representative (if applicable)

_____   _____

Signature of Subject/Participant or Legal Representative   Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [and/or [his/her] representative _____*.* He/ she was encouraged and given ample time to ask me any questions. This conversation was conducted in the language of the participant's choice.

_____ _____

SIGNATURE OF INVESTIGATOR   DATE

ADDENDUM 6:

CSR PRACTITIONER SURVEY - SOUTH AFRICA

Welcome to the 2014 CSR & CSI Practitioner Survey - South Africa

Welcome and thank you for taking the time to complete this survey. Vrije University (Netherlands) and University of Stellenbosch present: South African Survey on: "The Core Competencies of theCSR practitioners in the South African context."

This project is being led by the Vrije University (Netherlands) and the University of Stellenbosch. This study supported by the South Africa – VU University – Strategic Alliance (SAVUSA), National Research Fund (NRF) and the Desmond Tutu Fund forms part of the studies undertaken by Christopher McCreanor (PhD Candidate).

The aim this survey is to identify and understand the core competencies required of CSR practitioners in the South African context. The results of this survey will support the development of a curriculum framework forCSR practitioners in the South Africa context.

The survey consists out of four sections and thirty-two questions. The survey will not take more than 20 minutes of your valuable time to complete. Please read all the questions carefully and answer the questions truthfully.

Please do not hesitate to contact Christopher McCreanor should you be unclear about the expectations and / or need additional help to complete the survey. You may reach Christopher McCreanor at 083 795 1304 or christopher@sriresearch.co.za.

You may also make comments about questions in the text boxes provided where applicable. Once again - thank you for taking time out of your valuable schedule to complete this survey.

Regards

Christopher McCreanor

083 795 1304

By selecting to Yes I agree and consent to participate button, you agree that you have received, read and reviewed the Consent to Participate documentation in the e-mail invite. By selecting the Yes I agree and consent to participate button you acknowledge your rights under the ethical considerations as described in the Consent to Participate document. *

( ) Yes, I agree and consent to participate
( ) No I am not in agreement and do not consent to participate

Your details - nothing personal

1) What is your age?

( ) 18-24

( ) 25-34

( ) 35-54

( ) 55+

2) What is your gender?

( ) Male

( ) Female

3) What is your ethnic origin?

( ) Asian/Pacific Islander

( ) Black/African

( ) Caucasian

( ) Coloured

( ) Other/Multi-Racial

( ) Decline to Respond

4) What is your highest qualification?

[ ] 12th grade or less

[ ] Graduated high school or equivalent

[ ] Some college, no degree

[ ] First Degree

[ ] Bachelor's degree

[ ] Post-graduate degree

Comments:

5) Did you complete a formal qualification in CSR/CSI? If the answer is YES, then please provide the title of the qualification and the provider obtained from.

[ ] Yes

[ ] No

Comments:

6) Please indicate the current province you are working in

( ) Eastern Cape

( ) Free State

( ) Gauteng

( ) KwaZulu-Natal

( ) Limpopo

( ) Mpumalanga

( ) Northern Cape

( ) North West

( ) Western Cape

Comments:

7) What is your e-mail address?

_____

Comments:

Current CSR / CSI role and related functions

8) What is your current role title?

_____

9) What is your current role level - position?

[ ] Top Level Executive

[ ] CEO

[ ] CFO

[ ] Director

[ ] Manager

[ ] Professional

[ ] Administrative/Support personnel

[ ] Junior Level

10) Number of years in your current CSR/CSI role?

( ) 1

( ) 2

( ) 3

( ) 4

( ) 5

( ) 6

( ) 7

( ) 8

( ) 9

( ) 10 and more

11) What is your primary job function (if other than a 100% focus on CSR/CSI)?

[ ] Accounting / Finance / Banking

[ ] Administration / Clerical / Reception

[ ] Advertisement / PR

[ ] Architecture / Design

[ ] Arts/Leisure / Entertainment

[ ] Beauty / Fashion

[ ] Buying / Purchasing

[ ] Construction

[ ] Consulting

[ ] CSR Specialist

[ ] Customer Service

[ ] Distribution

[ ] Education

[ ] Health Care (Physical & Mental)

[ ] Human resources management

[ ] Management (Senior / Corporate)

[ ] News / Information

[ ] Operations / Logistics

[ ] Planning (Meeting, Events, etc.)

[ ] Production

[ ] Real Estate

[ ] Research

[ ] Restaurant / Food service

[ ] Sales / Marketing

[ ] Science / Technology / Programming

[ ] Social service

[ ] Student

[ ] Other

[ ] N/A - Unemployed / Retired / Homemaker

Comments:

12) What industry are you working in?

[ ] Accounting

[ ] Advertising

[ ] Aerospace / Aviation / Automotive

[ ] Agriculture / Forestry / Fishing

[ ] Biotechnology

[ ] Business / Professional Services

[ ] Business Services (Hotels, Lodging Places)

[ ] Computers (Hardware, Desktop Software)

[ ] Communications

[ ] Construction / Home Improvement

[ ] Consulting

[ ] Education

[ ] Engineering / Architecture

[ ] Entertainment / Recreation

[ ] Finance / Banking / Insurance

[ ] Food Service

[ ] Government / Military

[ ] Healthcare / Medical

[ ] Internet

[ ] Legal

[ ] Manufacturing

[ ] Marketing / Market Research / Public Relations

[ ] Media / Printing / Publishing

[ ] Mining

[ ] Non-Profit

[ ] Pharmaceutical / Chemical

[ ] Research / Science

[ ] Real Estate

[ ] Retail

[ ] Telecommunications

[ ] Transportation / Distribution

[ ] Utilities

[ ] Wholesale

[ ] Other

[ ] Don't work

Comments:

13) What is the size of your organisation?

[ ] 1-4

[ ] 5-9

[ ] 10-19

[ ] 20-99

[ ] 100-499

[ ] 500-9,999

[ ] 10,000+

14) In your current role, do you

[ ] Design and develop CSR/CSI strategies

[ ] Implement CSR/CSI Strategies

[ ] Administer CSR/CSI strategies

[ ] Design and Develop CSR/CSI policies

[ ] Implement CSR/CSI policies

[ ] Administer CSR/CSI policies

[ ] Report on CSR/CSI functions and activities

[ ] Monitor and evaluate CSR/CSI activities

[ ] Have no influence on any of the above

[ ] Other

Comments:

15) Within your organisation which function is primarily responsible for CSR/CSI?

[ ] External Affairs

[ ] Public Affairs

[ ] Government Relations

[ ] Environment Management

[ ] Cross Functional

[ ] specialist CSR/CSI Unit

[ ] Administration / Clerical / Reception

[ ] Marketing / Advertisement / PR

[ ] Customer Service

[ ] Distribution

[ ] HR

[ ] Management (Senior / Corporate)

[ ] Operations / Logistics

[ ] Production

[ ] Sales / Marketing

[ ] Other

Comments:

16) Please review the following core drivers and rank the list of items from most important to least important. Which of these core drives has the biggest influence on your CSR/CSI role?

_____cultural traditions

_____political reform

_____socio-economic priorities

_____governance gaps

_____crisis response

_____market access

_____international standardisation

_____investment incentives

_____stakeholder activism

_____supply chain management

_____BBBEE - influence from government policies on socio-economical reform

_____United Nations Millennium Development Goals

CSR / CSI Practitioner Competencies and Development

17) Please list the top five competencies required for your current CSR/CSI role - please be specific to your CSR/CSI role.

1.: _____

2.: _____

3.: _____

4.: _____

5.: _____

Comments:

18) Given the opportunity to design a specialist CSR/CSI qualification, please list the top five competencies and subject areas you would include and briefly state why.

1.: _____

2.: _____

3.: _____

4.: _____

5.: _____

Comments:

19) Please list the top five priorities (goals) you have to manage within your current CSR/CSI role(s)

1.: _____

2.: _____

3.: _____

4.: _____

5.: _____

Comments:

20) List the top 5 areas your (CSR/CSI) performance is measured / assessed against in your current role. This should typically form part of your annual performance review as success indicators. Please indicate with a NA if your (CSR/CSI) performance is not formally assessed and reviewed on a annual basis.

1.: _____

2.: _____

3.: _____

4.: _____

5.: _____

Comments:

21) Are any of your personal (CSR/CSI) performance indicators (areas of measurement / KPI / KPA) linked to your organisational strategy?

( ) Yes

( ) No

( ) NA

Comments:

22) Are any of your performance indicators (areas of measurement / KPI / KPA) linked to your organisation's CSR/CSI strategy?

( ) Yes

( ) No

( ) NA

Comments:

23) Are you currently a member of a professional body for CSR/CSI Practitioners?

( ) Yes

( ) No

Comments:

24) Do you have a continuous professional development (CPD) or career path plan in place for your CSR/CSI role?

( ) Yes

( ) No

Comments:

25) Please list the 5 main areas of your CPD - please indicate with a NA if not applicable

1.: _____

2.: _____

3.: _____

4.: _____

5.: _____

Comments:

26) Which of the following have you used to develop the skills and knowledge to integrate CSR/CSI into your work?

[ ] Keeping up to date by reading

[ ] Networking

[ ] Learning by doing the job

[ ] Attending conferences

[ ] Knowledge of the activities of other companies

[ ] Formal external training programmes/workshops

[ ] Corporate Responsibility Group

[ ] In-house programmes/workshops

[ ] Experience in the voluntary sector

[ ] "Seeing is believing" type programme

[ ] Coaching from line manager

[ ] Other trade or professional associations

[ ] Experience in the public sector

[ ] e-learning training

Comments:

27) Is it easy to find out what training and development is available in CSR/CSI?

( ) Yes

( ) No

( ) Don't know

Comments:

28) In your view are there sufficient training and development opportunities relevant to CSR/CSI issues?

( ) Yes - Available in my province and industry

( ) Yes - On a national level (other provinces) and other industries

( ) No

( ) Don't know

Comments:

29) Please consider the list of 27 skills and competencies and then select the skills and competencies you feel is most important to the CSR/CSI specialist role - you may select multiple options Please read the list with care and select the most appropriate options. Please

use the comment block to list any additional skills, knowledge and behaviours (competencies) we did not list.

[ ] Adaptability and Empathy - Having the flexibility to adjust your approach, language and views to suite differing influencing situations, cultures and sectors

[ ] Business Insight - Understands the business, its customers and markets, the way it works, its structure and culture and how it relates to CSR / CSI

[ ] Communication Skills - Conveys ideas and information clearly and in a manner appropriate to the audience – in writing, presenting and public speaking

[ ] Decision Making - Evaluates the implications of various options before deciding on a course of action and then showing commitment to and accountability for that decision

[ ] Developing Others - Develops staff to their full potential, providing timely, constructive feedback on performance, setting challenging work assignments and objectives, and monitoring progress

[ ] Commercial Awareness - Understands the concepts of profit and loss, cash flow and managing budgets and using financial information effectively

[ ] Building Internal Partnerships - Understands the significance of and is able to take a multi-functional perspective on `strategic implementation' issues

[ ] Technical Expertise - Understands trends in social and environmental issues and how the impact on organisations

[ ] Influencing without Power - Adapts behaviour and communication style with others to persuade, gain agreement and commitment to ideas and action

[ ] Information Technology - Understands how to use new technology in business and its value as a source of information

[ ] Innovation - Demonstrates an enquiring mind, encourages new ideas and translates ideas into action

[ ] Leadership - Takes charge and adapts own leadership style to suit the situation to inspire, influence and motivate others to perform

[ ] Handling Complexity - Understands the implications of change in the social and political arena and its impact on the organisation

[ ] Building External Partnerships - Builds networks and alliances with individuals and organisations

[ ] Stakeholder Dialogue - Identifies stakeholders, engages in dialogue and balances competing demands

[ ] Open Minded - Listens to range of opinions and learns from the experience of others

[ ] Integrity - Has a genuine concern for social issues and acts as the conscience of the business

[ ] Understanding Impacts - Knows how to manage, measure and report on social impacts of business

[ ] Licence to Operate - Understands the requirements of legislations, CSR / CSI standards and public opinion

[ ] Questioning Business as Usual - Is prepared to move away from familiar ways of thinking and working and challenges others to deal with uncertain situations comfortably

[ ] Selling the Business Case - Ability to communicate effectively how managing social and environmental impacts contribute to the delivery of the organisation's strategy

[ ] Internal Consultancy - Personal effectiveness as a change agent and champion of CSR / CSI issues

[ ] Political Savvy - Understands agendas and perspectives of others, recognises and balances needs of stakeholders and the organisation

Comments:

30) Please provide us with a copy of your (CSR/CSI) role profile or role (job) description. Please ensure that you have permission from your Senior Manager to share this information for the purpose of this PhD study. The information will not be viewed and/or used for any other purpose(s) than this study.

_____1

_____2

Comments:

31) Please provide us with the following details if you would like to participate in further activities relating to this study. We will require CSR practitioners to participate in a workshop to help us understand the specific competencies required to build a curriculum framework for CSR practitioners.

Name: _____

Surname: _____

Name of Organisation: _____

Name   of   contact   details   of   your   Senior   Manager: _____

Your phone number: _____

Your e-mail address: _____

Province: _____

---

32) Thank you for completing the survey. Please write your comments and feedback   in   the   textbox   provided.

How long did it take you to complete the survey?*

_____

Comments:

Thank You!

ADDENDUM 7:

CSR/CSI COMPETENCY SURVEY – DELPHI SURVEY ROUND I

CSR/CSI Competency Survey - Delphi Survey I

Page 1 - Welcome

Dear CSR/CSI-practitioner

I would like to thank you for taking part in this Delphi process.

Aim of the first round.

Based on your answers provided in the 2014 CSR/CSI-practitioner survey the following list of competencies was established.

It includes 43 competency statements identified after the first round data analysis.

You are asked to rate the importance of the these competencies according to the scale from 1 to 4 where:

1 relates to a competency which is not at all important so you strongly disagree that it should be included in the competency metrics,

2 a competency which is not important (you disagree),

3 the competency is important but not essential (you agree) and

4 the competency is essential, maximum importance and definitely should be included in a competency metrics related to CSR/CSI-practitioner development.

Please answer the complete questions.

We are aiming to get consensus on all competencies.

Your answers remain anonymous and confidential to all other participants and will be known only by the researcher.

Please contact me directly at 083 795 1304 if you need help and/or assistance.

By selecting to Yes I agree and consent to participate button, you agree that you have received, read and reviewed the Consent to Participate documentation in the e-mail invite. By selecting the Yes I agree and consent to participate button you acknowledge your rights under the ethical considerations as described in the Consent to Participate document.*

( ) Yes, I agree and consent to participate

( ) No I am not in agreement and do not consent to participate

---

1) Please select the answer you agree most with.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Adaptability - Demonstrate the ability to change your ideas or behaviour as different conditions arise, new environments, new projects, etc., in order to deal with the new circumstances appropriately.	( )	( )	( )	( )
2. Administration - Demonstrates sound general office administration. Identifies and organises resources needed to accomplish tasks; manages time effectively.	( )	( )	( )	( )
3. Analytical Reasoning - Demonstrate the ability to recognise and determine the meaning of patterns in a variety of information. Be able to articulate the effect of these patterns either verbally or in a written format.	( )	( )	( )	( )
4. BBBEE - Responsible for the knowledge and understanding of BBBEE requirements of the organisation, from the need of transformation strategies to the implications for Corporate Social Responsibility/ Investment. The understanding and skill to conduct relevant audits (the ratings and scorecard tools). The knowledge of relevant legislation (such as Employment Equity Act, Labour Relations Act, etc.) and policies.	( )	( )	( )	( )
5. Budgets and Reporting - The ability to compile, analyse and summarise probable financial incomes and expenditures over a	( )	( )	( )	( )

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	Strongly Disagree	Disagree	Agree	Strongly Agree
specific period, as well as allocates funds for a specific purpose within a given time frame.				
6. Business Acumen - Demonstrate the knowledge and skill associated with the functioning of a business. Have an understanding of the various components and processes that make up a business. How these parts interact to make the business work.	( )	( )	( )	( )
7. Change Leadership - The knowledge and skills required to develop, implement and manage a change management framework and process.	( )	( )	( )	( )
8. Coaching and Mentoring - Demonstrate the ability to provide direct coaching and/or mentoring support to assigned individuals. The outcome is to influence the individual to perform better and improve across all aspects of their life.	( )	( )	( )	( )
9. Communication Skills - The ability to converse with others. This can be done via the spoken or written word. The ability to identify and appropriately react to voice modulation, tempo and emotion. Body language also plays a critical role in face-to-face communication.	( )	( )	( )	( )
10. Communications and PR - The skills to strategise around the correct branding and public relations necessary per CSI/CSR initiative.	( )	( )	( )	( )
11. Computer Literacy - Demonstrate the required knowledge and skills associated with	( )	( )	( )	( )

	Strongly Disagree	Disagree	Agree	Strongly Agree
operating a Personal Computer. This includes use of tools such as the internet and Microsoft Office (Word, PowerPoint, Excel, Outlook)				
12. Data Analysis - The ability to design and/or implement a process to extract data on initiative areas. This typically encompasses a variety of statistical techniques from modelling and data mining to analyse current and future states.	( )	( )	( )	( )
13. Decision Making - Demonstrate the capacity to identify and understand issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.	( )	( )	( )	( )
14. Drive - Displays energy, drive, and a need to complete task and projects, even when faced with hurdles. Pushes self and others for results. Persists to till completion, and is optimistic and tenacious throughout.	( )	( )	( )	( )
15. Financial Accounting and Reporting - Possesses the required knowledge and skill associated with financial accounting/ cost accounting as it pertains to international and specific country standards. It includes the understanding of the financial and economic impact of various facets.	( )	( )	( )	( )

	Strongly Disagree	Disagree	Agree	Strongly Agree
16. Integrity - Demonstrates the high standards of ethical and moral conduct in order to promote confidence and trust.	( )	( )	( )	( )
17. Knowledge and understanding of community needs - Is able to identify, analyse, and understand the needs of the communities, which the CSR/CSI initiative aims to serve. Identifies ways in which to assist the development of the said communities.	( )	( )	( )	( )
18. Knowledge and understanding of CSR/CSI best practice Is knowledgeable on defining CSR/CSI frameworks, and best practice - implementation and measurement, includes benchmarking. Understands how CSR/CSI incentives can drive participation to meet non-economic goals. Keeps up-to-date on trends within the CSR/CSI industry locally and internationally, and the key focus areas it advocates and its associated return on investment (ROI).	( )	( )	( )	( )
19. Knowledge and understanding of sustainable development - The knowledge and skills to focus on sustainable development, from strategizing to implementing to measuring the impact of the initiative. This includes knowledge on sociological, psychological and economic factors on sustainable development.	( )	( )	( )	( )
20. Leadership - The knowledge and understanding of the role of a leader, providing direction to others in a manner that is appropriate, supportive and motivational to others. It entails the process of enabling others	( )	( )	( )	( )

	Strongly Disagree	Disagree	Agree	Strongly Agree
to deliver results by utilising the capabilities of others and developing them to greater efficiency.				
21. Legislative Acumen - The knowledge and understanding of relevant legislations required to pursue CSR/CSI such as legal contracting, contractual law, and international legislation. This includes skills pertaining to good corporate governance, compliance management, and the building and defining of frameworks relevant to CSR/CSI.	( )	( )	( )	( )
22. Managing Change - The ability to manage and adapt to constant change in a positive and speedy manner. The knowledge and ability to facilitate the change process with others.	( )	( )	( )	( )
23. Marketing and Sales - Demonstrate the knowledge, skill and ability to engage in persuasive selling through client engagement with a focus on closing sales and meeting set sales targets. Effectively markets product offerings and services.	( )	( )	( )	( )
24. Monitoring and Evaluation - Ensures that adequate tracking mechanisms to evaluate progress are in place. Demonstrates the ability to track the performance at an individual, team and/or business unit level. It includes testing the effectiveness of initiatives and gathering evidence to gain future support through the use of impact assessments and statistics.	( )	( )	( )	( )

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	Strongly Disagree	Disagree	Agree	Strongly Agree
25. Negotiation Skills - The ability to discuss with the intent of convincing the other party to agree. The ability to change another's decision.	( )	( )	( )	( )
26. Networking - The ability to easily establish good relationships with stakeholders ranging from corporates to key community members; relates well to people at all levels; and builds wide and effective networks of contacts.	( )	( )	( )	( )
27. Organisational and Environmental Awareness - Demonstrates the ability to keep up-to-date on, and apply, local, national, and international business knowledge and trends that affect the organisation and shape stakeholders' views; maintains awareness of the organisation's impact on the external environment.	( )	( )	( )	( )
28. People Management - Demonstrate the ability to work co-operatively and build productive relationships with people and teams (including volunteers) within the organisation and outside the organisation in order to meet initiative objectives. It includes the knowledge and skill required to catalyse and drive a team of individuals towards the same goal and achieve it.	( )	( )	( )	( )
29. People Performance Management - The ability to implement organisational processes that are associated with people performance management. The aim is to ensure that all individuals are working at optimal levels and contributing to the organisation.	( )	( )	( )	( )

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	Strongly Disagree	Disagree	Agree	Strongly Agree
30. Planning and Organising - The appropriate and effective use of programs and timelines in order to ensure co-ordinated plans are realised through appropriate utilisation of people, processes and resources. Pre-empting, forecasting and amending schedules accordingly and realistically.	( )	( )	( )	( )
31. Presentation Skills - The ability to make a successful presentation to an audience. It includes the ability to read others and communicate succinctly with the intent to persuade, negotiate or to influence others.	( )	( )	( )	( )
32. Problem Solving - Demonstrate the ability to identify problems and/or opportunities and responding to them with insight and creativity. The knowledge and ability to apply complexity theory when examining the possible solutions and making informed choices based on the best and most relevant information and resources available.	( )	( )	( )	( )
33. Project Management - The knowledge and skill to plan, organise, motivate and control resources, procedures and protocols to achieve specific goals in scientific or daily problems. This includes the knowledge of specific project methodologies such as PRINCE 2, AGILE, etc. This extends to budget monitoring and comparisons for resource utilisation.	( )	( )	( )	( )
34. Report Writing - The knowledge and skill to convey information in a clear and succinct manner in a written format. Thoughts and messages are structured appropriately and	( )	( )	( )	( )

	Strongly Disagree	Disagree	Agree	Strongly Agree
communicated in order to explain, persuade, convince and influence others to achieve the desired outcomes as well as record progress of initiatives.				
35. Research - Demonstrate the ability to plan, design and conduct research on a variety of relevant topics. Follow a recognised research methodology and document findings in a manner that adds value to the target audience.	( )	( )	( )	( )
36. Resource Management - The efficient and effective deployment of an organisation's resources when they are needed. Such resources may include financial resources, inventory, human skills, production resources, or information technology (IT).	( )	( )	( )	( )
37. Stakeholder Management - Demonstrate the ability to develop and maintain stakeholder relationships by interacting and socialising comfortably on various levels across various cultures. It encompasses the element of reading and understanding others and leveraging those to build sustainable relationships (persuasion). Ensures that the relationship is mutually beneficial.	( )	( )	( )	( )
38. Strategy Implementation and Management - The ability to transform the strategic direction into a plan, after conducting an analysis, and identifying key factors that may impact the conceptualised initiative. Manages the entire project/programme throughout.	( )	( )	( )	( )

	Strongly Disagree	Disagree	Agree	Strongly Agree
39. Team Leadership - Demonstrate the ability to offer direction and team leadership to allocated teams and displaying the required exemplary levels of leadership required.	( )	( )	( )	( )
40. Teamwork - Working collaboratively with others to achieve common goals and positive results.	( )	( )	( )	( )
41. Technical Expertise - Understands and appropriately applies procedures, requirements, regulations, and policies related to specialised expertise. Understands linkages between administrative competencies and mission needs.	( )	( )	( )	( )
42. Training and development - The ability to identify training gaps and develop the knowledge and skills of others on a particular topic or specific knowledge area.	( )	( )	( )	( )
43. Visioning and Strategic - Direction Demonstrate the ability to define, clarify and communicate the company's vision and strategic direction effectively to individuals, teams and/or business units, in a way that they understand the vision and strategic direction as well as their roles in achieving and committing to them. Develops the CSR/CSI Strategy linked to the organisation's strategy with a focus on sustainable development.	( )	( )	( )	( )

Comments:

Thank You!

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ADDENDUM 7.1:

DRAFT CSR COMPETENCY FRAMEWORK

Table 6.15: Validation data of competency dimensions

1. Strategic Leadership and Strategy Formulation				
1.1 Deciding and Initiating Action:	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
1. Develops and articulates CSR/CSI strategies linked to the organisation's strategy with a focus on sustainable development and shared value creation for key stakeholders	40%	7	64	80.9
2. Transforms strategic CSI/CSR vision, direction and intent into a plan	24%	6	80	80.9
3. Clearly defines, clarifies and communicates the CSR/CSI vision and strategic direction to key stakeholders	12%	2	100	80.9
4. Takes responsibility for own actions, projects and people related own CSR/CSI function	8%	3	96	80.9
5. Takes initiative and works under own direction	8%	1	100	80.9
6. Initiates and generates activity and introduces changes into work processes	8%	4	96	81.5
7. Makes quick, clear decisions which may include tough choices or considered risks	0%	5	84	80.9

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1. Strategic Leadership and Strategy Formulation				
1.2 Leading and Supervising:	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
8. Provides key stakeholders (including volunteers) with clear direction	40%	3	88	80.9
9. Manages own emotional intelligence (EQ) to set exemplary levels of leadership	20%	2	96	80.9
10. Supports, motivates and empowers key stakeholders through awareness to meet CSR/CSI goals	36%	1	96	80.9
11. Provides staff with development opportunities and coaching	0%	4	64	80.9
12. Implements or supports organisational processes associated with people performance management Aligned to strategic CSR/CSI goals	4%	5	64	80.9
2. Supportive and co-operative relationships				
2.1 Stakeholder Management	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
13. Demonstrates knowledge and understanding of key stakeholders needs	16%	3	100	80.9
14. Shows deep understanding of key stakeholders needs, which CSR/CSI initiatives aim to serve	8%	4	92	81.5
15. Identifies and analyses key stakeholder needs through consultation, mediation and reconciles conflict;	36%	2	100	80.9
16. Adapts and works collaboratively with key stakeholders to achieve CSR/CSI strategy	40%	1	100	80.9
2.1 Adhering to Own Principles and Integrity	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
17. Upholds high standards of ethical and moral conduct in order to promote and defend confidence and trust	68%	1	100	80.9
18. Builds diverse teams	4%	3	95.65	82.2
19. Encourages individuals and all stakeholders to demonstrate responsibility towards the environment and sustainable development	28%	2	96	80.9

3. Interconnecting and presenting				
3.1 Relating and Networking	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
20. Establishes and maintains good relationships with key stakeholders through the application of networking strategies, ranging from corporates to key community members and builds wide and effective networks of contacts.	100%	1	96	80.9
3.2 Persuading and Influence	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
21. Gains clear commitment from others by persuading;	0%	5	84	80.9
22. Designs and builds authentic branding and public relations frameworks for CSR/CSI projects;	12%	6	79.17	81.5
23. Makes effective use of political and CSR/CSI processes to influence and persuade others;	40%	4	84	80.9
24. Convincing other parties to agree and change decisions;	0%	7	66.67	81.5
25. Promotes shared value on behalf of own organisation and other key stakeholders;	40%	2	100	80.9
26. Makes strong personal impact on others;	8%	3	92	80.9
27. Takes care to manage one's positive impression on key stakeholders at all levels.	40%	1	100	80.9
3.3 Presenting and Communicating Information	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
28. Speaks fluently with confidence;	4%	4	100	81.5
29. Expresses opinions, information and key points of arguments clearly and succinctly;	40%	1	100	80.9
30. Makes presentations to key stakeholders and undertakes public speaking with skill and confidence;	16%	3	96	80.9
31. Reads with the intent to persuade, negotiate or to influence;	0%	6	88	80.9
32. Identifies and appropriately reacts to voice modulation, tempo, emotions and feedback;	8%	5	87.5	81.5
33. Projects credibility	32%	2	96	80.9

4. CSR literacy, analysing and interpreting				
4.1 Applying Expertise and Technology	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
34. Appropriately applies processes, procedures, requirements, regulations, and policies related to specialist and detailed CSR/CSI expertise;	16%	3	92	80.9
35. Uses technology when and where applicable to achieve work objectives;	0%	4	88	80.9
36. Develops integrated job knowledge and understanding (theoretical and practical - BBBEE / CSR and CSI Practice / Sustainable Development / Global Reporting Initiative / Accountability Principles / Supply Chain Standard / External Industry Awards / South African Benchmarking Groups / Monitoring and Evaluation);	68%	1	96	80.9
37. Develops linkages between administrative competencies and mission needs.	16%	2	92	80.9
4.2 Analysing	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
38. Designs, develops and implements data mining processes and procedures;	8%	6	58.33	81.5
39. Analyses numerical data and all other sources of information to break them into component parts, patterns and relationships;	4%	5	66.67	81.5
40. Probes for further information or higher understanding of a problem;	24%	1	100	80.9
41. Makes rational judgements from the available information and analysis;	4%	4	96	80.9
42. Recognise and determine the meaning of patterns in a variety of information and demonstrates an understanding of how one issue may be a part of a much larger system;	44%	2	96	80.9
43. Articulate the effects of patterns to relevant and key stakeholders at all levels.	16%	3	91.67	81.5

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4. CSR literacy, analysing and interpreting				
4.3 Monitoring and Evaluation	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
44. Implements adequate tracking mechanisms to evaluate progress of CSR/CSI projects and initiatives;	20%	2	96	80.9
45. Demonstrates the ability to track the performance of key stakeholders at an individual, team and/or business unit level;	16%	3	87.5	81.5
46. Tests the effectiveness of CSR/CSI initiatives and gather evidence to gain future support through the use of impact assessments and statistics.	64%	1	96	80.9
4.4 Writing and Reporting	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
47. Writes convincingly with a clear line of argument;	4%	2	100	80.9
48. Writes clearly, succinctly, correctly and professionally ;	8%	1	100	80.9
49. Formulates logical, clear and well-structured narratives through storytelling to explain, persuade, convince and influence all stakeholders;	20%	4	92	80.9
50. Avoids use of jargon or complicated language;	8%	5	91.67	81.5
51. Structures information to meet the reporting needs and understanding of the intended key stakeholders as well as record progress of CSR/CSI initiatives.	60%	3	92	80.9

5. Creating and conceptualising				
5.1 Researching and Learning	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
52. Plan, design and conduct research on a variety of relevant topics to inform CSR/CSI strategy and operations;	12%	5	84	80.9
53. Rapidly learns new tasks and commits information to memory quickly;	0%	6	52	80.9
54. Demonstrates an immediate understanding of newly presented information;	0%	7	52	80.9
55. Gathers comprehensive information to support decision making;	8%	3	100	80.9
56. Encourages an organisational learning approach;	0%	4	80	80.9
57. Learn from success and failures;	24%	2	100	80.9
58. Seeks feedback from all stakeholders in order to develop and grow.	56%	1	100	80.9
5.2 Problem Solving and Innovation	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
59. Creates innovative CSR/CSI projects and initiatives by identifying problems and/or opportunities and responds to them with insight and creativity:	28%	1	100	80.9
60. Applies knowledge and understanding of complexity theories when examining the possible solutions and makes informed choices based on the best and most relevant information and resources available;	56%	2	92	80.9
61. Produces a range of solutions to problems.	16%	3	87.5	81.5

5. Creating and conceptualising				
5.3 Formulating Strategies and Concepts	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
62. Based on research;	4%	3	96	80.9
63. Works strategically to realise CSR/CSI strategies linked to organisational goals;	52%	1	100	80.9
64. Sets and/or facilitates shared value strategies in support of the organisation's future shared value potential;	32%	4	95.83	81.5
65. Takes account of a wide range of issues related to all CSR/CSI stakeholders.	12%	2	100	80.9
6. Organising and executing CSR/CSI initiatives				
6.1 Planning and Organising	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
66. Sets clearly defined CSR/CSI stakeholder objectives;	12%	5	96	80.9
67. Plans and/or facilitates activities and projects well in advance and takes account of possible changing circumstances;	36%	4	96	80.9
68. Identifies and organises resources needed to accomplish CSR/CSI projects and initiatives;	12%	3	100	80.9
69. Manages time effectively and efficiently;	4%	2	100	80.9
70. Monitors performance against deadlines and milestones by pre-empting, forecasting and amending schedules accordingly and realistically.	36%	1	100	80.9
6.2 Project Management	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
71. Plans and/or facilitates, organises, motivates and controls resources, procedures and protocols to achieve specific goals in scientific or daily problems.	84%	1	87.5	81.5
72. Apply knowledge of specific project methodologies described in the Project Management Body of Knowledge (PMBOK) as published by the International Project Management Institute.	16%	2	56.52	82.2

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6. Organising and executing CSR/CSI initiatives				
6.3 Delivering Results and Meeting Stakeholder Expectations	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
73. Identifies analyses stakeholder needs and satisfaction;	4%	3	96	80.9
74. Sets and applies high standards for quality and success;	20%	4	92	80.9
75. Monitors and maintains high quality standards for CSR/CSI projects and initiatives;	52%	1	96	80.9
76. Works in a systematic, methodical and orderly way;	8%	5	88	80.9
77. Consistently achieves personal and strategic CSR/CSI goals.	16%	2	96	80.9
6.4 Following Instructions and Procedures	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
78. Complies with relevant local and international legislative requirement, legal obligations and good corporate governance to pursue CSR/CSI projects and initiatives;	72%	1	100	80.9
79. Appropriately follows instructions from others without unnecessarily challenging authority;	0%	3	12.5	81.5
80. Follows due process and procedures and compliance management;	24%	2	100	80.9
81. Build and define legal and legislative frameworks relevant to CSR and CSI	4%	4	8	80.9

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7. Adopting and Coping				
7.1 Adopting and Managing Change	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
82. Manages and adapts own behaviour to changing circumstances;	12%	5	92	80.9
83. Tolerates ambiguity;	0%	6	80	80.9
84. Accepts new challenges and ideas and change initiatives;	0%	4	100	80.9
85. Adapts interpersonal style to be respectful and demonstrates understanding of stakeholders, situations, cultures and sectors;	4%	3	100	80.9
86. Shows a real interest in new experiences;	8%	2	100	80.9
87. Applies knowledge of change management methodologies and works collaboratively as change champion with stakeholders to manage and facilitate change management processes with key stakeholders	76%	1	100	80.9
7.2 Coping with Pressure and Setbacks	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
88. Maintains a positive outlook towards all stakeholders in all CSR/CSI projects and initiatives;	4%	4	96	80.9
89. Applies positive energy, drive and a need to complete tasks and CSR/CSI projects and initiatives effectively and efficiently, even when faced with complexities in a pressurised environment;	32%	2	100	80.9
90. Keeps check on own EQ during difficult situation; handles criticism well, while seeking feedback for areas of development in improvement; is tenacious;	48%	1	100	80.9
91. Maintains work-life balance.	16%	3	100	80.9

8. Enterprising and Performing				
8.1 Master Personal Work Goals and Objectives	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
92. Accepts and tackles demanding goals with enthusiasm;	28%	2	92	80.9
93. Works hard and puts in longer hours when it is necessary to meet goals and objectives;	8%	3	92	80.9
94. Seeks progression to roles of increased responsibility and influence;	24%	4	91.67	81.5
95. Identifies own development needs and makes use of developmental or training opportunities	16%	1	100	80.9
8.2 Entrepreneurial and Business Thinking	Most Critical Ranking %	Most Critical Ranking	% Agreement	0.1% Critical
96. Researches and analyses current local and international CSR/CSI trends and developments that affect the organisation and shape stakeholders' views;	36%	3	92	80.9
97. Researches and analyses current business markets and trends;	4%	4	88	80.9
98. Identifies long-term value creation opportunities key stakeholders;	16%	2	100	81.5
99. Maintains awareness of developments in the organisational structure and politics;	8%	5	84	80.9
100. Demonstrates financial acumen by controlling CSR/CSI project and initiative costs and adding value.	36%	1	100	80.9

ADDENDUM 8:

CSR/CSI COMPETENCY SURVEY – DELPHI SURVEY ROUND II

CSR/CSI Competency Survey - Delphi Survey II

Page 1 - Welcome

Dear CSR/CSI-practitioner, I would like to thank you for taking part in this Delphi process.

Aim of the second round

- The questionnaire for round two consists only of questions or statements where consensus/agreement was not reached in round one.

- Consensus is defined according to the literature of Larson and Wissman (2000:45) where 80% of all participants vote on a specific item within the same value of the four-point scale.

- The questions where consensus was reached are not included in the second questionnaire.

- The second round is shorter than the first round.

- The questions where consensus was not reached will be repeated in the same way as in the first questionnaire.

- You will not see the responses of the other participants, but have opportunity to change your selection and make additional comments.

- Your answers remain anonymous and confidential to all other participants and will be known only by the researcher.

Please contact me directly at 083 795 1304 if you need help and/or assistance.

By selecting to Yes I agree and consent to participate button, you agree that you have received, read and reviewed the Consent to Participate documentation in the e-mail invite. By selecting the Yes I agree and consent to participate button you acknowledge your rights under the ethical considerations as described in the Consent to Participate document. *

( ) Yes I agree and consent to participate

( ) No I am not in agreement and do not consent to participate

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1) Please select the answer you agree most with.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Administration - Demonstrates sound general office administration. Identifies and organises resources needed to accomplish tasks; manages time effectively.	( )	( )	( )	( )
6. Change Leadership - The knowledge and skills required to develop, implement and manage a change management framework and process.	( )	( )	( )	( )
8. Communications and PR - The skills to strategise around the correct branding and public relations necessary per CSI/CSR initiative.	( )	( )	( )	( )
9. Computer Literacy - Demonstrate the required knowledge and skills associated with operating a Personal Computer. This includes use of tools such as the internet and Microsoft Office (Word, PowerPoint, Excel, Outlook)	( )	( )	( )	( )
10. Data Analysis - The ability to design and/or implement a process to extract data on initiative areas. This typically encompasses a variety of statistical techniques from modelling and data mining to analyse current and future states.	( )	( )	( )	( )
13. Legislative Acumen - The knowledge and understanding of relevant legislations required to pursue CSR/CSI such as legal contracting, contractual law, and international legislation. This includes skills pertaining to good corporate governance, compliance management, and the building and defining of frameworks relevant to CSR/CSI.	( )	( )	( )	( )
15. Marketing and Sales - Demonstrate the knowledge, skill and ability to engage in persuasive selling through client engagement with a focus on closing sales and meeting set sales targets. Effectively markets product offerings and services.	( )	( )	( )	( )
16. Negotiation Skills - The ability to discuss with the intent of convincing the other party to agree. The ability to change another's decision.	( )	( )	( )	( )
18. People Performance Management - The ability to implement organisational processes that are associated with people performance management. The aim is to ensure that all	( )	( )	( )	( )

	Strongly Disagree	Disagree	Agree	Strongly Agree
individuals are working at optimal levels and contributing to the organisation.				
25. Training and development - The ability to identify training gaps and develop the knowledge and skills of others on a particular topic or specific knowledge area.	( )	( )	( )	( )
8. Coaching and Mentoring - Demonstrate the ability to provide direct coaching and/or mentoring support to assigned individuals. The outcome is to influence the individual to perform better and improve across all aspects of their life.	( )	( )	( )	( )
15. Financial Accounting and Reporting - Possesses the required knowledge and skill associated with financial accounting/ cost accounting as it pertains to international and specific country standards. It includes the understanding of the financial and economic impact of various facets.	( )	( )	( )	( )

Comments:

Thank You!

ADDENDUM 9:

SOUTH AFRICAN CSR/CSI PRACTITIONER COMPETENCY

FRAMEWORK VALIDATION SURVEY

South African CSR/CSI Practitioner Competency Framework Validation Survey

Welcome to the CSR/CSI Practitioner Competency Framework Validation Survey

Thank you for volunteering as a CSR/CSI-expert and for taking the time out to help me with the review of the CSR/CSI-practitioner Competency Framework.

You will need 15 minutes to review the framework and to make value judgements on the proposed competencies. Your review and feedback will be exceptionally valuable in determining the validity of the framework.

This is a conceptual framework and is based on the hierarchical framework as published by Bartram (Bartram's Great Eight Competencies)

The framework is divided in to eight high level or broad competencies (great 8-factor level), which is divided in 22 dimensions (competency level) and is then further divided in to 100 specific components (behavioural level).

The aim of this survey is to review the eight factor levels, while the 22 dimensions and 100 components will be check during a one-on-one interview after completing this survey.

The purpose of this review is to check and validate the conceptual framework from an Academic, CSR/CSI-Management, and CSR/CSI-practitioner expert's perspective.

1) Please complete the contact form.*

First Name: _____

Last Name: _____

Title: _____

Company or Institution: _____

Industry: _____

Industry SIC Code: _____

Tenure in Years: _____

Experience in CSR/CSI in years: _____

Highest qualification: _____

E-mail: _____

Mobile phone: _____

URL: _____

2) By selecting to Yes I agree and consent to participate button, you agree that you have received, read and reviewed the Consent to Participate documentation in the e-mail invite. By selecting the Yes I agree and consent to participate button you acknowledge your rights under the ethical considerations as described in the Consent to Participate document. *

( ) Yes I agree and consent to participate

( ) No I am not in agreement and do not consent to participate

3) Please read the following competency statement carefully:

Strategic Leadership and Strategy Formulation: Initiates and leads CSR/CSI action, providing strategic direction and assuming accountability by utilising organisational processes associated with people performance management aligned to strategic CSR/CSI goals.

Please select one box below to show how much you disagree or agree that this is a valid competency for a CSR/CSI practitioner and should be included in the CSR/CSI-practitioner competency framework.*

( ) Strongly Disagree ( ) Disagree ( ) Neither Disagree nor Agree ( ) Agree ( ) Strongly Agree

4) Please explain why you disagree or agree with the Strategic Leadership and Strategy Formulation competency statement. In your opinion, how could we best develop the Strategic Leadership and Strategy Formulation competency?*

_____

_____

_____

_____

5) Please read the following competency statement carefully:

Supportive and co-operative relationships: Develops and maintains constructive and collaborative relations with key stakeholders, demonstrating a deep understanding of stakeholders' needs, aligning these with CSR/CSI strategic objectives while fostering consistently high standards of ethics in internal and social interaction.

Please select one box below to show how much you disagree or agree that this is a valid competency for a CSR/CSI practitioner and should be included in the CSR/CSI-practitioner competency framework.*

( ) Strongly Disagree ( ) Disagree ( ) Neither Disagree nor Agree ( ) Agree ( ) Strongly Agree

6) Please explain why you disagree or agree with the Supportive and co-operative relationships competency statement. In your opinion, how could we best develop the Supportive and co-operative relationships competency?*

_____

_____

7) Please read the following competency statement carefully:

Interconnecting and Presenting: Establishes wide and effective key CSR/CSI stakeholder networks and provides persuasive advocacy through effective communication.

Please select one box below to show how much you disagree or agree that this is a valid competency for a CSR/CSI practitioner and should be included in the CSR/CSI-practitioner competency framework.*

( ) Strongly Disagree ( ) Disagree ( ) Neither Disagree nor Agree ( ) Agree ( ) Strongly Agree

8) Please explain why you disagree or agree with the Interconnecting and Presenting competency statement. In your opinion, how could we best develop the Interconnecting and Presenting competency?*

_____

_____

_____

_____

9) Please read the following competency statement carefully:

CSR literacy, analysing and Interpreting: Understands and applies discipline-specific CSI/CSR knowledge, skill & capability to create shared value through sound analysis, monitoring, evaluation and reporting.

Please select one box below to show how much you disagree or agree that this is a valid competency for a CSR/CSI practitioner and should be included in the CSR/CSI-practitioner competency framework.*

( ) Strongly Disagree ( ) Disagree ( ) Neither Disagree nor Agree ( ) Agree ( ) Strongly Agree

10) Please explain why you disagree or agree with the CSR literacy, analysing and Interpreting competency statement. In your opinion, how could we best develop the Interconnecting and Presenting as competency?*

_____

_____

_____

_____

11) Please read the following competency statement carefully:

Creating and Conceptualising: Applies knowledge and understanding of complexity theories, systems and futures thinking in order to apply creative and research-based problem solving and concept formulation to enable the achievement of strategic CSR/CSI organizational goals.

Please select one box below to show how much you disagree or agree that this is a valid competency for a CSR/CSI practitioner and should be included in the CSR/CSI-practitioner competency framework.*

( ) Strongly Disagree ( ) Disagree ( ) Neither Disagree nor Agree ( ) Agree ( ) Strongly Agree

12) Please explain why you disagree or agree with the Creating and Conceptualising competency statement. In your opinion, how could we best develop Creating and Conceptualising as competency?*

_____

_____

_____

_____

13) Please read the following competency statement carefully:

Project Management CSR/CSI initiatives: Applies project management skills to CSR/CSI initiatives to deliver quality results and meet key stakeholder expectations while adhering to relevant local and international legislative requirements and good corporate governance to deliver results and meet key stakeholder expectations

Please select one box below to show how much you disagree or agree that this is a valid competency for a CSR/CSI practitioner and should be included in the CSR/CSI-practitioner competency framework.*

( ) Strongly Disagree ( ) Disagree ( ) Neither Disagree nor Agree ( ) Agree ( ) Strongly Agree

14) Please explain why you disagree or agree with the Project Management CSR/CSI initiatives competency statement. In your opinion, how could we best develop Project Management CSR/CSI initiatives as competency?*

_____

_____

_____

_____

15) Please read the following competency statement carefully:

Adapting and Coping: Demonstrates flexibility, resilience, adaptability and sound change management capability to meet the challenges posed by a dynamic CSR/CSI environment.

Please select one box below to show how much you disagree or agree that this is a valid competency for a CSR/CSI practitioner and should be included in the CSR/CSI-practitioner competency framework.*

( ) Strongly Disagree ( ) Disagree ( ) Neither Disagree nor Agree ( ) Agree ( ) Strongly Agree

16) Please explain why you disagree or agree with the Adapting and Coping competency statement. In your opinion, how could we best develop Adapting and Coping as competency?*

_____

_____

17) Please read the following competency statement carefully:

Enterprising and Performing: Practices and applies CSR/CSI capability within the context of strategic trends and developments that affect the CSR/CSI field/ discipline while focusing on results and achieving personal and work objectives. Shows an understanding of business management and finance. Seeks opportunities for self-development and career advancement.

Please select one box below to show how much you disagree or agree that this is a valid competency for a CSR/CSI practitioner and should be included in the CSR/CSI-practitioner competency framework.*

( ) Strongly Disagree ( ) Disagree ( ) Neither Disagree nor Agree ( ) Agree ( ) Strongly Agree

18) Please explain why you disagree or agree with the Enterprising and Performing competency statement. In your opinion, how could we best develop Enterprising and Performing as competency?*

_____

_____

_____

_____

19) To what degree would you consider yourself an expert in the field of CSR/CSI? (This may be influenced by a range of factors including, but not limited to: years of experience, level of education, experience with CSR/CSI specific projects, performing a role of job function within CSR/CSI as per the 8 competencies presented to you in the competency survey. *

[ ] Novice • Behaviour: rational, inflexible, procedural • Rule bound and conforms to norms • Does not take responsibility for outcomes • Lacks comfortable, efficient routines • Learns best from experience and demonstrations.

[ ] Capable • Begins to see similarities across context • More responsive to situation, and less rule bound • Strategic knowledge begins to develop (knows when to follow and when to break rules) • Learns best from experience, but gains some knowledge from other sources.

[ ] Competent • Uses contingencies in planning • Distinguishes important from unimportant • Develops a sense of timing, and maintains momentum in practice • Depends on rational goals and long term plans to guide learning • Learns more from others, and less from experience.

[ ] Proficient • Highly developed skills • Responds instinctively in situations, rather than relying on rational analysis • Established routines permit a natural, easy flow to practices • Learns most from others and outside sources (e.g., reading, seminars).

[ ] Expert • Intuition is highly developed • Behaviour characterized by high levels of automaticity • Sharply attuned to the atypical • Extensive knowledge is highly organized and easily recalled • Has an unquenchable thirst for knowledge and will look to any resource.

20) Thank you for completing the survey. I understand that you are exceptionally busy and value your time, but may I please contact you after I have completed your data analysis to arrange an one-on-one interview for 30 minutes. The aim of the interview is to validate the answers you have provided in the survey by reviewing the 22 competencies.*

( ) Yes go ahead and set up a meeting.

( ) No I am done and would not like to participate any further.

21) I have been struggling to find CSR/CSI experts to participate in the validation of the CSR/CSI Competency Framework. Will you please be so kind, by means of introduction to my research, recommend additional participants in you professional network? You may forward the survey link and my introduction to your professional associates. Please include me in your e-mail and I will follow-up. Thank you. Regards *

( ) Yes, I will forward the survey introduction and link to my professional network

( ) No, I am not happy to share my professional network

( ) Yes, but I will give this information to you during the interview

Thank you for your participation in the review of the CSR/CSI-practitioner competency framework. I appreciate your participation and would like to ask, as this is the final stage of my PhD empirical study, that you do not share this information or framework outside this study as any unauthorized broadcasting, public performance, copying or recording may jeopardise the validity of my study and will constitute an infringement of copyright. Once again. I am grateful for your participation and I will share the final findings of this research with once the study has been completed.

Do you have any final remarks or comments? Please share your review and remarks with me.

Regards

Christopher McCreanor

PhD Candidate - Vrije University of Amsterdam and University of Stellenbosch

+27 83 795 1304

christopher@sriresearch.co.za

_____

_____

_____

_____

Thank You!

ADDENDUM 10:
TELEPHONIC INTERVIEW GUIDE

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY
INTERVIEW GUIDE

A curriculum framework for the educational development of Corporate Social Responsibility (CSR) practitioners in South Africa

You are asked to participate in a research study conducted by Christopher McCreanor, a doctoral candidate from the Department of Curriculum Studies, Faculty of Education at Stellenbosch University. The results of this survey will contribute to the empirical part of a PhD dissertation. You were selected as a possible participant in this study because you are seen as a thought leader in the field of CSR.

Interview Guide:

Research Title: Curriculum framework for the educational development of Corporate Social Responsibility practitioner in South Africa.

1. **Opening of the interview**
   a. **(Establish connection and make sure the Skype channel is clear / the telephone line is clear and audible.)** My name is Christopher McCreanor and I am going to interview you as part of my doctoral research at the University of Stellenbosch and the University of Amsterdam. You were selected as a possible participant in this study because you are currently fulfilling the role of an (insert role here). You have also evaluated your own level of expertise and indicated that you are at (insert expert level)
   b. **(Re-cap on the study and give an introduction)** There is a knowledge gap in well-researched and defined priority skills, knowledge, and behavioural components of successful CSR practitioners, leading to a gap in the development of a generally acceptable national curriculum framework for CSR practitioners in the South African context. This study aims to identify and define priority skills, knowledge, and behavioural components for the development of a curriculum framework to address the gaps in the South African context.
   c. The interview will, not take longer than 45 minutes.

    d. The interview will be recorded for data analysis purposes. Do you mind if the interview is recorded?

2. **Body of the interview**

    a. **(Explain the procedure to the participant)** I will during the interview present competency statements to you. The purpose of this interview is to determine whether these statements are valid and if the competencies identified are critical to development of CSR/CSI practitioners in South Africa.

    b. **(Give instruction and check for understanding)** I have e-mailed your survey response to you and we will work through the eight statements presented in the original survey. I would like to focus on the first factor level descriptor: **Strategic Leadership and Strategy Formulation:** Initiates and leads CSR/CSI action, providing strategic direction and assuming accountability by utilising organisational processes associated with people performance management aligned to strategic CSR/CSI goals.

     i. You said that you agreed / did not agree that competency should be included in the framework. I am going to read out two dimensions at competency level to you and the 12 components at behavioural level.

    ii. I would like you to state whether you agree or not agree with the dimension in terms of validity for inclusion in a competency framework for CSR/CSI practitioners in South Africa.

   iii. I also would like you to listen to the components at behavioural level and state whether you agree that they should be included or excluded from the final competency framework,

   iv. You are welcome to relate your selection to your personal experience and the experience within the CSR field.

    v. Please keep in mind that we focus on an entry level to mid-career CSR practitioner.

   vi. Please select the competency statement under each dimension you feel is most critical to the success of the CSR practitioner.

  vii. Please explain to me why you have selected competency (insert competency) as the most critical.

Strategic Leadership and Strategy Formulation: Initiates and leads CSR/CSI action, providing strategic direction and assuming accountability by utilising organisational processes associated with people performance management aligned to strategic CSR/CSI goals.			
Deciding and Initiating Action:	**Yes**	**No**	**NA**
Develops and articulates CSR/CSI strategies linked to the organisation's strategy with a focus on sustainable development and shared value creation for all stakeholders;			
transforms strategic CSI/CSR vision, direction and intent into a plan;			
clearly defines, clarifies and communicates the CSR/CSI vision and strategic direction to all stakeholders;			
takes responsibility for actions, projects and people;			
takes initiative and works under own direction on CSR/CSI projects;			
initiates and generates activity and introduces changes into work processes;			
makes quick, clear decisions, which may include tough choices or considered risks.			
Leading and Supervising:			
Provides stakeholders (including volunteers) with clear direction;			
manages own emotional intelligence (EQ) to set exemplary levels of leadership;			
supports, motivates and empowers stakeholders to meet CSR/CSI goals;			
provides staff with development opportunities and coaching;			
implements or supports organisational processes associated with people performance management aligned to strategic CSR/CSI goals.			

Supportive and co-operative relationships: Develops and maintains constructive and collaborative relations with all stakeholders, demonstrating a deep understanding of stakeholders' needs, aligning these with CSR/CSI strategic objectives while fostering consistently high standards of ethics in internal and social interaction.			
Stakeholder Management:	**Yes**	**No**	**NA**
Demonstrates knowledge and understanding of stakeholders;			
shows deep understanding of stakeholders needs, which CSR/CSI initiatives aim to serve;			
identifies and analyses stakeholder needs through consultation, mediation and reconciles conflict;			
adapts and works collaboratively with all stakeholders to achieve CSR/CSI shared value.			
Adhering to Own Principles and Integrity:			
Upholds high standards of ethical and moral conduct in order to promote and defend confidence and trust.			
Builds diverse teams;			
encourages individuals and stakeholders to demonstrate responsibility towards the environment and sustainable development.			

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Interconnecting and Presenting: Establishes wide and effective CSR/CSI stakeholder networks and provides persuasive advocacy through effective communication.			
Relating and Networking:	**Yes**	**No**	**NA**
Establishes and maintains good relationships with stakeholders through the application of networking strategies, ranging from corporates to key community members and builds wide and effective networks of contacts.			
Persuading and Influence:			
Gains clear commitment from others by persuading;			
designs and builds authentic branding and public relations frameworks for CSR/CSI projects;			
makes effective use of political and CSR/CSI processes to influence and persuade others;			
convincing other parties to agree and change decisions;			
promotes shared value on behalf of own organisation and other stakeholders;			
makes strong personal impact on others;			
takes care to manage one's impression on stakeholders at all levels.			
Presenting and Communicating Information:			
Speaks fluently with confidence;			
expresses opinions, information and key points of arguments clearly and succinctly;			
makes presentations to stakeholders and undertakes public speaking with skill and confidence;			
reads with the intent to persuade, negotiate or to influence;			
identifies and appropriately reacts to voice modulation, tempo, emotions and feedback;			
projects credibility.			

CSR literacy, analysing and Interpreting: Understands and applies discipline-specific CSI/CSR knowledge, skill & capability to create shared value through sound analysis, monitoring, evaluation and reporting.			
Applying Expertise and Technology:	**Yes**	**No**	**NA**
Appropriately applies processes, procedures, requirements, regulations, and policies related to specialist and detailed CSR/CSI expertise;			
uses technology to achieve work objectives;			
develops job knowledge and expertise (theoretical and practical literacy - BBBEE / CSR and CSI Practice / Sustainable Development / Global Reporting Initiatives / Accountability Principles / Supply Chain Standards / External Industry Awards / South African Benchmarking Groups / Monitoring and Evaluation);			
develops linkages between administrative competencies and mission needs.			
Analysing:			
Designs, develops and implements data mining processes and procedures;			
analyses numerical data and all other sources of information to break them into component parts, patterns and relationships;			
probes for further information or greater understanding of a problem;			
makes rational judgements from the available information and analysis;			
recognise and determine the meaning of patterns in a variety of information and demonstrates an understanding of how one issue may be a part of a much larger system;			
articulate the effects of patterns to stakeholders at all levels.			
Monitoring and Evaluation:			
Implements adequate tracking mechanisms to evaluate progress of CSR/CSI projects and initiatives;			
demonstrates the ability to track the performance of stakeholders at an individual, team and/or business unit level;			
tests the effectiveness of initiatives and gather evidence to gain future support through the use of impact assessments and statistics.			
Writing and Reporting:			
Writes convincingly;			
writes clearly, succinctly and correctly;			
formulates logical, clear and well-structured narratives through storytelling to explain, persuade, convince and influence all stakeholders;			
avoids use of jargon or complicated language;			
structures information to meet the needs and understanding of the intended stakeholders as well as record progress of CSR/CSI initiatives.			

Creating and Conceptualising: Applies knowledge and understanding of complexity theories, systems and futures thinking in order to apply creative and research-based problem solving and concept formulation to enable the achievement of strategic CSR/CSI organizational goals.			
Researching and Learning:	**Yes**	**No**	**NA**
Follows recognised research methodology to plan, design and conduct research on a variety of relevant topics;			
rapidly learns new tasks and commits information to memory quickly;			
demonstrates an immediate understanding of newly presented information;			
gathers comprehensive information to support decision making;			
encourages an organisational learning approach;			
learn from success and failures;			
seeks feedback from all stakeholders in order to develop and grow.			
Problem Solving and Innovation:			
Creates innovative CSR/CSI projects and initiatives by identifying problems and/or opportunities and responds to them with insight and creativity:			
applies knowledge and understanding of complexity theories, systems and forward thinking when examining the possible solutions and makes informed choices based on the best and most relevant information and resources available;			
produces a range of solutions to problems.			
Formulating Strategies and Concepts:			
Based on research;			
works strategically to realise CSR/CSI strategies linked to organisational goals;			
sets and develops shared value strategies in support of the organisation's future shared value potential;			
takes account of a wide range of issues related to all CSR/CSI stakeholders.			
Project Management CSR/CSI initiatives: Applies project management skills to CSR/CSI initiatives to deliver quality results and meet stakeholder expectations while adhering to relevant local and international legislative requirements and good corporate governance to deliver results and meet stakeholder expectations.			
Planning and Organising:	**Yes**	**No**	**NA**
Sets clearly defined CSR/CSI stakeholder objectives;			
plans activities and projects well in advance and takes account of possible changing circumstances;			
identifies and organises resources needed to accomplish CSR/CSI projects and initiatives;			
manages time effectively;			
monitors performance against deadlines and milestones by pre-empting, forecasting and amending schedules accordingly and realistically.			
Project Management:			
Plans, organises, motivates and controls resources, procedures and protocols to achieve specific goals in scientific or daily problems.			
Apply knowledge of specific project methodologies such as PRINCE 2, AGILE and the nine knowledge areas described in the Project Management Body of Knowledge (PMBOK) as published by the International Project Management Institute.			
Delivering Results and Meeting Stakeholder Expectations:			
identifies analyses stakeholder needs and satisfaction;			

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sets and applies high standards for quality and success;			
monitors and maintains high quality standards for CSR/CSI projects and initiatives;			
works in a systematic, methodical and orderly way;			
consistently achieves strategic CSR/CSI shared value goals.			
Following Instructions and Procedures:			
Complies with relevant local and international legislative requirement, legal obligations and good corporate governance to pursue CSR/CSI projects and initiatives;			
appropriately follows instructions from others without unnecessarily challenging authority;			
follows due process and procedures and compliance management;			
build and define legal and legislative frameworks relevant to CSR and CSI.			

	Yes	No	NA
Adapting and Coping: Demonstrates flexibility, resilience, adaptability, and sound change management capability to meet the challenges posed by a dynamic CSR/CSI environment.			
Adapting and Managing Change:	Yes	No	NA
Manages and adapts own behaviour to changing circumstances;			
tolerates ambiguity;			
accepts new challenges and ideas and change initiatives;			
adapts interpersonal style to suit different stakeholders, situations, cultures and sectors;			
shows a real interest in new experiences;			
applies knowledge of change management methodologies and works collaboratively as change champion with stakeholders to manage and facilitate change management processes with Stakeholders.			
Coping with Pressure and Setbacks:			
Maintains a positive outlook towards all Stakeholders in all CSR/CSI projects and initiatives;			
applies positive energy, drive and a need to complete tasks and CSR/CSI projects and initiatives effectively and efficiently, even when faced with complexities in a pressurised environment;			
keeps check on own emotional intelligence (EQ) during difficult situation; handles criticism well, while seeking feedback for areas of development in improvement; is tenacious;			
maintain work-life balance.			

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Enterprising and Performing: Practices and applies CSR/CSI capability within the context of macro trends and developments that affect the CSR/CSI field/ discipline while focusing on results and achieving personal and work objectives. Shows an understanding of business, commerce, and finance. Seeks opportunities for self-development and career advancement.			
Master Personal Work Goals and Objectives:	**Yes**	**No**	**NA**
Accepts and tackles demanding goals with enthusiasm;			
works hard and puts in longer hours when it is necessary;			
seeks progression to roles of increased responsibility and influence;			
identifies own development needs and makes use of developmental or training opportunities.			
Entrepreneurial and Business Thinking:			
Investigate and analyses current local and international CSR/CSI trends and developments that affect the organisation and shape stakeholders' views;			
researches and analyses current business markets and trends;			
identifies shared value creation opportunities stakeholders;			
maintains awareness of developments in the organisational structure and politics;			
demonstrates financial acumen by controlling CSR/CSI project and initiative costs and adding value.			

3. Closing the interview

Thank you for your time and effort in participating in my research. I will now give you an opportunity to add any additional information you feel we have not covered in the survey and or the interview. Is there anything you would like to add?

Once again – thank you. I will be available to answer question if you any further questions.

ADDENDUM 11:
TELEPHONIC INTERVIEW INFORMATION E-MAIL

Dear

Thank you for participating the in recent CSR/CSI Competency Validation Survey. I have completed the data analysis and would like to set a follow-up interview with you to validate your responses.

About the follow-up interview:

- The follow-up interview should take 30 to 45 minutes to complete and can be completed at your convenience by *accepting* the calendar invite or by *proposing a new time* more suitable. All you need to do is to propose a more suitable time in response to this invite.

- The interview is conducted via Skype or telephone. You may add me on Skype: cpamccreanor or send me your Skype details and I will add you to my Skype profile. Please provide a contact number for the interview if you do not have a Skype profile.

- I respect your busy schedules and will only confirm a meeting date once you provide me with a suitable date in reply to my calendar invite.

- Please find attached your survey response for reference purposes during the interview.

- During the interview, I will present the 22 dimensions of the prosed competency framework to you to reach agreement on the validity at competency level.

- During the interview, I will present the proposed behavioural components to you for validation. You will only need to validate the behavioural components with a simple YES or NO answer. Please find a copy of the proposed behavioural components attached – at the bottom of this invite.

Participation in the research project is voluntary and strict ethical rules and guidelines will be applied and adhered to during the research. Please do not hesitate to contact me if you require more information. I am looking forward to meeting with you. All you need to do is accept the meeting invite of propose a more suitable time.

Kind regards

Christopher McCreanor

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ADDENDUM 12:

ETHICAL CLEARANCE APPROVAL NOTICE - HS661/2011A

Approved with Stipulations
New Application

06-Sep-2011
McCreanor, Christopher CPA

Approved with Stipulations
New Application
Protocol #: HS661/2011a

Title: A curriculum framework for the educational development of Corporate Social Responsibility (CSR) practitioners in South Africa

Dear Christopher McCreanor,

The **New Application** received on, was reviewed by Research Ethics Committee: Human Research (Humaniora) via Committee Review procedures on **25-Aug2011**.

Please note the following information about your approved research protocol:

Protocol Approval Period: **25-Aug-2011** -**24-Aug-2012**

Present Committee Members:
Van Wyk, Berte B
Hattingh, Johannes JP
Thesnaar, Christoffel CH
Theron, Carl CC
Somhlaba, Ncebazakhe NZ
Bitzer, Elias EM
Engelbrecht, Sidney SF
Van Zyl, Gerhard G
Gorgens, Gina G
Beukes, Winston WA

The Stipulations of your ethics approval are as follows:
It is indicated that permission was granted by the Free University of Amsterdam and the Nottingham university business school. The letters where attached to the application. The applicant should provide evidence that a request to complete the questionnaire will be channeled through the proper institutional authorities in order to generate a valid institutional response.

Please remember to use your **protocol number** (**HS661/2011a**) on any documents or correspondence with the REC concerning your research protocol.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

After Ethical Review:
Please note a progress report should be submitted to the Committee before the year has expired. The Committee will then consider the continuation of the project for a further year (if necessary). Annually a number projects may be selected randomly for an external audit.

Federal Wide Assurance Number: 00001372
Institutional Review Board (IRB) Number: IRB0005239

The Health Research Ethics Committee complies with the SA National Health Act No.61 2003 as it pertains to health research and the United States Code of Federal Regulations Title 45 Part 46. This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki, the South African Medical Research Council Guidelines as well as the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health).

Provincial and City of Cape Town Approval

Please note that for research at a primary or secondary healthcare facility permission must still be obtained from the relevant authorities (Western Cape Department of Health and/or City Health) to conduct the research as stated in the protocol. Contact persons are Ms Claudette Abrahams at Western Cape Department of Health (healthres@pgwc.gov.za Tel: +27 21 483 9907) and Dr Helene Visser at City Health (Helene.Visser@capetown.gov.za Tel: +27 21 400 3981). Research that will be conducted at any tertiary academic institution requires approval from the relevant hospital manager. Ethics approval is required BEFORE approval can be obtained from these health authorities.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact the REC office at 0218089183.

Sincerely,

Sidney Engelbrecht
REC Coordinator
Research Ethics Committee: Human Research (Humaniora)

ADDENDUM 13:

ETHICAL CLEARANCE APPROVAL NOTICE -

DESC/MCCREANOR/MAY2015/3

Approved with Stipulations
New Application

30-May-2015
MCCREANOR, Christopher Paul

Proposal #: DESC/McCreanor/May2015/3
Approval Notice
New Application
Title:
A Curriculum Framework for the educational development of Corporate Social Responsibility (CSR) Practioners in South Africa

Dear Mr Christopher MCCREANOR,

Your **New Application** received on **09-Apr-2015**, was reviewed. Please note the following information about your approved research proposal:

Proposal Approval Period: **24-Apr-2015** -**23-Apr-2016**

Please take note of the general Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines. Please remember to use your **proposal number** (**DESC/McCreanor/May2015/3**) on any documents or correspondence with the REC concerning your research proposal.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Also note that a progress report should be submitted to the Committee before the approval period has expired if a continuation is required. The Committee will then consider the continuation of the project for a further year (if necessary).

This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki and the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health). Annually a number of projects may be selected randomly for an external audit.

National Health Research Ethics Committee (NHREC) registration number REC-050411-032.
We wish you the best as you conduct your research.

If you have any questions or need further help, please contact the REC office at 218089183.

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Included Documents:
REC Application form
Informed consent form
Questionnaire
Recruitment invitation
Research Proposal
Interview schedule 1
DESC Checklist form
Interview schedule 2

Sincerely,

Clarissa Graham

REC Coordinator

Research Ethics Committee: Human Research (Humanities)

ADDENDUM 14:

POLICY FOR RESPONSIBLE RESEARCH CONDUCT AT STELLENBOSCH UNIVERSITY

POLICY FOR RESPONSIBLE RESEARCH CONDUCT AT STELLENBOSCH UNIVERSITY

Document reference number	
HEMIS Classification	
Purpose	To promote and ensure research integrity and the ethical conduct of research
Type of Document	Policy
Accessibility	General (internal and external)
Date of implementation	June 2013
Revision date	Jan 2016
Revision history	V1 Approved March 2009
	Rewritten 2012/13
Policy Owner	Vice-Rector (Research and Innovation)
Institutional curator of this policy	Senior Director: Research and Innovation, Division for Research Development
Entity responsible for policy development and revision	Senate Research Ethics Committee
Date of Approval	SU Council: 24 June 2013
Approval by	Rector's Management Team, Stellenbosch University Council, Institutional Forum and Senate
Key words	research ethics, research integrity, accountability, stewardship, animal research ethics, human participant, environmental ethics, biosafety

DESCRIPTION OF ANNEXURES PROVIDED IN SUPPORT OF THIS POLICY	
ANNEXURE 1	Singapore Statement on Research Integrity
ANNEXURE 2	Organogram
ANNEXURE 3	SU related policies, procedures and guidelines
ANNEXURE 4	Key texts used in the development of this policy.

1.   INTRODUCTION

Stellenbosch University (SU) is committed to applying the values of equity, participation, transparency, service, tolerance and mutual respect, dedication, scholarship, responsibility and academic freedom in all its activities. This includes, by definition, all the research conducted at the University.

The document serves as a broad policy framework, which must be interpreted in the context of the other relevant policy and procedural documents, referred to below. SU is of the view that good

science assumes ethical accountability according to internationally acceptable norms and that the responsibility for this lies with every person conducting research under the auspices of SU.

2.   APPLICATION OF THIS POLICY

This policy applies to all those conducting research under the auspices of Stellenbosch University, irrespective of whether they are employees, students or visiting researchers at the University and irrespective of the source of their funding or the field in which they conduct their research or the site where the research is conducted.

3.1   DEFINITIONS

3.1   **'Animals'** refers to all non-human living beings having the power of sense perception or sensation (SANS10386:2008).

3.2   '**Human participant'** is generally a living person about whom a researcher obtains data through intervention or interaction with the person or their identifiable information. However where applicable this definition may be extended, for the purposes of this policy to include deceased persons or foetuses.

3.3   **'Research'** is any systematic enquiry aimed at producing new and generalisable knowledge, new meaning or a deeper understanding of meaning.

3.4   **'Research Data'** means recorded information, obtained during a research process, regardless of form or the media on which it may be recorded. The term includes computer software (computer programmes, databases and documentation thereof), and records of scientific or technical nature. The term does not include information incidental to research administration such as financial, administrative, cost or pricing, or management information. In practice scientific data include both intangible data (statistics, findings, conclusions) and tangible data. Tangible data include, but are not limited to notes, printouts, electronic storage, photographs, slides, negatives, films, scans, images, autoradiograms, electro-physical recordings, gels, blots, spectra, cell lines, reagents, modified organisms, specimens, consent forms, case report forms, collected organisms and other materials that are relevant to the research project.[8]

4.   PURPOSE OF THE POLICY

The purpose of this policy framework is to establish the <u>fundamental principles</u> for the promotion of responsible conduct of all research undertaken at this university.

5.   OBJECTIVES OF THE POLICY

The objective of this policy is to provide a framework for the promotion of scientific integrity and ethically responsible research at the University, and, amongst others:

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[8] University of Pittsburgh guidelines on research data management.

5.1 To formally endorse the Singapore Statement of Research Integrity

5.2 To establish principles and responsibilities for research involving humans, animals and risks to society and the broader physical environment

5.3 To establish principles and responsibilities for research collaboration, mentorship and authorship

5.4 To establish principles and responsibilities for data acquisition and management

5.5 To ensure compliance with this policy and other applicable research related norms, standards and regulations

5.6 To address other research related issues such as financial management, management of conflict of interest, intellectual property and the investigation of scientific misconduct, by referring to other relevant SU policy or procedural documents

This policy is published in support of the existing value system of Stellenbosch University as an ethically responsible institution.

6. FUNDAMENTAL PRINCIPLES OF RESEARCH ETHICS AND SCIENTIFIC INTEGRITY

6.1 Stellenbosch University endorses the Singapore Statement on Research Integrity[9]. This internationally accepted statement promotes four core principles and 14 responsibilities (see Annexure 1).

In addition the following principles are also important:

6.2 Justice

The principle of justice ensures the fair distribution of both the burdens and benefits of research and is of particular relevance when research involves human participants.

6.3 Academic freedom and dissemination of research results

Stellenbosch University supports the principle of academic and intellectual freedom. Researchers have an obligation to report research results accurately and transparently in the public domain (also where appropriate to the target group of the study) and should not allow funders or other stakeholders to influence research publications. Any specific or explicit decision to withhold or delay the publication of research results e.g. because the publication of results could produce some harm or because of issues regarding patents or intellectual property and/or certain corporate claims, should be reviewed and accepted by the ethics review committee or research committee that originally approved the research or InnovUS, whichever is most appropriate. This ethics committee (in the case of sensitive or harmful results) or InnovUS (in the case of patents or intellectual property

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[9] http://www.singaporestatement.org/

and/or corporate claims) must place a balance on the dissemination of results and the placement of moratoriums on the dissemination of certain data.

6.4   Ethical approval of research

It is the responsibility of all researchers (including students) to ensure that they obtain ethical approval for their research when required to do so by this policy, or by generally accepted norms and standards for ethical research. Stellenbosch University has established various research ethics committees to review, provide ethical approval and monitor research. Details of these committees and their standard operating procedures are provided at the end of this policy.

6.5   Responsibility for future science generations

The education of young scientists and scholars is a priority for Stellenbosch University and requires established researchers to provide leadership and acceptable standards for mentorship and supervision.

7.1   RESEARCH INVOLVING HUMAN PARTICIPANTS

7.1   Health Research

All health research, as defined by the National Health Act, must be reviewed and approved by a research ethics committee registered with the National Health Research Ethics Council. Thus all health related research involving:

- any direct interaction with or observation of human participants
- the use of potentially identifiable personal health records, information or tissue specimens, and/or
- human progenitor or stem cells
- requires the approval of a SU Research Ethics Committee (REC) before the research study commences.

7.2   Social, Behavioural and Educational Research

At SU all research involving interaction with or observation of human subjects, or information linked to human subjects, or research involving groups of individuals, or organisations must go through a process of ethical screening and clearance. Investigators are responsible for ensuring that they obtain ethics approval for their research where applicable. If an investigator (students included) is unsure if ethics approval is required for a specific project, it is the responsibility of that investigator to seek and obtain clarification from a reliable resource.

7.3   All research involving human participants must comply with the following principles:

7.3.1 Be relevant to the needs and interests of the broader community. Furthermore biomedical research should be directly relevant to the community in which the research is conducted

7.3.2 Have a valid scientific methodology

7.3.3 Ensure research participants are well informed about the purpose of the research and how the research results will be disseminated and have consented to participate, where applicable

7.3.4 Ensure research participants' rights to privacy and confidentiality are protected

7.3.5 Ensure the fair selection of research participants

7.3.6 Be preceded by a thorough risk-benefit analysis

7.3.7 Thorough care must be taken to ensure that research in communities is effectively coordinated and does not place an unwarranted burden on such communities

8.   RESEARCH INVOLVING ANIMALS

The use of animals in scientific research can only be justified if the benefits to both humans and/or animals outweigh the potential harm to the animal subject. All research and teaching involving animals must be approved by a SU research ethics committee before the research commences, so that a formal evaluation of the potential harm/benefit equation can be undertaken. "Justification for causing psychological or physical distress, illness or pain to animals should not be based on any explicit or implicit assumption that non-human animals experience these conditions in qualitatively different ways to humans" (MRC Guidelines).

All animal research conducted under the auspices of this university should uphold the "Three R" principles for humane animal research, namely:

i)   **Replacement** of so-called "sentient" animals wherever possible, with "non-sentient" research models or systems in order to eliminate the use of animals that can experience unpleasant sensations.

ii)   **Reduction** of the numbers of animals in experiments by design strategies that facilitate use of the smallest number that will allow valid information to be obtained from the study.

iii) **Refinement** of animal sourcing, animal care practices and experimental procedures to eliminate physical and psychological distress within limitations imposed by the objectives of the research.

9.   RESEARCH INVOLVING ENVIRONMENTAL AND BIO-SAFETY CONCERNS

Care should be taken to ensure that all research that could potentially harm the environment, including research with genetically modified organisms (GMOs), is carried out with the necessary respect for the impact that it could have on the physical, biological and spatial environment. All researchers undertaking research with bio-hazardous material including GMOs that could potentially cause harm to the researcher and supporting staff, or other humans, animals or the environment must familiarise themselves with appropriate bio-safety and containment procedures. This research must be submitted for ethical review and approval before the research commences.

10.   RESEARCH INVOLVING OTHER ETHICAL CONCERNS

Certain research projects may not fall under any of the three categories mentioned above but may still be regarded as ethically sensitive such as research involving deceased persons, certain historical archives or research that needs to be 'covert' in some respect in order to fulfil its objectives. It remains the responsibility of the researcher to conduct a self-critical ethical appraisal of their own research and to obtain ethical approval from an appropriate university research ethics committee if necessary. However formal ethics review and approval is mandatory in all instances where obtaining prior informed consent from individuals or permission from organisations or institutions would be an obstacle to fulfilling the objectives of the research.

11.   FINANCIAL ASPECTS, CONFLICT OF INTEREST AND INTELLECTUAL PROPERTY

11.1 Financial aspects

All research projects involve some financial cost and require sound financial management. Stellenbosch University expects all researchers to uphold the highest standards of financial integrity and transparency when dealing with all financial, budget related and contractual aspects of research. Researchers are required to familiarise themselves with, and comply with applicable institutional and funder-specific policies.

11.2 Conflict of Interest

A conflict of interest occurs when professional judgement regarding an interest e.g. research, is unduly influenced by another interest e.g. financial gain or gain in personal status.

Conflicts of interests are an inherent and unavoidable part of the academic research environment and can be effectively managed by disclosure and transparency. Researcher conflicts of interests are of particular importance when an unacknowledged or undisclosed interest, financial or otherwise, may negatively affect the well-being of human research participants, or the results of the research.

Researchers must familiarise themselves with and comply with the **Stellenbosch University Policy on Conflict of Interest.**

11.3 Intellectual property

Researchers must familiarise themselves with the University's **Policy in Respect of Exploitation of Intellectual Property** and ensure that all research related activities that may give rise to issues surrounding intellectual property are in compliance with this policy.

12.   COLLABORATION, MENTORSHIP AND AUTHORSHIP

12.1   Collaboration

The University supports and encourages research collaboration. Researchers (including visiting students) have a responsibility to ensure that a clear understanding of respective roles and responsibilities is developed at the beginning of the research collaboration and a duty to adequately fulfil their respective research obligations. Researchers should formalize their research collaborations with a 'Memorandum of Understanding' at the initiation of the collaboration. Faculties

and/or departments should develop their own guidelines for effective research collaboration in consultation with the Research Contracts Office.

12.1.1   Visiting students:

Research activities involving visiting students must have sufficient oversight to ensure compliance with the principles established in this policy particularly with respect to the protection of human or animal research participants. In addition visiting students conducting research in affiliation with Stellenbosch University, but who are registered at another institution should obtain ethics approval for their research from their home institution **and** from SU[10]. They must also comply with any specific requirements for research oversight as determined by the SU research ethics committee that reviews and approves the research. Furthermore if the research involves SU staff or students additional approval is required from the Office for Institutional Research and Planning. Faculties and Departments hosting visiting students thus have the responsibility to ensure that students complete all necessary approval processes, prior to the initiation of their research projects.

12.2 Mentorship

Mentors should ensure that the research relationship or project is begun with a clear understanding of mutual responsibilities, a commitment to maintain a supportive research environment, proper supervision and review and an understanding that the main purpose of the relationship is to prepare trainees to become successful researchers.

Junior researchers in turn have a responsibility to complete assigned work conscientiously, respect the authority of others working in the research setting, follow research regulations and protocols and abide by agreements established for authorship and ownership.

Mentors or supervisors should apply the principles of authorship described below to publications of research, where a student has made a significant contribution.

12.3 Authorship

Researchers are expected to make a reasonable effort to publish the results of their research in some form of recognised academic media. The following principles apply to authorship:

- Authorship credit should be based on substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data; drafting the article or revising it critically for important intellectual content; and final approval of the version to be published. Authors should meet all the above conditions;

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[10] Some international academic institutions do not have established processes for ethics review of research involving human participants outside of a biomedical context. In such cases students must provide a formal letter from their home institution confirming this.

- Acquisition of funding, collection of data, or general supervision of the research group, alone, does not justify authorship;

- An administrative relationship to the investigation does not of itself qualify a person for co-authorship;

- The order of the names in a publication is decided according to the quality of the contribution, the extent of the responsibility and accountability for the results, and the custom of the discipline;

- The attribution of authorship is not affected by whether researchers were paid for their contributions or by their employment status;

- An author who submits a manuscript for publication accepts the responsibility of having included as co-authors all persons who are entitled to co-authorship, and none who are inappropriate;

- The submitting author should send each co-author a draft copy of the manuscript and should make a reasonable attempt to obtain consent to co-authorship, including the order of names; other contributions should be indicated in a footnote or an "Acknowledgements" section, in accordance with the standards of the discipline and the publisher.

13.   DATA ACQUISITION AND MANAGEMENT[11]

The acquisition and management of data particularly within an international collaborative research environment is often very complex. Each Faculty and/or department and/or center must ensure that it has developed its own specific policies and/or procedures to supplement the points below, where appropriate.

13.1 Data collection and recording

Researchers must collect data, using appropriate methodology and recording practices, and apply appropriate quality assurance mechanisms. Raw data must be recorded in hard copy or electronically as appropriate for each research field and with due consideration given to the advantages and disadvantages of different methods.

13.2 Data storage and protection

Data must be properly stored and protected in order to allow for the validation of research findings, to establish priority of the data, allow for reanalysis if necessary, comply with requirements of funders etcetera. Processes should be established to protect data from accidental loss, damage or theft. The duration of appropriate data storage must be determined by each research environment, giving due

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[11] Adapted in part from the ORI publication *Introduction to the Responsible Conduct of Research* Chapter 6, Data Management Practices

consideration to requirements of all stakeholders, including funders, collaborators and legal requirements.

13.3 Data ownership and access[12]

Both the principal investigator and the University have responsibilities and rights regarding access, usage and maintenance of original research data. Research data belong to Stellenbosch University, which can be held accountable for the integrity of the data even after the researchers have left the university. The original data should remain in the laboratory or department or research site where it was created i.e. at Stellenbosch University. However in accordance with principles of academic freedom and intellectual integrity an investigator may be allowed to retain copies of the research records and portions of materials created by him/her in the course of the research. Samples of materials or data created or collected in the course of research may be transferred to another institution. However in all cases, the transfer shall be subject to the terms of a material/data transfer agreement negotiated by the Research Contracts Office, Division of Research Development. These rights to access data also apply to students, research fellows and visiting academics who are an integral part of the research project.

Researchers must familiarize themselves with the **SU's Policy in Respect of Exploitation of Intellectual Property** which is also applicable to the context of data ownership and sharing.

13.4 Data sharing

Validated research data can be shared where appropriate, once researchers have had the opportunity to establish the priority for their work through publication. Certain funders such as the USA National Institutes of Health (NIH) specifically require data sharing and researchers should acquaint themselves fully with such requirements and comply where applicable. As stated above the conditions for transfer of data or materials to other institutions must be stipulated in an agreement, signed by all relevant parties. Collaborative research databases or repositories should be managed according to the principles set out above for managing research collaborations. Where appropriate collaborative data repositories should be formally managed by the appointment of a steering committee and the development of written operating procedures that set out the conditions for the use and transfer of data.

14.   SCIENTIFIC MISCONDUCT

Scientific misconduct and the investigation thereof, is covered in detail in the *Procedure for the Investigation of Research Misconduct at Stellenbosch University*. All researchers should familiarise

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[12] This section is a slightly modified version of that found in [12] University of Pittsburgh guidelines on research data management.

themselves with this document. Researchers are expected to maintain the highest standards of honesty and integrity. Researchers must at all times function within an ethically acceptable methodological framework. Any form of academic dishonesty will be regarded as a serious offence.

15.   POLICY GOVERNANCE

15.1 The **owner** of this policy is the **Vice-Rector (Research and Innovation),** as line head of the research function of the University. He/she is responsible for the existence, updating and implementation of the policy and for ensuring that a curator and related structures and roles are appointed and function effectively.

15.2 The **curator** of this policy is the **Senior Director: Research and innovation** and he/she is responsible to ensure the formulation, approval, revision, communication and release of this policy. The curator is also responsible for the interpretation and implementation of the policy.

15.3 The owner of this policy is accountable and the curator is responsible for the creation of the necessary controls for **monitoring and reporting** on this policy and to report to the **Senate Research Ethics Committee** on an annual basis, or more frequently if required.

15.4 Management of all affected areas are responsible for the implementation of the policy and specific control in their own areas.

15.5 **Actions for non-compliance:** Disciplinary steps may be instituted against any person who is found to be in breach of any requirement of this policy. Such a person may be found guilty of research misconduct and may be censured in accordance with the provisions of University's disciplinary codes.

ADDENDUM 15:
LANGUAGE EDITING

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Language editing

I hereby confirm that I have edited the PhD thesis titled *A curriculum framework for the professional development of corporate social responsibility practitioners in South Africa* by Christopher McCreanor.

The guidelines and editing standards of Harvard and Stellenbosch University have been applied.

Amanda Matthee

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ANNEXURE 1:

SINGAPORE STATEMENT ON RESEARCH INTEGRITY

SINGAPORE STATEMENT ON RESEARCH INTEGRITY

http://www.singaporestatement.org/

PRINCIPLES

1.   ***Honesty*** *in all aspects of research*
2.   ***Accountability*** *in the conduct of research*
3.   ***Professional courtesy and fairness*** *in working with others*
4.   ***Good stewardship*** *of research on behalf of others*

RESPONSIBILITIES

1. Integrity: *Researchers should take responsibility for the trustworthiness of their research.*

2. Adherence to Regulations: *Researchers should be aware of and adhere to regulations and policies related to research.*

3. Research Methods: *Researchers should employ appropriate research methods, base conclusions on critical analysis of the evidence and report findings and interpretations fully and objectively.*

4. Research Records: *Researchers should keep clear, accurate records of all research in ways that will allow verification and replication of their work by others.*

5. Research Findings: *Researchers should share data and findings openly and promptly, as soon as they have had an opportunity to establish priority and ownership claims.*

6. Authorship: *Researchers should take responsibility for their contributions to all publications, funding applications, reports and other representations of their research. Lists of authors should include all those and only those who meet applicable authorship criteria.*

7. Publication Acknowledgement: *Researchers should acknowledge in publications the names and roles of those who made significant contributions to the research, including writers, funders, sponsors, and others, but do not meet authorship criteria.*

8. Peer Review: *Researchers should provide fair, prompt and rigorous evaluations and respect confidentiality when reviewing others' work.*

9. Conflict of Interest: *Researchers should disclose financial and other conflicts of interest that could compromise the trustworthiness of their work in research proposals, publications and public communications as well as in all review activities.*

10. Public Communication: *Researchers should limit professional comments to their recognized expertise when engaged in public discussions about the application and importance of research findings and clearly distinguish professional comments from opinions based on personal views.*

11. Reporting Irresponsible Research Practices: *Researchers should report to the appropriate authorities any suspected research misconduct, including fabrication, falsification or plagiarism, and*

other irresponsible research practices that undermine the trustworthiness of research, such as carelessness, improperly listing authors, failing to report conflicting data, or the use of misleading analytical methods.

12. Responding to Irresponsible Research Practices: *Research institutions, as well as journals, professional organizations and agencies that have commitments to research, should have procedures for responding to allegations of misconduct and other irresponsible research practices and for protecting those who report such behavior in good faith. When misconduct or other irresponsible research practice is confirmed, appropriate actions should be taken promptly, including correcting the research record.*

13. Research Environments: *Research institutions should create and sustain environments that encourage integrity through education, clear policies, and reasonable standards for advancement, while fostering work environments that support research integrity.*

14. Societal Considerations: *Researchers and research institutions should recognize that they have an ethical obligation to weigh societal benefits against risks inherent in their work.*

ANNEXURE 2:

ORGANOGRAM: STRUCTURES SUPPORTING THE PROMOTION OF RESPONSIBLE RESEARCH AT STELLENBOSCH UNIVERSITY
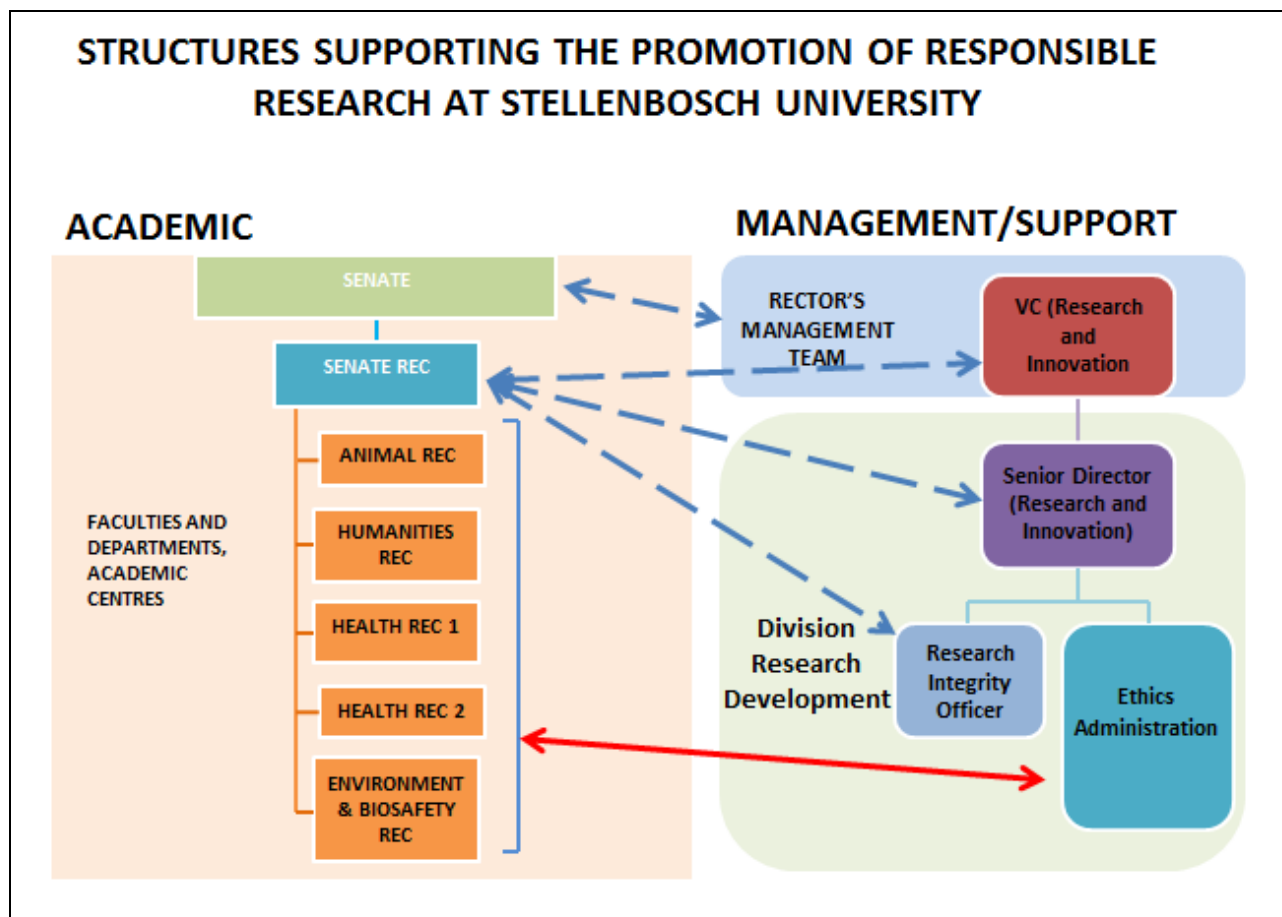
ANNEXURE 3:

STELLENBOSCH UNIVERSITY RELATED POLICIES, PROCEDURES AND GUIDELINES

SU-related policies, procedures and guidelines

TITLE	DOCUMENT TYPE	STATUS	POLICY CUSTODIAN
Policy on Conflict of Interest	Policy	Approved	Division for Research Development
Policy on Contract Research Management at Stellenbosch University	Policy	Approved	Division for Research Development
SU Policy on Academic Integrity: The Prevention and Handling of Plagiarism	Policy	Approved	Division for Research Development
Stellenbosch University Financial Guidelines	Policy	Approved	Finance Division
SU Risk Management Committee Regulations	Policy	Approved	Risk and Security Services
SU Policy in Respect of Exploitation of Intellectual Property	Policy	Approved	InnovUS
SU Media/ Information Policy	Policy	Pending	Communication and Liaison
Procedure for the Investigation of Research Misconduct at Stellenbosch University	Procedure	Approved	Division for Research Development
Health Research Ethics Committees Human Research: Standard Operating Procedures and Guidelines	Procedure	Approved	Division Research Development and Support, Faculty Medicine and Health Sciences
Research Ethics Committee: Human Research (Humanities) Standard Operating Procedure	Procedure	Approved	Division for Research Development
Research Ethics Committee: Animal Care and Use Standard Operating Procedures and Guidelines	Procedure	Approved	Division for Research Development
Research Ethics Committee: Biosafety and Environmental Ethics Standard Operating Procedures and Guidelines	Procedure	Under development	Division for Research Development
Departmental Ethics Screening Committee (DESC) Guideline	Guideline	Approved	Division for Research Development
Research Collaboration	Guideline	Under development	Division for Research Development

ANNEXURE 4:

HUMAN SUBJECT RESEARCH

KEY TEXTS:

HUMAN SUBJECT RESEARCH

- The **Declaration of Helsinki** can be found at www.wma.net/e/policy/b3.html
- **National Health Act 61. 2003 Chapters 2, 8, 9 and supporting regulations.**
- **Ethics in Health Research: Principles, Structures and Processes.** (Department of Health) Published April 2005 (you can search for this document on the Department of Health web site at http://www.doh.gov.za/search/index.html)
- **SA GCP. Clinical Trials 2006**. Department of Health (you can search for this document on the Department of Health web site at http://www.doh.gov.za/search/index.html)
- **Guidelines on Ethics for Medical Research. Books 1-5. MRC SA** (refer http://www.sahealthinfo.org/ethics/ethics.htm)
- **ICH- GCP** (for clinical trials – refer http://www.fda.gov/cder/guidance/959fnl.pdf)
- **CIOMS 2002**. International Ethical Guidelines for Biomedical Research involving Human Subjects (refer http://www.cioms.ch/frame_guidelines_nov_2002.htm)
- **CIOMS 2008**. International Ethical Guidelines for Epidemiological Studies (Available at http://www.cioms.ch/080221feb_2008.pdf
- **Social Research Association**. Ethical Guidelines. Dec.2003 Available at www.the-sra.org.uk (downloaded 20.01.2008)

ANIMAL RESEARCH

- **Guidelines on Ethics For Medical Research:** Use of Animals in Research and Training (Book 3) South African MRC 2004
- **South African National Standard:** The Care and Use of Experimental Animals Standards SA. SANS 10386:2008
- **Guide for the Care and Use of Laboratory Animals: Eighth Edition**, Institute for Laboratory Animal Research, National Research Council of the National Academies, National Academies Press 2011

BIOSAFETY RESEARCH

- **Guidelines on Ethics for Medical Research:** Use of Biohazards and Radiation South African Medical Research Council 2002
- **NIH Guidelines for Research Involving Recombinant** DNA Molecules www4.od.nih.gov/oba/IBC/nihguidelines.htm

OTHER REFERENCES

- The Belmont Report can be found at http://ohsr.od.nih.gov/guidelines/belmont.html

- ORI Introduction to the Responsible Conduct of Research. Nicholas H Steneck. Department of Health and Human Services Office of Research Integrity. 2003

- McGill University Policy on Research Ethics International Committee for Medical Journal Editors: Guide to Authorship. http://www.icmje.org/index.html#author