



**Leading with Purpose:**

# **Sustainable Practices for a Resilient Future**



**1-2 September 2025**



**Middlesex  
University  
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## Book of Abstracts of ShiftXchange 2025 International Conference

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## Message from Prof. Mari Jansen Van Rensburg

Dear Participants, Partners and Sponsors,

Welcome to ShiftXchange 2025 - Leading with Purpose: Sustainable Practices for a Resilient Future

We are delighted to present the second ShiftXchange conference, born from a strong partnership between Stadio and Middlesex University Mauritius. This book of abstracts invites you to explore the cutting edge at the intersection of leadership and sustainability, where ethical, economic, and environmental considerations converge in decision-making.

Sustainability is not a peripheral concern but a guiding framework for leadership. The ideas and research within these pages illuminate how leaders can drive long-term economic growth while safeguarding the environment and advancing social equity. By aligning with the United Nations Sustainable Development Goals (SDGs), we illuminate pathways for organisations to thrive today and leave a healthier planet for future generations. Through keynote talks, panels, and the scholarly work showcased here, we examine challenges, opportunities, and innovative strategies that empower leaders to make purposeful, impact-driven choices.

Aligned with Middlesex University's commitment to knowledge for positive change, this conference champions collaboration between practice and academia. It is a forum where researchers, practitioners, and policymakers come together to share insights, test ideas, and co-create solutions that shape knowledge-producing communities and contribute to fairer, healthier, and more prosperous societies.

I encourage each of you to engage actively across sectors, to challenge assumptions, and to contribute to the transformative agenda of our time. Let this gathering catalyse connection, learning, and inspiration, benefiting our workplaces, communities, and the broader world.

Our heartfelt gratitude goes to all participants, sponsors, and organisers. Your support and presence make this event possible, and we look forward to an insightful and impactful conference.

Warm regards,

**Prof Mari Jansen Van Rensburg**

Pro Vice-Chancellor, Middlesex University

Director, Middlesex University Mauritius

## Message from Prof. Divya Singh

Dear Colleagues, Partners, and Friends

The Conference theme, *Leading with Purpose: Sustainable Practice for a Resilient Future*, was intentionally selected to emphasize the importance of leadership, sustainability, and hope for a better future. It is thus both a privilege and a necessity to come together under the banner of *Leading with Purpose: Sustainable Practices for a Resilient Future*. In a world facing emerging challenges and new opportunities, in an era marked by rapid technological progress, shifting global priorities, and complex socio-economic issues, the demand for ethical, purposeful leadership has never been more urgent.

Contrary to popular belief, sustainability is not just a set of environmental goals. Instead, it is a moral duty to protect our planet, our communities, and our shared future. In this context, ethical practices are the foundation on which sustainability must stand. Without integrity in decision-making, transparency in operations, and a true commitment to equity, even the most advanced technological solutions risk becoming tools for short-term profit rather than long-term resilience and sustainable practices.

In this environment and desire, responsible leadership must champion this vision by making decisions based on core values, ensuring that the pursuit of innovation and change never harms people or the planet. Leaders need to balance profitability and responsibility, proving that these goals can support each other, and take responsibility for what they implement today.

Business enterprises bear a unique responsibility as influential agents of change. By integrating sustainability into corporate strategy and addressing key issues such as responsible sourcing, circular economies, and inclusive growth, businesses can promote systemic transformation. The technologies shaping the future should be utilized not only for efficiency and competitiveness but also for ethical and equitable outcomes that benefit all of humanity.

It would be a missed opportunity not to emphasize the role of higher education in shaping future leaders, innovators, and problem-solvers. Universities are not just providers of knowledge; they are defenders of societal values and creators of solutions for complex global issues. By incorporating sustainability and ethics into curricula, research, and operations, higher education can motivate a new generation to lead with both purpose and conscience—closing the gap between technological ability and moral responsibility. The question is whether higher education institutions recognize this purpose and view it as a core mission of scholarship.

As we participate in this conference, let us reaffirm that sustainable practices are not optional extras. They are the essential blueprint for a resilient, just, and thriving future. Technology will continue to advance at an unprecedented rate, but it is our shared ethical compass that will decide whether this progress benefits humanity or leaves it behind. Together, through principled leadership, responsible enterprise, and transformative education, we can create the resilient future our world desperately needs. I hope you will enjoy the engagements and leave with many thoughts for a sustainable and resilient future.

Thank you for joining us, and welcome.

**Prof. Divya Singh**

Chief Academic Officer

STADIO Higher Education

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## Contents

The Role of Mediators in the Impact of Customer Relationship Management Practices on Tourist Loyalty to Mauritius: A Mixed-Methods Approach .....	1
Alternative Funding Sources for the South African Automotive Industry .....	3
Is GenAI the Catalyst for Institutional Agility? Rethinking Academic Workflows Beyond Productivity and Toward Purpose .....	4
Transformative Leadership in Creative Higher Education: Building Resilient Arts and Design Schools through Visionary Governance and Distributed Leadership .....	6
Futuristic Policing for Wildlife Protection: Leveraging Governance for Global Progress in Preventing Turtle Wildlife Crime .....	7
Leading with Purpose: Sustainable Practices for a Resilient Future in the World of Finance .....	8
Bridging the Gap: Adaptive Governance and ESG Integration .....	10
The University of the Future: Views from Academic Leaders.....	12
Education on Sustainable Lifestyles using a Board Game: A Sustainable Tourism Perspective .....	14
Human-Centred AI Literacy: Rethinking Experiential Education for Sustainable Digital Futures .....	15
Leadership Parallels between Braveheart's Captain Kenau of Haarlem and Public Prosecutor Madonsela of South Africa: Two Role Models of Resistance and Justice .....	16
A Framework for Strategic International and Cross-Sector Partnership in Higher Education .....	18
Embedding Education for Sustainable Development (ESD) in Transnational Education (TNE).....	19
Leadership for a Sustainable Tomorrow: Reimagining Chartered Accountancy Education in South Africa.....	20
Analysing the Crisis in Leadership for People and Planet: Leveraging the Sustainable Developing Goals (SDGs) for Gaia.....	22
Is Creating Awareness Enough? Business and Leadership Sustainability Needs Action.....	24
Evaluating the Impact of Celebrity Endorsements on Brand Perception: A Case Study of STADIO Higher Education .....	25
Navigating the F.R.A.G.I.L.E. World: Purposeful Leadership for a Resilient Future.....	26
Sustainable Higher Education: From Ivory Tower to Responsive Leadership .....	28
Balancing Act of Natural Resource Management Against Community Business Aspirations Within Forestry Land Reform Ecosystem: Systematic Literature Review .....	30
A Collaborative Leadership Framework for a Federated NPO.....	31
Financial Analysis of Ocado Group Plc: Risk, Capital Structure and Payout Policy.....	32
Forging Resilience: A Qualitative Study on How Business Schools Prepare Leaders for an Uncertain Future.....	33
Leadership Lessons from Captain Kenau of Haarlem: A Historical Perspective .....	35

Shaping Resilient Students: Exploring How a University Community Can Support Student Mental Health .....	36
Fostering Resilient Learners in the AI Era: Preliminary Findings from a Constructively Aligned Pedagogical Intervention .....	37
Panel Supervision for Doctoral Students: A Purpose-Driven Innovation Bridging Academia and Industry for Lasting Impact .....	40
Rethinking Higher Education in a BANI world: The Need for Flexible and Stakeholder-Driven Curriculum Structures .....	42
Rethinking Doctoral Education in the Age of AI: Safeguarding Authenticity and Specialist Expertise .....	44
Conference Programme .....	46

# The Role of Mediators in the Impact of Customer Relationship Management Practices on Tourist Loyalty to Mauritius: A Mixed-Methods Approach

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**Introduction and Background:** Using social norms, accommodation brand trust and customer satisfaction as mediating factors this study examines how customer relationship management (CRM) strategies affect Mauritius tourism loyalty. The study also looks at how ethically grounded CRM techniques support long-term corporate leadership in the travel industry. Adopting long-term strategies which combine social relevance ethical responsibility and economic viability is known as sustainable business leadership. The latter is directly relevant to tourist loyalty as loyalty reflects a long-term, trust-based relationship between businesses and customers. Equality, emotional aptitude, individualized attention and openness in communication are all considered ethical practices in this study. Responsiveness, emotional support, individualized services and information and communication technology (ICT) use constitute the four aspects of CRM. By putting the needs preferences and well-being of visitors first, these components demonstrate ethical values. These methods promote deeper more enduring connections between travellers and accommodation providers by building trust and going beyond transactional service exchanges. Such loyalty-boosting strategies are crucial for brand stability and industry resilience in the Mauritius context where tourism is a major economic driver.

**Aim and Research Questions:** The central research question is: What are the effects of CRM practices on tourist loyalty to Mauritius, and how are these effects mediated by social norms, accommodation brand trust, and customer satisfaction? This study aims to examine CRM's impact on loyalty and the mediating roles of these variables.

**Methodology:** A mixed-methods exploratory design was used. In the qualitative phase, 12 semi-structured interviews were thematically analysed to identify key service themes, which informed a questionnaire completed by 416 tourists over the period September-October 2024. Quantitative data were analysed using ordered probit regression and structural equation modelling. The measurement model was validated through exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). Response bias was assessed using the Stöber Social Desirability Scale (SDS).

**Findings:** CRM greatly raises the level of trust in accommodation brands. The relationship between CRM and loyalty is not mediated by brand trust nor does it directly affect tourist loyalty. Rather the relationship between social norms and customer satisfaction is fully mediated. While the SEM indicates a wider impact from cognitive, affective, conative to action loyalty, ordered probit regression indicates CRM only affects action loyalty. The findings robustness is supported by analysing the SDS which shows no discernible distortion.



**Contribution:** The results demonstrate how CRM techniques improve social alignment and satisfaction which in turn increases loyalty. Being responsive and offering emotional support demonstrate a business' moral commitment to understanding and meeting the needs of visitors. Transparency and accessibility are encouraged by the use of ICT and personalized services show respect for individual preferences. When taken as a whole, these practices increase visitor satisfaction and reinforce socially acceptable behaviours like respecting cultural identity and listening to peer recommendations. The result of these mediating pathways leads to greater loyalty. Tourist loyalty increases spending, repeat visits, and referrals. This study offers a framework unique to the tourism sector connecting CRM to loyalty, consequently supporting long-term business resiliency.

**Keywords:** Customer Relationship Management; Loyalty; Tourism; Mauritius.

# Alternative Funding Sources for the South African Automotive Industry

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The aim of study was to assess and evaluate the ability of SMMEs operating in the automotive industry of Gauteng Province to raise start-up capital by using alternative financial sources beyond mainstream commercial banks. The study assesses the degree to which equity-based crowdfunding can be used for raising start-up funds that are required in poorly resourced and emerging automotive enterprises in Gauteng Province. Equity-based crowdfunding provides incentives to investors who have capital in a form of sharing ownership of automotive enterprises in exchange for capital.

The study was conducted by using a self-administered, pre-tested, validated and structured questionnaire of study. Purely quantitative methods of data collection and analyses were used for conducting the study. The study was based on a stratified random sample of size n=378 emerging automotive enterprises operating in the automotive industry of Gauteng Province. Stratification was done by geographical zone (central, east, west, south and north of Gauteng Province). The sample was drawn out of a list of 500 formally registered members of the Motor Industry Workshop Association (MIWA) and the National African Association for Automobile Service Providers (NAAASP). Eligible respondents of study were owners or delegated managers of enterprises. The study found that about 53% (202) of the 378 respondents had preference for using crowdfunding for raising start-up capital rather than traditional methods of loan applications, whereas the remaining 47% (176) of respondents did not do the same. The study showed that equity-based crowdfunding was highly valuable for raising capital in emerging and poorly resourced automotive enterprises. Equity based crowdfunding was shown to be more flexible and user-friendly in comparison with traditional methods of raising capital from commercial banks.

Results obtained from ordered logit and Bayesian analysis showed that the practice of raising startup capital by using crowdfunding in the automotive industry of Gauteng Province was significantly influenced by 3 factors. These factors were the province of main operation, difficulty in applying for a business loan, and the inability to produce collateral needed for business loan applications, in a decreasing order of strength. Findings obtained from the study were used for the development of a framework based on the pecking order theory (Yildirim and Celik, 2021) in which emerging automotive operators transform their primary source of finance from internal financing to equity-based financing. The framework enables emerging automotive operators to use internal sources of financing before approaching external sources of financing. The framework could be used by emerging automotive enterprises to improve their current degree of capacity to favourably compete with well-established automotive enterprises. Recommendations are made to the South Africa's Retail Motor Industry Organisation (RMIO), NAAMSA, the DTI and SEDA so that emerging automotive enterprises can be provided with the assistance they require for ensuring sustained growth and profitability.

**Keywords:** Crowdfunding; Gauteng Province; Automotive industry; Bayesian analysis.

# Is GenAI the Catalyst for Institutional Agility? Rethinking Academic Workflows Beyond Productivity and Toward Purpose

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In academic institutions, productivity, self-direction, and long-term planning are often embedded into systems of reward and advancement. For academics with Attention- Deficit/Hyperactivity Disorder (ADHD), these structures can present substantial friction—not due to a lack of capability, but due to a mismatch between institutional expectations and executive functioning profiles. Despite this, many ADHD academics persist and excel, often by developing unique workarounds and bringing elevated levels of curiosity, insight, and creative output to their fields.

This paper presents a systematic literature review exploring how generative artificial intelligence (GenAI) tools—such as ChatGPT and similar applications—can support executive functioning in academic staff with ADHD. While ADHD is often addressed in student contexts, its impact on academic professionals stays underrepresented in institutional strategies. Yet, as higher education navigates digital transformation and evolving expectations, supporting cognitive diversity among faculty is not merely a matter of inclusion—it is a strategic opportunity. For tuition-driven institutions like STADIO, where innovation directly shapes enrolment, retention, and competitive differentiation, enabling the full contribution of neurodivergent staff is not a peripheral concern. It is central to institutional resilience and agility.

The research question guiding this review asks: How can GenAI be used to reduce executive burden among ADHD academics, and what institutional value is gained when neurodivergent faculty are enabled to perform at their full cognitive potential?

The review follows PRISMA method, drawing on peer-reviewed and grey literature from 2018 to 2025 across platforms including EBSCOHOST, Elicit AI, and Google Scholar. The search prioritised intersections between generative AI, executive functioning, ADHD, and academic staff experiences. Inclusion criteria focused on studies addressing cognitive scaffolding via AI or the professional impact of ADHD in academia.

Findings suggest that GenAI tools—when embedded intentionally—can act as external executive function supports; aiding task initiation, prioritisation, working memory, and idea organisation. These are not generic productivity hacks; they are adaptive infrastructures that translate high-quality but scattered thinking into structured academic outputs. When supported with training and culture change, such tools enable ADHD academics to contribute more consistently across teaching, research, and leadership domains.

Drawing on both literature and lived experience—having received an ADHD diagnosis after nearly a decade in academia—this paper surfaces the sector-wide cost of systemic misalignment: burnout,

talent attrition, and underleveraged innovation ability. These challenges do not reflect a lack of ability, but rather the absence of systems that support non-linear thinking at scale.

This review argues for a shift in mindset: from AI as an individual accommodation to AI as a strategic capability for inclusive excellence. Institutions that proactively integrate GenAI into their talent optimisation strategies—via toolkits, mentorship, leadership awareness, and redefined performance metrics—position themselves to unlock measurable gains in research output, staff retention, and innovation ability.

Ultimately, investing in generative AI to support neurodivergent academics is not a cost—it is a forward-looking strategy to harness untapped potential, strengthen institutional performance, and lead in the transformation of higher education.

**Keywords:** Generative AI (GenAI); ADHD in Academia; Executive Functioning Support; Neurodivergence in Higher Education; Institutional Agility.

# Transformative Leadership in Creative Higher Education: Building Resilient Arts and Design Schools through Visionary Governance and Distributed Leadership

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Creative higher education institutions operate at the intersection of artistic expression, industry innovation, and pedagogical transformation. In this dynamic space, leadership must transcend traditional managerial roles to enable resilience, adaptability, and purpose-driven change. This paper explores the role of transformative leadership within the context of the School of Media and Design (SOMAD) at STADIO Higher Education, focusing on strategies used to reposition the school amidst institutional restructuring, programme renewals, and shifting industry demands.

Drawing from distributed and transformative leadership theories, the research presents a case-based reflection on the practical implementation of leadership strategies that foster sustainability, academic integrity, and staff empowerment. Particular attention is paid to the teach-out of long-standing programmes, the development of new qualifications in response to industry-aligned needs, and the implementation of structures that decentralise decision-making while maintaining academic quality.

Through this lens, the paper demonstrates how leadership with purpose—anchored in vision, collaboration, and ethical governance—can act as a catalyst for institutional resilience in arts and design education. The paper further argues that within creative disciplines, leadership must also model creativity and adaptability to reflect the very skills we aim to foster in students.

This contribution speaks directly to the conference theme of “Leading with Purpose: Sustainable Practices for a Resilient Future” by offering a working model of sustainable academic leadership tailored to creative institutions navigating rapid change.

**Keywords:** Creative Higher Education; Transformative Leadership; Sustainable Academic Leadership; Visionary Governance.

# Futuristic Policing for Wildlife Protection: Leveraging Governance for Global Progress in Preventing Turtle Wildlife Crime

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Wildlife crime, particularly the illegal trade of turtles, threatens biodiversity and ecological stability. Turtles are trafficked for their shells, meat, and use in traditional medicine, leading to drastic population declines. Although organizations like the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) have established protective regulations, enforcement remains inadequate, particularly in vulnerable coastal and island nations with limited governance structures and resources.

This study adopts a desktop research approach, incorporating qualitative methods to analyse governance frameworks, enforcement strategies, and technological advancements. Given the transnational nature of wildlife trafficking, a non-empirical, secondary data analysis approach is utilized to examine existing research, policy documents, and case studies.

This study examines how governance frameworks can strengthen law enforcement and facilitate the integration of advanced technologies such as artificial intelligence (AI), drones, blockchain, and data-sharing systems to combat turtle trafficking. By analyzing the intersection of governance, technology, and international collaboration, this research identifies strategies to enhance enforcement effectiveness and promote sustainable conservation practices.

The findings offer insights that extend beyond turtle trafficking, potentially improving global efforts to combat wildlife crime.

**Keywords:** Wildlife Crime; Turtle Trafficking, Illegal Wildlife Trade; Law Enforcement; AI surveillance; Conservation Strategies.



# Leading with Purpose: Sustainable Practices for a Resilient Future in the World of Finance

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Since the 1970s, the idea of ethical and sustainable investing has increasingly influenced the finance industry (Friede et al., 2015; Naidoo, 2020). By the early 1990s, mutual funds specifically targeting environmental or socially responsible objectives had begun to emerge (O'Rourke, 2003; Weber, 2005). Scholars have also long maintained that banks, due to their intermediary function, are uniquely positioned to promote sustainable development (Jeucken, 2001). Concepts such as corporate social responsibility (CSR), sustainable and responsible investing (SRI), and the incorporation of environmental, social, and governance (ESG) considerations into investment decision-making are now well-established and thoroughly examined in financial literature (Friede et al., 2015; O'Rourke, 2003; Waddock & Graves, 1997). A commonality among these approaches is the use of both inclusionary and exclusionary screening processes based on environmental or social benchmarks (O'Rourke, 2003).

In recent years, there has been a growing consensus that the financial sector is not only well-positioned but instrumental in facilitating the broader shift toward sustainable economic models (Naidoo, 2020). Influential public and private initiatives—such as the UN Principles for Responsible Investment, the Financial Stability Board's Task Force on Climate-related Financial Disclosures, and various EU-led sustainability frameworks—are all grounded in the recognition of finance as a key enabler of global sustainability transitions.

The financial sector is increasingly under pressure to shift from short-term profit maximisation to long-term sustainable value creation. This paper explores the role of purpose-driven leadership in fostering sustainable practices and building institutional resilience in the finance industry. The background of this research is the growing global urgency to align financial systems with environmental, social, and governance (ESG) objectives amidst a rapidly evolving risk landscape shaped by climate change, geopolitical volatility, and social inequality.

The research aims to investigate how financial institutions can operationalise sustainability through leadership and strategic decision-making, and to what extent such practices contribute to organisational resilience. Specifically, the study seeks to answer: How can purpose-driven leadership in finance accelerate sustainable transformation while ensuring risk-adjusted returns and long-term resilience?

A qualitative methodological approach (emphasises understanding on "why" and "how") is employed, drawing on a critical review of literature, case studies of leading global financial institutions, and frameworks such as the Task Force on Climate-related Financial Disclosures (TCFD) and the United Nations Sustainable Development Goals (SDGs). Supplementary data are sourced from industry reports, CEO letters, and global regulatory disclosures.

Findings suggest that institutions that embed ESG metrics (assess a company's performance in Environmental, Social, and Governance) into risk management and capital allocation are better positioned to manage long-term systemic shocks. Financial innovations—including green bonds, sustainability-linked loans, and digital ESG platforms—are increasingly being adopted. However, significant challenges remain, such as greenwashing, regulatory inconsistency, and the need for cultural and ethical leadership transformation. (Delmas & Burbano, 2011; GRI, 2023).

This paper contributes to the field by providing a holistic framework linking leadership purpose, ESG strategy, and organisational resilience. It highlights the importance of ethical leadership, system-wide accountability, and inclusive financial practices as enablers of sustainable transformation. The insights are particularly valuable for policymakers, institutional investors, and academics aiming to reshape the financial sector's contribution to global sustainability. (Schoenmaker & Schramade, 2019; WEF, 2023).

**Keywords:** Purpose-driven Leadership; Sustainable Finance; ESG; Financial Resilience; Stakeholder Capitalism.

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# Bridging the Gap: Adaptive Governance and ESG Integration

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In a time of unprecedented technological advancement, environmental issues, and social transformation, conventional governance approaches are progressively inadequate.

In an era of unprecedented technological acceleration, environmental challenges, and social transformation, traditional governance approaches are increasingly inadequate for addressing regulatory policy challenges. Adaptive governance, known to be more flexible, inclusive, and refined—provides a potential alternative to rigid regulatory frameworks that often hamper innovation or fail to address emerging risks timeously, or whatsoever. Simultaneously, Environmental, Social, and Governance (ESG) factors have become integral to organisational decision-making, investor concerns, and stakeholder expectations, yet ESG integration into over-arching governance systems remains underdeveloped and problematic.

This paper aims to contribute to the development and validation theoretical frameworks that integrate adaptive governance principles with ESG factors to create robust systems capable of promoting innovation while ensuring sustainable growth, long-term stability and profitability. The research investigates how the two approaches can interact synergistically to address the fundamental tension between enabling corporate advancement and safeguarding and promoting the environment and social matters. The research methodology employs theoretical desktop-based research, analysing and synthesising data to evaluate intersections between adaptive governance methods and ESG framework

The research revolves around five critical intersections where adaptive governance and ESG frameworks can reinforce each other: (1) polycentric decision-making constructs that enhance both adaptability and accountability; (2) pre-emptive regulation that promotes innovation while addressing potential environmental and social impacts; (3) reactive institutional arrangements that continuously incorporate ESG metrics into governance development; (4) broad stakeholder engagement processes that balance a broad range of interests while maintaining decision efficiency; and (5) dynamic materiality assessments that prioritise governance attention to emerging ESG risks.

Drawing on comparative case studies, the paper will demonstrate how these intersections manifest in a practical manner. Furthermore, the paper will reveal how governance systems incorporating both adaptive principles and strong ESG integration demonstrate significantly improved policy effectiveness and higher stakeholder satisfaction than those employing either approach in isolation. This further contributed to abolishing siloed approached within corporations.

This paper seeks to contribute to governance and sustainability scholarship by bridging previously siloed discussions of adaptive governance and ESG implementation and execution. By advancing this integrated approach, it addresses the urgent need for governance models that can navigate complex sustainability challenges while nurturing innovation and distributing benefits equitably across society and the environment—ultimately contributing to more resilient, adaptable and profitable institutions for an undefined future.

**Keywords:** Adaptive Governance; ESG Integration; Sustainability; Policy Innovation; Institutional Resilience; Stakeholder Engagement.

# The University of the Future: Views from Academic Leaders

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**Introduction:** Reports highlighting the challenges facing higher education in South Africa, and globally, are abundant. Headlines pairing “university” with “crisis” are common, reflecting a sector under pressure. While institutions of higher learning have stood the test of time, unprecedented changes cannot be ignored. Academic managers now oversee a more complex workforce – balancing traditional scholarly roles with the demands for mobility, performance targets, managerialism, and pressure for increased outputs. These managers are more than instrumental functionaries who ‘count the beans’ (Chu, 2012, p. 52). Academic managers lead academic and support staff toward institutional goals and take on significant, challenging, and emotional roles. While a growing body of research explores how academic staff navigate marketization, increased competition, neo-liberalism, and institutional survival, limited research exists on how academic leaders make sense of wider sector shifts.

As universities strategise for long-term survival and redefine academic work, understanding academic leaders’ perspectives becomes vital. This study explored those perspectives through research at the largest higher education institution in the African continent. Leaders of academic departments were invited to share their views on the future of higher education. They reflected on institutional, national, and global dynamics and offered insights into the lived realities and strategic thinking of academic leaders.

**Method:** This qualitative study explored academic leaders’ views of the future. Rather than seeking objective truth, I focused on meaning construction (Creswell and Poth, 2018). As a practising academic, I pursued research relevant to institutions, guided by the research question: What does the university of the future look like from an academic leader’s perspective? Using an institutional case study and purposive sampling, I identified academic leaders with over three years’ management experience from a pool of 112. I sent out invitations to participate, and 17 academic leaders participated in online interviews between June and August 2022.

**Data Analysis:** The findings in this paper originate from multiple rounds of data engagement. I began with free-flow coding to identify patterns, followed by thematic analysis to understand how academic leaders make sense of their experiences within institutional contexts. I treated the transcribed text as rich data and looked beyond surface-level content. My analysis was informed by pre-understanding shaped by literature review, general knowledge, personal experiences as a former academic leader, and close familiarity with the institution and leaders under study.

**Main Findings:** From the rich data, I identified several elements of the university of the future. The future university is expected to be heavily reliant on technology, and technological integration is central. Secondly, there is a strong emphasis on repositioning students as co-producers of knowledge rather than passive recipients. Participants also highlighted the need for curriculum transformation to

keep up with global trends and labour market demands. There is also a need for stronger partnerships between universities and the corporate sector to align educational outcomes with market needs. The university of the future is also seen as an open and inclusive space that embraces diverse perspectives and knowledge systems, including African epistemologies. Finally, participants indicated that the university of the future will cater for a diverse student body that includes working professionals and adult learners, calling for lifelong learning models where education is accessible at any stage of life.

**Recommendations:** While I cannot claim generalisation, the transferability of these findings may offer valuable insights to academic leaders. From the research, I offer suggestions to university managers and recommendations for further research. Recommendations include efforts to enhance curriculum relevance and embrace technological integration with support for faculty development. Recommendations for further research include studies into institutional sustainability strategies, faculty adaption to new teaching methodologies and technologies, and student preparedness.

**Keywords:** Academic Leaders; University Survival; Sustainability; Qualitative Research; Case Study.

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# Education on Sustainable Lifestyles using a Board Game: A Sustainable Tourism Perspective

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**Rationale:** While most people agree that sustainability is crucial, they do not necessarily have sustainable lifestyles. This notion is known as the intention-behaviour gap and may be attributed to inherent beliefs about responsibility, moral obligation, relevancy to socio-economic structure, cost, high effort, and struggling to process the complex, distant, slow, long-term, and cumulative qualities of sustainability. Although some sustainability actions warrant these beliefs, some actions are low in cost or effort but are still not performed. Authors argue that the sustainability intention-behaviour gap relates to an “information-behaviour gap”. Play is considered an effective informal learning technique and well supported for its efficacy in early childhood education. Play-based learning through board games offers various activities to support enhanced learning, from reading the content, visual components, to demonstrating (storyline, rules, collaborating, and discussing interesting content). While most studies support the correlation between board games and increased knowledge, awareness or understanding, the number of studies is still relatively small. Within these studies, most of the board game studies relate to formal settings in school curricula (i.e. serious games) with limited focussing on informal settings, like tourism. Offering an educational element to tourists is noticeable at museums, zoos, aquariums, and protected areas. Within the tourism discipline, this educational approach is called “interpretation”, which is offered differently as opposed to formal settings since tourists are non-captive audiences that do not have to pay attention to educational content. There is ample interpretation research emphasising the design of non-scientific information that is entertaining (often referred to as edutainment), creating an appreciation of the site and aiming to create responsible behaviour in these settings. Recently, sustainability interpretation was coined to reach the sustainable development goals beyond the context of tourism facilities or destinations (i.e. creating philanthropists). Authors argue that to reach the sustainability agenda more effectively, a “gamified” interpretation approach is required, as most of the traditional interpretation approaches are static and passive. As a form of education for sustainable lifestyles, this research aims to design and test the impact of a sustainability board game in creating awareness of sustainable lifestyles in a South African context at an informal setting.

**Method:** This research will use a mixed-methods approach. The quantitative phase will include a convenience and snowball sample from a South African panel to determine adults' and children's sustainable behaviour hesitance and educational board games preferences through a self-designed online questionnaire. The qualitative phase will include a purposive sample of South African families using observational data and focus group interviews to determine the effectiveness of the board game for learning about sustainable lifestyles.

# Human-Centred AI Literacy: Rethinking Experiential Education for Sustainable Digital Futures

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The rapid rise of generative AI has created urgent demands for ethical, context-sensitive integration of AI into higher education curricula, particularly in the Global South. South African institutions, facing challenges of digital inequality, educational inequity, and evolving workplace expectations, are under pressure to develop not only digitally literate graduates but also ethical, critically aware users of AI. This paper proposes a conceptual model for embedding AI literacy within experiential learning frameworks that emphasise social justice, inclusion, and sustainability.

The aim of this study is to explore how human-centred AI literacy, grounded in critical pedagogy and experiential learning theory, can be applied to support sustainable educational transformation. It specifically asks: How can South African universities implement ethically anchored AI literacy through experiential learning to build student capacity for resilience, adaptability, and responsible innovation?

The paper employs a conceptual, literature-based methodology, drawing from key theorists including Paulo Freire, David A. Kolb, Neil Selwyn, and Audrey Watters, as well as policy frameworks such as the UNESCO Recommendation on the Ethics of AI (2021). These sources are analysed through the lens of transformative learning and critical digital pedagogy, offering both theoretical insights and applied educational strategies relevant to the African context. The model envisions AI as a pedagogical partner within structured experiential cycles—experience, reflect, conceptualise, and apply—to foster student agency, critical engagement, and ethical judgement.

While no empirical data is presented, the findings of this theoretical synthesis suggest that experiential, ethically guided AI literacy can empower students to navigate the digital age responsibly and creatively. It also holds potential for decolonising educational practices by encouraging critical engagement with dominant AI narratives and adapting technologies to local realities.

This paper's contribution is twofold: first, it offers an ethically grounded and practically applicable framework for AI integration in higher education; second, it contributes to global discourse on sustainable digital futures by situating African perspectives and constraints at the heart of AI literacy development. This work is intended to inform educators, policymakers, and curriculum developers seeking actionable, inclusive strategies for ethical digital transformation.

**Keywords:** AI Literacy; Experiential Learning; Ethical Pedagogy; Sustainable Education; Higher Education Transformation.

# Leadership Parallels between Braveheart's Captain Kenau of Haarlem and Public Prosecutor Madonsela of South Africa: Two Role Models of Resistance and Justice

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**Introduction:** This study aimed to illustrate the leadership parallels of two women who fought against tyranny throughout history. Although Kenau Simonsdochter Hasselaer and Thuli Madonsela lived in separate cultural and historical contexts years apart, both exemplified parallel leadership traits. Their courage, moral consistency, and devotion to justice challenged conventional gender norms and catalyzed revolutionary social change. Their stories demonstrate that leadership rooted in principle has the power to transform societies and deep-rooted systems of evil.

**Background:** Kenau Simonsdochter Hasselaer rose to prominence during the 16th-century Dutch Revolt, particularly as a leader of women resisting Spanish invasion during the Siege of Haarlem. She organized a female strike team defending Haarlem, although women were more confined to other duties than military operations at the time. A few centuries later, Thuli Madonsela operated within the legal and institutional structures of post-apartheid South Africa, where she utilized her role as Public Protector to investigate political corruption and uphold constitutional governance.

**Objective:** This study evaluated the leadership parallels between Hasselaer and Madonsela as formidable leaders. It also critically evaluated their legacy and narrative to decide on valuable leadership approaches employed by both leaders that can still be applied today to address, among other things, the global challenges of the 21st century.

**Methodology:** This study followed a comparative historical analysis of both narratives via a desk review of secondary sources. Historical documents, biographies, academic, and popular articles were consulted. Competing historiographical interpretations were scrutinized to reconstruct the leadership impacts of Hasselaer and Madonsela.

**Results:** The findings revealed four significant leadership parallels between Hasselaer and Madonsela: (1) both demonstrated extraordinary vision alongside (2) courage in confronting dominant systems of power, (3) both persevered through many challenges, and (4) both challenged restrictive gender norms by modeling new avenues for women's leadership in public life. The leadership qualities of both Bravehearts are relevant for leaders who want to contribute positively to challenging scenarios in the 21st century.

**Conclusion:** Captain Kenau and her strike team fought fiercely against the Spanish onslaught. Public Prosecutor Madonsela strongly opposed state corruption. Both women go down in history as beacons of resistance and hope in dire circumstances. Their legacies inspire others to be Bravehearts today, illustrating that principle-driven action and commitment can make a difference.

**Limitations:** All historical research is limited by evaluating the reliability of sources due to biases, fragmentations, and subjective interpretations of events. Being objective is challenging, as modern values and personal perspectives may influence the interpretation of past events.

# A Framework for Strategic International and Cross-Sector Partnership in Higher Education

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International and cross-sector collaboration has emerged as a crucial strategy for addressing complex global challenges and building a sustainable, resilient future. By uniting diverse expertise, experiences, and resources, these partnerships generate innovative solutions that transcend the capabilities of individual institutions. Effective collaborations depend on shared goals, equitable benefits, open knowledge exchange, and joint ventures that foster mutual growth. Ultimately, building effective international and cross-sector partnerships is not merely strategic—it is essential. Such collaborations can drive systemic change and create a more equitable, innovative, and sustainable global future (Badawi, 2024). Educational institutions are increasingly adopting international and cross-institutional partnerships to address shared challenges that exceed the scope of any single entity. These collaborations enhance learning outcomes, support innovation in teaching, and expand access to resources. However, institutions face significant challenges, including misaligned goals, cultural and operational differences, limited resources, leadership gaps, regulatory constraints, and inconsistent stakeholder engagement. A study was conducted to examine the effectiveness of global and cross-sector partnerships in education and identify challenges to this effect. The methodology used by the researcher was a qualitative research design, using desktop research with content analysis using secondary sources. The research results revealed that building effective international and cross-sector partnerships is essential to drive systematic change and create a more equitable, innovative, and sustainable global future. However, there are challenges like divergent goals and priorities, cultural and operational differences, resource and funding constraints, leadership and governance issues, communication barriers, sustainability and continuity, regulatory and policy constraints, and a lack of stakeholder engagement. Based on the study results, the researcher concluded that it's necessary to develop a strategic framework for effective global and cross-sector partnerships. The proposed framework will capitalise on existing strengths and address identified challenges to assist leaders in collaborating and building effective global and cross-sector partnerships towards a thriving future.

**Keywords:** Partnerships, Collaboration; Higher Education; Strategies.

# Embedding Education for Sustainable Development (ESD) in Transnational Education (TNE)

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**Introduction and Background:** Middlesex University, a practice-led and employability-focused institution, has adopted a new learning framework that further integrates Education for Sustainable Development (ESD) into its curricula across global campuses. This initiative aligns with UNESCO's core competencies systems thinking, anticipatory skills, and global citizenship and aims to prepare students for the complexities of a rapidly evolving world. The initiative is also situated within a broader context of academic governance, where the integration of ESD reflects a strategic alignment between academic and corporate governance structures, as emphasised in the UK Quality Code and institutional academic strategies.

**Research Purpose:** This study explores how ESD is being embedded across programmes at the London and Mauritius campuses, and examines its impact on student experience and employability. It also considers how academic governance mechanisms such as academic assurance protocols, and quality monitoring support the effective implementation of ESD within a transnational education framework.

**Methodology:** A mixed-methods approach is employed, combining institutional strategy analysis, curriculum mapping, and qualitative feedback from students and industry stakeholders. The study investigates how graduate competencies creativity, critical thinking, and empathy are embedded into module teaching, assessments and employer engagement. It also examines how academic governance structures, including the role of the academic board, influence curriculum innovation and quality assurance in relation to embedding ESD.

**Findings:** Findings reveal that embedding ESD through inclusive, employer-informed assessments and reflective practices enhances student engagement and fosters a sense of global responsibility. The study highlights how academic governance mechanisms such as joint committees, academic strategy alignment, and the use of tools like the Sustainable Development Dashboard enable effective quality assurance and regional adaptation. Comparative insights from the Mauritius campus underscore the importance of localising global competencies while maintaining academic standards and institutional coherence.

**Contributions:** This session contributes to the discourse on sustainable education by offering a replicable model for embedding ESD in higher education. It underscores the importance of aligning academic governance with institutional strategy and quality frameworks, such as the UK Quality Code, and demonstrates how transnational education can serve as a catalyst for inclusive, future-ready learning.

**Keywords:** Education for Sustainable Development; Academic Governance; Transnational Education; Employability; Global Citizenship; Curriculum Innovation; Quality Assurance.



# Leadership for a Sustainable Tomorrow: Reimagining Chartered Accountancy Education in South Africa

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In South Africa's unequal socio-economic landscape, where chartered accountants (CAs) occupy a disproportionate number of corporate leadership roles, there is an urgent need to rethink how accounting education cultivates ethical, socially conscious graduates. The education of future CAs must evolve beyond technical competence to foster human transformation and ethical citizenship. This conceptual paper proposes a framework for cultivating a socially responsible decision-making consciousness in graduates on the Bachelor of Commerce in Accounting (BCom), drawing on the integrative Head–Heart–Hand framework and grounded in critical pedagogy

The primary research question for this paper is as follows: *How can Chartered Accountant education be reimagined to develop ethically grounded, socially responsible professionals who are equipped to make consequence-aware decisions and contribute to sustainable value creation and business resilience?* To explore this, we develop a conceptual framework that combines Paulo Freire's critical pedagogy, particularly his notions of critical consciousness, with insights from Michel Foucault's analysis of knowledge and power, Yusef Waghid's notion of deliberative democratic education in the African context, and Carlos Torres's work on global citizenship education. These scholars collectively inform an approach to curriculum and pedagogy aligned with the original mission of the university - that of critical thinking and ethical responsibility.

The novel approach to curriculum design and development resulted in opting for an intentional strategy and leadership delivery theme spanning over the three years, as well as weaving pervasively professional attributes and values throughout all of the other delivery themes. This resulted in not only a scaffolding of technical knowledge across the degree but also a scaffolding of personal and professional development. While the paper does not yet present empirical findings, it outlines a future research design involving document analysis, interviews with curriculum designers, lecturers, and student focus groups. This proposed study will evaluate the extent to which the envisioned transformation is currently being realised in practice.

This conceptual contribution advances the discourse on professional business education by offering a theoretical framework for integrating citizenship and social justice into professional degree programmes. It challenges the traditional narrow technocratic framing of accounting education and repositions it as a possible site for a richer and nuanced socially responsible business leader and citizen. The theoretical framework is intended as a tool not only for curriculum redesign in South Africa, but also for broader application in the Global South contexts seeking to align professional education with democratic, socially just futures.

**Keywords:** Accounting Education; Bachelor of Commerce; Citizenship; Critical Pedagogy; Curriculum Transformation; Ethical Leadership; Global South; Professional Development; Responsible Leadership; Social Justice; Sustainable Business.

# Analysing the Crisis in Leadership for People and Planet: Leveraging the Sustainable Developing Goals (SDGs) for Gaia

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The triple planetary crises of pollution, biodiversity loss and climate change are having widespread and escalating effects on the world (United Nations, 2024). Addressing global challenges requires systemic solutions. Whilst multilateral efforts have been deployed to provide a global response to environmental dilemmas including pollution, climate change, ocean acidification, biodiversity loss, and desertification, amongst others, there is a crisis in global leadership (Jadi, 2023) through half-hearted climate negotiations at multiple Conference of Parties (COPs) of the United Nations Framework on Climate Change (UNFCCC) (Climate Action Network, 2024), a forthcoming UN Plastics Treaty which has been gestating for years (World Economic Forum, 2024), as well as insufficient climate finance pledges from Global North countries (Oxfam, 2024). Indeed, environmental trends climate change and biodiversity loss continue to exacerbate, signalling the inadequacy of current diplomatic leadership endeavours. Furthermore, at the domestic level, governmental leadership in safeguarding people and planet is far from adequate (International Council for Local Environmental Initiatives, 2024). Other stakeholders, including the private sector, have shied away from taking bold steps in environmental stewardship. Thus, greenwashing practices have mushroomed under the deceptive veils of Corporate Social Responsibility (CSR) and Environment, Social and Governance (ESG) standards (Kolcava, 2023). The aim of this research is to analyse the current crisis in green and blue leadership at the global, regional, domestic and local levels. This will be achieved by studying negotiations processes within the UNFCCC, the forthcoming UN Plastics Treaty, and the Agreement on Marine Biological Diversity of Areas Beyond National Jurisdiction (BBNJ). The researchers adopt a mixed methods approach, using primary and secondary data, as well as interviews and focus group discussions with key stakeholders. The authors find that it is primordial to move towards a paradigm shift in how we are framing development: increasingly, there are calls to embrace the SDGs instead of prioritising Gross Domestic Products (GDPs) (United Nations, 2025). It is proposed that leadership which focuses on people and planet should be inclusive and bottom-up, considering the voices and views of marginalised coastal communities, indigenous societies, women, rural groups, youth, and grassroots movements. These groups should have a seat at the table whenever decisions are being made which would potentially affect Nature. Intra and intergenerational leadership is key as the knowledge and wisdom of the elderly should supplement those of the younger generation to nurture and protect our oceans, our climate and our biodiversity. The authors make a case for leveraging the seventeen SDGs as a blueprint for restoring the balance between development and sustainability, through a holistic, multidisciplinary and multistakeholder approach, which places Nature at the centre of conservation efforts. This can only be achieved through a radical transformation in global, regional,

domestic and local leadership, which views Nature not only for its benefits to humans, but for its intrinsic value and as a stakeholder.

**Keywords:** SDGs; Leadership; Nature.

# Is Creating Awareness Enough? Business and Leadership Sustainability Needs Action

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**Introduction and Background:** The business community is split between those who believe that it is too late to reverse the negative impact that businesses have had on sustainability, those who believe strong sustainable leadership can still make a real impact, and those who believe that commercial success must take the front seat in the discussion. While commercial success is deemed necessary to fund sustainability efforts and to reduce inequality, it is also detrimental to the environment and hence eradicates some of the positive impacts that may be achieved. Many businesses have started focusing inward to find a way through the crisis. At the same time, multiple stakeholders have continuously come together since the sustainability discussion started to meet on a global stage to discuss possible ways forward.

**Purpose of Study:** An important question that arises from the current situation is whether the many discussions towards greater sustainability are in fact achieving any success and how this success could be assessed. While many measurement tools in the form of company sustainability rankings are available, there is no clear understanding of how raising awareness at a global level is assisting the sustainability journey.

**Methodology:** This study adopts a qualitative, interpretative research design to explore the evolving discourse on business and leadership sustainability. Based on this, the research methodology is grounded in documentary analysis, focusing on publicly available materials. Purposive sampling is used to identify relevant conferences. For example, the focus must be on sustainability in business or leadership, it must be international in scope, and it must have publicly accessible documentation, i.e. in the form of keynote summaries or conference proceedings. Thematic analysis was then applied to extract themes, trends and outcomes, but also ideas and action points.

**Findings:** Findings expected for this study may show that global discussions linked to topics like leadership strategies, business model transformation, sustainability reporting and cross-sector collaboration may be valuable, but the evolution of new ideas and real action points may be more important. Such action points should consist of ethical, forward-looking and innovative steps for a healthy balance of commercial and sustainability success. Ultimately, the study anticipates identifying patterns in discourse that either drive or hinder the transition from dialogue to tangible implementation.

**Contribution:** Even with all the sustainability awareness that has been created over the last two decades, many businesses continue with business as usual. This study will contribute with a recommendation for a possible way forward that may be more promising because it is linked to changing individual beliefs in order to achieve action. The research aspires to bridge the gap between awareness and behavioural change by highlighting the role of leadership narratives in catalysing action.

# Evaluating the Impact of Celebrity Endorsements on Brand Perception: A Case Study of STADIO Higher Education

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Celebrity endorsements are a widely used marketing strategy to enhance brand perception, credibility, and consumer engagement. This study examines the impact of celebrity endorsements on brand perception within the context of higher education, using STADIO Higher Education as a case study. The research explores how celebrity associations influence prospective students' perceptions of institutional credibility, academic quality, and brand appeal. Drawing on the Source Credibility Model and the Match-Up Hypothesis, the study investigates the effectiveness of celebrity endorsements in aligning with STADIO's brand identity and educational values. A mixed-methods approach is employed, incorporating survey data from prospective students and in-depth interviews with marketing professionals. Findings indicate that while celebrity endorsements can enhance brand awareness, their influence on perceived academic credibility remains contingent on the relevance and authenticity of the celebrity's association with the institution. The study provides insights for higher education marketers on leveraging celebrity endorsements to strengthen institutional branding while maintaining academic integrity.

**Keywords:** Celebrity Endorsements; Brand Perception; Institutional Credibility, Higher Education Marketing; Academic Quality; Brand Appeal.



# Navigating the F.R.A.G.I.L.E. World: Purposeful Leadership for a Resilient Future

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**Orientation:** Contemporary leadership is confronted by a convergence of systemic crises that challenge traditional paradigms. The current global context is defined by increasing unpredictability, inequality, and a lack of sustainability, stemming from issues like geopolitical instability, social fragmentation, and ecological collapse.

**Research Purpose:** This paper introduces the F.R.A.G.I.L.E. framework—encompassing Fragmentation, Rapid Change, Ambiguity, Geo-political Instability, Inequities, Limited Trust, and Ecological Collapse, as a critical lens for understanding the demands on 21st-century leadership. It argues that established leadership models are no longer adequate for a world in systemic flux.

**Motivation for the Study:** The study is motivated by the need to explore the adaptive capacities and internal architecture required for sustainable, ethical, and resilient leadership. It posits that the F.R.A.G.I.L.E. era demands a significant psychological and ethical recalibration for leaders.

**Research Design, Approach and Method:** Employing a qualitative conceptual analysis within an interpretivist paradigm, this paper synthesizes themes from leadership theory, psychology, and systems thinking.

**Main Findings:** The research finds that F.R.A.G.I.L.E. conditions intensify psychological and ethical complexity. Effective leadership in this new normal is contingent on inner maturity, relational awareness, ecological integration, and systemic adaptability. Leadership must now be centered on coherence, integrity, and consciousness under pressure.

**Practical/Managerial Implications:** The findings advocate for a pivot in leadership development towards regenerative, inclusive, and psychologically informed practices. This includes investing in developmental coaching, vertical leadership programs, and integrating wellbeing, ethics, and ecological literacy into HR systems. The aim is to foster coherence and resilience at individual, organizational, and societal levels.

**Contribution/Value-Add:** By reframing current global challenges as catalysts for development, this paper offers an integrated model to guide leadership through profound change. It directly addresses the conference theme by arguing that cultivating psychological maturity and a regenerative purpose is fundamental for leaders to guide institutions toward a resilient and sustainable future, moving beyond mere crisis management to meaningful transformation.

**Keywords:** F.R.A.G.I.L.E. World; Leadership Development; Psychological Maturity; Regenerative Leadership; Systemic Adaptability.

# Sustainable Higher Education: From Ivory Tower to Responsive Leadership

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**Introduction:** In an era defined by rapid socio-economic and technological transformation, as well as concomitantly evolving labour market demands, higher education institutions (HEIs) are increasingly challenged to reimagine their roles beyond the traditional confines of the “Ivory Tower” institution.

**Aim of the Research:** The objective of the research is to highlight the synergistic relationship between “responsiveness” and sustainability for higher education institutions in the twenty-first century. The study focuses particularly on stakeholder engagement as a critical factor of “responsiveness” and the material insights to be garnered from proactively engaging key stakeholder voices as higher education institutions explore sustainability and the essential mission of transitioning from traditional, knowledge-driven models to agile, stakeholder-responsive entities.

By the 20th century, contributions to research, economic development, and social mobility began to emerge. The debates on the changing legitimization of higher education gained increasing traction in the latter part of the twentieth century, when the goals of enhancing employability and the personal and professional development of graduates throughout their careers were increasingly foregrounded. Re-envisioning the higher education complex for futureproofing was keenly discussed during the UNESCO World Conference (1998) Higher Education in the Twenty-First Century, and the debate continued during the Bologna Process (1999). In the 21st century, the unequivocal expectation is that HEIs become more than places of knowledge creation and dissemination - globally, HEIs are being called upon to redefine themselves. To ensure their successful and sustainable future, HEIs are exhorted to be more agile, with a profound understanding of the tenets of a responsive enterprise.

This research contributes to the ongoing discourse, highlighting key stakeholder engagement as a significant driver of enabling a responsive institution. The research connects the value of proactive engagement with students, parents, communities, and employers (as primary key stakeholders) to co-create relevant and responsive learning journeys. In the twenty-first century, leadership for sustainable HEIs behaves transcending insular academic paradigms of the past and embracing a more integrated approach to education.

**Methodology:** Through a literature review and consolidating the empirical findings from three stakeholder surveys, this paper analyses the views of the HEI stakeholder community on the motivations for and expectations of higher education institutions in the 21st century. The studies utilised a mixed-methods approach that integrated qualitative and quantitative data, allowed consolidation of interrelated findings, and compared the statistical findings with qualitative information for validation purposes (Shoonenboom & Johnson, 2017). The blended approach enabled a more holistic understanding of the issues and more effective recommendations. All three studies received the necessary ethics clearance, and the distribution of the surveys was completed online.

The data quality was assured using reliability analyses, validity analyses, and structural integrity analyses.

**Findings:** The paper examines the notion of “responsive” higher education, highlighting the significance of HEIs restoring balance and successfully aligning with the needs and expectations of their identified stakeholders. Critically, it investigates the motivations driving stakeholder engagement with higher education. For students and parents, these include aspirations for meaningful careers, social mobility, and personal development; and for industry, a demand for agile, future-ready talent equipped with both technical competencies and ethical sensibilities. Parent respondents were the most contradictory in their responses, varying between personal growth and satisfaction, and financial stability. The paper emphasises an urgent expectation for universities to deliver not only academic excellence but also graduates who are workplace-ready (skills), socially responsible, resilient, adaptable, and able to demonstrate the qualities required in the contemporary labour market. This represents a significant shift in the academic mindset from the traditional role of the university.

**Contribution:** Ultimately, the paper argues that sustainable higher education requires a decisive shift from elitism to engagement, from knowledge silos to knowledge ecosystems, and from passive tradition to engaged, responsive leadership. To support this transition, the paper presents a conceptual framework designed to guide HEIs in embedding stakeholder voices into their strategic planning processes and operations. The framework emphasizes key dimensions of resilient HEIs.

**Keywords:** Sustainable Higher Education Institutions; Responsive Higher Education; Stakeholder Engagement; Industry Expectations; Student Voices; Transformed Universities.

# Balancing Act of Natural Resource Management Against Community Business Aspirations Within Forestry Land Reform Ecosystem: Systematic Literature Review

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This paper focuses on forestry management resource operations in the land reform ecosystem located in rural northern KwaZulu-Natal. In 2020, despite the forestry sector contributing 25 percent towards agricultural sector's Gross Domestic Product (GDP). The forestry sector is predominantly located in rural and deprived areas. Subsequently, an estimated 700,000 indirect people rely on the forestry sector, while creating 105,000 direct employment. Timber, a product identified as a strategic natural resource by the National Forests Act (Act No. 84 of 1998) in Section 2(1)(a)- (c), plays a significant role in employment creation, sustainable livelihoods, and small business opportunities within the region's value chain. This study aims to delve into the complexity of negotiating best practice forestry resource management principles with community business aspirations. As such, the study embraces the Sustainable Livelihood Framework (SLF) as the conceptual framework to understand the fundamental instrument, as it explores of the frameworks capital, namely natural.

A systematic literature review approach requiring four stages of screening and analysis was incorporated through the use of Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guidelines. In addition, the databases EBSCOhost, Google Scholar, ProQuest, Sabinet, Scholar Text, Mendeley, My Juta, and Web of Science, were explored for data collection. The databases reviewed produced a valuable body of literature on forestry natural resources management and the forestry land reform ecosystem. The research findings revealed the importance of best practice implementation in natural resources management as a tool for long-term community livelihood sustainability and entrepreneurial participation within the value chain.

The research indicates that collaboration is paramount among stakeholders for the protection of natural resources, such as timber forestry. Likewise, the study contributes to local economic development by advancing knowledge on the sustainable management of natural resources in rural settings. In addition, the study identified significant research gaps in our understanding of natural resources, which could be addressed by future researchers. The study provides stakeholders such as

academics, policymakers, land reform practitioners, and environmentalists with valuable insight into balancing the dynamics of natural resources management and community aspirations. Ultimately, as envisaged in Chapter 6 of the South African National Development Plan, rural development contributions toward sustainable employment creation will be realised.

**Keywords:** Community Business; Entrepreneurship; Land Reform; Local Economic Development; Natural Resource.

# A Collaborative Leadership Framework for a Federated NPO

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The main purpose of this study is to develop a collaborative leadership framework for a federated LoveLife NPO. To meet this objective effectively, this research is guided by one key research question, “how does collaborative leadership affect efficient and sustainable service delivery, promote management well-being, and enhance long-term communication within NPOs like LoveLife?” The research will additionally explore the impact of collaboration theory on decision-making and leaders’ management styles. This study employs a qualitative methodology and structured interviews to collect data. The researcher will conduct interviews with the board members, the CEO, and senior and junior-level managers to explore collaborative leadership dynamics in NPOs using LoveLife in South Africa as a case study. The researcher aims to collect data from literature and via semi-structured questionnaires from top leaders in LoveLife NPO and provide deep insights into the sustainability of these leadership techniques over time. Thematic analysis of data to be employed will help to provide actionable insights into leadership techniques conducive to sustained improvements in LoveLife, thereby informing evidence-based practices and organizational strategies for enhanced management, service delivery, and operational effectiveness. Importantly, findings and recommendations from this investigation will help to inform policy creators, relevant stakeholders, and researchers in the field of academia. In turn, this will improve management services and delivery, leadership, and communication in NPO settings, the well-being of managers, and improve management relations.

**Keywords:** Collaborative Leadership; Effective Communication; Management; Healthcare Management; Non-Profit-Organisation.

# Financial Analysis of Ocado Group Plc: Risk, Capital Structure and Payout Policy

**Vani Sarada<sup>1\*</sup>, Vishal C. Jaunky<sup>2</sup> and Sanjay Matadeen<sup>2</sup>**

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This report highlights the financial performance, in particular, the risk profile, capital structure and payout policy of Ocado Group Plc (Ocado) from April 2019 to April 2023. As compared to B&M European Value Retail S.A. (B&M) and Tesco Plc (Tesco), a slower market adjustment and higher short-term volatility are uncovered for Ocado, suggesting cautious expansion with a reasonable cost of equity. Contrary to its rivals' dividend policies, Ocado's reinvestment policy provides insightful information for strategic retail decision-making.

**Keywords:** ICADO; Risk; Capital Structure; Payout Policy.



# Forging Resilience: A Qualitative Study on How Business Schools Prepare Leaders for an Uncertain Future

**Nicolene Schutte<sup>1\*</sup> and Nico Schutte<sup>2\*</sup>**

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In an era marked by global unpredictability, systemic change, and increased complexity, resilient leadership has become critical to organisational sustainability and societal advancement. This study explores how business schools help their students develop leadership resilience by exploring the instructional approaches, institutional philosophies, and developmental experiences that shape resilient leadership qualities. Drawing on the VUCA (Volatile, Uncertain, Complex, Ambiguous) and FRAGILE world paradigms, the study tries to determine whether—and how—business schools are preparing future leaders to survive in the face of continual change and adversity.

Using a qualitative, multiple-case study design, this study looked at three accredited business schools in South Africa, chosen for their unique institutional goals and programmatic innovations in leadership development. Data were gathered through semi-structured interviews with academic leaders (n = 9), program coordinators (n = 6), and final-year MBA and postgraduate diploma students (n = 18). In addition, program materials, curriculum, and course outlines were studied to gain a better understanding of the explicit and implicit approaches to resilience-building.

Thematic study identified five fundamental themes that underpin the development of leadership resilience: (1) experiential learning under uncertainty (e.g., simulations, live consulting projects, international immersions); (2) integration of emotional intelligence and psychological safety into leadership pedagogy; (3) values-based and ethical decision-making frameworks promoting moral resilience; (4) reflective practices such as coaching, journaling, and peer learning to foster self-awareness and cognitive flexibility; and (5) exposure to diverse contexts and dilemmas, enhancing resilience. However, the data show significant variation in how resilience is conceptualised and implemented across institutions, ranging from embedded curricular methods to incidental outcomes of leadership exposure.

While most Business Schools in the survey recognised resilience as a crucial graduate quality, only one institution displayed an integrated, systematic approach based on the Inner Development Goals (IDG) framework. Faculty interviews indicated difficulties between traditional competency-based assessments and the need to quantify "soft" but important traits like grit, adaptive capacity, and reflective judgement. Furthermore, students emphasised that resilience was frequently developed not through formal instruction, but through navigating real-world group conflicts, workload stress, and ethical quandaries during their studies.

This study adds to the expanding discussion about leadership education by emphasising resilience as a core developmental necessity rather than a peripheral trait. It contends that business schools must purposefully create learning environments, pedagogies, and institutional cultures that promote

personal and professional resilience in future leaders. The study concludes with a proposed Resilient Leadership Development Framework (RLDF) for Business Schools, which includes emotional agility, ethical anchoring, and complexity competence as key pillars.

**Keywords:** Business Schools; Experiential Learning; FRAGILE Paradigm; Leadership Resilience; Inner Development Goals.

# Leadership Lessons from Captain Kenau of Haarlem: A Historical Perspective

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**Introduction and Background:** This study explored Captain Kenau Simonsdochter Hasselaer's leadership role during the Spanish forces' Siege of Haarlem in 1572–1573. Kenau was a widow and a businesswoman from Haarlem who participated in defending the Dutch city against the Spanish invaders. Captain Kenau organized and led a female strike team in Haarlem's resistance to, among other things, fiercely protect the town, showing Kenau's remarkable determination, innovation, and courage.

**Objective:** This study's objective was to evaluate the reliability of Kenau's actions and impact during the Spanish siege of Haarlem. It specifically addressed her role as a combatant, as some scholars believe it was overstated. Kenau's legacy and narrative were also critically evaluated to decide on valuable leadership approaches employed by Kenau that can still be applied today to address, among other things, the global challenges of the 21st century.

**Methodology:** Historical research engages structured approaches to collect and evaluate evidence to reconstruct past events. A historiographical analysis was conducted to conclude the reliability of Kenau's actions and impact during the Spanish siege of Haarlem, as studied, understood, and interpreted by historians over time. Historical research encompasses different approaches. Primary documents, oral interviews, archival research, and the investigation of secondary sources are comprehensively analyzed. This study encompassed a critical evaluation of secondary sources, which provided context and interpretations of the primary sources on the Kenau narrative. The analysis additionally aimed to draw definite conclusions on whether Kenau was indeed a military operator, as some scholars believe her combatant role was exaggerated. The historical discourse approach assisted in drawing compelling findings of this specific historical event and Captain Kenau's role. Leadership theories were applied to formulate the conduct of this remarkable historical figure.

**Findings and Contribution:** Kenau's bravery made her an enduring symbol of feminist leadership. She displayed courage, vision, empowerment, service commitment, and resilience as essential leadership traits. Kenau also showcased the need for good organization as part of a leader's accouterment. The Haarlem sage also refers to the impact of communal solidarity during times of challenges. The qualities of Kenau are highly relevant and inherently part of the accouterment of leaders who want to contribute positively to challenging scenarios in the 21st century.

**Limitations:** All historical research has limitations, such as evaluating the reliability of sources due to biases, fragmentations, and subjective interpretations of events. Being objective is challenging, as modern values and personal perspectives may influence the interpretation of past events.

# Shaping Resilient Students: Exploring How a University Community Can Support Student Mental Health

**Anju Ajodah**

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International research on mental health indicates that the wellbeing of many university students is declining worldwide. University populations predominantly consist of emerging adults, who are at a developmental stage that makes them particularly vulnerable to mental health issues. The transition to University, encompassing balancing academic workload and personal circumstances, navigating deadlines, stress and burnout are but a few examples of common experiences which students need to deal with during their academic journey.

A case study was conducted at the current higher education institution with the aim of exploring what comprises student psychological distress. The sample of participants who contributed to the research comprised academic and administrative staff, alumni and existing students. Individual interviews and focus groups were conducted to gather insights about the phenomenon of student psychological distress. Both Thematic Analysis and Interpretative Phenomenological Analysis were used to analyse the qualitative data.

This conference presentation focuses on the recommendations suggested by both staff and students about the support mechanisms needed in order to better support student mental health and wellbeing. Given that the majority of graduates endeavour to enter the job market once they complete their university education, it remains imperative that they are properly equipped with key skills to manage their wellbeing within their workplace and beyond. The findings underscore the need to support student mental health and foster resilience in students as the demands of the job market today extend beyond academic qualifications. A whole university approach to mental health is emphasised, promoting a supportive campus environment and engaging all university stakeholders.

**Keywords:** Student Mental Health; Thematic Analysis; Interpretative Phenomenological Analysis; Wellbeing.

# Fostering Resilient Learners in the AI Era: Preliminary Findings from a Constructively Aligned Pedagogical Intervention

**Guffran Rostom\* & Bheshaj Kumar Ashley Hoolash**

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Following up on a pilot project presented at ShiftXchange 2024, this paper reports on the continued implementation of a pedagogical intervention designed to address the challenges of Generative AI (GenAI) in a foundation-level law module in Mauritius. With essay-based assessments being the norm, the unacknowledged use of GenAI tools poses a significant threat to academic integrity. Moving beyond a punitive "police-and-catch" approach, this project leverages a constructively aligned framework to equip students with the skills for ethical and effective AI engagement.

The objectives of this project are to measure the impact of a targeted teaching intervention on students' skills and confidence in using GenAI, and to track the evolution of student attitudes and practices over time. Adapting the methodology of recent studies on student AI usage (Malmström et al., 2023), this research aims to provide a data-driven understanding of rapidly changing perceptions to better inform pedagogical strategies. The project employs a design-based research methodology, centred on two specialised seminar sessions that guide students through the ethical considerations and practical applications of GenAI. Data was gathered through a general survey on AI usage administered to three distinct cohorts between Feb 2023 and Feb 2025 (N=70) and through pre-/post-seminar evaluations (N≈65-70) to measure the intervention's direct impact.

Our research reveals a dynamic shift in student perceptions of AI over the last year. For instance, the belief that using AI is a form of cheating dropped dramatically from 50% in our September 2024 cohort to just 14.6% in February 2025. This 'normalisation' is coupled with some impact from our pedagogical intervention. After participating in the seminars, students' confidence in their ability to properly and ethically acknowledge their use of GenAI in assignments surged by over 17%. Furthermore, their self-reported understanding of the advantages and disadvantages of these tools increased by 11%, indicating an improvement in the critical evaluative judgment essential for academic integrity. Further analyses are currently being conducted.

This ongoing research provides crucial evidence that a pedagogical approach focused on empowerment rather than prohibition can be effective. It offers a tested and replicable model that seems to improve some of the skills students need to navigate the modern academic landscape responsibly. By tracking opinion changes over time, this study underscores the urgency and importance of proactive educational interventions.

**Keywords:** Generative AI; Academic Integrity; Constructive Alignment; Evaluative Judgement; Essay Writing.

**References:**

Malmström, H., Stöhr, C., & Ou, W. (2023). *Chatbots and other AI for learning: A survey of use and views among university students in Sweden*. Chalmers University of Technology. <https://doi.org/10.17196/CLS.CSCLHE/2023/01>

## ***Open Mic: Research on the Spot***



# Panel Supervision for Doctoral Students: A Purpose-Driven Innovation Bridging Academia and Industry for Lasting Impact

*Open Mic Session*

**Flip Schutte**

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**Problem Statement:** The rapid advancement of AI tools, such as Jenni, Elicit, Copilot, Perplexity, Claude, and many more, has enabled doctoral candidates to outsource nearly every element of their thesis writing process. These tools can perform complex academic tasks with minimal human input, from proposal development to data analysis, framework creation, and recommendations. This raises critical questions about the authenticity of doctoral work and whether degree holders genuinely possess specialist knowledge in their field. The traditional doctoral model, which emphasises a final written thesis, may no longer be adequate to validate original contribution and expertise.

**Aim of the Study:** To explore how doctoral curricula and pedagogy can be restructured to ensure that candidates (1) develop genuine expertise in their chosen field and (2) demonstrate that their original contribution to knowledge is authentically their own, not the product of generative AI.

## **Proposed Methodology:**

- Literature Review on global trends in doctoral education and the integration (and risks) of AI.
- Document Analysis of doctoral handbooks, supervision guidelines, and curricula from selected institutions.
- Thematic Analysis to identify best practices, gaps, and innovative assessment approaches.
- Recommendations for a robust, AI-conscious doctoral education model.

## **Initial Pedagogical Proposal:**

1. *Methodology Colloquium:* Candidates must study prescribed material on research methodologies and justify their methodological choices orally before a panel.
2. *Subject Knowledge Colloquium:* Experts prescribe 20–30 foundational readings; candidates are assessed orally on their understanding and synthesis.
3. *Proposal Defence:* Only after passing the above stages can candidates propose a study, which is also defended in an oral exam.
4. *Authentic Thesis Development:* While the written thesis remains, authenticity checkpoints (e.g., concept maps, annotated bibliographies, oral defences per chapter) can be integrated.

## **Open Mic Round Table Discussion Questions:**

- What new assessment forms can validate a candidate's deep understanding and original contribution in an AI-assisted academic environment?

- How can institutions balance AI-assisted efficiency with academic integrity in doctoral work?
- Which oral or performance-based milestones could ensure candidates internalise and can articulate specialist knowledge?
- What role should supervisors play in detecting AI-overreliance, and how can this be structured without eroding trust?
- Have any of your institutions begun revising doctoral education policies or practices in light of AI? If so, how?

# Rethinking Higher Education in a BANI world: The Need for Flexible and Stakeholder-Driven Curriculum Structures

*Open Mic Session*

***Truida Oosthuizen***

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## ***Rationale or Background:***

As we navigate a world increasingly defined by BANI (Brittle, Anxious, Nonlinear, Incomprehensible) conditions, the traditional models of higher education (HE) qualification structures are being scrutinized for their relevance and sustainability. While structured and inflexible qualification systems have served as the backbone of educational pathways for decades, they are increasingly being seen as inadequate in addressing the complexities and rapid changes that define our global business environment.

In this open mic session, I will explore the evolving role of higher education in a world that is volatile, uncertain, complex, and ambiguous. In the session we will focus on how traditional qualification frameworks—designed for a more stable and predictable world—are now being challenged by the speed of technological advancements, shifts in labour markets, and the growing demand for continuous learning and adaptability.

At the heart of this discussion is the question of whether foundational qualifications remain necessary as a transition between school and work in a BANI world. Is there still value in rigid, one-size-fits-all qualification structures, or do we need a more flexible, modular, and stakeholder-driven approach to curriculum development? Given the rapidly changing job market and the demands for reskilling and upskilling, the role of education systems in preparing students for an unpredictable future is more critical than ever.

In the session I will draw on existing research and recent developments in education, encouraging participants to think critically about the future of higher education. We will discuss whether the current qualification models can be reimaged to better equip learners for the challenges of the future, or if they need to be radically transformed to meet the needs of both students and employers in an increasingly dynamic and fragmented world

## ***Five questions to be discussed:***

1. How can higher education systems adapt their qualification structures to better align with the unpredictable and fast-changing demands of the modern world?
2. What role should stakeholders (e.g., employers, students, policymakers) play in shaping the future curriculum, and how can their input be effectively integrated into higher education frameworks?
3. Is the traditional model of foundational qualifications still necessary in a BANI world, or should education shift towards more modular and flexible qualifications?

4. How can higher education institutions balance the need for flexibility in curriculum design with maintaining academic rigor and quality?
5. In what ways can higher education systems address the growing demand for reskilling and upskilling in the context of an increasingly volatile job market?

# Rethinking Doctoral Education in the Age of AI: Safeguarding Authenticity and Specialist Expertise

*Open Mic Session*

**Flip Schutte**

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## **Problem Statement:**

The rapid advancement of AI tools, such as Jenni, Elicit, Copilot, Perplexity, Claude, and many more, has enabled doctoral candidates to outsource nearly every element of their thesis writing process. These tools can perform complex academic tasks with minimal human input, from proposal development to data analysis, framework creation, and recommendations. This raises critical questions about the authenticity of doctoral work and whether degree holders genuinely possess specialist knowledge in their field. The traditional doctoral model, which emphasises a final written thesis, may no longer be adequate to validate original contribution and expertise.

## **Aim of the Study:**

To explore how doctoral curricula and pedagogy can be restructured to ensure that candidates (1) develop genuine expertise in their chosen field and (2) demonstrate that their original contribution to knowledge is authentically their own, not the product of generative AI.

## **Proposed Methodology:**

- Literature Review on global trends in doctoral education and the integration (and risks) of AI.
- Document Analysis of doctoral handbooks, supervision guidelines, and curricula from selected institutions.
- Thematic Analysis to identify best practices, gaps, and innovative assessment approaches.
- Recommendations for a robust, AI-conscious doctoral education model.

## **Initial Pedagogical Proposal:**

1. *Methodology Colloquium:* Candidates must study prescribed material on research methodologies and justify their methodological choices orally before a panel.
2. *Subject Knowledge Colloquium:* Experts prescribe 20–30 foundational readings; candidates are assessed orally on their understanding and synthesis.
3. *Proposal Defence:* Only after passing the above stages can candidates propose a study, which is also defended in an oral exam.
4. *Authentic Thesis Development:* While the written thesis remains, authenticity checkpoints (e.g., concept maps, annotated bibliographies, oral defences per chapter) can be integrated.

### Open Mic Round Table Discussion Questions:

- What new assessment forms can validate a candidate's deep understanding and original contribution in an AI-assisted academic environment?
- How can institutions balance AI-assisted efficiency with academic integrity in doctoral work?
- Which oral or performance-based milestones could ensure candidates internalise and can articulate specialist knowledge?
- What role should supervisors play in detecting AI-overreliance, and how can this be structured without eroding trust?
- Have any of your institutions begun revising doctoral education policies or practices in light of AI? If so, how?

### *Five questions to be discussed:*

1. How can higher education systems adapt their qualification structures to better align with the unpredictable and fast-changing demands of the modern world?
2. What role should stakeholders (e.g., employers, students, policymakers) play in shaping the future curriculum, and how can their input be effectively integrated into higher education frameworks?
3. Is the traditional model of foundational qualifications still necessary in a BANI world, or should education shift towards more modular and flexible qualifications?
4. How can higher education institutions balance the need for flexibility in curriculum design with maintaining academic rigor and quality?
5. In what ways can higher education systems address the growing demand for reskilling and upskilling in the context of an increasingly volatile job market?

## Conference Programme

Monday, 1 September 2025 (09:00 – 17:00)	
08:00 – 9:00	<b>REGISTRATION</b>
9:00 – 9:30 Lecture Theatre CG02	<b>Energizer &amp; Welcome Address</b> Welcome Address <b>Prof Divya Singh</b> Chief Academic Officer STADIO HE
9:30- 10:15 Lecture Theatre CG02	<b>KEYNOTE The Big Picture</b> <b>Vanessa Doger de Spéville</b> Head of Sustainability, Reputation & Engagement Mauritius Commercial Bank
10:15 - 11:00 Lecture Theatre CG02	<b>Panel Debate: The Great Divide</b> <ul style="list-style-type: none"> <li>- Vanessa Doger de Spéville</li> <li>- Pieter Geldenhuys</li> <li>- Dr Sanjay Matadeen</li> <li>- Dr Carike Noeth</li> </ul> Facilitator: Prof Divya Singh
11:00 – 11:30	<b>Coffee break &amp; Networking Sprint</b> Speed-networking challenge: meet three new people and discover their research focus
11:30- 13:00 EG01/02/03	<b>PARALLEL SESSION 1</b> HEG01 - Track 1: Resilient enterprises – leading for long-term success HEG02 - Track 2: Expanding the frontiers of progress HEG03 - Track 3: Governance for global progress
13:00 – 14:00	<b>WORKING LUNCH &amp; POSTER WALKABOUT</b>
14:00 – 15:00 Lecture Theatre CG02	<b>KEYNOTE Create the future</b> <b>Pieter Geldenhuys</b> Futurist and expert in Innovation and Technology Strategy Founder and Director of the Institute for Technology Strategy and Innovation (ITSI)
15:00 – 16:30 EG01/02/03	<b>PARALLEL SESSION 2</b> HEG01 - Track 1: Resilient enterprises – leading for long-term success HEG02 - Track 2: Expanding the frontiers of progress HEG03 - Track 3: Governance for global progress
16:30	<b>Quick Tea &amp; Interactive Polls</b>
17:00	<b>OPENING RECEPTION</b>



<b>Tuesday, 2 September 2025 (9:00 – 15:00)</b>	
<b>9:00 – 9:30</b> <b>Lecture Theatre</b> <b>CG02</b>	<b>Day 1 RECAP (Prof Flip Schutte)</b>
<b>9:30- 10:15</b> <b>Lecture Theatre</b> <b>CG02</b>	<b>KEYNOTE A call to action</b> <b>Mr Sylvial Meyepa</b> Director of the Mauritius Tourism Authority
<b>10:15- 11:45</b> <b>EG01/02/03</b>	<b>PARALLEL SESSION 3</b> HEG01 - Track 1: Resilient enterprises – leading for long-term success HEG02 - Track 2: Expanding the frontiers of progress HEG03 - Track 3: Governance for global progress
<b>11:45 – 12:30</b>	<b>Coffee Break &amp; Mini-Exhibit Showcase</b> Featuring industry partners, sponsors, etc
<b>12:30 – 13:00</b>	<b>Open Mic: Research on the Spot</b> Prof Flip Schutte: Rethinking Doctoral Education in the Age of AI: Safeguarding Authenticity and Specialist Expertise Dr Truida Oosthuizen: Rethinking Higher Education in a BANI world: the need for flexible and stakeholder-driven curriculum structures
<b>13:00 – 14:00</b>	<b>WORKING LUNCH</b>
<b>14:00 – 15:00</b> <b>Lecture Theatre</b> <b>CG02</b>	<b>KEYNOTE The call to action</b> <b>Dr Morne Mostert</b> International executive advisor on #leadership #strategy and #strategic foresight. Creator of the Mindset Index Commissioner of the National Planning Commission in SA Former Director of the Institute for Futures Research at Stellenbosch University
<b>15:00 – 15:30</b> <b>Lecture Theatre</b> <b>CG02</b>	<b>PLENARY: Closing Keynote</b> Reflections on conference outcomes and key takeaways  <b>Prof Mari Jansen van Rensburg</b> Pro Vice-Chancellor, Middlesex University Director, Middlesex University Mauritius
<b>17:30</b>	<b>DINNER ON THE BEACH</b>

<b>PARALLEL SESSION 1</b> <b>Monday 1 September 2025</b> <b>11:30 – 13:00</b>			
	<b>TRACK 1</b> <b>HEG01</b>	<b>TRACK 2</b> <b>HEG02</b>	<b>TRACK 3</b> <b>HEG03</b>
	<b>Resilient enterprises – leading for long-term success</b> <b>Facilitator: Prof Annemarie Davis</b>	<b>Expanding the frontiers of progress</b> <b>Facilitator: Dr Ameena Ahamed</b>	<b>Governance for global progress</b> <b>Facilitator: Dr Phil Barter</b>
<b>11:30 – 11:50</b>	Fostering Resilient Learners in the AI Era: Preliminary Findings from a Constructively Aligned Pedagogical Intervention Guffran Rostom & Ashley Hoolash (Middlesex University Mauritius) <a href="mailto:g.rostom@mdx.ac.mu">g.rostom@mdx.ac.mu</a> ; <a href="mailto:b.hoolash@mdx.ac.mu">b.hoolash@mdx.ac.mu</a>	Is GenAI the catalyst for institutional agility? Rethinking academic workflows beyond productivity and toward purpose Olivia Wilson (STADIO HE) <a href="mailto:oliviaw@stadio.ac.za">oliviaw@stadio.ac.za</a>	Futuristic Policing for Wildlife Protection: Leveraging Governance for Global Progress in Preventing Turtle Wildlife Crime Jeanette Smit and Dr Phillip Vuma (STADIO HE) <a href="mailto:jeanettes@stadio.ac.za">jeanettes@stadio.ac.za</a> ; <a href="mailto:PhilipV@stadio.ac.za">PhilipV@stadio.ac.za</a>
<b>12:00 – 12:20</b>	The Role of Mediators in the Impact of Customer Relationship Management Practices on Tourist Loyalty to Mauritius. A Mixed-Methods Approach Dr Vishal Jaunky and Sanjay Matadeen (Ministry of Education, Middlesex University Mauritius) <a href="mailto:vishaljaunky@gmail.com">vishaljaunky@gmail.com</a> ; <a href="mailto:s.matadeen@mdx.ac.mu">s.matadeen@mdx.ac.mu</a>	Is creating awareness enough? Business and Leadership Sustainability needs action Dr Antje Hargarter (STADIO HE) <a href="mailto:antjeh@stadio.ac.za">antjeh@stadio.ac.za</a> Online presentation	Leading with purpose: Sustainable practices for a resilient future in the world of finance Irfaan Oodally (Middlesex University Mauritius) <a href="mailto:i.oodally@mdx.ac.mu">i.oodally@mdx.ac.mu</a>
<b>12:30 – 12:50</b>	Alternative funding sources for the South African automotive industry Dr Martin Mboweni (STADIO HE) <a href="mailto:MartinM@stadio.ac.za">MartinM@stadio.ac.za</a> Online presentation	Transformative Leadership in Creative Higher Education: Building Resilient Arts and Design Schools through Visionary Governance and Distributed Leadership Dr Willem Bouwer (STADIO HE) <a href="mailto:drwillbouwer@gmail.com">drwillbouwer@gmail.com</a> Online presentation	Bridging the Gap: Adaptive Governance and ESG Integration Ms Anri Lock (STADIO HE) <a href="mailto:anril@stadio.ac.za">anril@stadio.ac.za</a>

<b>PARALLEL SESSION 2</b> <b>Monday 1 September 2025</b> <b>15:00 – 16:30</b>			
	<b>TRACK 1</b> <b>HEG01</b>	<b>TRACK 2</b> <b>HEG02</b>	<b>TRACK 3</b> <b>HEG03</b>
	<b>Resilient enterprises – leading for long-term success</b> <b>Facilitator: Prof Divya Singh</b>	<b>Expanding the frontiers of progress</b> <b>Facilitator: Ms Jeanette Smit</b>	<b>Governance for global progress</b> <b>Facilitator: Prof Nicolene Schutte</b>
<b>15:00 – 15:20</b>	The university of the future: views from academic leaders Prof Annemarie Davis (UNISA) <a href="mailto:davisa@unisa.ac.za">davisa@unisa.ac.za</a>	Human-Centred AI Literacy: Rethinking Experiential Education for Sustainable Digital Futures Charles Wiggill (STADIO HE) <a href="mailto:charliw@stadio.ac.za">charliw@stadio.ac.za</a>	A framework for strategic international and cross-sector partnership in higher education Dr Vanessa Grootboom (STADIO HE) <a href="mailto:VanessaG@stadio.ac.za">VanessaG@stadio.ac.za</a>
<b>15:30 – 15:50</b>	Panel Supervision for Doctoral Students: A Purpose-Driven Innovation Bridging Academia and Industry for Lasting Impact Prof Flip Schutte (STADIO HE) <a href="mailto:flips@stadio.ac.za">flips@stadio.ac.za</a>	Leadership Parallels between Braveheart's Captain Kenau of Haarlem and Public Prosecutor Madonsela of South Africa: Two Role Models of Resistance and Justice Dr Christo Swart (STADIO HE) <a href="mailto:ChristoS@stadio.ac.za">ChristoS@stadio.ac.za</a>	Embedding education for sustainable development in Transnational Education Dr. Shaheen Motala-Timol, Dr. Tasneem Mustun, Dr. Phil Barter (Middlesex University Mauritius) <a href="mailto:p.barter@mdx.ac.mu">p.barter@mdx.ac.mu</a>
<b>16:00 – 16:20</b>	Education on sustainable lifestyles using a board game: a sustainable tourism perspective Dr Elricke Botha (UNISA) <a href="mailto:vlogge@unisa.ac.za">vlogge@unisa.ac.za</a>	Analysing the Crisis in Leadership for People and Planet: Leveraging the Sustainable Developing Goals (SDGs) for Gaia Krishnee Adnarain Appadoo, S. Esmael, M. Conhye, B. Jaggeshar and J. Augnoo (Climate Justice Compact) <a href="mailto:ka.appadoo@uom.ac.mu">ka.appadoo@uom.ac.mu</a>	Leadership for a sustainable tomorrow: Reimagining chartered accountancy education in South Africa Judith Terblanche and Marilize Putter (Milpark Education, South Africa) <a href="mailto:judith.terblanche@milpark.ac.za">judith.terblanche@milpark.ac.za</a> <a href="mailto:marilize.putter@milpark.ac.za">marilize.putter@milpark.ac.za</a>

<b>PARALLEL SESSION 3</b> <b>Tuesday 2 September 2025</b> <b>10:15 – 11:45</b>			
	<b>TRACK 1</b> <b>HEG01</b> <b>Resilient enterprises – leading for long-term success</b> <b>Facilitator: Ms Marlize Putter</b>	<b>TRACK 2</b> <b>HEG02</b> <b>Expanding the frontiers of progress</b> <b>Facilitator: Dr Elricke Botha</b>	<b>TRACK 3</b> <b>HEG03</b> <b>Governance for global progress</b> <b>Facilitator: Dr Phillip Vuma</b>
<b>10:15 – 10:35</b>	Evaluating the Impact of Celebrity Endorsements on Brand Perception: A Case Study of STADIO Higher Education Mr Simangaliso Zulu (STADIO HE) <a href="mailto:Bayabongazulu@gmail.com">Bayabongazulu@gmail.com</a> ; <a href="mailto:Simangalisoz@stadio.ac.za">Simangalisoz@stadio.ac.za</a>	Leadership Lessons from Captain Kenau of Haarlem: A Historical Perspective Dr Christo Swart (STADIO HE) <a href="mailto:ChristoS@stadio.ac.za">ChristoS@stadio.ac.za</a>	A Collaborative Leadership Framework for a Federated NPO Ms Mpho Masondo and Dr Derek Verrier (STADIO HE) <a href="mailto:mphoroberta@gmail.com">mphoroberta@gmail.com</a> <b>Online presentation</b>
<b>10:45 – 11:05</b>	Navigating the F.R.A.G.I.L.E. World: Purposeful Leadership for a Resilient Future Prof Nico Schutte (UWC), Marius Pretorius (TDCI), Prof Nicolene Schutte (UFS) <a href="mailto:nschutte@uwc.ac.za">nschutte@uwc.ac.za</a> ; <a href="mailto:barkhuizenEN@ufs.ac.za">barkhuizenEN@ufs.ac.za</a> ; <a href="mailto:marius@tdci.co.za">marius@tdci.co.za</a>	Balancing act of natural resource management against community business aspirations within forestry land reform ecosystem - systematic literature review Jim Matsho (STADIO HE) <a href="mailto:jim_matsho@yahoo.com">jim_matsho@yahoo.com</a> <b>Online presentation</b>	Financial Analysis of Ocado Group Plc Risk, Capital Structure and Payout Policy Dr Vani Sarada (Kristujayanti College) , Dr Vishal C. Jaunky (Middlesex Mauritius) and Dr Sanjay Matadeen (Middlesex Mauritius) <a href="mailto:sarada889@yahoo.in">sarada889@yahoo.in</a> <a href="mailto:vanisarada@kristujayanti.com">vanisarada@kristujayanti.com</a>
<b>11:15 – 11:35</b>	Sustainable Higher Education: From Ivory Tower to Responsive Leadership Prof Divya Singh and Diandri Ehlers (STADIO HE) <a href="mailto:divyas@stadio.co.za">divyas@stadio.co.za</a>	Shaping resilient students: Exploring how a university community can support student mental health Anju Ajodah (Middlesex University Mauritius) <a href="mailto:a.ajodah@mdx.ac.mu">a.ajodah@mdx.ac.mu</a>	Forging Resilience: A Qualitative Study on How Business Schools Prepare Leaders for an Uncertain Future Prof Nicolene Schutte (UFS) and Prof Nico Schutte (UWC) <a href="mailto:nschutte@uwc.ac.za">nschutte@uwc.ac.za</a> <a href="mailto:barkhuizenEN@ufs.ac.za">barkhuizenEN@ufs.ac.za</a>

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