



IVEY

The Ubuntu Management Education Initiative: Transforming African Students' Learning with African Cases

Agenda

- In Brief: Management Education Crisis
- A case-based service-learning capacity building model
- The intervention
- Findings to date
- Discussion



African Crisis in Management Education



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African Crisis in Management Education

- Research with African businesses and key stakeholders indicate needs:
 - creativity,
 - strong analytical skills,
 - judgment to use them,
 - planning skills,
 - ethical judgment
 - greater work readiness

Our 'Crisis' in Management Education

- Emphasis on 'science of management' and technical training
- Ignoring experience and know how of students or practicing managers
- Faculty focus on imparting theoretical knowledge using lecture methods

Our 'Crisis' in Management Education

Results:

- Teaching has lost connection to practice and the 'real world'....
- Poorly equipped graduates who cannot cope with complexity or ambiguity, who lack judgment and analytical skills, and act without ethics or integrity



'We have created "critters with lopsided brains, icy hearts, and shrunken souls" (Leavitt, 1989: 39).



...Ey

Ivey's 39 Country Initiative since 2010...



CENTRE

RESEARCH

STUDENTS

39 COUNTRY INITIATIVE

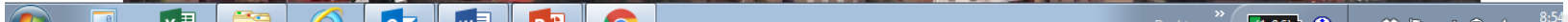
NEWS & EVENTS

RESOURCES

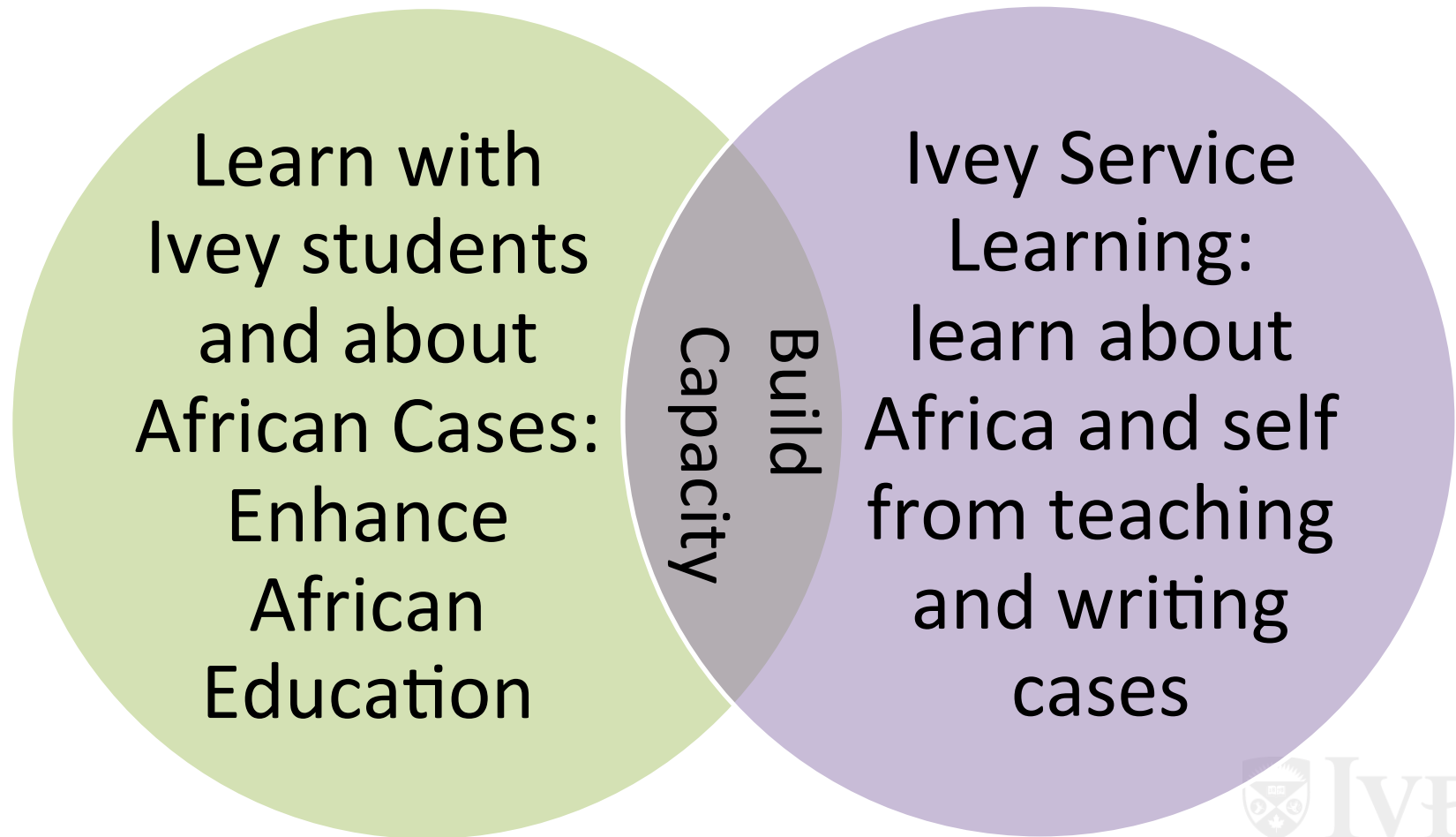
Ivey / Engaging

ENGAGING EMERGING MARKETS

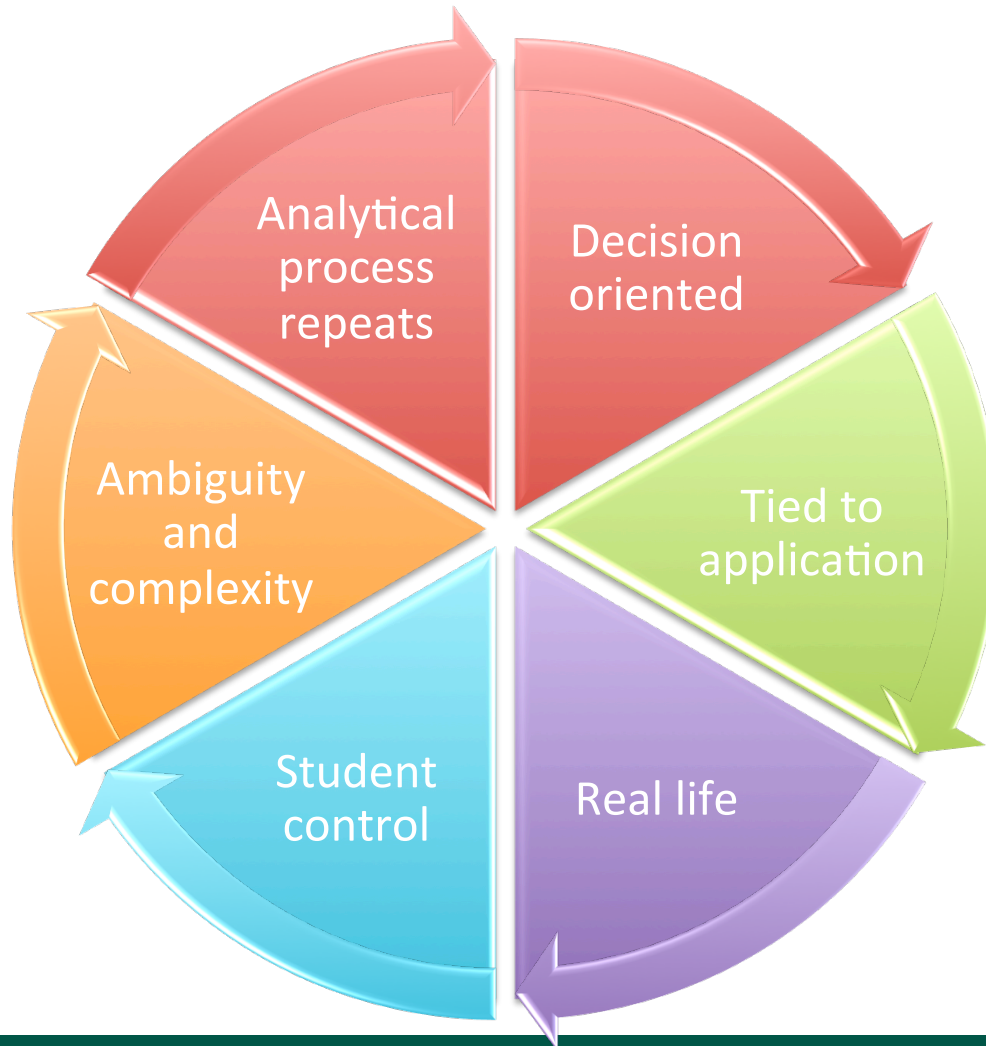
39 Country Initiative



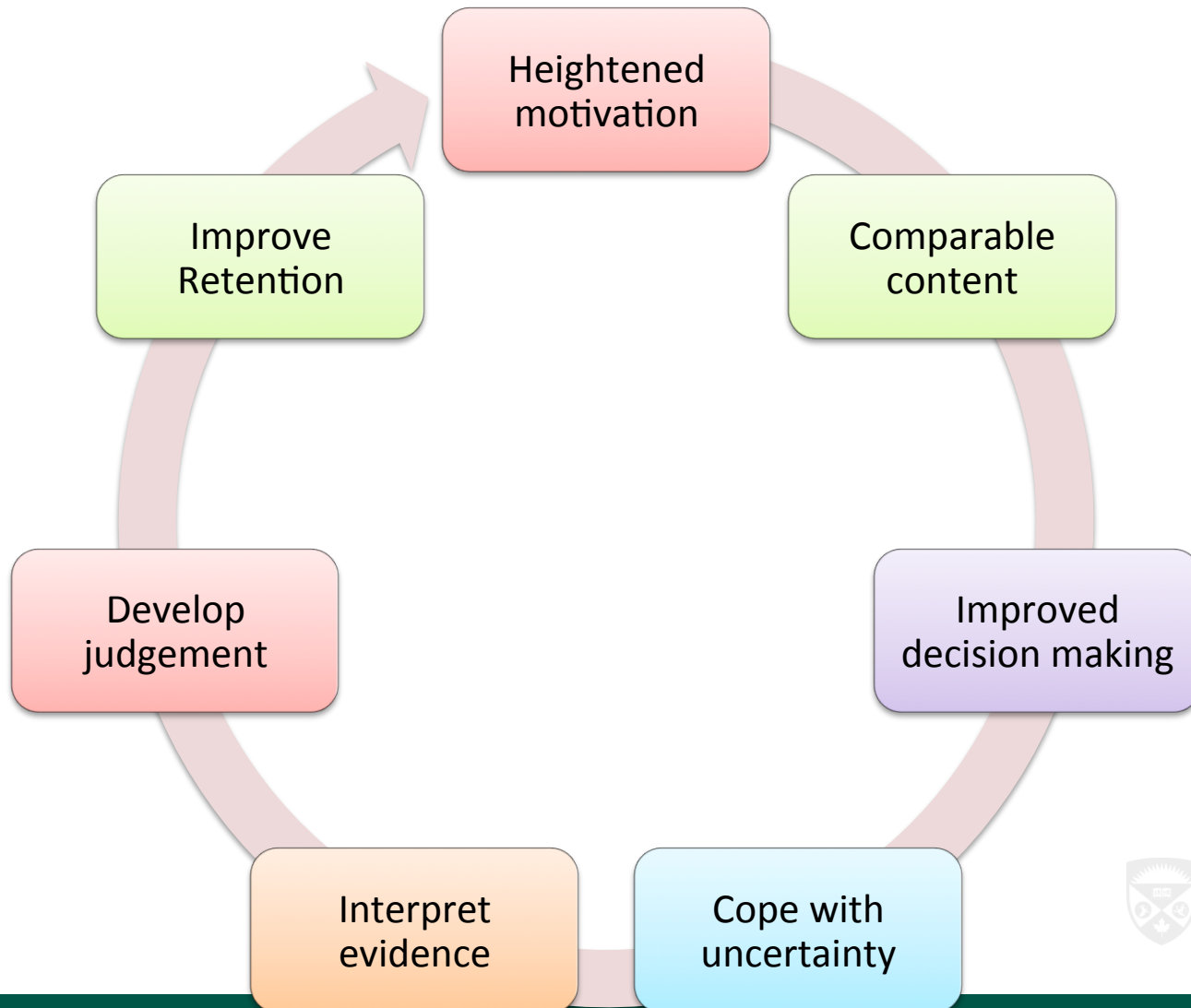
One Solution: Cases as a Bridge



Case Learning Features



Case Learning Outcomes



Solving Our Crisis?Character and Commitment

Figure 1: Leadership Competencies, Character and Commitment

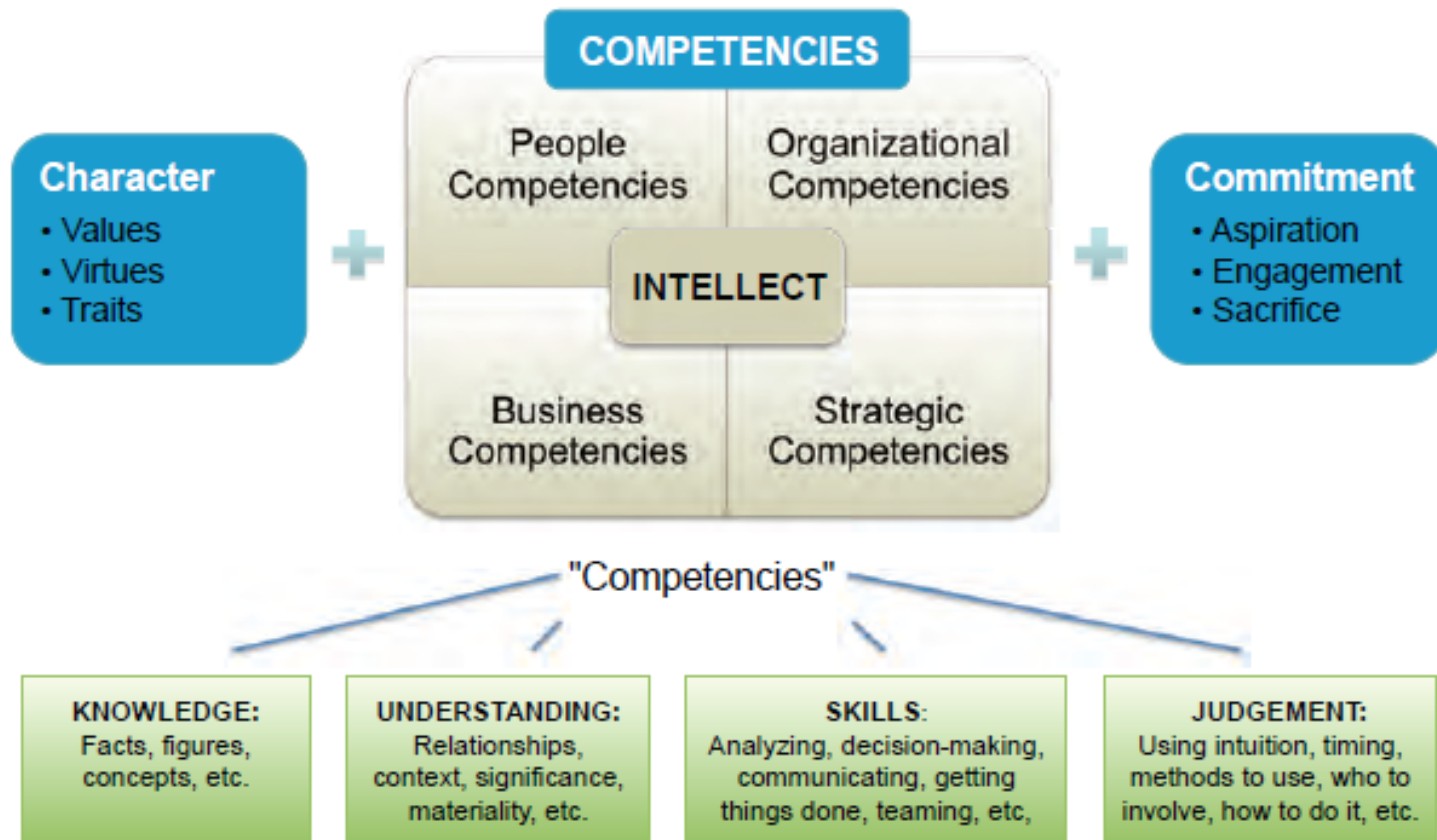
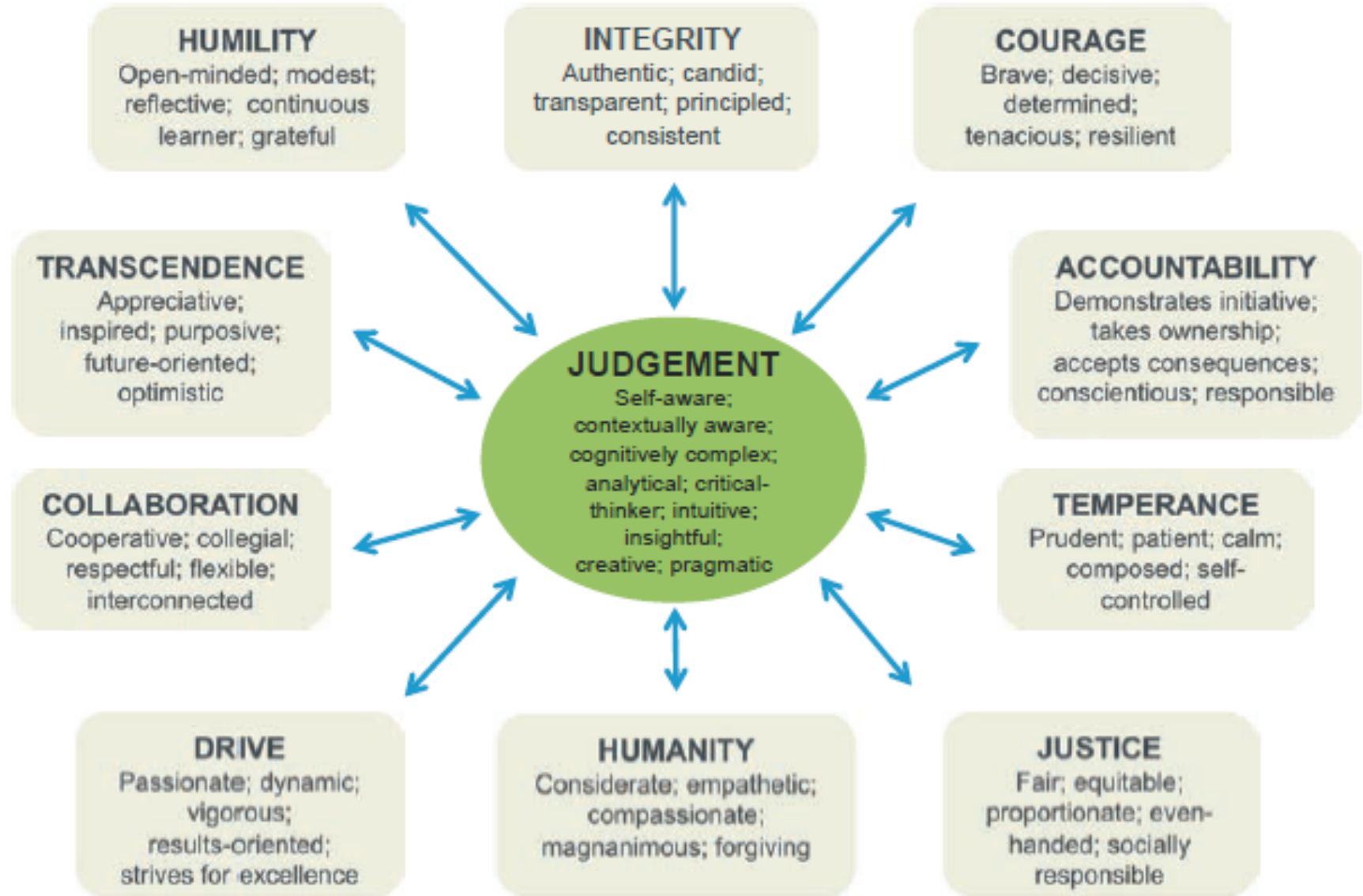


Figure 2: Leadership Virtues



Adding Service-learning

Service-learning:

- Experiential learning program that intentionally integrates academic learning with community service
- Serving with a partner to accomplish symbiotic goals
- Students gain commitment to service, social issue awareness, commitment to social justice, personal growth, self esteem.

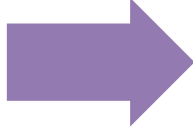
Therefore Ivey students embrace service experience as opportunity to learn and develop character virtues



Service Learning for Capacity Building: Ubuntu!



CHARACTER:
Service-learning meets Case-method



Participative Capacity Building
Business Students
Business Faculty
Business Schools

COMPETENCE:
Case-method buildings missing local skills



Ubuntu Management Education Initiative

"YOU CAN'T BE **HUMAN** ALL BY YOURSELF,
AND WHEN YOU HAVE THIS QUALITY ~ UBUNTU ~ YOU ARE KNOWN FOR
YOUR GENEROSITY. WE THINK OF OURSELVES FAR TOO FREQUENTLY AS JUST
INDIVIDUALS, SEPARATED FROM ONE ANOTHER,
WHEREAS YOU ARE CONNECTED AND
WHAT YOU DO **AFFECTS THE WHOLE WORLD**"
~ DESMOND TUTU

I am, because we are  IVEY

Review: Our Structure

- 1 wk elective course
- 5 wk in country to deliver case course
- Write a case
- Write reflections

CHARACTER:
Service-learning meets Case-method

CASES

COMPETENCE:
Case-method buildings missing local skills

- Participate in 3 week course
- 1 case per day, learn from cases
- Earn certificate
- Provide experience feedback

Faculty to Faculty workshops

Participative Capacity Building

Business Students
Business Faculty
Business Schools

Ivey Outcomes

- Character development
- Knowledge of country and business

Africa Student Outcomes

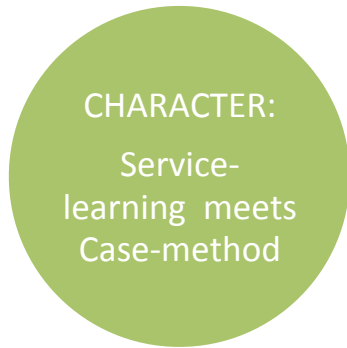
- Communication
- Decision making
- Judgment
- Knowledge of Canada
- Confidence

Business School

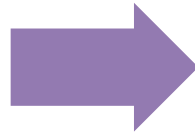
- Faculty use cases
- Faculty write cases

Research Model – inputs and outputs to date

100 alumni
Raised 10
bursaries
\$48,000



2000 participants
13 case workshops,
205 faculty
\$14,000 for my
travel
12 inbound
exchange students
\$63,000 from CRFM
Foundation



14 complete
African cases
19 African cases
underway

But what of:
Character?
Competence?
Capacity
Building?



Data Collection

Qualitative data:

- Reflections and interviews with Ivey student participants
- Survey feedback of African students and interviews with inbound African exchange students
- Interviews with partner institutions



Findings: African Students

- ..it has been awesome learning about decision making skills, team work in the class, different analysis and strategic approaches.,,
- ... I liked that the cases were real and enhanced our problem solving approaches and decision making skills.
- ... before the course, my decision making was based on financials, but after the course, I realize there is so much more that matters... for instance the environment and the social issues. I learned how to analyze a case and compare them to organizations I know. Cases were too long. I liked how instructors bonded with students.
- What I learned about myself was that I was a good public speaker, a good decision maker and a good leader. I also learned that I wasn't as shy and quiet as people think I am and I also learned that I am confident and a good team player.

Business competences, judgment, decision making, communication, knowledge of contexts.



Findings: African Students

- ...I liked the case Barrick Gold Tanzania... it shows how this Canadian company exploited the local land and people...it teaches about levels of ethics...
- Thanks for giving me courage. I love you guys”.
- The world is so dynamic and at times many things hinder most young people from prospering in any business due to lack of innovation, courage, lack of ethics and changing politics day in day out. The case of Danimal in South Africa and Google in China are very encouraging and educative on such issues.
- All this has given me the confidence that I really needed. This year has started on a very high note and I am determined to keep it up there. The idea is simple - by developing myself, by ensuring that I am my best, only then can I be the leader I am meant to be.

BUT ALSO character development... justice, integrity, courage...



Findings – Ivey Students

- I learned to take initiative, to trust my own decision-making skills and those of my peers, to collaborate in our learning, but also to take charge when I'm up in front of the classroom alone.
- My interactions with my students in a social context also taught me compassion. I learned to listen to others, to value their trust in sharing their stories with me, to humble myself in the face of their struggles and courage, and to empathize rather than sympathize. I could never have learned these holistic lessons in a classroom. I know I am not alone—this course has been a tremendous learning experience for many of us, and is a success both for us and our African peers.

Character: Humility, Drive, Accountability



Findings: Ivey Students

- ...I am back. I have returned to a country that has forgotten the definition of tragedy. As I write this, I am sitting on one of the most peaceful plots of land in human history while enjoying the protection – financially, medically and physically- of one of the most social and well structured states in the world, and I am educating myself -on loan- at one of the best universities this country has ever created. I am the most fortunate human being to have ever existed; in my opinion that is. It is nice to feel this way but my does this realization come with a burden. You see, in knowing that I am the most fortunate human being to have ever existed, *I Must Not Squander It.*

Character: Transcendence



Discussion

- Capacity Building – how to measure it?
 - To produce graduates who are: more work ready, have enhanced leadership skills, strong business knowledge and decision making skills – how to measure?
 - Faculty to write cases – how many?
 - More cases in African courses – how many?
Where?



Future Work

- Funding for modest student expansion, faculty exchanges
- Case Track at African Academy of Management
- Create Playbook for others to copy this approach – much demand in Africa.
- Ivey community has extensive expertise with case but not unique – others who use cases could deploy this model under UMEI and GBSN (?) and expand effort



Questions?

Thank you!

