Evolution of Management Education in Africa:
Should there be an African Management Education Model?

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Plan of Talk: Key Talking Points

• My journey and exploration of Management Education in Africa

• Business / Management Education: A Social Constructionist Perspective

• Are Management Education models defined geographically? e.g. is there a US model and an Asean model?

• The importance of Culture, Context and Values in Management Education

• The need for Management Education in Africa

• Should there be an African Management Education model?

• What should define the legitimacy and impact of African Management Education
My African Journey

• Sabbatical Context
  - Intellectual curiosity about Africa

• Some funding from EFMD and GMAC
  - Follows from 2 EFMD volumes (2013, 2014 Emerald Publishing) on “Promises Fulfilled and Unfulfilled in Management Education” and “Securing the Future of Management Education”

• Personal background of multiple Deanships on several continents

• Aim to observe, listen, and understand the cultures, contexts and values that underlie Management Education in Africa.

• So far, an eye opening journey
  - Interesting, Challenging, Rewarding
Business School Evolution: A Social Constructionist Perspective

• In the book “The Business School in the 21st Century” by Howard Thomas, Peter Lorange and Jagdish Sheth (Cambridge University Press, 2013) (pp17-34)
  We map the evolution of Management Schools since the 1900s

• We identify 5 Generations:
  - 1 late 1800’s – early 1900’s: ‘The Trade School Era’
  - 2 1900’s – 1960: Clearly defined national models, mainly US origin,
    AACSB founded 1916
  - 3 1960 – 1990: ‘Golden age of US Business Schools” following the
    Gordon/Howell/Pierson reports
    - ‘Asian Models’
    - ‘Latin American Models’
    - ‘African Models’
Geography and Management Education Models? Are They Similar or Distinctive and Differentiated?

**US Model**
- West – Stanford, UC Berkeley, UCLA
- Midwest – Chicago, Northwestern
- East – MIT, Harvard, Dartmouth (Tuck)
- Canada – West – UBC
- Centre – Toronto, UWO
- East – McGill, HEC Montreal

**European Model**
- UK – LBS, LSE, Warwick
- France – INSEAD, HEC Paris, ESSEC, ESCP
- Spain – IE, IESE, ESADE
- Italy – Bocconi
- Holland – Erasmus
- Northern Europe – CBS, Stockholm, BI, AALTO
Geography and Management Education Models? Are They Similar or Distinctive and Differentiated?

Asia  
  China – Fudan, CEIBS, Shanghai Jiaotong  
  Korea – Yonsei, KAIST, Korea  
  India – ISB, IIM, IIT  
  Singapore – NUS, SMU, NTU

Key Points
1) Europe, North America, Asia etc are broad areas and continents but they contain a wide range of Business Schools  
2) ‘No meaning without Culture and Context’ – there are many distinctive and different European, Asian and North American models
Africa and Management Education Needs

• A Huge Continent
  – Population > 1 Billion
  – Massive Surface Area
  – 54 Member States
  – Many Languages, Traditions, Tribes and Culture

• Abundance of National Resources
  – Need for Economic Growth and Economic Development
  – Job Creation – Creation of African MNC’s is critical
  – Alleviation of Poverty Essential

• ‘Massification’ of Management Education Critical
  – AMI estimates need for training at least 1M Young and Middle Managers over a ten year horizon

• Resource Trade-offs between Undergraduate, Post Graduate and Executive Education
A Range of African Management Education Models?

Africa can be clustered into 5 sub-groups:
• **North Africa** e.g. Morocco (ESCA), Algeria, Tunisia (MSB), Senegal (ISM), Egypt - mainly French Influence
• **Southern Africa** e.g. Namibia, Botswana, Mozambique, South Africa (UCT, GIBS, Henley, Stellenbosch WITS) – mainly European Influence (UK, Germany, Portugal)
• **West Africa** e.g. Cote D’Ivorie, Ghana (GIMPA), Nigeria (Lagos) – mainly European (British-French) Influence
• **Central Africa** e.g. Congo, DRC, Central African Republic – mainly European Influence (e.g. Belgium)
• **East Africa** e.g. Kenya (Strathmore), Tanzania, Uganda – mainly British & German Influence

Key Points
1) Yet within these areas many diverse Business Schools, public and private, exist e.g. Kenya (Strathmore, University of Nairobi Business School), Ghana (GIMPA, CEIBS)

2) These Schools clearly exist in different cultures, contexts, values etc which shape and define their curricular approaches
Should there be an African Management Education Model?

Historically:
• African Management Schools have benchmarked Western norms and paradigms
• But few publications, citations in Western management journals
• Few African case studies

Now:
• A range of different/differentiated African Business Schools and paradigms of learning
• Strategic balance between Isomorphism (mimicry) and country/regional factors of differentiation
Therefore, a range of ‘African Models’ and not a Single African Paradigm

SUGGESTED HOLISTIC CURRICULUM

Core Foundations
- Accounting
- Finance
- Marketing
- Analytic models etc

Drivers of African Society
African foundation curriculum
- History
- Culture
- Context

Key Topics
- African traditions
- Social models
- Linguistic/cultural differences
- African case studies
- Role of Govt/Govt related and family business in economic growth
- Economic development
- Financial development
- Ethical culture
- Values based leadership

Traditions of Communitarian, Family-focused Webs of Obligations
Mapping an African Management Education Model

Issues
- Don’t benchmark / Imitate Western models
- Focus the “model” around context, culture and reality of each African country
- Emphasis the values / realities of Africa in order to create viable strategic options / choices
- Values First
  - Identity, belief systems

- Goals / Objectives follow
- Future needs to be imagined
Clear Guidelines
• Hire experienced managers to work in tandem with experienced faculty
• Define the basic “platform” of knowledge
• Teaching focus on management development
• Research themes should be relevant and important for Africa
Legitimacy and Impact of African Business Schools and Models

Creation of an African identity through various channels
• Creation of Elite Business Schools important as regional / national / champions e.g. UCT, WITS, Stellenbosch, UCT, AUC, Strathmore, Lagos, GIMPA, etc and a range of others

Close collaboration among African Schools
• Case study development
• Entrepreneurship networks
• Social entrepreneurship and financial inclusion

Joint pedagogical development

Rapid development of key national schools

Emphasis and stress on what foreign schools can learn from Africa
• Most Western models based on highly individualistic, Darwinian ethos of American capitalism or state-welfare tendencies of Euro-capitalism