

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

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**To be presented at EFMD/GSBN Africa Conference, ACCRA, Ghana,
November 2016**

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
- 4 1990 – 2005: The FT Ranking – ‘European Management Models’
- 5 2005 – Present: Emerging Market Models
 - ‘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

slide 5 (continued)

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'Ivoire, 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

Traditions of
Communitarian,
Family-focused Webs
of Obligations

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

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