

## How can we help to develop Chinese and African managers? Building Synergies, Building Partnerships.

Dr D. K. (Roshan) Boojihawon  
Open University Business School  
The Open University  
UK.

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## Thinking of 'impact'

Impact in its simplest definition is about making a difference,

... so there is action or activity which leads to change, but that change needs to be seen within a context which may be global, local or even individual.

...Also the nature of the change needs to be considered, whether it is related to people, systems, environment, knowledge, understanding or policy.

# Achieving 'impact':

Are we informing the 'context' or 'theory' or both?  
What does our research mean for 'African Management Education'?

## 1 IN 5

*of the planet's  
young people  
will be African  
by 2040*

## 1.1 BILLION PEOPLE:

*Africa's  
workforce by  
2040*

*Labour Force: 392  
million*

*Workers in formal  
wage-paying jobs:  
111 million*

*Managers: 11 million*

**NEED: 1  
MILLION  
MANAGERS**



## MANAGERS ARE

*the engine of  
growth. They  
establish the  
institutional  
mechanisms that  
create prosperity*



## GOOD MANAGERS:

*Build vibrant  
companies that  
create jobs*

*Create the capacity to  
absorb resources*

*Drive development  
efforts*

What do they want from a 'Future Management Education'?

## The Undergraduate Management Programme of the Future



# Exploring the African management gaps

	What Does the Management Gap Mean for You?
Big Business	Dependence on expats ; Fierce competition for talent - Train and poach cycle
SMEs/Entrepreneurs	Limits growth; Founder's Syndrome; Little appetite for up-side benefits
Public sector/NGOs	Limits impact; Can't match private sector salaries; Donors require new skills
Investors	Constrains deal-flow; Hands-on involvement; Management incentives



*"There is a multiplicity of understanding around standards for good management in Africa. There are no basic foundations and wide discrepancies in terms of the way people and resources are managed. That leads to extreme disappointments in deliverables. There needs to be a common understanding about what good management IS in an African context."*

What does the management gap mean for you?



While many multinationals source senior managers internationally, most also strive to generate their own talent, partly due to indigenisation laws in some countries, and partly for cost and business-related reasons. Some work hard to attract Africans from the Diaspora. They often invest heavily in young managers, putting them through sophisticated internal training and development systems, sometimes including overseas courses. Some said they were starting to develop a pipeline of local leaders, but others said good people were too often poached by rivals or local companies. The supply-demand imbalance meant well-educated young managers sometimes lacked drive because a good job came too easily, while others noted that skilled managers were simply over-

Source: African Management Initiative, 2013

## Traits of an **impactful** African Management Education

- 1) Personal drive
- 2) Planning skills
- 3) Ethics and integrity
- 4) Critical thinking skills
- 5) Practical experience
- 6) Flexibility

## Common Features of **successful** programmes:

- 1) Entrepreneurial
- 2) Interactive (they cultivate communities of learning)
- 3) Practice-based
- 4) Relevant to local economies
- 5) Accessible (which includes affordability)
- 6) Aspirational (trusted and high-quality)
- 7) Have clear Perceived Value (usually clearly linked to the potential for improved earnings)
- 8) Connected

## The Spread and Scope of Business schools across Africa

Africa has approximately 90 Business schools offering an MBA 1 per 11 million people, compared to 1500 MBA offerings from India .

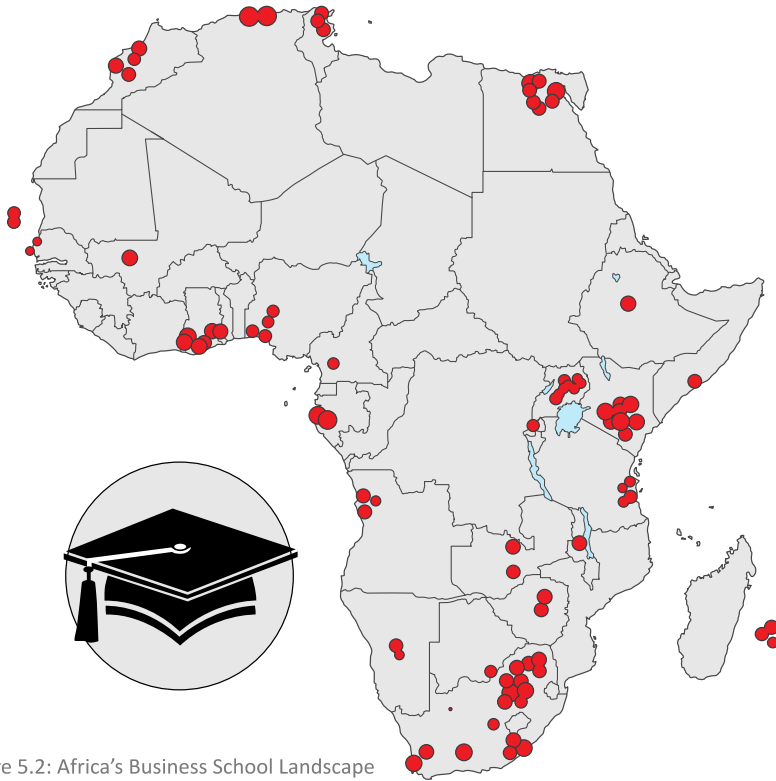


Figure 5.2: Africa's Business School Landscape

Fewer than 10 African institutions measure up to international standards

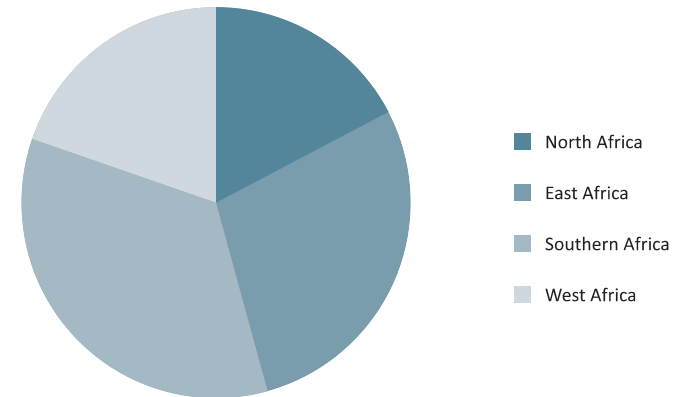


Figure 5.3: Business schools by region

# The Modes and Models of Management Education in Business schools in Africa

<b>ACADEMICS</b>	MBA, EMBA, Diplomas
<b>BUSINESS LINKS</b>	Extensive executive education (open and customised), sponsorship, thought leadership
<b>FACULTY</b>	Mix of academics and practitioners; international lecturers
<b>RESEARCH</b>	Some offer Ph.D./DBA. Research matters, but not always a top priority
<b>TEACHING METHODS</b>	Action learning, case studies, simulation, role-plays, experiential, internships, exchanges
<b>INTERNATIONAL LINKS</b>	Faculty, research, partnerships, exchanges, rankings
<b>STRUCTURE</b>	At least some level of independence from parent institution
<b>FINANCIAL MODEL</b>	Often NPO but self-sustaining; High fees

Table 5.1: Characteristics of Tier One schools

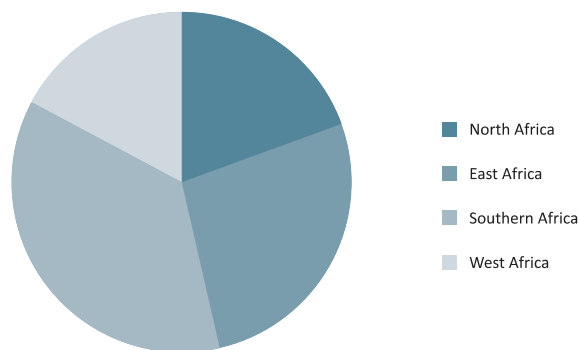


Fig 5.5: Tier Two schools by region

<b>ACADEMICS</b>	MBA, (sometimes EMBA), BA/Bsc/Com, Masters, Diplomas
<b>BUSINESS LINKS</b>	Executive education short courses and certificates
<b>FACULTY</b>	Largely traditional academics
<b>RESEARCH</b>	Some offer PhD/DBA. Research but rarely international standard
<b>TEACHING METHODS</b>	Case studies (sometimes), lectures
<b>INTERNATIONAL LINKS</b>	Limited, sometimes foreign degree-awarding body
<b>STRUCTURE</b>	Often embedded in a public or private university
<b>FINANCIAL MODEL</b>	Part of university funding structure (state funded or fee-based); High fees, but generally lower than Tier 1

Table 5.2: Characteristics of Tier Two schools

<b>ACADEMICS</b>	MBA, Undergrad, Masters, Diplomas
<b>BUSINESS LINKS</b>	Little executive education, some certificate courses
<b>FACULTY</b>	Mostly academic, fewer doctorates
<b>RESEARCH</b>	Limited research
<b>TEACHING METHODS</b>	Traditional lectures, occasional case studies
<b>INTERNATIONAL LINKS</b>	Very few
<b>STRUCTURE</b>	Usually part of university
<b>FINANCIAL MODEL</b>	Part of university funding structure

Table 5.3: Characteristics of Tier Three schools

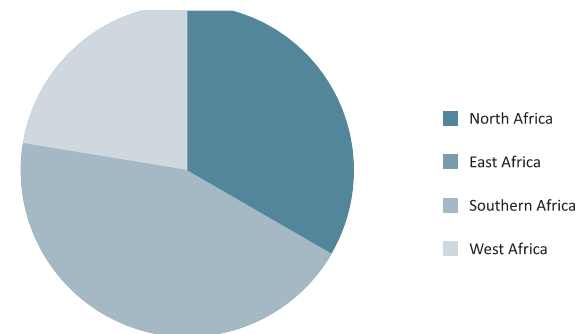


Figure 5.4: Tier One schools by region

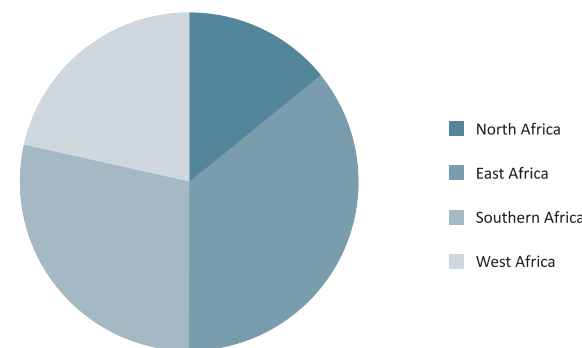


Figure 5.6: Tier Three business schools by region



## Exploring Synergies, Building Partnerships – the approaches identified so far

Foreign schools have taken different approaches, ranging from competitive to collaborative:

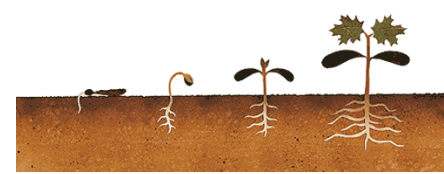
1. A “Colony” in which a foreign university or universities set up a local institution that conformed to its own model – e.g. China Europe International Business School in Ghana.
2. Executive education courses offered on an ad-hoc basis by international brands – e.g. INSEAD in Kenya, Duke in South Africa.
3. The franchise model in which a foreign university certified course is offered at a local campus with varying degrees of collaboration – e.g. Henley in South Africa; Maastricht in Mali, Namibia and Rwanda.
4. Distance Learning: Where foreign schools set up distance learning programmes for African students – e.g. Edinburgh Business School, which offers distance learning supported by local training providers and schools.
5. Support from a foreign school to establish a joint-degree at a local institution - e.g. The Frankfurt School of Finance and Management, which helped the Universite Protestante au Congo in Kinshasa launch a microfinance degree programme, and is exploring a joint MBA.
6. Bilateral support to create an independent school that develops its own identity – e.g. Lagos Business School & Strathmore Business School receiving advice and faculty support from IESE in Spain.
7. Visits from individual faculty members from a range of campuses that help provide academic weight while a school sets up its own faculty – e.g. GIBS in its early years
8. Edu-Tourism: Foreign schools are increasingly bringing students on learning journeys to Africa, sometimes involving local schools, sometimes not.
9. Equal partnerships between foreign and local schools.





# Exploring the scope for a Synergies & Partnerships

## SANDISA IMBEWU PROJECT



### Research

#### Research collaborations:

Strengthening a community of researchers from North & South

Strengthening a community of researchers within & across disciplines (e.g. sharing theoretical and methodological synergies)

Multiple approach to funding bids and sources (North & South)

Research leadership through country reps

Ongoing attention to developing relationships with relevant stakeholders (...video diaries, podcasts, blogs)

Main website as point for coordination and act as a 'hub' of key resources but also as a point of reference

Continuous capacity building for postgraduate/PhD students

### Teaching

Small 'Packaged' or Bespoke qualifications' tied in Professional Training & Development programme of companies/respondents (e.g. Negotiation in China-Africa relations, Communication at Employee/Managerial contexts within Chinese/African work settings, Working with cultures in Chinese/African work contexts; Effective HR practices in Chinese/African work contexts)

Developing a BA (Hons) African Management – Chinese studies (Confucius Institute)

MBA (African Management)

Executive Development – senior management programmes for Chinese/African managers

### Practice-based

Knowledge Transfer partnerships with Chinese/African companies

How to solicit Chinese company trust and sponsorship of research projects

Greater rapport building with company audiences – forum of practioners/relevant media

Greater engagement with industry bodies/Ministries

Contributions to columns in Business/industry oriented publications in Africa/China

Engagement of Chinese/African managers at research meetings



Towards a ...Chinese-African Management Institute/  
Centre for African-Management Research