



PRACTITIONER VIEWPOINT

Personal reflections on African management: looking in, looking out and looking ahead

Personal reflections

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Abstract

Purpose – The author was invited to give the 2011 Inaugural Conference address of the Africa Academy of Management (AFAM). The purpose of this paper is to summarize the remarks of the author's keynote address, so as to make them more widely available to varied audiences and to stimulate research and discussion about the future of African management.

Design/methodology/approach – It is a personal story of an African pioneer in African management education, research and practice. The author also shares personal thoughts for building business schools in Africa.

Findings – AFAM and its members have a role to play to advance Africa's management, leadership and overall development.

Originality/value – The idea is not for others to replicate the author's journey but to learn from it as they forge their own.

Keywords Africa, Business schools, Education, Management studies, African management, Personal reflections, African Management Schools, Africa Academy of Management

Paper type Viewpoint

Introduction

Thank you for inviting me; I am humbled and honored by your generosity. Thank you for organizing this conference; I am impressed. Above all, thank you for establishing the Africa Academy of Management (AFAM) in collaboration with the Academy of Management (AOM). What you have done is of historical proportions. In my days, you did not get the President of the AOM to think about Africa, let alone getting up early for a breakfast meeting to tell African scholars how important Africa is for the Academy as President James P. Walsh has done this morning. In my days, we were not received with open arms; we were only tolerated. Getting Africa on the program of the Annual Meetings was always a fight, and if you succeeded, you spoke last, and received no questions or comments. It was like sitting at the back of the bus. This is why what we are witnessing today is historically important not only for the Academy, but perhaps more important, for the future of African management scholarship, education and practice, and by implications, Africa's overall development. We have come a long way and with success comes opportunity, responsibility and challenges.

The author would like to thank AFAM Executives for their invitation to give the 2011 Inaugural Conference keynote address, and honoured him as the first recipient of the AFAM Trailblazer Award. The author would also like to thank the two anonymous reviewers for their comments and advice.



This is what I want to talk to you as we begin to look ahead, advancing Africa through management knowledge and research.

It was a cold winter day in the middle of February here in Ottawa when I received an invitation from Professor Stella Nkomo, President of AFAM, inviting me to give a keynote address at its 2011 Inaugural Conference. I could not turn Stella down because although she and I had never met in person, we knew each other through our publications, respect each other's work and we both share deep commitment to advancing African management. She was also very persuasive, and suggested that I had been selected because:

- I am an inspiration to all who are doing research on management and leadership in Africa.
- She personally long admired the pioneering work I have done advancing knowledge about management and leadership in Africa.
- I am considered the trailblazer in the field and that it was important to publically acknowledge my contributions.

As she put it, she wanted me to share my own research journey: what it was all about and what I have to say about management in Africa from the research, education and practice I have been involved in over the years.

A week before I was to present a plenary speech to the 2011 International Association of Schools and Institutes of Administration (IASIA) 60th Annual Conference in Rome, Italy on the evolution of African public administration and management, I learnt that the AFAM executive had selected me as the first recipient of the 2011 AFAM Trailblazer Award cosponsored by Emerald Publishing Group. This made the occasion much more significant for African management: not only was I to share my experiences in the field, but I was also being honored for my work on African management. This took me by surprise because all these years it was always made clear to me by my academic colleagues that nobody would expect recognition for doing research on a region as marginal as a global economic player (see below).

For the keynote speech, I covered three main areas:

- (1) Forging my own path, reflecting on how I got here.
- (2) Looking in, looking out and looking inside management and Africa.
- (3) Looking ahead, reflecting on opportunities, responsibilities and challenges facing AFAM, its members and all those interested in the development of Africa and the Africans.

The purpose of this article is to summarize the remarks of my keynote speech so as to make them more widely available to varied audiences and to stimulate research and discussion on the future of African management and the future role and contributions AFAM and its members need to play to advance Africa's management and overall development.

African management research and practice: forging my own path

"Forging my own path" gives a summary of the most important aspects of my academic and research journey. Reflecting back, I must say I have not had a conventional or traditional academic career. At the same time, I did not start out with a grand or

master plan. In some ways, I was just lucky, being in the right place at the right time with the right people. I did not do it alone (see below). As Shakespeare said, accidents happen to those who deserve them [...] and perhaps when they are not deserved.

Forging my own path

- Early childhood.
- Three drivers: passion, perseverance, conviction.
- Taking risks: divorce supervisor; redefine own academic performance.
- Play multiple roles: out of the bubble.
- Advocacy: blaze the trail.
- Practical theorist.
- Impact: doing what matters most.
- Supportive family, friends, community.

I was born and grew up in a country which technically does not exist today [...] Uganda Protectorate. I do not know what I was being “protected” from, but in my village, we had no running water, no electricity and no hospital or clinic. But we had three faith-based schools [...] Anglican, Catholic and Muslim [...] each catering to its own community, each badly under-resourced, and each going it alone. As you can see, I grew up with contradictions and had a crude but powerful introduction to globalization. For me, the seeds of dissatisfaction were planted early, so was the determination to change the status quo [...] but I did not know how.

As I grew up and went to school, I was driven by three forces: passion for Africa; perseverance; and conviction. I grew up in the hey days of Liberation and Pan-Africanism, and at school we were told by our mostly Scottish teachers from the UK that we were born at the right time to create a new Africa. Guess what? We believed it! While respecting traditional institutions and local leaders (Dia, 1996), my heroes were Pan-Africanists like Kenyatta, Nkrumah, Nyerere, and Senghor. I believed in negritude and Africanity, defined as “awareness, defence and development of the African cultural values” (Senghor, 1965, p. 97). Perseverance was a key driver. I knew from the beginning that this was going to be a long and hard journey. At the beginning, African management scholarship and research had few champions, few cheerleaders, and few supporters, but lots of sceptics. I had strong conviction. The more I got exposed to management as a discipline, the more I got convinced that management knowledge and practice provided the key to addressing Africa’s apparently intractable development problems. I still do. Just as you have people who will tell you that the Lord is the savior, I put my faith in management.

As indicated in “Forging my own path”, I learnt quite early in my career that in order to pursue my passion, I had to take calculated risks. For example, immediately I completed my doctoral degree, I “divorced” my academic supervisor and set myself free. As the record shows, after completing my doctoral degree, contrary to common practice in academia, I never published with my supervisor again. If I had not done this, I would not be here today; I would not have had the opportunity to trail blaze African management research and scholarship. My doctoral thesis does not contain a single word of Africa. There is a double message here: young African scholars, fresh from graduate school wishing to pursue their own passion and dreams should have the

tenacity to break away from academic supervisory controls. Second, professors who supervise doctoral students should have the courage to let their students free. I also took the risk of redefining the impact of my academic and professional work. As Walsh (2011) points out, Western universities and other academic institutions are characterized by an audit culture, which depends on quantified measures of academic output such as “A-level” publications, number of citations, students or peer evaluations, etc.

After getting tenure as an Associate Professor at my current university, and after serious reflection, I decided to change the criteria for assessing the value of my research output. Over time, I cared less about the number of citations of my work. Rather, I became very interested in the number of Africans and others from developing and emerging countries actually reading and using my work. In an earlier study, my colleagues and I (Kiggundu *et al.*, 1983) found that it took on average ten years from the date of publication in “leading” journals to trickle down to researchers in Africa and other developing regions. I wanted to change this, and with the help of technology, the time lag is now much shorter. Today, I am more interested in the efforts (quality and quantity) being made by others to test out some of my theories and ideas in the context of their own national, local institutional, communities or organizational settings and time. I also learnt that one cannot and must not be everything to all the people. It is important to choose and stick to one’s knitting.

It was important for me to play multiple roles. I could not advance African management by simply writing about it from the comfort of my business school university office. I needed to get out and work with others in Africa as entrepreneur, teacher, external examiner, mentor, consultant, advocate, critic, researcher and (long distance) colleague and friend. I am fortunate to have had the opportunity to work with a wide range of African and international organizations, including The United Nations’ multilateral organizations (e.g. the World Bank, UNDP, ILO), bilateral agencies (e.g. USAID, CIDA, IDRC), regional organizations (e.g. The Africa Development Bank), national governments, universities, management development institutes (MDIs), traditional chieftaincies, NGOs and private sector firms. I have also had the opportunity to work with experts in other disciplines such as Public Administration (e.g. the African Capacity Building Foundation (ACBF, 2011); the National Association of Schools of Public Affairs and Administration (NASPAA)) and the humanities (e.g. Canadian Association of African Studies) I am also cross appointed at my university’s Institute of African Studies. This wide exposure has given me a unique perspective on Africa and the Africans, and allowed me to appreciate Africa: its diversity and complexity, apparently intractable management and development challenges, and more importantly it is as yet untapped potentials awaiting to be discovered and effectively utilized for development (Kiggundu, 1989, 1992; Juma, 2011, The World Bank, 2011). As is often said, Africa’s potentials are only exceeded by its challenges, but this must change.

When I was in graduate school, I read Alfred Marrow’s (1969) biography of Kurt Lewin, describing him as a practical theorist because of his pioneering work of action research and planned organization change and development. I always thought that action research is particularly well suited for African management because of its dual emphasis on research and action. Action research is a practical management technique for learning and doing: learning about the nature and dynamics of planned change, and doing or implementing change so as to bring about sustainable

improvements in the human condition. Indeed, this is the essence of development, and I always considered myself a practical theorist and I believe advancing African management will require many active and dedicated practical theorists. I see myself as a bridge builder: between theory and practice, macro and micro organizational theory, public and private sectors, developing and developed economies, and across disciplines.

Multiple roles result in multiple role senders, often with conflicting role expectations (Kahn *et al.*, 1964). Under these circumstances, in order to make a lasting impact, one must prioritize and focus on what matters most. However, deciding on what matters most is problematic as different role senders have always placed different and often conflicting demands, expectations and priorities on my work as well as the work of others in management. This should not be surprising; after all Africa is not a unitary concept or homogenous society. Rather, it is characterised by contrasts, contradictions and often conflicts. Accordingly, identifying and focusing on what matters most for improving the wellbeing of our people requires, “not one size fits all”, but a multitude of models, approaches and methods, characterised by multidisciplinary, multitrait, and multi-method approaches drawing not only from the social sciences but increasingly also from the physical, life, and digital sciences, arts and humanities (Kiggundu, 1988).

Finally, I could not have been able to come this far if I was not blessed with a loving, supportive and forgiving family. My wife Kabahenda and my daughter Jacquie travelled with me to San Antonio because they truly believe in me and my work. Our son Andrew and his lovely wife Amy could not make it to San Antonio for reasons beyond their control. From the early days of my work, I have always benefited from both my immediate and extended families, and for this I am forever grateful. The message for me is clear: however you define family or community, be sure to get their support for the most important things in life.

Looking in and looking out: management and Africa

As I look inside Africa in the context of advancing the continent and its peoples, I see lots of opportunities, responsibilities and challenges, especially for AFAM members and those dedicated to sustainable and inclusive development with equity for all. On the positive side, since the 1980s often referred to as the “lost decade” Africa has made significant progress and is now on the rise, especially in the areas of macroeconomic management, governance, security, democratization and nation building. Indeed recent reports by the World Bank, the IMF, and the African Development Bank point to African economies growing faster than other regions of the world, in spite of the current and ongoing global economic uncertainties. While the European sovereign debt crisis dominated and dampened global financial markets towards the end of 2011, the IMF was still predicting strong economic growth for sub-Saharan Africa of 5 percent in 2011, and 5.75 percent for 2012. A recent study by the McKinsey Global Institute, refers to the African economies as “Lions on the move”, and the current economic growth as the “African Miracle” likening it to the “Asian Tigers” of the 1970s (visit web site: http://mckinsey.com/mginews/african_miracle.asp). This followed an earlier study by The Boston Consulting Group (2010), identifying 40 African challengers: a group of Africa-based companies with the most dynamic international presence, taking on established multinationals, seeking global reach and covering both extractive (mining) and non-extractive sectors (e.g. finance, retail, technology), in countries from Algeria, Egypt and South Africa. Both reports point to the growing importance of Africa for the

global economy and it is not surprising that organizations like the AOM, BRIC countries, especially China and Brazil, and Middle Eastern oil rich countries are beginning to pay attention to developments in Africa.

According to Chirongo *et al.* (2011), Africa has an estimated total population of 1.033 billion people, total combined GDP of about \$1.6 trillion (about same as Brazil or Russia), a projected combined consumer spending of \$1.4 billion by 2020, an estimated 128 million households with discretionary income, increasing urbanization with 52 or more cities each with at least a million people (50 percent of population living in urban areas by 2030), and over 20 African companies with annual revenues of at least \$3 billion. Combined with rising world commodity prices, improving governance and political development, and improved security, Africa appears to be headed in the right direction for economic growth and prosperity as the next growth market for the global economy. All these positive developments together create opportunities for management research, education and practice. High sustained economic growth requires, among other things improvements in macroeconomic as well as micro-enterprise level management for improved investment climate, global competitiveness (e.g. the World Economic Forum's Global Competitiveness Reports) and innovative productive businesses for job creation, wealth creation, reduced poverty and less inequality among the population. Growing and diversifying economies and maturing democracies require large numbers of increasingly educated, skilled and competent leaders, managers and supervisors across hierarchical levels and sectors of the economy, society and government.

As the African investment climate improves beyond resources and infrastructure, it will begin to attract more sophisticated foreign direct investments requiring equally sophisticated leadership, domestic organizations with the capacity to exploit positive spillovers and partners for mutual advantage, and a wide range of professional management talent (Kiggundu, 2011). These investments will come from established multinationals (e.g. Wal-Mart's \$2.4 billion purchase of 51 percent of South Africa's Massmart) as well as corporate giants from emerging economies ("e.g. Zain-Celtel-MTC of Kuwait in Eastern Africa") (Khanna and Palepu, 2010, Chapter 6). In order to advance Africa through management knowledge, research and practice, AFAM and its members must be able and willing to recognize and take full advantage of the different management opportunities arising from the new and emerging dynamic Africa. To be able to enhance its position in the emerging global governance architecture (e.g. WTO, G20, reformed IMF), Africa must develop the knowledge and capacity to anticipate, mitigate, adapt, innovate, defend vital interests, form targeted strategic alliances, and play a much more critical role in the global supply chain.

With opportunities come responsibilities. Management knowledge is associated with powerful tools and practices that can help organizations to do well and good or to do harm. In North America where management theory and practice is well advanced within the context of a capitalist economic system, critics complain that management has been used as a "servant of power", doing harm to ordinary citizens, customers or lower level employees. Those in the academia, especially in the AOM often claim that management research is costly to society but irrelevant to the real needs of practicing managers, employees, businesses, investors and ordinary citizens. To counter this, most business schools require both graduate and undergraduate students to take courses in business ethics in the hope that when they go out and practice management, they will be more professional and less greedy than the current captains of American capitalism.

Porter and Kramer (2011) have suggested that managers should strive to create shared value (CSV) that benefits both the organization and the community within which it operates. As economies begin to grow and diversify, Africa will evolve a capitalist system of its own – perhaps close to what Bremmer (2010) calls state capitalism. Like other economic systems, this will create its own captains: winners and losers. Those responsible for advancing Africa through management knowledge, research and practice must accept the responsibility of advancing an African management system that avoids the excesses of management practices in America and elsewhere, and promotes more humane and ethical management practices. In my acceptance speech of the 2011 AFAM-Emerald Trailblazer Award, I was very much aware of this responsibility and I reminded my colleagues of the collective responsibility we have as captains of management in Africa. Specifically, I reminded my audience that as we move forward, we must refrain from applying management as an instrument of exploitation, exclusion or abuse. Rather, we must promote the application of management in the service of all humanity, and support fair, equitable, evidence-based and sustainable solutions that benefit all, not only the privileged few. I also advanced the idea that as we begin to advance Africa through management, we must enhance its image and make it an integral and indispensable part of the future of all of Africa, in good and bad times.

Indeed, the one thing that is almost certain is that the future of Africa will be characterised by both good and bad times. Recent macroeconomic and governance improvements cannot be guaranteed to continue. With the global financial crisis of 2008 followed by a very soft recovery, mounting sovereign debt in Europe, USA and Japan, possible fluctuations of commodity prices and capital markets, decreasing foreign capital inflows (investments, remittances, foreign aid, soft loans, and export earnings), recent gains may be hard to sustain. As well, high levels of population growth and the youth bulge, persistent youth unemployment and radicalization, urbanization without industrialization, food insecurity, climate change and environmental degradation, internal conflicts and external pressures, together point to a very challenging future at all levels of society. An effective way of mitigating and defending against these and similar challenges is by enhancing the quality of organizational leadership, management and supervision both in Africa's public and private sectors. For this to happen, decision makers and ordinary citizens must see management [...] knowledge, education, tools, practice [...] as an important and integral part of the solution to the most important problems in their work and lives. Today, this is not necessarily the case.

Image and efficacy of management in Africa

Supposing a group of management researchers visited several African countries and asked people from different walks of life what they think about the image and efficacy of management for solving Africa's most important development problems at work and at home. What would they find? To my knowledge, nobody has undertaken this kind of research. My hunch is that most people in Africa, including some of the leading public opinion leaders in politics, academia, religion and business do not see management [...] knowledge, research, practice [...] as relevant or in any significant way related to their development challenges or wellbeing. This is particularly true in public sector and civil society organizations where most of the leaders are trained in social science disciplines other than management. Management in Africa faces competition and even hostility from various academic disciplines and practices including public administration,

international development and engineering. In most African universities, business schools are the least developed academic units among all the professional schools. International development partners such as the World Bank, the United Nations and bilateral donors have not traditionally supported the development of or sought the professional advice of management researchers in business schools. For example, while UNDP and other donors have supported schools and institutes of public administration since the early days of independence, no similar undertakings have been reported for African business schools. Indeed, leaders of NGOs, donors and civil society organizations tend to associate management and business schools with big business and the “corporate agenda”, not concerned with people’s wellbeing. It is also the case (Bremmer, 2010) that economies dominated by the public sector (e.g. state owned enterprise, sovereign investment funds), coupled with small or weak domestic private enterprise sectors, or monopolistic multinationals in extractive industries, tend to ignore professional management knowledge and practice.

If my assessment is correct, then management in Africa has an image problem; either being irrelevant to the urgent and important needs of society, or potentially harmful to public interest. Under these circumstances, we cannot advance Africa through management knowledge, research and practice. Rather, we need to address this erroneous perception, raise the profile of management and its relevancy for Africa’s development, and demonstrate its efficacy for improving organizational effectiveness and individual and societal welfare. While there is a need for management in all sectors of society, a case can be made for AFAM and its members to concentrate on the domestic, productive, private enterprise sector. This is strategically wise for several reasons. First it is the sector most neglected in most Africa countries. Second, it is the sector where most improvements and practical results can be achieved with significant demonstration effects. For example, the World Bank’s Enterprise Survey shows that locally owned Africa enterprises suffer from management weaknesses more than foreign owned firms (www.enterprisesurvey.org). The African local enterprise productive sector is generally weak and lacking professional management. Yet, it holds great promise for entrepreneurship, innovation, growth and employment creation, poverty alleviation and social justice. Africa’s business sector needs people with management expertise to analyse, streamline, reduce costs and create value in the various local production value chains to connect and integrate them to the regional and global supply chains (Kaplinsky and Morris, 2002; Kiggundu, 2013; Webber and Labaste, 2010).

Third, business schools need to be connected to the management of the local economy and society, applying the management knowledge local entrepreneurs and managers need to grow the economy, create wealth, jobs and opportunities for society as a whole. Properly resourced, business schools can build a national platform for local innovative aspiring entrepreneurs to design, architect, and build high-growth scalable companies that can transform lives and communities in Africa (Fishback, 2011). Africa needs to build strong communities at the local level, and management can help. Finally, management’s closest competing discipline, public administration, has not had a stellar record of successful interventions in Africa’s public sectors. Therefore, management can distinguish itself as a much more effective and relevant discipline for Africa and the Africans. However, for this to happen, Africa needs a strong developmental management institutional infrastructure composed of academic business schools, institutes, associations and chambers of commerce. Here we

examine the current state of African business schools. Management theory and practice can help African economies to survive or even prosper in the face of global economic uncertainties and crises by providing strategic tools for looking ahead and avoiding falling behind. Africa's economies need the knowledge and competencies to compete at home, regionally and in the global economy.

The quality of management schools in Africa

We need world class business schools in order to advance Africa through management knowledge because they provide the institutional architecture and operational mechanisms for research, education and practice. They also contribute to the development of organizational capabilities and individual competencies for effective participation in the global economy and global society, thus contributing to Africa's more equitable globalization. This section discusses the quality of business or management schools in Africa today. Unfortunately, I could not find quality empirical evidence relating to the quality of African business schools. The *Financial Times* publishes annual global rankings of MBA schools but it includes only a few schools in Africa, typically in South Africa. For example, in the 2010 rankings, the Graduate School of Business, University of Cape Town, was ranked 60th out of 100 (<http://rankings.ft.com/businessrankings/>). No other African business schools appeared on that list, though in previous years top South African business schools and the Lagos Business School have appeared. The Association of African Business Schools also based in South Africa but with membership across the continent, does not provide a ranking of its members. According to its web site, its mission is to provide excellence in business and management education in Africa by supporting graduate education through capacity building, collaboration and quality management (www.aabschool.com/). A recent study of the globalization of management education found that managers with the capacity to lead in a global context are a critical resource for innovation and economic development, but it also found that business schools in Africa and elsewhere are not effectively responding to forces of globalization, do not put enough emphasis on learning experiences or intended outcomes, nor do they adhere to the principles for responsible management education (AACSB, 2011). Likewise, the world university rankings give South Africa's universities [...] Cape Town (156), Witwatersrand (399), Stellenbosch (401-450), Pretoria (501-550) [...] the top four among African Universities (www.topuniversities.com/university-rankings/world-university-rankings/2011). The Network of International Business Schools (NIBS), which accredits business schools based on the extent to which a school has become international in all facets of its organization, does not have, among its members, business schools from Africa (www.nibsnet.net).

Table I provides data from the Executive Survey of the 2010 Global Competitiveness Report published annually by the World Economic Forum (www.weforum.org). Executives from both the private and public sectors of the participating countries were asked the following question: how would you assess the quality of management or business schools in your country? (1 – poor, 7 – excellent, among the best in the world). While this is one single item, and the responses are subjective with potential biases (e.g. cultural, political, regional, institutional, etc.), it is the only data available with repeat measures. The total number of participating countries was 139, of which 35 were African. Table I shows that, as expected, the top rated business

Table I.

Quality of Africa's management schools

<i>Top African five</i>		<i>Bottom African five</i>		<i>Global best</i>	
1. South Africa	5.1/21	1. Angola	1.8/139 (last)	1. Qatar	6.1
2. Tunisia	5.1/22	2. Libya	2.2/137	2. Switzerland	6.0
3. Senegal	4.6/40	3. Mauritania	2.4/136	3. Canada	6.0
4. Morocco	4.5/49	4. Swaziland	2.7/134	4. Belgium	6.0
5. Benin	4.5/50	5. Burundi	2.9/131	5. France	5.7
<i>SANE</i>		<i>BRICKS</i>		6. Singapore	5.7
South Africa		Brazil	4.1/73	7. Sweden	5.6
Algeria	3.8/91	Russia	3.8/92	8. Spain	5.6
Nigeria	3.7/99	India	5.1/23	9. Iceland	5.6
Egypt	3.3/122	China	4.2/63	10. UK	5.5
		South Korea	4.5/47	11. USA	5.5

Source: Global Competitiveness Report 2010-2011, p. 422, www.weforum.org

schools are in South Africa (5.1/21), followed closely by Tunisia (5.1/22), and Senegal (4.6/40), Morocco (4.6/49), and Benin (4.5/50).

The bottom five countries are oil exporters, post conflict or small states: Angola (1.8/139) and Libya (2.2/137), Mauritania (2.4/136), Swaziland (2.7/134), and Burundi (2.9/131). The data seems to suggest that Francophone countries may have more highly rated business schools than Anglophone countries, but more research is needed to determine the differences between the two types of countries. Angola scored the absolute last in the total sample, and yet, the country has enough oil revenues to build a world class business school, if only there was the political will to do so. According to data recently provided by the Global Financial Integrity (www.gfip.org), a Washington DC based research group, in 2009 alone, almost \$6 billion was spirited out of Angola as illicit financial outflows (Kar and Cartwright-Smith, 2010). Only a fraction of this amount would be needed to start building a world class business school for Angola. For Libya, Egypt and similar countries, the revolution can only succeed if the country has the necessary competencies for strategic leadership, managerial and supervisory talent to see the country through the coming tough times.

Table I also provides comparative data for Africa's four biggest economies, referred to as the SANE economies by the Africa Development Bank (Kasekende *et al.*, 2007), and the BRICKS economies, including South Korea and South Africa. Excluding South Africa, the business schools of the other three SANE economies [...] Algeria, Nigeria and Egypt [...] are rated significantly lower than the BRICKS economies, except Russia. If the data presented here is a true reflection of the current quality of business schools in Africa, then it gives some indications of the challenges we face before we can advance Africa through management knowledge, education and practice. For example, Nigeria (3.7/99), Africa's most populous country, with a history of governance, development and public security challenges, is expected to overtake South Africa as the continent's single biggest economy. Egypt (3.3/122) is currently undergoing profound political changes with unrealistic popular expectations. Both countries will have to more than double their efforts to build and improve the business school institutional infrastructure they need to manage both economy and society. Finally, Table I provides data for the top rated countries just to provide a global comparison. Going forward, Africa will need to develop a systematic, comprehensive, contextually appropriate on-going assessment system and tools of its business schools.

Africa's future and management's support for it

Exactly 26 years to the day on August 11, 1985, I presented a paper to the Annual Meetings of the AOM titled: "Africa in crisis: can organization theory help?" (San Diego, CA). During the 1980s, Africa was faced with a range of economic, political and governance critical challenges, including structural adjustment reform programs imposed by the World Bank and the IMF. The purpose of my presentation was to link Africa's apparently intractable problems to management knowledge, tools and practice as sources of possible solutions to those persistent problems. With the same objective in mind, I wanted to link management to Africa's current problems. As I was looking for a definitive contemporary statement of Africa's current realities, the World Bank published its Africa strategy (The World Bank, 2011) report. In this report, the World Bank details the advances Africa has made since the 1980s, the resulting opportunities, remaining challenges, and the World Bank's support for proposed solutions. Table II provides a summary of the World Bank's report. As previous studies have shown (see above), Africa as a whole has benefited from progressive public policies and macroeconomic reforms, improving governance and investment climate resulting in increased capital inflows and high economic growth. At the same time, according to the same report, Africa continues to suffer from long-term development challenges including undiversified low productivity production systems, low human capital, weak governance, state fragility, lack of empowerment for women, youth unemployment, climate change, and lack of capabilities and competencies to manage globalization. These findings are supported by the results of the inaugural Africa Capacity Indicators (2011) report, which found that out of a total of 34 African countries assessed, none had adequate capacity for overall development. The World Bank provides a two pillar strategy and plan of action for addressing these problems (Table II). (For a more recent update of Africa's emerging issues within the dynamics of the global economy, see "Africa's Emerging Issues", Vol. 1 No.1, November, 2011, www.afdb.org).

As I looked at the list of long-term problems facing Africa as documented by the World Bank, I was interested to find out if AFAM and management can become an important

The opportunity	1. High economic growth; 2. Growing IFDI; 3. Improvements in investment climate; 4. MDG improvements; 5. External/financial support; 6. Governance improvements; 7. Progressive public policies; 8. Macroeconomic reforms
The problem	Long-term development challenges: 1. Undiversified production systems; 2. Low human capital; 3. Weak governance; 4. State fragility; 5. Women's empowerment; 6. Youth unemployment; 7. Climate change; 8. Managing globalization
The solution	Two pillar strategy: 1. Competitiveness and employment; 2. Vulnerability and resilience: governance and public sector capacity
Action plan	Partnerships (PPP): 1. Knowledge management; 2. Private sector development; 3. Capacity building/ utilization; 4. Evidence-based debate/policy

Table II.
Africa's future and management's support for it

Source: www.worldbank.org/africastrategy/ May 2011

partner for Africa's future development by providing practical and sustaining solutions to the continent's long-term problems. Clearly, management can contribute to finding practical solutions to problems of competitiveness, employment creation, human capital development, making partnerships work, empowering women and other marginalized groups, knowledge management, climate change and environmental management, and managing for effective and equitable participation in the global economy and global society. In 1985, we did not have AFAM. Today, as we move forward, AFAM and its members should collaborate with the World Bank and other partners to confirm and seek contextualized and grounded solutions to Africa's long-term development problems, and develop strategies to exploit more fully current and emerging opportunities to benefit all Africans, including women, youths and other excluded groups at the bottom of the pyramid. I believe AFAM should partner with ACBF to manage knowledge and develop capacities Africa needs for the twenty first century.

While there are many areas in Table II where management can contribute to advancing Africa, I want to focus on two related issues of private sector development and problems associated with undiversified production systems. These two problems are particularly important because they are pervasive across all of Africa, and because they have cross-cutting implications for the possible transformation of the African economy and society. At the same time, management theory, research, education, and practice holds the greatest potential to make significant contributions to advancing private sector development in Africa, and developing more diversified production systems across sectors.

Most African economies are characterised by:

- a dominant state presence by way of regulations, cronies and state-owned enterprises;
- sector-wide monopolistic multinational corporations, especially in extractive industries; and
- small and microenterprises made up of traders and artisan producers, using primitive tools and methods.

What is critically missing in the middle is a critical mass of entrepreneurially-driven and professionally managed high-growth and scalable business enterprises capable of creating marketable economic and social values to benefit society as a whole. Management knowledge can help by:

- Undertaking research and studies to improve our understanding of the nature and structure of each country's economic industrial organization and the critical institutional voids that impede innovative private sector development.
- Developing and effective implementation of progressive policy reforms that allow for domestic competition policy in addition to global competitiveness. Following advice from the World Bank, most African governments have pursued policies aimed at improving global competitiveness so as to attract foreign capital. They have not been equally aggressive at improving domestic competition (competition policy) to give local entrepreneurs a level playing field.
- Undertaking detailed studies of existing domestic businesses to assess their potential for innovation, high growth, scaling up, and diversification.

- Educating, training, developing, mentoring and supporting (e.g. by way of access to credit, technology, talent and markets) a new generation of young and educated entrepreneurs with the capacity to manage innovative start-ups, especially in non-traditional sectors.
- Assisting promising high-growth businesses with a global mindset to effectively link up with the relevant regional and global supply chains.

These are some of the activities one finds in progressive business schools and, with the help of organizations like AFAM and AASB, the emerging African business schools must take on the responsibilities of growing and transforming the domestic private sector.

Management can also contribute to finding practical solutions to the related problems of low productivity and undiversified production systems in African economies and society. There are many causes of undiversified production systems in Africa, including:

- Small scale businesses with little or no opportunities for revenue growth or scaling up, leading to market imperfections (e.g. the Octopus model, Jorgensen *et al.*, 1986).
- Lack of technological upgrades due to low levels of technological readiness, (see, Africa Competitiveness Report 201, www.afdb.org).
- Low human capital: entrepreneurial, managerial, technical.
- Poor understanding of the local production systems or business processes, including marketing.
- Public administration and government regulations in favour of state capitalism in the service of the select few and the exclusion of the masses (Bremmer, 2010).

Once again, management can provide possible solutions out. For example, by applying commonly used management tools such as value chain analysis (VCA), variance control analysis, computer and information technology (CIT), activity based costing (ABC), or innovative, entrepreneurial and environmental (IEE) projection orientation on manufacturing strategy and performance, some of these problems can be diagnosed and effectively addressed. Indeed, donors have experimented with the application of value chain analyses not only to boost African agriculture, but to develop export markets for products traditionally only locally consumed (Webber and Labaste, 2010). Unfortunately, these have been only temporary field experiments with no long-term sustainability plans. African management, unlike foreign donors, can build more sustaining relationships with African businesses to address current and emerging challenges and opportunities to promote more productive, diversified, high-growth and export-oriented local business enterprises. This is a much more effective approach to addressing problems of poverty and youth unemployment than strategies, which focus almost exclusively on macroeconomic policy reforms or foreign aid effectiveness.

The vuvuzela as metaphor for the current state of African business

In June 2010 during the FIFA World Cup, I was on mission in China and watched the games in my hotel room in Shanghai. Like most people, I was proud to see the people

and government of South Africa delivering to Africa and the world, the most successful World Cup games for decades. During the games, the world also discovered the vuvuzela as a fun, entertaining and noise making instrument that added to the enjoyment of watching the games and cheering favorite teams. South Africa invented the vuvuzela and made it part of the world's lexicon, especially in sports, and for this we are all proud and grateful.

At the same time, I and many students of African business and management were saddened to learn that as many as 90 percent of the vuvuzelas that entertained the world during the games were made, not in South Africa, but in China by Jiying Plastic Products Company in factories in Zhejiang and Guangdong provinces. We also learnt that at about USD 2 (53 yuan) a piece, most of the profits went to the dealers, importers, and of course the manufactures, but not the inventors (see for example, Noisy African vuvuzelas Made in China, www.deccanherald.com/contents/76633). Outside South Africa, the vuvuzelas were sold online by Amazon, eBay and taobao of China, but no African online e-commerce service providers.

As I started to reflect of this story, I thought that the vuvuzela is the perfect metaphor of the state of business in Africa. The story symbolizes the management and business development challenges we face as we strive to advance Africa though management and business. If Africa can invent the vuvuzela, why can Africa not manufacture and market the vuvuzela? It would have been less painful if the vuvuzelas had been manufactured in Port Elizabeth or another South African city in a factory belonging to a Chinese or other foreign company. How much money, if at all, were the people of South Africa who invented the vuvuzela paid for their intellectual property (IP) rights? How many other vuvuzelas are there in the closets of Africa? What do we have to do to ensure that these vuvuzelas are not only made in Africa, but also that the African inventors' IP rights are properly protected and rewarded? It is also the case that Africa's clothing designs, including the beautiful and unique lady's dresses found in most African markets have been copied and reproduced in factories in Asia without due recognition to the African IP owners. The challenge for management is to make sure that Africa's traders, artisans and market women are transformed into manufacturers, exporters and gainful members of the global supply and value chains. This requires not only development of knowledge, skills and competencies, but perhaps more important, fundamental changes in attitudes, global mindsets and thought processes. While outsiders can help, the initiative and impetus must come from within. For a more promising account, see *The Economist* (2011, p. 74).

Some thoughts for building Africa's business schools

I have made three related observations. First, management knowledge is critical for Africa's development and transformation. Second, business/management schools provide the most promising institutional infrastructure for advancing Africa through management. Third, most African business schools need building, rebuilding and strengthening in order to be able to fulfill their academic, professional and social responsibilities and be able to proactively deal with current and emerging African realities. Now, I would like to share my thoughts as to what we need to do in order to build or rebuild effective, responsible and responsive business schools in Africa. "Some thoughts for building Africa's business schools" provides the key aspects of my thoughts.

My first thought is that African business schools need to be inclusive and avoid the dangers of becoming servants of power. They should practice diversity in all forms that are locally relevant such as gender, religion, and socio-economic status. In terms of disciplines, they should include all branches of administration, including public administration and development management because of the pervasive nature of the public sector in Africa's economy and society. Inclusiveness and excellency are not mutually exclusive.

A strong and responsive business school must be inextricably linked with its immediate community, especially but not limited to the various local business communities. To be academically credible, a business school must work very closely with other academic units as well as the leadership and top administration of the university. It must do this while at the same time making it clear to the rest of the university that it has professional responsibilities outside the university, both within the country and outside. Balancing the often competing and conflicting requirements from within the university and outside constituencies is by far the most management challenge business schools face. This is more so for those African business schools without the academic clout inside the university or the professional impact outside the university. There is a tendency for African institutions to seek foreign strategic alliances while still in their infancy. This model of institutional growth is particularly encouraged by donors on the expectations that the foreign partnerships help build capacities and enhance image or reputation. It is my considered view that new African institutions need to develop local roots before they can benefit from foreign strategic alliances. We need to remind ourselves that schools like Harvard Business School did not go abroad in order to become famous, they were attractive to outside partners because they had developed deep and reputable relations with various constituencies within the USA.

We know that structure follows strategy. As African business schools begin to develop their strategic plans, they need to think very carefully about strategic choices related to design and structuring. In particular, they should avoid the temptation for premature or overspecialization. Rather, I think it makes sense, especially in the initial phases of development to experiment with flexible structures, grouping together related disciplines within the school. For example, I would put together all behavioural and social science disciplines (organization behavior/theory, human resources, marketing, strategy/policy, ethics), all financial/accounting disciplines together (accounting, finance, banking, actuarial science, performance management), and all quantitative disciplines together (business statistics, operations management, management information system). International business and sector specific specializations are hard to place, especially in a small school where they cannot form a separate grouping. It makes sense to group them with one of the groups above, depending on the basic discipline of the key participants. For example, international business could be placed in the finance/accounting group or in the behavioural and social sciences. Tourism studies can be grouped with marketing. Another important design decision is how to link the disciplines within the business school with others outside the school. I think the choice here should be dictated by careful analysis of the nature and requirements of the local business communities and constituencies. For example, if the local economy is dominated by mining and similar extractive industries, the business school should develop close academic and professional

relationships with those involved in engineering and technology. If the local economy is dominated by agriculture, forestry, fisheries or wildlife activities, I would strategically align the business school with those involved in life sciences. Finally, if the local economy is dominated by hi-technology start-up businesses, it would make sense to establish strategic alliances with those involved in CIT.

My other thoughts have to do with the appropriate unit of intervention for building capacities for business schools. Investments should be directed at strengthening the school as a whole rather than individuals. For example, rather than sending one staff member to take a course abroad, I would organize a group of staff members to take the course together, preferably at home. It is also important to make investments to improve services and overall academic and professional experiences for the students, especially the undergraduate students. I believe that a solid four-year undergraduate commerce degree is the best human capital investment African business schools can make in terms of creating a critical mass of well educated, specialized, ethical and committed young management professionals. This is particularly the case if the student experience includes direct contacts with the relevant professions in the local business communities (e.g. field study tours, work studies, co-op education, executives in residence, etc.). While the MBA degree helps middle level managers to become upwardly mobile, and while it helps to enhance the image and reputation of the school, it does not have the same power of socialization as the four-year undergraduate degree. I also encourage African business schools to experiment with different approaches to university education such as the use of “clinical professors”, executives in residence to bring professional experiences to faculty and students. The history of African integration has been anything but stellar. African business schools can serve as institutions of regional integration by developing continent-wide student/faculty exchange programmes that expose them to economies, societies, cultures and business practices beyond their native countries. Language and cross-cultural education and training must include Africa’s major regional languages and cultural groups.

Early in my career, I spoke against the dangers of extractive research or professional work for African individuals, organizations and institutions. I defined extractive research as research undertaken in one organization of country for the sole benefits of individuals or institutions in another country. The process usually involves foreign researchers using locally untested or validated foreign conceptual models or diagnostic tools, gaining entry into a local organization, extracting data and information from the focal organization and its members, returning home, and using the data to advance own academic or professional interests with little or no regard for the needs and interests of the people or organization (s) from whom the data were extracted (Kiggundu, 1989, p. 22). Just as happened first in Japan, then the Asian Tigers and now in China, experience shows that as the local economy grows and becomes more diversified and integrated with the global economy, this is followed by correspondingly growing interest in local management practices both for academic research and professional management development. I expect this will happen to Africa as well. As the African economies grow, diversify and become more inextricably linked with the global economies of the East and West, interest in African management will grow, followed by more management research, education and professional development. Institutional custodians of African management like AFAM and the

emerging African business schools must be aware and guard against extractive research, education and other forms of professional exploitation.

Finally, in “some thoughts for building Africa’s business schools”, I recommend that the emerging African business schools should go slow on accreditation. This may sound contrary to the drive for excellence and world class recognition, image and prestige, which international accreditation restores on business schools. Indeed, the better rated African schools in counties like South Africa, Tunisia and Egypt are accredited or in the process of being accredited by one of the leading accrediting bodies (e.g. AACSB; NIBS; ACBSP), and ideally one would hope that other emerging African business schools will eventually follow suite. In the short and medium term, however, it is prudent for these schools to exercise caution and go slow on accreditation. As any business school dean who has gone through it will ascertain, the process of applying for, documenting, receiving accrediting delegations, attending accrediting conferences, meeting and sustaining academic and professional standards, demonstrating and assessing learning objectives, as well as the overall administration of the accrediting process and maintaining the accreditation status require resources [...] academic, administrative, financial, etc. which most African business schools in their infancy do not have or cannot afford. In the early development phases, these schools can better use available resources by making institutionally sustainable investments in the school (e.g. curriculum and faculty development, student support and professional development, leadership and administration), student and alumni services (e.g. professional development, careers services), and building strategic alliances with local business communities, and institutions. Indeed, these are some of the requirements for accreditation, but they are easier to undertake and sustain without the external pressures of a time bounded accrediting process. Accreditation is good to do but only when the school is institutionally locally grounded, strong and ready.

Some thoughts for building Africa’s business schools

- Be inclusive: disciplines, socio-economic groups, gender, nationalities, faith, etc.
- Develop local roots first; then global alliances.
- Avoid premature specializations: vertical; horizontal.
- Invest in the school; not only individuals.
- Focus on the students: undergraduates; graduates; postdoctoral.
- Be entrepreneurial, innovative, use clinical professors.
- Build only value adding partnerships: inside and outside.
- Take a continent-wide approach.
- Discourage extractive research or professional work.
- Go slow on foreign accreditation.

Looking out: challenges ahead

It is often said that Africa’s potentials are only exceeded by its challenges. Indeed, the literature on African development is full of doom and gloom, with success stories far in between. Here, we look at some of Africa’s contemporary development challenges with the view of identifying areas where AFAM and its members can make significant contributions to finding effective and sustaining solutions to the

underlying problems. After all, management is essentially about the effective use of resources to improve the human condition. Other emerging economies have been successful in developing and experimenting with locally appropriate management models for their development.

Table III lists ten clusters of development challenges facing Africa and AFAM as an emerging leading management organization for advancing the continent and its people. Due to space limitations, only a few of these challenges are discussed in some details. In 1980, Hofstede published a paper titled: "Leadership and motivation: do American theories apply?". Today, as we seek to advance Africa through management, it is apt to ask if Western or Eastern management theories apply to Africa. This is both an epistemological and empirical question, but it is one that must be urgently addressed before we can confidently advance Africa through management. Indeed, we need a definitive statement pertaining to the philosophy of African management. This is particularly urgent because of the emerging power and ideological shift from West to East. For example, the theme of the AOM's 2011 Annual Meetings was "West Meets East: Enlightening, Balancing, Transcending" (<http://annualmeeting.aomonline.org/2011/>). The theme is quite timely because, as Ming Jer Chen and R. Duane Ireland, the Program Chairs observed, "At a time of volatility and uncertainty, the world is looking for new ideas and alternative business models." They ask: "How can business leaders and scholars gain enlightenment from the contrasts we inevitably encounter in management"? This is reinforced by Chen and Miller (2010) and Gupta (2011) who advance the idea of borrowing the best from West and East, avoiding extremes from both and building ambicultural approaches to management.

1. African management	Do Western/Eastern models/theories apply? What does "Africa" really mean?
2. Proving that management matters	Africa and African's bottom millions (BOP)
3. Building the African management institutional architecture	Beyond business schools
4. Managing globalization	Building mutually beneficial alliances: local, regional, global
5. Managing for effective regional integration	Producing across borders
6. Transforming the African indigenous enterprises	Innovation, productivity, scaling up, diversification, specialization, competitiveness, value and wealth creation and preservation, employment and sustainability
7. Managing the African state and society	State capitalism and private socialism, public/ social services delivery, population, urbanization and rural development, macroeconomic management, democratic development, security and human rights, poverty, inequality and social justice, climate change and environmental management
8. Managing China, other emerging powers, and the emerging West-East shifts	Enhancing Africa's position in the dynamic global governance architecture
9. African governance and society	Leadership, social harmony, civility, values, ethics, etc.
10. AFAM: from splint to marathon	Mobilizing for staying power

Table III.
Challenges ahead:
can AFAM help?

While all this is welcome development, it is not clear how Africa fits or benefits from the “West Meets East” approach to management scholarship and development. Africa is neither West nor East. The danger is that the more we focus on the opposites of West and East, the less attention we pay to African management, and the more likely we may further marginalize Africa. What does ambicultural management mean for African management? As President Nyerere used to say, when the elephants fight, the grass suffers; just as when they make love! Related to this is the fundamental question of what we mean by “Africa”. There are those who define Africa narrowly in terms of geography (e.g. sub-Saharan Africa). I think we should define Africa broadly to include all those with similar historical experiences and shared identities. Africa is characterized by multiple fault lines, and AFAM and its members should embrace them all.

Managing globalization to benefit all Africans

I have discussed the challenges of proving to Africans that management matters and is a critical part of their future as they seek their rightful place in the global economy and global society. About ten years ago, I wrote a book in which I reminded Africans that globalization is here to stay and that it must be managed. Those with the capacity to manage globalization will cope and even thrive; those without, or those who isolate themselves will suffer from, marginalization and be permanently handicapped (Kiggundu, 2002). To date, there is a growing sense that on the whole, Africa lacks the necessary competitive institutional capacity and collective competencies to manage globalization in all its dimensions for the benefit of all Africans (Kiggundu, 2002). In terms of regional cooperation, Africa needs to move from only economic integration to the more microeconomic enterprise level business integration and learn to competitively produce across borders before it can effectively trade across borders. As well, existing indigenous capacities are not effectively applied for the effective and equitable management of globalization for Africans. Consequently, Africa and the majority of Africans remain marginalized and economically and socially less globally integrated with the rest of the world. This is not in the long term interests of Africa or the rest of the world. Therefore, business schools and other components of management institutional architecture must double their efforts to develop capacities, competencies and change mindsets for the effective management of globalization for the benefit of all Africans. We must develop and implement strategies for enhancing Africa’s position in the emerging global governance architecture by strengthening governance, improving productivity, and building strong communities in all countries. We must endeavour to make the world “flat” for all Africans no matter where they live, work or play. I dream of the time when Africa will be in position to mobilize its assets and resources together to collectively disrupt the global supply chain, or parts therefore to the advantage of all our people.

The world is not only globalizing, but also undergoing multiple transformations and possible power shifts from the West to the East and to the South. Managing these multiple transformations to the benefit of all Africans requires knowledge, capacities, competencies and determination not readily available in most of Africa’s public services. For example, challenging as it may be, it is no longer enough to just negotiate mutually gainful alliances with China and other emerging powers. Rather, Africa must develop institutional capacities and competencies to redefine and enhance its position

in emerging new world order involving complex negotiations of West-East institutional realignments. As I have said before, African business schools can no longer afford to produce graduates who cannot say *ni hau*, (language) who do not understand *guanxi* (culture), or who cannot integrate the *yin and yang* in their professional practices (philosophy, cross-cultural management). Well established business schools can bring together “under one roof” all relevant international and global studies (e.g. international business, management, finance, languages, trade, etc.) relevant for Africa.

Other challenges listed in Table III are connected to the capacity for the effective management of globalization because countries [...] governments, economies, societies [...] must be strong at home in order to be effective regionally and globally. Transforming the African enterprise (private) sector creates the economic institutional foundations for wealth and employment creation, economic growth, and the potentials for effective and gainful integration with the global supply chain and economy. Countries must learn to manage production systems across borders before they can effectively trade across borders. Improvements in managing the African state [...] leadership, governance, public services, anti-poverty and progressive social change, building strong, effective and caring communities endowed with social capital, etc. contribute to domestic and global harmony, legitimacy and competitiveness. Africa’s highways, railways and waterways must be transformed into conveyor belts connecting productive value chains within and across borders. Managing for the local, the regional and the global are inextricably linked and the required capacities, competencies, skills, values and mindsets must be developed together.

AFAM: from splint to marathon

My last remarks are directed at AFAM: its leadership, members and supporters. This is a historical moment in the evolution of African management. As we celebrate the founding of AFAM, we must also look out and look ahead, and like the world class African marathon runners, we must not sacrifice long-term gains for quick wins. AFAM’s success and overall impact on Africa, Africans and African management will be measured not in years but decades. Accordingly, the first strategic challenge for AFAM is how to organize, plan, resource and lead for the long run while also meeting current and often urgent management needs that various African constituencies face. Of course, AFAM must make strategic choices and set priorities, and undoubtedly, enhancing management scholarship, research, education and development must be its top priorities. As well, forming strategic alliances with like-minded organizations like the AOM; multinational operating in Africa, donors, and progressive African business schools, institutes and associations is a top priority. AFAM cannot and should not do it alone, but it is expected to provide leadership and guidance, with the help of targeted strategic alliances at home and abroad. Fortunately, there is a small but growing and very committed cohort of young African management scholars and practitioners who, with proper training, mentoring, guidance and incentives, can and will make significant contributions to the advancement of Africa through management. Indeed, one of the biggest assets that AFAM has is the tremendous amount of goodwill from established like-minded individuals, organizations and corporations in Africa and elsewhere.

Let me leave you with a few words of caution. One of the daunting challenges for an organization like AFAM is how to be relevant, given the diversity of African management needs and realities, from, for example, South Africa to Southern Sudan. Recall my earlier calls for inclusiveness. Connected to this is the question of how to structure AFAM as an organization in response to the demands of its task environment. I think it is wrong for AFAM to model its structure along the lines of the AOM (see web sites www.aomonline.org and www.africaacademyofmanagement.org). This is because AOM operates in a very different task environment than AFAM. Specifically, AOM, with deep historical roots in the USA, has the advantage of operating in an environment within the context of a rich and highly developed institutional architecture (e.g. business schools, corporations, private institutions, government services, faith-based institutions) with highly educated and endowed members, support systems and traditions. These attributes cannot be assumed or taken for granted for AFAM operating in Africa's contemporary institutional and societal environment and culture. The question that needs serious thought is what are the strategic and structural implications for AFAM operating in a task environment where such institutional arrangements do not exist, and where institutional voids characterize Africa's management task environment?

In one of my earlier publications (Kiggundu, 1989, chapter, especially Figures 1.2, p.20; Figure 1.3, p.25), I reflected on these questions. I argued then, and still believe that for developing and emerging economies like Africa, rather than organizing management according to professional divisions and interest groups (e.g. organization behavior, organization and management theory, research methods) it may be more relevant to organize by topics (e.g. performance management, foreign aid management); sectors (e.g. agriculture, social services, transport), geographical groupings (e.g. North Africa, post-conflict states, fragile states, oil/resource rich states, small land-locked economies) or combinations thereof. I was concerned about what I saw as too much differentiation and not enough integration. Calling for integration, I argued that the discipline would benefit by the amalgamation of the various subfields so that knowledge and experience can be shared, applied and tested for generalizations. This approach has the advantage of bringing together the rich management knowledge and practice from different sub-disciplines to solve some of Africa's complex and most challenging immediate and long-term problems.

Table IV lists AFAM's six structural arrangements by way of tracks and roundtables during the 2011 Inaugural Conference. They are very much in line with the way the AOM is structured (e.g. organizational behavior, human resource management). On its membership application form, AFAM lists 24 interest groups, which are almost identical to AOM's Division (see bottom of Table IV). A strategic alliance between AFAM and AOM is critical for advancing Africa through management. Moving forward, however, AFAM will need a business model different than AOM. The table also provides alternative approaches to structuring AFAM's work by topics or cross-cutting issues (e.g. performance management, urban-rural transformations, youth unemployment), sectors (e.g. agriculture-agro-business, energy/infrastructure), or country groupings (e.g. land or sea locked, fragile, oil-mineral rich, conflict/post-conflict). Going forward, AFAM and its members must reflect on this question, and make appropriate and flexible strategic choices. The organization must be structured to play a more developmental role.

AFAM roundtables/ tracks ^a as of 2011	Alternative options ^b Topics/issues	Alternative options Sectors	Alternative options Country Groupings
Organizational behavior	Decentralization	Agriculture and	SANE
Human resource management	Foreign aid management and effectiveness	agro-business	Land locked
General management	Innovation and technology	Transportation	North Africa
Strategy and international Management	transfer/adoption	Public sector	Oil/mineral rich
Entrepreneurship	Performance management	Mining/extractive industries	Highly indebted
	Institutional development	Social services	Small and Island
	Human development	Energy	Conflict/post- conflict
	Youth unemployment	Infrastructure	Aid dependent
	Poverty/inequality/social justice	Service industries	High sustained econ. growth
	Urban-rural transformations	Highly fragile	

Notes: ^aBased on the program of the AFAM Inaugural Conference, San Antonio, Texas, August 11, 2011; www.africaacademyofmanagement.org; ^bupdated from Kiggundu (1989, p. 20); note that in 1989, the Academy of Management had 16 professional divisions, three interest groups, and five US-based regional divisions (Kiggundu, 1989, p. 25); as of 2011, the Academy of Management had 25 divisions and interest groups; these are listed here for comparison: business policy and strategy, careers, conflict management, critical management studies, entrepreneurship, gender and diversity in organizations, health care management, human resources, international management, management consulting, management education and development, management history, management spirituality and religion, managerial and organizational cognition, operations management, organization and management theory, organization development and change, organizational behavior, organization communication and information systems, organizations and the natural environment, public and non-profit, research methods, strategizing as practice, social issues in management, technology and innovation management

Source: Academy of Management 2011 Annual Meeting, <http://annualmeeting.aomonline.org/2011/>

Table IV.
Strategic choices for
structuring AFAM

The theme of this conference is advancing Africa through management knowledge and research. Clearly, we are in this for the long-run. AFAM and its members are the change masters: the right people with the right stuff, at the right time and place, and for our people today and generations to come.

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