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1. LETTER FROM THE CHAIRPERSON

Esteemed Members of AABS and Dear Readers,

Let me start by wishing you all a very happy new year of 2009. May it be a flourishing year full of abundances to all Members of AABS. As we have just opened a new chapter of 2009, the year brings new opportunities and challenges to AABS Members.

In terms of opportunities, AABS anxiously look forward to having exciting activities. 2009 will start with the AABS Advisory Board being inaugurated, whereby we shall start to immensely benefit from the wisdom of the few selected friends who have kindly accepted to play a counselling role to our otherwise very young Association. Some of the inspiring activities that are planned for the year 2009, in addition to the inauguration of the Advisory Board and holding a strategy retreat for Governing Board and other selected Members in Lagos in February, are the Deans and Directors visit to India, China and Singapore in March, the Members Meeting in Senegal in May, the TPM 5 in Ghana in July and the second AABS case competition, just to mention a few.

Under the strategy retreat, which Michael Hay has kindly agreed to lead in February, the Governing Board and the Advisory Board Members will spend time looking at how best to strategically position AABS for it to take advantage of the opportunities ahead of it and make best use of the human and other resources so as to place the African Business Schools to best serve the economies of the African continent.

As AABS starts the year, we have adequate financial resources to just carry us through the year, thanks for the generous grant from the IFC that has made this possible. The challenge is how to raise additional funds that will sustain the Association through year 2010 and beyond.

A more fundamental challenge that AABS needs to address more critically is how we shall improve African Business Schools for them to be able to deliver high quality management education that will produce high quality graduates, who will be better positioned to address the economic problems facing Africa.

It is my strong belief that AABS is more well grounded now than ever. The Association is gaining more recognition in the continent and abroad. We shall continue to have AABS represented at international forums like the EFMD and AABS will definitely benefit from the recent appointment of the AABS Chair to the Governing Board of the Global Foundation of Management Education (GFME) which is a joint venture of the two leading and most recognized global management education associations, i.e. EFMD and AACSB International (a network which includes more than 1400 business schools worldwide).

Once again I wish you all the best of 2009.
Erasmus S. Kaijage,
Chairman of AABS

2. AABS DEANS AND DIRECTORS STUDY VISIT 2009

As part of the AABS initiatives for 2009 AABS is developing a study visit to Business Schools in India, Singapore and China.

The purpose of the trip is to expose Directors and Deans of African Business Schools to best practice among Business Schools in India, Singapore and China, to gain insight from senior Business School Management and to work together with fellow colleagues on identifying how best to develop African Business Schools. The trip will visit leading Business Schools in India, Singapore and China which we are hoping will include: ISB (Indian School of Business), IIMA (Indian Institute of Management Ahmedabad), INSEAD Singapore, Singapore Management Institute, CEIBS (China Europe International Business School) and Jiatong University.

After seeing the benefits to AABS Member Schools of the AABS Deans trip to the UK, USA and Europe in 2007 and the AABS MBA Directors study visit to UK and Europe in 2008, AABS is certain that we have much to learn from the success of Business Schools in the East in 2009.

Dates:

Tuesday 3 March 2009 starting in Ahmedabad, India until Thursday 12 March 2009 and ending in Shanghai, China.

For more information please contact Sarah Tinsley, AABS Programme Manager on 27 82 3745535 or sarah.tinsley@vodamail.co.za

3. AABS MEMBERS MEETING 2009

The Association of African Business Schools Board Meeting, Annual Members Meeting, Workshop and Business Leaders Dinner will be taking place in Dakar Senegal. The events will take place from Wednesday 13th May 2009 to Saturday 16th May 2009. The Meetings and events will take place at IAM and ISM Business Schools in Dakar Senegal.

The Programme for the events is as follows:

- Wednesday 13 May 2009: AABS Board Meeting
- Thursday 14 May 2009: AABS Members Meeting and AABS Advisory Board Dinner
- Friday 15 May 2009: AABS Members Workshop and AABS Members, Business Leaders and Government Dinner and Presentation on "The role of Management Education in the Economic Prospects of Senegal and Africa"
- Saturday 16 May 2009: Working breakfast and sightseeing

Registrations for the Meetings will open on the 1st February 2009 at www.aabschools.com

4. AABS CASE COMPETITION 2009

Entries opened for the Second AABS Case Competition on the 1st December 2008 and close on the 12 March 2009. Submitted case studies should be suitable for use in management education and should be related to managerial issues faced by organisations and individuals.

A. Applicants

- Applicants need to be employed by AABS Member Schools.
- Case entries may have more than one author, and each applicant may submit one case only.
- Cases need to be submitted in English.

B. Prizes & Incentives

- The first prize will be \$1 500; Second Prize: \$1 000 and Third Prize: \$500.
- Winners will be invited to present their case at the AABS Members Meeting in Senegal in May 2009.
- The winning cases will be distributed by the ECCH.
- Details of the winning cases will be published on the Association of African Business Schools website www.aabschools.com and the European Case Clearing House (ECCH) website www.ecch.com

C. Evaluation criteria

Particular attention will be paid to:

- Concept and content - the topic relevance and its ability to create a learning experience.
- Teaching note – the analytical substance and usefulness of the teaching note.
- Form - the style of writing, quality of presentation and clarity of data.

D. Submission of entries

The following materials must also be submitted for each case entered:

- A completed case registration form on the AABS website
- A comprehensive teaching note (max. 10 pages)
- The case study and teaching note should be submitted via email only to info@aabschools.com by Thursday 12 March 2009

For enquiries or further information please contact Sarah Tinsley, AABS Programme Manager, 082 3745535 sarah.tinsley@vodamail.co.za

5. TEACHING THE PRACTICE OF MANAGEMENT 2009

Teaching the Practice of Management 5: A Workshop for African Faculty will take place at GIMPA, Accra, Ghana scheduled from 8 – 14 July 2009. This will be the fifth Africa-wide workshop to be held focusing on “practice-based” teaching methods for African management and business school faculty. The term “practice-based” encompasses discussion, participant-centered and case teaching methods which enable students to develop judgment and problem-solving skills in the classroom. Students wrestle with management issues and decisions through the use of case studies and class discussions.

The Workshop addresses the changing needs of teachers of Management for Africa’s new generation of business and community leaders. It provides a dynamic platform for faculty from Business Schools in Africa to explore practice-based learning in an intensive and interactive environment. Content has been specifically designed by faculty from the Gordon Institute of Business Science (GIBS) and Lagos Business School (LBS) together with leading international business schools.

We are confident that this programme will provide an excellent opportunity for faculty to be exposed to best practices for teaching and learning in the field of Management. We aim to build a strong and long-standing network of African faculty who are committed to supporting each other in building discussion and practice-based teaching skills.

Application forms will open online at www.aabschools.com from the 15 February 2009.

6. DATES FOR 2009

DATES:	WHAT:	VENUE:
01/12/08 – 12/03/09	AABS Case study Competition has opened for entries and closes on the 12 March 2009	
09/02 – 10/02/09	AABS Board Meeting and Strategy Retreat	Lagos Business School, Nigeria
03/03 – 12/03/09	AABS Deans trip to Asia	India, Singapore and China
13/05 -16/05/09	AABS Members Meeting	IAM and ISM, Dakar, Senegal
08/07 -14/07/09	AABS Teaching the Practice of Management 5	GIMPA, Ghana

7. INTERNATIONAL FACULTY PROGRAMME IESE, BARCELONA 2009

Is having a Ph.D. degree enough to become a good business school professor? After years of preparation and research, many Ph.D. candidates share their knowledge and specialization by teaching at university level. But turning a Ph.D. holder into a business school professor is seldom a seamless transition, since few graduate programs adequately prepare their doctoral candidates with the necessary skills that are vital to successful careers in education. To address this situation, since 1992 IESE Business School has offered a unique program designed to advance the career development of young business and management faculty members: the International Faculty Program (IFP).

IESE’s Barcelona campus is the backdrop for the 4-week residential program, which is divided into general sessions and individual coaching. In addition to stressing key issues common to all academic institutions, the program allows participants to meet one-on-one with world-renowned IESE faculty members. The IFP is based on three main pillars:

- **Quality Communication in the Classroom**

Equips participants with the necessary knowledge to deliver in the classroom, design courses and develop case studies, indispensable tools for fostering effective classroom communication.

- **Institutional Management**

Provides a 360-degree view of the academic institution they serve while taking into consideration the concerns and objectives of the dean, academic directors, department heads and program directors.

- **Personal Career Planning**

Offers the chance to reflect upon career development and deliberate issues such as research horizons, life cycle, consulting and institutional support.

● PROGRAM STRUCTURE

The IFP imparts the most up-to-date teaching techniques while placing particular emphasis on the case study method. The program also stresses case writing, course design, persuasive communication and dynamic teaching methods. A module specifically dedicated to research is also available. The program's practical focus allows participants to immediately put to use the skills acquired during sessions and receive individual feedback. The workload is spread over four residential weeks on IESE's Barcelona campus, and two non-residential preparation weeks prior to the program. In addition to "turning Ph.D. holders into business school professors", the IFP provides an excellent springboard for networking and the basis for a long-lasting relationship between IESE and program participants, as well as their sponsoring institutions.

"If I could quantify the amount of experience I gained by attending the International Faculty Program during June 2008, I would say that it would have taken me 10 years under normal circumstances to gain the same insights."

Jaco Volschenk, University of Stellenbosch, South Africa

HOW TO APPLY:

For further information about the IFP, please visit www.iese.edu/ifp or contact: Izabela Kordecka - International Faculty Program ifdpinfo@iese.edu

● TWO FULL SCHOLARSHIPS

AABS is delighted to announce that IESE Barcelona is offering AABS members two full scholarships to participate in the IFP at IESE Barcelona in 2009. On submission of your application please mention that you are applying for the IESE/AABS scholarship. For further information contact ifdpinfo@iese.edu by 31 January 2009

8. 4TH ANNUAL GBSN CONFERENCE: JUNE 8-9, 2009

The Global Business School Network is pleased to announce that the 2009 GBSN conference will be held June 8-9 at the Graduate School of Business of the University of Cape Town in Cape Town, South Africa. The Meeting will take place before the Africa Summit of the World Economic Forum, also to be held in Cape Town on June 10-12.

This Meeting will build on the momentum from the 2008 3rd Annual GBSN Conference, the first to be held in Africa. Over 160 participants, including regional CEOs, NGOs and business faculty from Africa, Asia, Europe and the US, joined us last July at the 3rd annual conference, hosted at the United States International University campus in Nairobi, Kenya.

Please contact Nora Brown, Chief Operating Officer at GBSN, (nbrown@gsbnonline.org) if you have any questions or are interested in participating.

9. A "COACHING" TREATISE – CLIVE KNOBBS

Clive Knobbs has had vast experience in many different senior aspects of business and consulting including being Chairman of Gold Division of Rand Mines and Barplats Ltd, Director of Barlow Rand Ltd, PPC and the World Gold Council in Geneva and President for two terms of the Chamber of Mines South Africa.

Clive specialises in executive mentoring and coaching at a strategic management level. He has a particular interest in Management Education and offered to share some of his insights into the role of coaching in developing leadership. This is the article he submitted. He can be contacted on 27 82 800 1065 or on cliveknobbs@netactive.co.za.

Coaching - in the guise of business, executive or leadership coaching - has been characterised by exponential growth in the last decade or so. It has become to signify the paragon of interventions for improving performance of senior managers/executives

in the workplace. So much so that it is not uncommon for executives to change their coach from year to year or indeed from situation to situation.

What is coaching really all about? What are the benefits and who can benefit? How effective is it? How do you measure effectiveness? How do you choose a coach? Can business Schools take advantage of coaching?

Coaching usually implies one-on-one or small group exercises. It is tailor-made for the individual or the issues of the group. 'Formal' sessions of an hour or two at a time take place on a monthly or fortnightly basis. But the coach makes himself/herself available on an unlimited time basis via telephone, e-mail or fax. Ad hoc meetings to discuss crises, emergencies or other urgent matters can be arranged. Typically, the client pays for a contracted period of six to twelve months. This is usually an all-inclusive rate and may include a 360 degree assessment by colleagues.

The coaching environment must guarantee confidentiality. This enables the person being coached (the client) to feel comfortable with being unashamedly frank and transparent in the conversations. It is a safe 'learning' environment, a place to experiment and make mistakes if necessary.

By means of trenchant questions, probing and challenging assertions and assumptions the coach helps the client to better understand the issues being discussed and devise alternative solutions where necessary. The coach thinks with but not for the client. Tutoring and encouraging action on occasions must form a part of the coach's repertoire of skills. The coach often acts as a sounding board and a 'mirror' for the client.

The above approach evinces a strong bond but not a crutch, between coach and client. It makes for better understanding and resolution of 'hard' issues, such as strategy, execution, problem solving, operations, finance, and the like. Equally the 'soft' issues of communications, interpersonal relations, joy, sorrow, fears, hopes and anxieties get a good airing. Effective coaching talks to the head, heart and soul.

'You can't make a silk purse out of a sow's ear' but certainly in my experience coaching has benefited many individuals. They have been committed people with considerable potential to go further. Coaching is a two-way process and the quality of the conversation between coach and client, which after all is the nub of the exercise, determines the value of the meeting. Dramatic changes in the client's behaviour and approach to issues is possible but even moderate shifts can effect a disproportionate improvement in performance. Where clients regard coaching as *infra dig* and/or they believe that they already 'know it all', but are participating at the behest of their boss, it is a waste of time and money.

Measuring the effectiveness of the coaching can be a difficult matter. It is important to establish targets or goals at the outset. The more these goals can be quantified the better but some qualitative criteria may have to suffice. Continual reference to these goals and their milestones keeps the process on track.

Coaching is usually employed as a customised programme to enhance/'tweak' a senior person's performance, one which is already impressive. Or it can be implemented for 'on-boarding' situations and fast-tracking. As a remedial exercise to rectify an individual's poor performance it is not recommended.

The choice of coach is of cardinal importance. Without good 'chemistry' there can be no relationship; without the relationship there will not be transparency and trust, vital ingredients of the process. Many so-called accreditation agencies have mushroomed in the last few years to regulate the large influx of 'coaches' many of whom are dilettantes at best and charlatans at worst. The agencies purport to sort the 'wheat from the chaff' but some of them are of questionable pedigree. Short coaching courses are offered by a number of entities. Clearly some have better credentials than others but you can't teach wisdom, soft-skills, empathy, and the like,

in a few days. It seems to me that a solid business background and a good grasp of, and recognised qualification in, applied psychology or psychodynamics is the ideal combination. And a verifiable track record of success as a coach is the ultimate acid test. *Caveat emptor!*

Can Business Schools make use of coaching techniques? Change is a constant and nowhere is this more evident than in the business world. We are more global, technology dependent and less hierarchical in many organisations. Knowledge based industries are replacing older more basic industries. And the pace of change is quickening. We only have to think about the deterioration in world economic circumstances of late, and the broader implications of the remedies being implemented or considered, to appreciate the rapidity of change.

Business Schools (and other university faculties such as Engineering) are skilled at 'know-what' - teaching disciplinary and functional knowledge. But they fall down on 'know-how', how to think beyond information and to be more self aware as 'leaders'. Recent research in the USA highlighted that the 'know-how' is more valued in the business world. Experiential learning and leadership development needs more emphasis but how can this be achieved? It can't be taught in a class-room. The research went on to emphasise the need for 'soft skills' such as self awareness and empathy (so important in change management). Communication skills were sadly lacking among MBA students in general. The importance of 'doing' rather than 'knowing' was highlighted by the research. Such soft-skills development by its very nature involves labour/ staff intensive small groups and even one-on-one sessions. There would appear to be an insufficient number of staff suitably trained or experienced to participate in 'high-touch' type of teaching. This is an area where skilled non-faculty practitioners, i.e. part-timers, could be introduced to handle the 'coaching' of small groups of students in the soft skills. As Laura Tyson, a former Dean of the London Business School, said, "Business Schools need a blend of academic excellence and practical insights".

Apart from employing 'part-timers' what about developing senior members of the teaching staff at Business Schools to become adept at using coaching techniques? They may not have the experience but they could learn to apply the techniques and become reasonably good coaches. Certainly shortage of faculty members and time constraints are issues to contend with but this is surely an idea worth investigating.

In this short treatise I have outlined a number of aspects to consider when using a coach for one-on-one or small group exercises. Be clear and realistic on what you want to achieve and don't expect a quick fix. The selection of the coach is of paramount importance. Business Schools need to consider how they might introduce 'part-timers' as coaches and develop their own staff to become coaches, all with the intention of injecting more 'practical' or 'real world' experiences into a predominantly academic curriculum.

Clive Knobbs
December, 2008

10. FEEDBACK AND COMMENTS

We welcome feedback and comments on the AABS newsletter as well as Member news, conferences/ events relating to Management in Africa and articles regarding management education in Africa to be included for the AABS newsletter.

Please send enquires to Sarah Tinsley, AABS Programme Manager on sarah.tinsley@vodamail.co.za

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