



Graduate School
of **BUSINESS**
UNIVERSITY OF CAPE TOWN

EMBA
Global Network Week
(Provisional)

EMBA GNW | 2021



POLITICAL ECONOMY OF DOING BUSINESS IN AFRICA

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1. Course Introduction

Africa is becoming an increasingly important region on the global stage. It is the youngest continent in the world—with a median age of less than 20—and home to some of the fastest-growing economies on the planet. It is the source of many of the raw materials on which the modern economy depends, and its vast areas of arable land hold enormous opportunities for increased productivity. In the coming decades, African consumers are likely to become an increasingly important global force—and an ever-larger proportion of the world's working-age population will be African.

Yet the continent also faces some of the most serious challenges in the world. It has a massive infrastructural gap, immense and rapidly-growing cities, a crisis of youth unemployment and growing inequality, persistent political challenges and significant macroeconomic volatility. It is likely to bear many of the most serious effects of climate change, even though it has the lowest per capita carbon emissions of any region.

Against this backdrop, firms and business leaders have unparalleled opportunities to create new products for rapidly-developing markets, generate employment and drive economic growth, and develop technological solutions that can 'leapfrog' approaches in other regions. Moreover, because understanding and thriving in African markets requires tremendous agility and insight, the skills that executives hone in Africa are broadly applicable in an increasingly volatile and uncertain global economy.

This course is designed to introduce EMBA students to some of the risks and opportunities currently facing business leaders and policymakers in sub-Saharan Africa (SSA), as well as to provide concepts that will continue to be useful to anyone doing business on the continent in the future. We will explore the two largest economies in SSA—Nigeria and South Africa—as well as several other countries. Although each country on the continent has a unique business environment, we will use this sample to begin to develop skills and identify patterns that will be useful to anyone looking to do business almost anywhere in Africa (and beyond).

The course is suitable for any students who are interested in Africa, including those with experience on the continent as well as those looking for an introduction to it. Although the course will assume some existing knowledge of macroeconomics, it will provide brief reviews of key economic concepts with a focus on application. It will also provide a short introduction to key issues of political economy.



2. Intended Learning Outcomes

During this course students will develop a deeper understanding of how politics and economics shape the business environment in African (and other) countries. They will review basic macroeconomics (including the determinants of economic growth, monetary and fiscal policy, exchange rates, and the balance of payments) in a highly applied manner, with a view to understanding how economic issues affect politics—and vice versa.

Throughout the course students will see examples of real businesses and how they have managed both risks and opportunities in these settings. These cases are designed to provide real examples of how firms have successfully (and, sometimes, less successfully) navigated the uncertainties and challenges of these environments. Throughout these case discussions students will have a chance to practice identifying and understanding the interests of various stakeholder groups, as well as to explore how historical events—including colonial history, the Cold War, and recent conflicts—continue to affect the modern business environment.

3. Assessments

| Assessment Component | Group or Individual (G or I) | Weighting (%) | Date/Deadline |
|-------------------------------------|------------------------------|---------------|--------------------|
| Group Presentation | G | 30% | 18 June (in class) |
| Class participation self-assessment | I | 25% | 18 June (23h59) |
| Final Essay | I | 45% | 25 June (23h59) |

*In order to be graded, students must attend all sessions and submit required assignments

| GSB Grading Scale | ECTS Scale | Definition |
|-------------------|------------|---|
| >75% | A | EXCELLENT - outstanding performance with only minor errors |
| 70-74% | B | VERY GOOD - above the average standard but with some errors |
| 60-69% | C | GOOD - generally sound work with a number of notable errors |
| 50-59% | D | SATISFACTORY - fair but with significant shortcomings |
| 40-49% | E | FAIL |

Details of the assessments

Group Presentation:

For these presentations each group will choose a different African country and present information about the business and economic environment in that country using concepts and sources drawn from class discussions.



The goal is to practice finding, interpreting, synthesizing, and presenting these high-level data, as well as to allow the class to learn about a number of African countries from the different presentations.

Class participation

The purpose is to reflect concisely on your participation in class activities, discussions and group work.

RUBRIC: Self-assessment of participation in class activities, discussions and group work

| | Does not meet expectations | Meets expectations | Exceeds expectations |
|--|----------------------------|--------------------|----------------------|
| | 0-1 | 2-3 | 4-5 |
| I completed <i>all</i> pre-assigned work. | | | |
| I always participated in class discussions (without dominating/being disruptive). | | | |
| I actively contributed to group discussions. | | | |
| I contributed meaningfully to the class activities. | | | |
| I engaged with other students' ideas. | | | |
| I ensured peers came to a solid understanding of the material. | | | |
| My comments advanced the level and depth of discussion during class. | | | |
| I spent time thinking about the ideas expressed in the readings/class. | | | |
| I contributed significantly to the overall quality of the group activities and outcome. | | | |
| I incorporated references from literature and personal experience in most discussions/activities | | | |
| Column Total | | | |
| Total (out of 50) | | | |
| Please provide a rationale for the grade you have awarded yourself. (100-word limit) | | | |
| Feedback and final mark awarded: | | | |

Individual Assignment – Final Essay:

For this essay, please select a company—from any sector—that does a significant amount of its business in sub-Saharan Africa. Focusing on its activities in a single country on the continent, please write a case study that includes the following:

1. In your opinion, what is the single biggest risk or opportunity that the company faces? Why is it such a substantial risk or opportunity? What options does the company have?



2. Please include a brief synopsis of the business environment, paying particular attention to the ways in which it affects the company—and especially the risk or opportunity that you have identified.
3. In the conclusion of the case study, please explain what you think the company should do—and why—based on your high-level analysis of the company itself *and* the environment in which it is doing business.

The case should be between 1500 and 2000 words (Font Times New Roman size 12, Line Spacing 1.5). Referencing should follow the APA 7th edition and should include a bibliography. Tables and other data can be listed in an appendix and are not included in the word count.

4. Format of delivery

Classes will be held over Zoom. Students should be ready to participate and leave their videos on for the duration of the classes, as much as possible.

All times are listed in South African Standard Time (GMT + 2), with classes from 10am-4pm with breaks. Check time zones [here](#).

The required work of the course will be:

- 4 case discussions (with pre-readings);
- 4 lectures (with pre-readings)
- 3 guest speaker sessions
- 1 live “immersion” session

Optional engagements will include:

- Social hours
- Social engagements
- Asynchronous videos from around the continent



Schedule

| Date | Time | Topic | Pre work/Readings/Asynchronous |
|----------------------|--------------------|---|---|
| Monday 14 June | 09.15 – 09.55 | Welcome and Course Overview (Dr Catherine Duggan), Meet & Greet | |
| | 10.00 – 11.30 | Case Study 1: Nigeria: (Duggan) | Nigeria: Fates in the Balance (Case) |
| | <i>Break</i> | | |
| | 11.45 – 13.15 | Lecture 1: Economics review (Duggan) | |
| | <i>Lunch Break</i> | | |
| | 14.15-14.30 | <i>Social Engagement</i> | |
| | 14.30 – 16.00 | <i>Guest Speaker:</i> Transaction costs and infrastructure in Nigeria | |
| Tuesday 15 June | 10.00 – 11.30 | Lecture 2: FDI in South Africa (Sean Gossel) | |
| | <i>Break</i> | | |
| | 11.45 – 13.15 | Case Study 2: South Africa (Duggan) | South Africa: A Fractured Rainbow? (Case) |
| | <i>Lunch Break</i> | | |
| | 14.15-14.30 | <i>Social Engagement</i> | |
| | 14.30 – 16.00 | Cape Town “immersion” | |
| | 18.00 – 19.00 | Networking social/sundowners (optional) | |
| Wednesday 16 June | 10.00 – 11.30 | Case Study 3: Politics, Uncertainty, and Risk (Duggan) | Babban Gona: Growing Amidst Uncertainty in Rural Nigeria (Case) |
| | <i>Break</i> | | |
| | 11.45 – 13.15 | <i>Guest Speakers:</i> Agribusiness in Africa | |
| | <i>Lunch Break</i> | | |
| | 14.15-14.30 | <i>Social Engagement</i> | |
| | 14.30 – 16.00 | Case Study 4: Foreign Exchange, Politics, and Uncertainty (Duggan) | Sable Chemicals: Enhancing Growth in Zimbabwe (Case) |
| Thursday 17 June | 10.00 – 11.30 | Lecture 3: Supply Chains in Africa (Duggan) | The Democratic Republic of Congo: Organizing the Future (Case) |
| | <i>Break</i> | | |
| | 11.45 – 13.15 | <i>Guest Speaker:</i> Tech in Africa | |
| | <i>Lunch Break</i> | | |
| | 14.15-14.30 | <i>Social Engagement</i> | |
| | 14.30 – 16.00 | Lecture 4: Africa and the Global Economy | |
| Friday 18 June | 10.00 – 11.30 | Group presentations | |
| | 11.45-13.15 | Group presentations | |
| | <i>Lunch Break</i> | | |
| | 14.30-16.00 | Recap, reflections and closing (Duggan) | |

