

**BUSINESS 4617 International Business Environment Studies:
Service Learning in Africa**

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TARGET AUDIENCE

This course is designed for HBA students with an interest in developing a global mindset and a desire to make a strong social impact within a developing African country. It will also be of interest to individuals who look forward to a global leadership role that would include doing business in developing country contexts.

PURPOSE/OBJECTIVES

The purpose of this course is leverage your Ivey education though engaging in a social enterprise – together we will contribute to building capacity with our African partners for case-based education which will improve the quality of business education at partner institutions in Africa.

We use teaching cases, group discussions and engage in international fieldwork to explore the intersection of leadership skills, case-based education and business education and practice in Africa – specifically in Ghana, Tanzania, Ethiopia, Rwanda, and Kenya.

In many ways, our field work experience in Africa is the textbook for our course. Our course includes business, cultural, moral and ethical components which we will explore in the classroom and in the field. You will be compelled to examine your leadership skills and leadership character as you encounter and cope with the new environment and new interactions you undertake. The course exposes you directly to working with, learning from and teaching diverse university business students in their local community. Our goals are to develop your capabilities and the capabilities of the communities you work in to make both parties better off.

After course work at Ivey, you will: 1) volunteer in groups of 3 students to teach introductory business using teaching cases at a partner University in one of the following countries: Kenya, Rwanda, Tanzania, Ethiopia, Uganda or Ghana; 2) confront your leadership capabilities and character and 3) gain experience in doing business in Africa while extending your social network; 4) demonstrate how capability building approaches to development provide more enduring impacts to poverty reduction than straight aid dollars.

OVERVIEW

The course occurs in three time slots that do not conform to a regular HBA elective course. You must be prepared to commit to all of these timeframes: 1) 5 days of pre-departure course work in late April; 2) a 4-5 week placement at a partner university in one of Ghana, Ethiopia, Kenya or Tanzania; 3) class session after your return from the field during September.

WORKLOAD/EVALUATION

Component	Weight %
Contribution to course development and in-class participation in the pre-departure and fall class segments.	30%
Reflection Activities submitted for grading. Currently this is organized as 3 deliverables in text (min. of 1500 words/refection 1) Pre-departure, 2) During field work in May 3) Final reflection on course/experience due by Sept. The instructor is open to student generated, creative expressions that vary from this format.	30%
Case and Teaching Note Writing – your team of three will be required to undertake field research to produce an Ivey quality teaching case and teaching note. This will be co-supervised by an African faculty member and the course instructor.	40%