

**GIM East Africa 2014**

INTL 473-0

Winter 2014

**Mondays, 6:30-9:30pm****Room G36**

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## UGANDA

Uganda, a small country in East Central Africa about the size of Oregon. Surrounded by Kenya, Tanzania, Rwanda, the Democratic Republic of Congo, and Sudan, Uganda is landlocked within a historically poor and volatile neighborhood. In 2009, Uganda’s PPP-adjusted GDP was \$43 billion and its PPP-adjusted per capita GDP was \$1300, both below Kenya and Tanzania though slightly above EAC averages (CIA, 2010). Uganda sits on the north shore of Lake Victoria, the second largest freshwater lake in the world and source of the Nile River, and has a tropical climate, fertile land, plentiful minerals, and incredible biodiversity.



Uganda’s population is largely dependent on agriculture and its major export is coffee. The service sector is rapidly growing especially telecommunications, construction and tourism. Despite Uganda’s challenges in establishing a competitive business environment, its relative political and macroeconomic stability compared to neighbors, supply of natural resources, labor market flexibility, favorable government regulations, international trade agreements, and strong donor/NGO presence make up a unique value proposition for Uganda. In 2006, exploration drilling revealed the existence of commercial hydrocarbon reserves in the Lake Albert area. It is anticipated that commercial production could commence in 2017 though a number of key issues need to be resolved before this can happen.<sup>1</sup>

## TANZANIA

The United Republic of Tanzania is a federation which comprises the mainland (the former British colony of Tanganyika, which became independent in 1961 – now referred to as Mainland Tanzania) and the island state of Zanzibar (which retains a significant degree of autonomy with its own parliament and president). Though Tanzania remains one of the poorest countries in the World, it enjoys high growth rates and its mineral wealth has the potential to transform its economy in the next decade. Given its demographic profile, job creation and the improvement of the agricultural sector are seen as critical elements of government policy. Exploration success since 2010 has raised Tanzania’s profile as a potential supplier of oil & gas to Asian markets, along with its neighbor, Mozambique. Following exploration success in the Albertine Graben there is also interest in the analogous geology of Lake Tanganyika.<sup>2</sup>



<sup>1</sup> Source: Deloitte East Africa Oil & Gas Report

<sup>2</sup> Source: Deloitte East Africa Oil & Gas Report

## Rwanda

Rwanda, officially the Republic of Rwanda, is a sovereign state in central and east Africa. Located a few degrees south of the Equator, Rwanda is bordered by Uganda, Tanzania, Burundi, and the Democratic Republic of the Congo. All of Rwanda is at high elevation, with a geography dominated by mountains in the west, savanna in the east, and numerous lakes throughout the country. The economy is based mostly on subsistence agriculture. Coffee and tea are the major cash crops for export. Tourism is a fast-growing sector and is now the country's leading foreign exchange earner; Rwanda is one of only two countries in which mountain gorillas can be visited safely, and visitors are prepared to pay high prices for gorilla tracking permits.



Rwanda's economy suffered heavily during the 1994 Genocide, with widespread loss of life, failure to maintain the infrastructure, looting, and neglect of important cash crops. This caused a large drop in GDP and destroyed the country's ability to attract private and external investment. The economy has since strengthened, with per-capita GDP (PPP) estimated at \$1,592 in 2013, compared with \$416 in 1994. Major export markets include China, Germany, and the United States. The economy is managed by the central National Bank of Rwanda and the currency is the Rwandan franc; in June 2010, the exchange rate was 588 francs to the United States dollar. Rwanda joined the East African Community in 2007 and there are plans for a common East African shilling, which could be in place by 2015.<sup>3</sup>

<sup>3</sup> Wikipedia: Rwanda

## **GIM Program Objectives**

The GIM Program is designed to enable Kellogg students to:

- Gain an understanding of the economic, political, social, and culture characteristics of a country or region outside the United States
- Learn about key business trends, norms, challenges, and successes in a country or region outside the United States
- Conduct international business research on a topic of interest
- Further develop teamwork and leadership skills

## **Course-Specific Objectives**

We are designing this course to be a transformative learning experience for all involved.

GIM East Africa is flexible enough to provide a meaningful educational experience to MBA students with an interest in international business and Africa in particular.

Learning Objectives:

1. To provide Kellogg School of Management MBA students a global learning experience, rich with strategic insights about doing business in Africa.
2. East Africa GIM will accomplish our broader educational mission of educating leaders who can think critically and creatively about global business issues, and particularly about leading transformation.
3. Provide students the tools and capabilities to engage in, lead or operate a business in Africa, and acquire skills that will be useful when conducting business in any foreign environment.
4. This is an introductory course on African business that is primarily geared to students who have not done extensive business in the region; but want a better understanding of short and long-term international strategies, cultural and financial differences, partnerships and actual working experiences. Emphasis will be given to the economies of East Africa and the social, historic, economic and political context that shape the business and investment environment.

### Assessment

<b>Independent Research Project (IPG)</b>	<b>60%</b>
Literature Review and Bibliography	10%
In-Country Research Plan	5%
In-Class Presentation	10%
Written Report	25%
Peer Evaluation	10%
<b>Mid Term Presentation</b>	<b>15%</b>
<b>Participation</b>	<b>25%</b>
In-Class Participation (attendance, discussion, engagement)	15%
In-Country Participation (plenary meetings; determined by GIM advisor)	10%

### Attendance Policy

It is the policy of the Global Programs Office that attendance for all GIM classes throughout the term is mandatory as is participation in the two-week field trip. Attendance on the first day of class is mandatory. If a student misses more than one class throughout the term, one letter grade will be deducted from his or her final grade. Exceptions may be made by the faculty member in cases of extreme circumstances.

### In-Country Advisors

Both faculty members, Professors Buck and Marchand, will accompany you on the in-country trip. In addition, a member of the Global Programs Department, Christine Dunn, will perform the role of an in-country advisor, and will also accompany you during the in-country trip.

## GIM Research Project

The core of the GIM class is an independent research project. Groups of 4 or 5 students (group size will be confirmed at first class in January) will select an international business, economic or management issue to study in depth. The students begin secondary research on their topic during the winter term, incorporating perspectives from the class readings and speakers, and spend considerable time in-country speaking with resident experts, gathering local data, and testing their hypotheses and recommendations in the field.

*Students must conduct interviews for their projects in **every** city that they visit throughout the trip.*

### *Research Topics*

Student teams develop their own research topics; they do not choose from a pre-defined list supplied by the faculty. Good GIM projects are generally built around interesting, clear, and relatively narrow research questions. Weak GIM projects have often been lengthy and unfocused industry descriptions, e.g., “An Overview of the Brazilian Beverage Industry,” or “Challenges and Opportunities in Japanese Real Estate.”

### *Research Report Structure*

Results of the research must be presented in a report of approximately 20-25 pages in length before exhibits. Students, in consultation with their professor, may choose from the following report formats:

- Traditional analytical research paper – A research question is described; competing answers to the question are discussed; evidence collected on the trip is used to argue for or against the alternative answers.
- Industry analysis – A particular industry is surveyed in order to examine a narrowly focused, well-defined topic pertaining to the competitive dynamics of the industry. An example would be an analysis of a market entry opportunity presented to a foreign multinational.
- Business recommendation report – A consulting report recommending specific strategic, operational and organizational actions to solving a clearly defined business issue (e.g.: strategies for overcoming cold-chain logistics and distribution challenges in India.)
- Business or industry case study – A case for eventual classroom use developed with a clear underlying business question in mind. Teams pursuing this option are encouraged to work with Case Publishing before and after the trip to ensure a high quality product that may eventually be used in the classroom.

### *Connection to Kellogg Strategic Initiatives*

In addition to addressing the course topics found in the syllabus, the course will also address Kellogg's four Strategic Initiatives, as they manifest in East Africa. These are key themes which leaders need to navigate to be successful in their endeavors, and the context of East Africa provides rich opportunity to study these topics. Although it is not required, students are encouraged to consider the connection of their research topics to Kellogg's key Strategic Initiatives, as these represent the School's priorities in thought leadership:

- ❖ ***Architectures of Collaboration: Mobilizing People and Resources to Accelerate Growth***
  - Technological change and globalization enable people and resources to be organized in new ways across time and space, helping business leaders manage within and across organizations.
- ❖ ***Innovation and Entrepreneurship: Resilience, Renewal and New Ideas***
  - All businesses must continually find new ways to create value. This initiative helps business leaders, from startups to large corporations, discover new ideas and turn them into valuable goods and services.
- ❖ ***Markets and Customers: Creating Markets through Greater Customer Insight***
  - Anticipating and meeting customers' needs is essential in today's economy. This initiative will generate and disseminate knowledge to help business leaders create and reinvent markets through greater customer insight and focus.
- ❖ ***Public-Private Interface: At the Intersection of Business and Policy***
  - Business leaders must increasingly balance their traditional role as manager with the emerging role of public advocate. This initiative creates and disseminates knowledge that helps leaders capitalize on new opportunities and navigate increasingly complex and powerful public stakeholders --- from regulators to policy makers to consumer citizens.

### *Project Deliverables*

- **Research Project Proposal** – Each project group will submit a 2-page description of their proposed research topic, including:
  - A description of the specific and narrowly-focused research question(s) to be addressed
  - Description of the topic's importance, timeliness, economic, or social significance
  - Identification of possible in-country visits with companies, governmental agencies, NGOs, etc.

- **Literature Review and Bibliography** – Before departing for the in-country portion of the class, each project team must submit literature review examining secondary information relevant to its research topic. This review may serve as a first draft of the background section of the final project report.
- **Mid Term Presentation** – Each project group will give a presentation or “minimum value product” to the class in order to share an overview of their topic with classmates, and to receive feedback on their research to date.
- **In-Country Research Plan** – This is a detailed matrix of five or more investigative research meetings arranged in country. The best plans will include day/time/location of meeting; name/description of organization; name/title/bio of interviewee; agenda and interview guide for each meeting.
- **In-Class Presentation** – Within two weeks after returning from their trips, each IPG will make a preliminary presentation in class summarizing their research findings. The purpose of this interim deliverable is to allow faculty members and students to offer feedback and suggestions to the research teams while forcing IPGs to organize their thinking in a presentation format prior to submitting the final written report. It is suggested that each team be given 10 minutes to present and 5 minutes for audience questions and suggestions.
- **Written Report** – The final report, generally 20-25 pages long before exhibits and appendices prepared according to one of the formats discussed above. In addition to turning in their papers to their professors, students should submit an electronic copy to the GIM Office on the agreed upon date.
- **Peer Evaluation** – Each member within the IPG will assess every other member’s contributions to the project, including their own, with a confidential peer review form that takes into account each member’s intellectual contribution, initiative and organization, workload contribution and overall contribution.
- **Peer Feedback** – In addition to confidential Peer Evaluation that is submitted to professors and is part of course evaluation, students will also participate in a Peer Feedback exercise, in which they reflect on the teamwork experience and give fellow team members structured feedback on their contributions and value added to the group collaboration.



## Project Deliverables and Due Dates

Topic Proposal: January 27, 2014

Literature Review and Bibliography: February 17, 2014

Mid Term Presentation: February 24, 2014

Proposed list of IPG visits: March 10, 2014

Final presentation: April 9, 2014

Final project: April 16, 2014

Peer evaluation: April 16, 2014

## Course Materials

<p><i>How Europe Underdeveloped Africa</i>, by Walter Rodney, Vincent Harding (Introduction). Published November 1st 1981 by Howard University Press (first published 1972)</p>
<p><i>Rwanda, Inc.</i>, by Patricia Crisafulli and Andrea Redmond</p>
<p>Casepacket Readings</p>

### Course Schedule

<b>Week 1</b>	<b>January 6, 2014</b>
<i>Topics:</i>	Class canceled due to severe weather
<i>Speaker:</i>	Class canceled due to severe weather
<i>Assignments:</i>	

<b>Week 2</b>	<b>January 13, 2014</b>
<i>Topics:</i>	Introduction to the Course Rwanda: A Case Study in Transformation IPG Networking Session
<i>Speaker:</i>	Professors Buck and Marchand Dale Dawson (Member of Rwandan President Paul Kagame’s Presidential Advisory Council) Joris Cyizere, Northwestern University Class of 2016 and Bridge2Rwanda Scholar
<i>Assignments:</i>	<ul style="list-style-type: none"> <li>• Read <i>Rwanda, Inc</i>, pages 1-68 and 89-130.</li> <li>• Rwanda Fact Sheet (distributed by email)</li> </ul>

<b>Week 3</b>	<b>January 20, 2014: No Class (Martin Luther King, Jr. Day)</b>
<i>Topics:</i>	
<i>Speaker:</i>	
<i>Assignments:</i>	Start readings for January 27 <sup>th</sup> class

<b>Week 4</b>	<b>January 27, 2014</b>
<i>Topics:</i>	Country Overviews of Uganda and Tanzania Overview of Doing Business in Africa African Microfinance
<i>Speaker:</i>	Professors Buck and Marchand Associate Dean of Global Programs Professor Paul Christensen
<i>Assignments:</i>	<ul style="list-style-type: none"> <li>• Read <i>How Europe Underdeveloped Africa</i>, by Walter Rodney chapter 4, sub-chapters 4.1, 4.2 and 4.4, pages 143-174 and 211 – 230, chapter 5, sub-chapter 5.1 230-271.</li> <li>• Additional reading from Dean Christensen to be distributed before class</li> <li>• “Obama walks into the dragon’s den,” Country Profile on Tanzania in</li> </ul>

	<p>African Business, August/September 2013, pp. 92-93.</p> <ul style="list-style-type: none"> <li>Background reading: Read <i>National Strategy for Growth and Poverty Reduction in Tanzania</i> – Chapters 4 and 5, pages 32-91  <a href="http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Tanzania/\$file/NATIONAL-STRATEGY-FOR-GROWTH-AND-REDUCTION-OF-POVERTY-TANZANIA.PDF">http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Tanzania/\$file/NATIONAL-STRATEGY-FOR-GROWTH-AND-REDUCTION-OF-POVERTY-TANZANIA.PDF</a></li> <li>Background reading: Read <i>Uganda National Development Plan Vision 2040</i> <a href="http://npa.ug/wp-content/themes/npatheme/documents/vision2040.pdf">http://npa.ug/wp-content/themes/npatheme/documents/vision2040.pdf</a></li> </ul>
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<b>Week 3</b>	<b>January 31, 2014: Make-Up Class (Friday)</b>
<i>Topics:</i>	Consumer Business Capital Markets and Investment Environment
<i>Speaker:</i>	Professors Buck and Marchand TBD
<i>Assignments:</i>	Read <i>Economic History of the Developed World: Lessons for Africa. The lecture delivered in the Eminent Speakers Program of the African Development Bank.</i> Speech by Ha-Joon Chang. Faculty of Economics. University of Cambridge. 26 February 2009. <a href="http://hajoonchang.net/wp-content/uploads/2012/01/ChangAfDBlecturetext.pdf">http://hajoonchang.net/wp-content/uploads/2012/01/ChangAfDBlecturetext.pdf</a>

<b>Week 5</b>	<b>February 3, 2014</b>
<i>Topics:</i>	Energy Mining and Extraction Industry
<i>Speaker:</i>	Professors Buck and Marchand Clement Kilembe (Chevron, Business Manager – Major Capital Projects in Africa. Graduated Northwestern University – Kellogg MEM Class of 2008, <i>Tanzanian Citizen.</i> ) Brian Baltimore. CFO Contour Global Rwanda. Website: <a href="http://www.contourglobal.com/">http://www.contourglobal.com/</a>
<i>Assignments:</i>	Literature Review and Bibliography <ul style="list-style-type: none"> <li>“Lighting up Africa,” by Michael Elliott, <i>The Economist</i>, Special Edition “the World in 2014”, p. 76.</li> <li><i>Deloitte East Africa Oil &amp; Gas Report</i>, pages 19-43  <a href="http://www.deloitte.com/assets/Dcom-Kenya/Local%20Assets/Documents/The%20Deloitte%20Guide%20to%20oil%20a">http://www.deloitte.com/assets/Dcom-Kenya/Local%20Assets/Documents/The%20Deloitte%20Guide%20to%20oil%20a</a></li> </ul>

	<p><a href="#">nd%20gas%20in%20East%20Africa.pdf</a></p> <ul style="list-style-type: none"> <li>Read <i>Hidden Dragon, Crouching Lion</i>, summary, chapters 1, 2 and 3, pages 1 – 87</li> </ul> <p><a href="http://www.strategicstudiesinstitute.army.mil/pdffiles/PUB1120.pdf">www.strategicstudiesinstitute.army.mil/pdffiles/PUB1120.pdf</a></p>
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<b>Week 6</b>	<b>February 10: No Class</b>
<i>Topics:</i>	
<i>Speaker:</i>	
<i>Assignments:</i>	

<b>Week 7</b>	<b>February 17, 2014</b>
<i>Topics:</i>	<p>Generating Value and Prosperity: Creating the Conditions for Success</p> <ul style="list-style-type: none"> <li>Health and Well Being</li> <li>Education and Technical Capacity</li> <li>Conflict, Diversity, and Reconciliation</li> </ul>
<i>Speaker:</i>	<p>Professors Buck and Marchand          Professor Kara Palamountain, Executive Director of Kellogg’s Global Health Initiative</p>
<i>Assignments:</i>	<ul style="list-style-type: none"> <li><i>Rwanda Inc.</i>, pages 69-87 and 131-154</li> <li>Reading from <i>How Europe Underdeveloped Africa</i>, by Walter Rodney, chapter 6.4, Pages 377-413</li> <li>Reading from <i>Health in Africa over the next 50 Years</i>, pages 1-15, by Mthuli Ncube, Chief Economist and Vice President, ECON African Development Bank.</li> </ul> <p><a href="http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/Economic%20Brief%20-%20Health%20in%20Africa%20Over%20the%20Next%2050%20Years.pdf">http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/Economic%20Brief%20-%20Health%20in%20Africa%20Over%20the%20Next%2050%20Years.pdf</a></p>

<b>Week 8</b>	<b>February 24, 2014</b>
<i>Topics:</i>	<p>Pre-Trip Project Presentations and Team Feedback          Agriculture &amp; Tourism</p>
<i>Speaker:</i>	Professors Buck and Marchand
<i>Assignments:</i>	<p>Read <i>The Fishing Cluster in Uganda. Final Report for Microeconomics of Competitiveness</i>, by Melissa Hammerle, Tamara Heimur, Kasey Maggard, Jung Paik, Sofia Valdivia. HBS and Harvard Kennedy School of Government. May 7, 2010.</p> <p><a href="http://www.isc.hbs.edu/pdf/Student_Protects/Uganda_Fishing_2010.pdf">www.isc.hbs.edu/pdf/Student_Protects/Uganda_Fishing_2010.pdf</a></p>

<b>Week 9</b>	<b>March 3, 2014</b>
<i>Topics:</i>	<p>Entrepreneurship</p> <ul style="list-style-type: none"> <li>• Technology, IT, and Telecommunication</li> <li>• Training East African Entrepreneurs and Creating the Entrepreneurial Ecosystem in East Africa</li> <li>• Going to Africa as an entrepreneur</li> </ul>
<i>Speaker:</i>	<p>Professors Buck and Marchand  Eric Kacou (CEO of Entrepreneurial Solutions Partners, former director of Rwanda National Innovation and Competitiveness Program, and World Economic Forum Global Young Leader)  Dave Ormesher (CEO of closerlook Marketing and President of Bigger Future, building capacity for high-potential entrepreneurs in East Africa)</p>
<i>Assignments:</i>	<p>Reading from <i>Accelerating Entrepreneurship in Africa</i>, pages 2-24, 34-38, by Omidyar Network supported by Monitor Group.  <a href="http://www.omidyar.com/sites/default/files/file/ON%20Africa%20Report%20April%202013_Final.pdf">http://www.omidyar.com/sites/default/files/file/ON%20Africa%20Report April%202013_Final.pdf</a></p>

<b>Week 10</b>	<b>March 10, 2014</b>
<i>Topics:</i>	<p>Public Private Sector Collaboration  Transportation and Supply Chain  Role of Women in the Story of East Africa  Trip Briefing and Preparation</p>
<i>Speaker:</i>	<p>Professors Buck and Marchand  Eliane Obalijoro (Professor of Practice for Public Private Partnership at McGill University’s Institute for the Study of International Development, and a member of Rwandan President Paul Kagame’s Presidential Advisory Council)</p>
<i>Assignments:</i>	<p>Proposed list of IPG research visits  Reading from <i>State of Infrastructure in East Africa</i>, by Charles Leyeka Lufumpa (Director, Statistics Department), African Development Bank.  <a href="http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/Economic%20Brief%20-%20State%20of%20Infrastructure%20in%20East%20Africa.pdf">http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/Economic%20Brief%20-%20State%20of%20Infrastructure%20in%20East%20Africa.pdf</a></p>

## **In-Country Academics**

Students are reminded that GIM is first and foremost an academic program. 15% of your overall grade will be based on your participation in the plenary meetings and engagement in other activities as assessed by the two faculty members. In order to achieve a high grade, students are expected to not only attend all plenary meetings, but to be actively engaged during the meetings and other learning opportunities in country.

## **Final Class**

The mandatory, final GIM class will meet on Wednesday, April 9 from 9:00am to 12:00pm and is intended to be the time that each IPG will deliver their in-class presentation and receive feedback and questions from their peers and faculty member.

## **Kellogg Honor Code**

The students of the Kellogg School of Management regard honesty and integrity as qualities essential to the practice and profession of management. The purpose of the Kellogg Honor Code is to promote these qualities so that each student can fully develop his or her individual potential. Upon admission, each student makes an agreement with his or her fellow students to abide by the Kellogg Honor Code. Students who violate the Kellogg Honor Code violate this agreement and must accept the sanction(s) imposed by the Kellogg community.

The Kellogg Honor Code is administered by students and is based on the concept of self-government. The efficacy of such a student-administered honor code is dependent upon a high degree of dedication to the ideals of honesty, integrity and equal opportunity reflected by the code. The Kellogg Honor Code requires that each student act with integrity in all Kellogg activities and that each student hold his or her peers to the same standard. In agreeing to abide by the code, the Kellogg students also agree to report suspected violations. By not tolerating lapses in honesty and integrity, the Kellogg community affirms the importance of these values.

## Faculty Biographies

### **Michelle L. Buck**

Michelle Buck is Clinical Professor of Management and Organizations at the Kellogg School of Management at Northwestern University. She has previously served as the School's first Director of Leadership Initiatives from 2006 to 2013, designing and coordinating opportunities for personal leadership development to complement the School's academic curriculum. She has also served as academic director of numerous Kellogg executive programs, including partnership programs with Fundacao dom Cabral in Brazil, programs for Latin American executives with Seminarium, and the Soul of Leadership program with Deepak Chopra.

Professor Buck teaches graduate and executive courses on topics such as leadership communication, the use of Story or personal narrative to lead with vision and purpose, the dynamics of leading and following, courageous conversations, and the roles of vitality, well being and engagement as critical elements of effective leadership. Current projects include the use of arts-based learning in leadership education, and leadership projects emerging from a trip to Rwanda in 2010. She has worked with private, public and nonprofit organizations including Banco de Mexico, Baxter International, Canadian Council for International Cooperation, Chicago Public Schools, Ernst & Young, Exelon, the FBI, HP, HSBC Bank, Mitsui, Odebrecht, Petro Canada, and YPO Latin America. She has worked extensively in the contexts of private sector business, government, nonprofit executives and leaders of family businesses, and has presented her work in North, Central and South America, Europe, and Japan.

Professor Buck previously taught at Washington University in St. Louis, where she won "Professor of the Year" award, and at McGill University in Montreal, where she twice earned the McGill Distinguished Teaching Award in their MBA Program. She has a PhD in Social Psychology from Princeton University, and a bachelor's degree in Psychology from the University of Michigan.

Professor Buck's commitment in all of her work is to inspire and empower others to unleash new possibilities for themselves, for others and the communities in which they find themselves. Her work focuses on designing innovative, inspiring, and important learning experiences that transform lives by providing purpose, passion, and possibility. In addition to her professional activities, Michelle enjoys dance, music, photography, and travel, with strong interests in Latin America and Africa.

### **Gregory Marchand**

Gregory Marchand is an adjunct faculty member at the Kellogg School of Management at Northwestern University. Greg is Principal at Avencion; an emerging market advisory and management consulting firm, and the Founder and Chairman, of Gizmos Solutions (GSL), a global IT consulting, engineering, and technology company with offices in Africa and North America. His professional background includes experience and projects with Citibank, MCI Worldcom, AT&T, Exelon, Barclays Bank, State Farm Insurance, MTN, Airtel, UNICEF, and various departments in the United States government. He understands the financial implications of system delivery in Africa and believes in maximizing the return on investments in technology, business development and operational efficiency. Greg works with executives to understand their key business drivers and determine operational, communication, technology and engineering solutions that increase their bottom line.

As one of the most respected thought leaders on African business today, Greg speaks regularly at major international business conferences and has been featured in leading international publications among them the Wall Street Journal, Voice of America, and Black Enterprise. In 2012 Greg was invited by the US Secretary of State Clinton to speak at her first ever Global Business Conference. He has worked with African governments, the US Department of Commerce and State Department to execute trade and investment missions from Africa to the United States, and he frequently hosts US companies in Africa for trade and investment events, including hosting leaders in Africa such as former US Trade Representative Ambassador Ron Kirk and US Secretary of State Hillary Rodham Clinton. Greg is also an adjunct faculty member at the Northwestern Kellogg School of Management in the Global Programs department and has also been a speaker at the University of Chicago, Harvard, Wharton and Cambridge Business Schools. In 2010, Greg Marchand was named to Black Enterprise Magazine's 40th Anniversary List of The Next 40 Business Leaders.

He is an advisor to private equity firms and Fortune 1000 companies on expanding into African markets. Greg runs a fellowship program for undergraduate, mid-career and MBA students focused on teaching participants about conducting business in Africa. In addition, he donates space, computers and resources at the Gizmos Solutions headquarters in Lusaka to run a training program for university students in Zambia with a curriculum based on advanced business and technical skills.

Greg grew up in Houston, TX and Naperville, IL; prior to starting businesses in Africa; Greg was a management consultant for Deloitte Consulting in the Financial Services, Energy and Technology practices in the Chicago and Washington DC offices. He attended Dartmouth College and received a BA degree in business administration with a concentration in accounting from Morehouse College in Atlanta, Georgia.



Casepacket Readings
<ul style="list-style-type: none"> <li>• <i>Uganda Vision 2040</i>: <a href="http://npa.ug/wp-content/themes/npatheme/documents/vision2040.pdf">http://npa.ug/wp-content/themes/npatheme/documents/vision2040.pdf</a></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Rwanda Vision 2020</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Tanzania Vision 2025: National Strategy for Growth and Poverty Reduction II</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Africa Rising</i>, by Vijay Mahajan</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Kicking Away the Ladder – Development Strategy in Historical Perspective</i>, by Ha-Joon Chang (Faculty of Economics and Politics, University of Cambridge) (May, 2002, Anthem Press, London).</li> </ul>
<ul style="list-style-type: none"> <li>• <i>How companies overcome Africa's five great challenges</i>, by Matthew Meacham, Andrew Tymms, Tiaan Moolman and Joëlle de Montgolfier. April 05, 2012 Forbes.com.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Lessons from Africa's pioneers</i>, by Matthew Meacham, Andrew Tymms, Tiaan Moolman and Joëlle de Montgolfier. February 02, 2012. Bain industry brief.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Brazil in Africa: Achievements and Challenges</i>, by Ana Cristina Alves.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Creating a Competitive Rwanda</i>, by Professor Michael E. Porter. Harvard Business School. Kigali, Rwanda. June 2007.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>The Fishing Cluster in Uganda. Final Report for Microeconomics of Competitiveness</i>, by Melissa Hammerle, Tamara Heimur, Kasey Maggard, Jung Paik, Sofia Valdivia. HBS and Harvard Kennedy School of Government. May 7, 2010.</li> </ul>
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