

December, 2017



# Business Administration Department Brochure

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## 2 MESSAGE FROM HOD

### MESSAGE FOR THE READERS

Ashesi is clearly the leader in undergraduate university education in Ghana. My objective as HOD is to make Ashesi the leader in business research in Africa. I also want to see Ashesi consolidate its position as the home of innovation and entrepreneurship education in Ghana. Finally, I intend to work to improve writing and quantitative skills of BA department students to put the BA department in a class all on its own.

*D. Stephen Armah*

### HEAD OF BUSINESS ADMINISTRATION DEPARTMENT



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#### ACKNOWLEDGEMENT

# Ashesi University College

## Business Administration

### STRATEGY

The Business Administration department developed and presented a strategic plan entitled “Vision 2020” to the Executive Committee of Ashesi during the 2012/13 academic year. The strategic plan was Business Administration department’s response to Ashesi’s strategic plan for the second decade (2012-2022).

### VISION

Emerge as the leading business school in Africa for producing ethical entrepreneurial leaders who will provide leadership for African enterprises and development.

### LONG-TERM GOALS (2025)

- To see 20% of students setting up their own businesses within 5-10 years of graduating
- To see Ashesi graduates become the first choice of recruiters for leading transnational firms and entrepreneurial enterprises operating in Africa
- To see 5-10 graduates gain admission to PhD programmes in Economics and Business Management in leading graduate schools each year

The launch of the strategic plan led to the development of Foundations of Design and Entrepreneurship (FDE) in September 2015. FDE seeks to immerse freshmen across all majors into the world of design thinking, creative problem solving, entrepreneurship and business management. The rationale is to inspire and equip students with fundamental skills to start or lead entrepreneurial ventures.

The department also launched Venture Capital Investments and Econometrics to give students more electives to choose from and enable them develop relevant skills to be more competitive for industry and ready for graduate school.

New elective courses were designed to give students more choices. They include; Africa in the Oil Industry, Governance in Africa and Behavioural Economics

## 4 BA DEPT. OVERVIEW

# Ashesi University College Business Administration

## 4 YEAR CURRICULUM

### Year 1

Sem 1	1.	Foundations of Design and Entrepreneurship I
	2.	Giving Voice to Values
	3.	Written & Oral Communication
	4.	Pre-calculus 1 or Calculus 1
	5.	Introduction to Computing and Info. Systems
Sem 2	1.	Foundations of Design and Entrepreneurship II
	2.	Leadership Seminar 1*
	3.	Text and Meaning
	4.	Pre-calculus 2 or Calculus 2
	5.	Organisational Behaviour
Summer	1.	Applied Calculus (Pre-Calculus Students only)

### Year 2

Sem 1	1.	Leadership Seminar 2*
	2.	Microeconomics
	3.	Statistics
	4.	Financial Accounting
	5.	African Studies Elective
Sem 2	1.	Leadership Seminar 3*
	2.	Social Theory
	3.	Quantitative Methods
	4.	Introduction to Finance
	5.	Macroeconomics

# Ashesi University College

## Business Administration

### 4 YEAR CURRICULUM

#### Year 3

- Sem 1
1. Research Methods
  2. Marketing
  3. Managerial Accounting
  4. Leadership Seminar 4 or Business Elective

- Sem 2
1. Operations Management
  2. International Trade & Policy
  3. Investments
  4. Leadership Seminar 4 or Business Elective

#### Year 4

- Sem 1
1. Corporate Finance
  2. Competitive Strategy
  3. Business Elective
  4. Entrepreneurship 1 or Thesis 1 or Applied Project/Elective

- Sem 2
1. Business Law
  2. Business Elective
  3. African Studies Elective
  4. Entrepreneurship 2 or Thesis 2 or Applied Project/Elective





# ASHESI ECONOMIC LECTURE SERIES

Each semester, the Economic Lecture Series takes place on Ashesi's campus. Led by seasoned Ashesi professors and renowned economists from across the world, it is an opportunity for the entire community to discuss pertinent issues facing the continent from an economic perspective.

Dr. Stephen Armah, head of the Ashesi Business Department, presented his research on the challenges facing private colleges and universities in Ghana. Based on comprehensive research and examination, he offered constructive recommendations to aid the advancement of higher education in the country. He reflected on the obstacles to attaining this goal, which include lack of resources, "qualification inflation," language barriers and few qualified lecturers.

Amiineh Tabbicca '18, who attended the lecture explains, "One interesting thing I discovered was that Ghana has one of the fastest growing private higher education sectors not only in Africa but in the world."

In his lecture, Dr. Armah discussed what he refers to as, "qualification inflation" and the necessity of seeking higher levels of education to compete in an increasingly demanding job market. He suggested that university students are now more interested in pursuing elite titles rather than education itself, because of the difficulties they face in getting jobs without them. To tackle this challenge, Dr. Armah advocates that universities place a higher focus on ethics

in their curriculums. He also advocates for a policy of "name and shame," to address public figures who falsely claim prestigious degrees. This will ensure that, people acquire the necessary knowledge before getting the titles that accompany them.

The lecture also addressed the issue of under-qualification of faculty and the concept of part-time lectures. Dr. Armah discussed the prevalence of lecturers who do not have PhD's in private higher education. This, coupled with the lack of tenure positions and the prevalence of part-time lecturer status, he argues, led to the decline in quality of education between the 60s and 90s. To attract highly educated lecturers to the country, Dr. Armah recommends that the Ghanaian government provide incentives for PhD holders living in the country such as tax breaks.

The participants, who were mainly students, were encouraged to ask questions and engage in a lively discussion. Amiineh describes how she was able to connect the lecture to her Development Economics course. She says, "Educational attainment is a strong factor of labor productivity in every country. Higher education is an investment in the human capital of a country and to some extent, a democratic society. Thus, this presentation helped me to understand how private universities will help to invest in human capital in this country and the challenges or opportunities in doing so."

**"..this presentation helped me to understand how private universities will help to invest in human capital in [Ghana].." - Amiineh Tabbicca**

# REAL ESTATE DEVELOPMENT DEBATE

Real Estate Development is an elective course for Ashesi Business Administration which is taught by senior lecturer, Dr. Sena Agyepong. With a curriculum that emphasizes practical fieldwork, analytical research, and active student participation, students get the chance to learn real-life skills as well.

On 8th September 2017, the class organized an internal debate with the motion, “Which of the various regions in Africa (North, South & Central, East and West) can be considered the continent’s real estate hub? Support your decision with present examples of developments and possible future developments”.

The debate was mentally stimulating and required participants to use skills obtained from other courses such as Written and Oral Communication. There were four teams of five members each, representing the various regions. Each team took turns using convincing and well thought-out arguments

to convince the rest of the class, as well as an independent panel of judges, of the validity of their points. They each brilliantly argued why their regions should be considered the best and most profitable real estate center on the continent.

After forty minutes of lively and engaging debate between all four teams, the Eastern African team represented by students, Kwabena Ankrah (Class of 2019), Maureen Basemera (Class of 2019) and Shoboyejo Pierre (Class of 2017), emerged as the winners of the debate. They made an almost irrefutable case backed with evidence that East Africa has more to offer than just beautiful natural scenery, but also uncharted space within relatively stable economies waiting patiently to be reconfigured.







CLASS OF 2021

# FDE PROBLEM FESTIVAL

As the freshman class of 2021 trudged into the large Norton-Motulsky hall, their anticipation and excitement were palpable. They had experienced the Foundations of Design and Entrepreneurship (FDE) course for only a week now, but already they knew that the day's experience would be beyond the ordinary.

FDE is a year-long course designed for freshmen at Ashesi University College. Each year, the FDE team holds an annual Problem Festival to introduce students to the programme. This is useful because the course challenges students to throw out everything they already know about problem-solving and look at it in a new light.

This year's Problem Festival was held on the September 16th, 2017 with the tagline, "Where Ideas are Analysed and Solutions are Penalized". Students were grouped into teams and tasked to come up

with problems and issues that affected them or others. They were asked to analyse these problems using advanced design-thinking techniques and frameworks. The beauty about the festival was how this diverse group of students from all over the world were able to work together harmoniously. Students got comfortable with the limited space, with some even reclining on the floor to aid the flow of conversation. After the discussions, the teams held exhibitions to present their analysis of the problems they had selected.

At the end of the exhibition, teams were awarded based on two criteria: People's Choice Award and Most Convincing Problem. Oheneba Aggrey, a freshman describes the Problem Festival as an epiphany for his team as it gave the tools to use what they had learnt in class coupled with life skills such as pitching and teamwork. He was very excited about what lay ahead for the rest of the year.

The beauty about the festival was how this diverse group of students were able to work so harmoniously.



# ON INDIGENOUS AFRICAN TRADITIONAL RELIGIONS

Comparative Religions is a new course which was introduced by visiting professor, Prof. Martin Cook. The Business Administration department was honoured to host Justice Broobey, curator of the Manhyia Palace Museum of Kumasi, to speak on African Traditional Religions as an extension of the Comparative Religions course. In his lecture, he discussed the ways in which African Traditional Religious practices were misinterpreted by colonial powers. These myths, he explained, persist today and influence modern perceptions of pre-colonial Africa.

Broobey highlighted the fact that Europeans documented African religious practices as “idol worship,” or the worshiping of objects. Broobey explained that these religious objects were used as mediums through which people could worship and communicate with higher powers rather than worship the object itself.

Student participant, Vladimir Fomene explains, “I learned that so long as you think that something is less than or lower than what you are practicing or doing, you will never seek to learn from it. This was the thinking of Europeans when they saw our ancestors practicing their religion, and now we do the exact same thing by considering our ancestors’ religion to be idol worship.”

Broobey discussed the importance of education, archives and museums as resources through which false narratives of history can be corrected and our cultures preserved. He emphasized the inseparability of religion and culture for Africans, stating “They are not two but one.”

Students participated in a lively conversation and were prompted to reflect on their own internalization of these false metanarratives. As an expert in the field of African Traditional Religions, Broobey’s insights illuminated important aspects of world religion.



...Vladimir Formene explains, “I learned that so long as you think that something is less than [...] what you are practicing or doing, you will never seek to learn from it.



# ASHESI'S CROSS CULTURAL INTERACTION WITH DENISON

In the fall semester of 2017, Professors Stephen Armah (Senior Lecturer and Head of the BA department at Ashesi) and Luis Villanueva (Assistant Professor of Economics at Denison University in Granville, Ohio), developed a Development Economics course. Students at Ashesi and Denison participated in a Cross Cultural Academic Interaction Program that enabled them to collaboratively study the phenomenon of poverty.

The students were put in teams and paired with teams from Denison. The teams then conducted research on the problem of poverty by comparing the challenges of poverty in developing country slum cities and developed country inner cities.

The collaboration was preceded by a common lecture prepared by both lecturers and delivered concurrently to the students at Ashesi and Denison

in Ghana and the USA respectively. The students collaborated with each other via Zoom video conferencing software to answer the relevant research questions.

Deliverables at the end of the Cross-Cultural Interaction included an 8-slide Power point presentation by each group which was graded and a 5-page research paper. The cross-cultural interaction was sponsored by the Global Liberal Arts Alliance (GLAA) which held a conference in Switzerland on faculty development. The GLAA invited Professors Armah and Villanueva to meet and plan their course prior to the commencement of the course. The GLAA also conducted a survey of how the interaction went by asking students at Denison and Ashesi to fill out an evaluative survey before the commencement of the interaction and at the end of the interaction. Students on both sides enjoyed the experience of the Cross-Cultural interaction.





# CLASS OF 2021 ARTEFACT SPEECHES

Following an Ashesi tradition, first-year students in their Written and Oral Communication class presented short speeches in which they described an object of personal importance. Participating in what upperclassmen referred to as a “rite of passage,” first-year students brought drama, creativity, and emotion to their “Artefact Speech” presentations. Reminiscent of the diversity of Ashesi, students brought everything from family photos to musical instruments to travel journals.

For many, the assignment was their first experience in delivering a prepared speech in front of an audience. There were nerves, tears, laughter, and applause. Nellies Nana Oye Asante brought a Bible for her artefact speech. She explains, “I’m someone who doesn’t like speaking in public. I was nervous but when I stood in front of everyone, I did really well and it gave me confidence and relief.” Jude Ansah, who brought his daily schedule, explains that the artefact speech was an opportunity to express himself, “It really helped me get out of my comfort zone. At Ashesi, and when I leave Ashesi, I will need to be able to speak confidently in public and this speech really helped to develop those skills.”

The project was an opportunity for students to creatively showcase their personality. Several participants emphasized that by listening to other students, they learned a great deal about the lives of their peers and colleagues. Kadmiel Martin - Odoom, who brought his Nintendo, suggests, “You can’t tell people’s story just from their face. Before you can make certain assumptions about people you have to listen to their stories. The artefact speech made me realize my assumptions about people were wrong.”



“I am someone who doesn’t like speaking in public. I was nervous but when I stood in front of everyone, I did really well and it gave me confidence and relief.” - Nellies Asante



GODWIN ADOMBA  
M.Sc. ITV, DEGI

# ASHESI DESIGN LAB CORNER



The Ashesi Design Lab is an initiative which combines the concepts of design thinking and design making; design thinking or strategy design for problem-solving, and design making or fabrication for making things more tangible and building out the creative outcomes of the different processes involved in both concepts. The Ashesi D: Lab started work in September 2015.

Here are reports on some highlights of D:Lab efforts in the first half of the Fall 2017 semester:

## CONTENT SERIES

The D:Lab Content Series was developed to create awareness on the design thinking process and to build a culture of design thinking on campus.

This semester, we were able to recruit 6 brave students for the slots, presenting

on topics such as “using design thinking as a tool to pursue your career, research reframing, and card sorting”

At the beginning of the semester, we had Wuyeh Jobe, class of 2019, as our first speaker. He presented on ‘using design thinking as a tool for pursuing your passion’.

We also had a session where we invited past Content Series presenters from the class of 2019 and 2020 to come and share their insights on how the Content Series presentation has contributed to their presentation skills.

Next, we will be hosting Thomas Kwantwi (2021), who will be presenting on “Research Reframing: Need for Reframing.” This will be the first of our new focus on turning the Content Series into a mini-TV show on design thinking. We will be shooting short segments inside and outside of the DLab every 2 weeks. We have 4 presenters lined up. The world is their audience. Stay tuned.





### FELLOWS PROGRAM

The D:Lab Fellows Program workshop happens every Wednesday from 2:40pm to 4:10pm in the Design Lab. This half semester, the D:Lab has had three exciting workshops for its Fellows. On the 20th of October we hosted Comfort Appiah's project Nouriture de la Maison as well as the D:Lab Farm Modelling team. Comfort worked on developing a business model for delivering nutritious and quality meals to market women as they work while the Farm Modelling team worked on a cost-effective implementation of a vertical farming system to increase crop yield on small farms.

On the 27th of October the D:Lab hosted Yoofi Brown-Pobee, Fellows Program Lead, who presented on what it means to be a D:Lab Fellow. Yoofi shared stories from his own experiences in the Fellows Program including the Burro Deep Dives and Ashesi Dartmouth Engineering Project he led and participated in at the D:Lab as well as the INCEDI conference he was invited to present at. Yoofi also outlined the many projects currently running at the D:Lab and encouraged the audience to explore their ideas through the D:Lab Fellow's Program.

On the 4th of October, the D:Lab had a workshop for its 6 New Fellows. Samuel Owusu-Acheaw '21, Owusu-Banahene Osei '21, Mathew Ndekudugu '21, Rosemary Anku '20, Theresa Chidembo '20 and Pearl Abbam '19. They presented projects they are

currently working on before breaking into smaller teams with the audience to apply design thinking methodology to problems they wanted to discuss. New business models, insights and project activities were created from these breakout sessions and the Fellows are currently doing more work on their projects to move them forward.

### MAKER SERIES

This year, D:Lab is partnering with the Mechanical Lab (and also with the Electronics Labs) for its D:Lab Maker Skills Sessions, where non-engineering students build things with engineering students.

The first session had two freshmen present on their idea for developing a cool jacket as well as heat jackets for extreme weather conditions. They talked us through the materials they were going to use for the prototyping and the processes involved.

The second maker session of this semester started off with a tour to the new mechanical lab. We saw new state of the art engineering equipment such as the CNC machines, power drills, specimen cutter and other machines and their uses in the lab. It was an exciting visit to both engineering and non-engineering folks alike. We also got the chance to see a prototype of what the two freshmen, Mathew Ndekudungu and Christian Bagaya, had developed as they set up further plans in motion to further improve on their prototype



## WHAT'S NEXT?

We have more in stock after the mid-semester when we engage with the Farm Modelling team to build prototypes of various agricultural assistive technologies for irrigation, crop monitoring, vertical farming etc. We will also start a project on a health kiosk started in the summer by a team of students.

Also coming up is a hackathon on Blockchain Technology...details coming soon.

We are excited about our progress this semester as we have a new team that is getting acquainted with the operations of the lab and are quickly making great strides.



## D:LAB TEAM

1. Isatou Jallow - Content Series
2. Yoofi Brown-Pobee - Fellows Program and Hackathons
3. Fauziya Mudasir - Maker Skills Sessions
4. Yayra Azaglo - Blogging and Reporting & Farm Modelling
5. Zoe Tagbotor - Blogging and Reporting & Research
6. Nutifafa Amedior - Farm Modelling
7. Cynthia Mahunja - Hackathons
8. Wayne Gakuo - Media
9. Carol Armah - FDE and AVA Coaching Programs
10. Winston Best-Ezeani - AVA Management



### Supervisor and D:Lab Founding Lead

Dr. Gordon Adomdza



# FACULTY PROFILES



**Dr. Enyonam Kudonoo**  
Organizational Behaviour,  
Human Resource Management



**Dr. Sena Agbodjah Agyepong**  
Real Estate Development,  
Entrepreneurship



**Mrs. Justina Kwami Morris**  
Foundations of Design Thinking  
and Entrepreneurship



**Mr. Edmund Ankomah**  
Written and Oral Communication,  
Text and Meaning



**Mr. Ebow Spio**  
Marketing, Strategic Brand Management,  
New Product Development



**Dr. Kajsa Hallberg-Adu**  
Social Theory, Written and Oral  
Communication, Leadership



**Mr. Eli Tetteh**  
Written and Oral Communication,  
Text and Meaning



**Nathalie N'Guessan**  
French as a Foreign Language

# FACULTY PROFILES



**Dr. Joseph Oduro-Frimpong**  
Written and Oral Communication,  
Ghanaian Popular Culture



**Dr. Esi Ansah**  
Leadership 4



**Mr. Kobina Graham**  
Text & Meaning, Social Theory;  
Leadership 2



**Miss. Nepeti Nicanor**  
Foundations of Design Thinking  
and Entrepreneurship



**Mr. Anthony Essel Anderson**  
Financial Accounting; International  
Finance



**Prof. Martin Cook**  
Comparative Religion  
Ethics in International Affairs



**Mrs. Rebecca Awuah**  
Precalculus 1 and 2, Statistics



**Prof. Benony Gordor**  
Quantitative Methods, Research  
Methods



20 PROFILES

# FACULTY PROFILES



**Dr. Gordon Adomdza**  
Foundations of Design Thinking  
and Entrepreneurship



**Prof. Stephen Adei**  
Leadership 3, Economic  
Development



**Dr. Stephen E. Armah**  
Microeconomics, Macroeconomics,  
Development Economics,  
Econometrics, Mathematics  
for Economists, Leadership 1,  
Leadership 3



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Dr. Stephen Armah

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ASHESI

December, 2017