



AFRICAN CASE TEAM PRESENTATION

OSUN Connected Learning Contest Winner

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Course: Leadership 1—What Makes a Good Leader?

This assignment was assigned as one of the culminating group projects halfway through the semester after students had learned the basic concepts of leadership in class. The assignment enabled students to apply these leadership concepts to a case study in order to analyze a real life problem in Africa and to create potential solutions to address these complex challenges. At the same time, students developed their leadership and collaboration abilities by working in diverse groups and learning how to resolve conflicts and experiencing firsthand what it is like to work with those from different backgrounds and personalities.

Leadership 1: What Makes a Good Leader?

The overarching goal of the Leadership Series, in combination with the experience of studying and being at Ashesi, is for students to become ethical, entrepreneurial and courageous leaders who can transform the continent. Leadership 1 lays much of the foundation for the leadership journey. In Leadership 1, we stimulate open-ended analytic thought about the relevance and attributes of good leadership; we also challenge you to develop your own moral compasses as leaders in your everyday lives and future careers.

Practical and pedagogical value

The assignment was successful in piquing students' interest and engaging students in applying theoretical concepts of leadership to real-life challenges within Africa. The assignment engaged students in critical thinking in analyzing and creating potential solutions in addition to employing multiple perspectives to inform their understanding of

the case study. This is because the project enabled student choice (each group could select their own case study) and required student-led research and collaboration on the topic while providing structure and guidance to help students carry out their projects on time. In a remote learning environment, another aspect that made this successful was that it was highly flexible for students' varied access to the internet and electricity. Students received 2 weeks or more to prepare their presentations, which enabled students to collaborate across various countries and time zones. There were also clear tasks for different group members so that every person knew and took responsibility for their expected contribution. The project created an opportunity for students to understand how to collaborate with each other and communicate well despite not being able to see each other in person. One week before the due date of their presentation, the lecturer also met with each group on Zoom to ensure that they fully understood the assignment and to challenge them to dive deeper into critical perspectives on their case study. Prior to assigning the groups, the lecturer used a program called CATME to make diverse groupings in terms of GPA, writing skills, and local and international students. This created groups of students with a balance of different strengths and perspectives that contributed to creating the presentation. Students, who were not presenting that week, had 3 full days to respond to Canvas discussion questions created by the presenting group. Presenting group members facilitated discussion by responding to student comments and questions. I provided clear directions about the quality and quantity of responses expected in the online discussion to encourage thoughtful engagement.

Canvas was used to engage students in forum discussions. Most groups used PowerPoint on the desktop or on the cloud to put together their presentations, while a few made their presentations into videos using iMovie. Group presentations were mostly uploaded onto a website called WeTransfer to make it into an easily clickable link that all students could download and access. For group communications, students used a variety of means including Twitter, Instagram, Snapchat, Telegram, Outlook, and WhatsApp. They could choose whatever means best suited their group members. Students created their own group's joint timelines on shared Google documents or OneDrive documents to clarify group goals and process checks. Students recorded their voices on the presentation slide with their content using their laptop or phone. The lecturer engaged with the student groups through Zoom before their presentation was due to check in with their progress and answer any questions.

The assignment

Each team will be assigned one of six African case studies. All case studies will focus on a leadership challenge within the African context, such as an oil spill in the Niger Delta, a revolution in Sudan, or galamsey in Ghana. Your task, and the task of your team, will be to research the case study, identify the main problem that needs to be resolved, and examine

the advantages and disadvantages of potential solutions. In doing so, you will also need to consider multiple perspectives on the case study so that a proposed solution might also be amenable to other stakeholders. In addition, you will need to apply at least two concepts from class to the case study. Each team will prepare a presentation (of no more than 25 minutes) explaining and analyzing the case study to the class. The presentation should end with discussion questions to guide the Canvas discussion that will take place after students have viewed the presentation. Your classmates will respond with their evaluation of the effectiveness and appropriateness of your proposed solutions and their thoughts in regards to the discussion questions.

AFRICAN CASE STUDY TEAM PRESENTATION (10%)

Leadership 1: What Makes a Good Leader?

Overview

This assignment enables you to put the theoretical leadership concepts you have learned in the first half of the semester into action by applying them to real life African case studies and to your own groupwork. The class will be divided into six teams of six. Each team will choose an African case study to explore based on the theme to which they are assigned. All case studies will focus on a leadership challenge within the African context, such as an oil spill in the Niger Delta, a revolution in Sudan, or galamsey in Ghana. Your task will be to research the case study, identify the main problem that needs to be resolved, and examine the advantages and disadvantages of potential solutions.

You will prepare a presentation of no more than 25 minutes that explains and analyzes the case study and potential solutions for the class. In doing so, you will also need to consider multiple perspectives on the case study so that a proposed solution might also be amenable to other stakeholders. In addition, you will need to apply at least two concepts from class to the case study. Possible concepts include the following: emotional intelligence, pleasing the masses, sacrificing a few for the wellbeing of many, building unity, Ujamaa, Machiavellian leadership, and gender/inclusion. Later, you will make your recommendation about the best possible solution to the problem in your team paper based on your classmates' feedback.

Key Questions

In presenting the case study, each team will need to make sure that the rest of the class has a strong enough understanding of the case study to be able to analyze potential solutions and make their own recommendations. Each team member will be responsible for analyzing the case from a specific angle. Each of the 6 questions will be led by one of the 6 members in the group, so please discuss amongst yourself about who will take on each role. Here are the key questions that need to be addressed in each presentation:

1. Identification of the problem: what is the problem that needs to be addressed?
2. Historical background: what events led to the current situation?
3. Stakeholders: who are the stakeholders involved?
4. Leadership position: which stakeholder's perspective will you be using in proposing possible solutions?
5. Tensions: what are the tensions, or conflicts between two opposing approaches, that inform the situation?
6. Potential actions: what are the potential actions that can be taken, and the advantages and disadvantages of each one?

Answering these questions serves two purposes: 1) to think through the key issues that inform leadership decisions; and 2) to help your classmates understand the case study well enough to determine the best possible solution for the case study. Therefore, you should never present facts for the sake of presenting facts. Instead, stay focused in making sure that your answers are purposeful.

Example

Suppose that you are giving a presentation on an oil spill in the village of Bodo in Niger Delta. You will need to do the following:

1. Identify the problem (e.g., damage to the environment and to people's livelihoods).
2. Provide a brief historical background on the topic (e.g., the spill occurred in 2008 and 2009; Shell agreed to pay the equivalent of about \$3,000 per family in compensation but did not carry out clean-up activities).
3. Identify the stakeholders involved (e.g., Ogoni people, Shell, local, state and federal government, militant groups, oil consumers, environmental activists, human rights activists, British courts, international community)
4. Identify the stakeholders' perspective that you will be using to propose your solutions (e.g., the perspective of local community members in Bodo). In focusing on the perspective of specific stakeholders, please bear in mind that your proposed solutions should ideally be persuasive to other stakeholders involved as well.
5. Identify the tensions that inform the situation (e.g., profit maximization versus community welfare; fulfilling international demand for oil versus reducing the local impact of oil extraction; traditional versus modern perspective on environment)
6. Identify potential actions that your stakeholders should take, including the advantages and disadvantages of each one. You should always have a minimum of 2 possible solutions, and you should keep in mind how those solutions may impact other stakeholders and the tensions that inform the situation.

For the purpose of this example, we have only presented answers in a skeletal format. However, in an actual presentation, you would need to explain your answers well enough that your classmates can follow and evaluate the ideas in your presentation.

Case study potential topics

Although we can provide you with a general list of topics for case studies (e.g., oil spills in Nigeria), you will need to come up with the *specific* case study yourself (e.g., the 2008-9 oil spill in Bodo, Nigeria). Your case study will need to be based on a specific example and not a general overview of a larger topic. The richest, most insightful case studies are those in which there is not a clear right/wrong answer. By contrast, if you select a case study that has only one solution (e.g., X is wrong, Y is right), then you might have a brief presentation that leads to very little discussion or insight. If you would like to propose a case study other than the ones listed below, please discuss the idea with your lecturer for approval. Below is a list of possible topics for each team:

Team	Theme	Possible topic
1	Leadership and stakeholders: How can a leader navigate diverging stakeholder interests?	Climate change activism, Uganda
		Copper mining, Zambia
		Somalia conflict
2	Leadership and facilitating inclusion: How can a leader best facilitate the inclusion of marginalized groups?	Gender inclusion in Chad
		Domestic worker rights in Togo
		Treatment of mentally disabled in Ghana
3	Leadership and corruption: How can a leader best respond to issues of corruption?	Collapse of banks in Ghana
		Corruption in Zimbabwe government
		Corruption in universities (sex for grades) – select a specific country in Africa
4	Leadership and cross-cultural challenges: How can leaders best foster unity in a diverse cultural context?	Xenophobia in South Africa
		Conflict between Anglophones and Francophones in Cameroon
		Conflict between hunters and herders in Mali
5	Leadership, peace, and reconciliation: How can leaders promote peace and reconciliation in a post-conflict situation?	Sudan after Bashir
		Preventing recurrence of election violence in Kenya
		Boko Haram insurgency in Nigeria
6	Leadership and the environment: How can leaders best address environmental challenges?	Deforestation in Democratic Republic of Congo
		Water crisis in South Sudan
		Drying Lake Chad basin

Tips for collaborating remotely

For the group presentation, make sure you have a clear way of communicating and for each person to fulfil their specific role and set deadlines for yourselves to follow. You may use WhatsApp or other social media platforms that are familiar to the group members. You can also create a shared document to plan a joint timeline of deadlines for individual contributions.

I suggest creating a powerpoint on One Drive so that each person could work on their slide, or have a "slide master" who designs all of the slides once the information is shared with them. Then, record your part for your slide and send it to one person. This could be the "voice master," who can place each respective recording on the correct slide.

When you are done, you can email the powerpoint to the lecturer and faculty intern, and we will share it with the class. Let's strive to not make the slides as bulky as possible with heavy videos since some of us may not have access to fast and reliable internet. Files can be shared as a WeTransfer link.

The presentation is due the day before our regular class session that you were scheduled to present. Your presentation will then be posted on Canvas as a class discussion, which will be open from Tuesday to Thursday every week. All group members are required to engage in facilitating Canvas discussion 3 times during the week that they present. Facilitating can include responding to students' comments with questions, critiques, or further elaborations that can keep an engaging discussion on the case going.

Weekly Canvas contributions

You are required to participate in the Canvas discussion with 3 quality contributions every week regardless of whether you are presenting or not. You must post at least 1 general response and respond to 2 other students' comments.

In addition to the discussion questions posed by the presenting group, the general question to which you can respond is the following: Which of the leadership solutions posed is the best in addressing the problem at hand?

Responses must be well thought out, explained, and supported for full credit. It should not be a simple, "I agree." You can think about how to incorporate the leadership concepts we have learned so far in class into your response as well.

Responses to other students can be questions or further building upon their point.

Responses should not be repetitive. Read through what everyone else has said so far before posting.

We kindly request that the group representative ensure that every group member participates in the discussion and follow up with any who do not. Let's support each other to make sure we all receive full participation marks for our weekly Canvas discussion.

African case study team presentation rubric

Date: _____

Cohort: _____

Team members:

Case study: _____

	Exceeds expectations			Meets expectations			Below expectations			
AREA	10	9	8	7	6	5	4	3	2	1

Content
In-depth coverage of case study and all guiding questions Arguments are backed with relevant and valid evidence from reliable sources All information presented is relevant to decision-making and not filler
Analysis
Strong analysis of all contributing factors to case study Clear logical explanation of each facet of the case Strong linkages to at least 2 references from class Explores multiple perspectives in understanding the case
Presentation skills
Engages audience well; voice uses effective enthusiasm, volume, tone, pacing, and elocution; attractive use of visuals (not text-heavy); creative delivery
Organization
Well-organized presentation with equal participation by team members

Discussion facilitation

Provides 4 well-thought out discussion questions to help students engage with the case study Each team member responds to 3 different posts in place of their individual contributions for the week
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Total		/50
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