COURSE INFORMATION

Course title:	Doing Business in Africa (Business Strategies and Models for the Base of the Pyramid Markets in Africa)		
Course code:	BASM580B	Credits:	1.5
Session, term, period:	2019W1, Period 7	Class location:	HA 132
Section(s):	001	Class times:	Mon & Weds 8-10 am except On Tuesday, Nov 12, 4-6 pm replacing the class of Monday Nov 11, 8-10 am
Course duration:	Oct 28 – Nov 29, 2019	Pre-requisites:	n/a
Division:	Strategy & Business Economics	Co-requisites:	n/a
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Dr. Edward Mungai (PhD)		
Phone:	TBD	Office location:	HA284E
Email:	emungai@strathmore.edu	Office hours:	Mon/Tue (2:30-4:30 pm) or by appointment

COURSE DESCRIPTION

Prospects for a more inclusive capitalism are appearing on the horizon. While poverty continues despite increased globalization and the implementation of a wide variety of development programs, two emerging drivers provide reason for renewed optimism.

Private sector firms are continually searching for new business opportunities. Facing saturated markets and a highly competitive business landscape, companies must broaden their search for new markets to increase revenues and new sources of supply to reduce costs. This has led to greater attention on opportunities in base of the pyramid (BoP) markets – the 4-5 billion poorest people on this planet living in the developing world most of the them in Africa[1]. Not surprisingly, enterprise leaders have faced challenges in developing sustainable, scalable business models in such an unfamiliar and impoverished market context. Addressing these challenges will require innovation and imagination as well as the capacity to embrace new partners and catalyze change.

Concurrently, non-profit organizations and development agencies are increasingly viewing profit-making enterprises as a new and important tool for achieving their poverty alleviation goals. While offering great potential, adopting this course of action also presents these organizations with new challenges.

---

[1] "Globally, rates of extreme poverty — defined as earning less than $1.90 (€1.64) a day — have dramatically declined, falling from 1.9 billion in 1990 to approximately 736 million. However, an estimated 413 million people in Africa currently live in extreme poverty — more than half of the world's total" World Bank Prosperity Report 2018. https://www.dw.com/en/world-bank-report-poverty-rates-remain-high-in-africa/a-45926382

They face gaps in skills and capabilities, resistance from an organizational culture not comfortable generating profits, and a development legacy grounded in grants and donations.

While the challenges of catalyzing a more inclusive capitalism are substantial for both the business and development communities, so are the potential returns. Fundamental to the success of BoP enterprises is sustainability at scale; a synergistic relationship between the pursuit of profits and the alleviation of poverty. Co-creating new business enterprises with the BoP offers the opportunity to design economically viable ventures that have the potential to raise the quality of life for billions of people.

COURSE FORMAT

Classes will predominantly feature discussions based on pre-assigned readings and/or cases. Some time may be allocated to short lectures. Students' preparation is essential and active participation highly encouraged.

LEARNING OBJECTIVES

The course focuses on understanding the BoP Markets in Africa. The course delivery emphasizes action-based learning, robust discussion, and critical thinking and integrates concepts from strategy, international business, entrepreneurship, non-profit management, and development to build the skills necessary to lead enterprises that generate both economic and social value. This course primarily focuses on BoP venture development, its implications for business strategy, and its impact on poverty reduction. It does not delve deeply into the opportunities and controversies around current poverty alleviation efforts[2].

At the end of the course the students should be able to
1. Discuss the complexities of doing business in BoP Markets in Africa
2. Explain the unique opportunities and challenges associated with serving BoP markets
3. Apply a toolkit of strategies, frameworks, and processes for creating sustainable, scalable BoP enterprises.
4. Recommend business models and strategies for BoP Markets in Africa

ASSESSMENTS

Summary

Component	Weight
Class participation	20%
Responses to the assigned case	20%
Team Project Report	30%
Team Project Presentation	20%
Team Project Peer Performance review	10%
Total	100%

For individual work, please include your name and section (day or evening) in both your file names and on the documents themselves. Use self-explanatory file names, such as: Smith, Day, DQs – Setting up for Success.doc. For team work, please include your team number and section in both your file names

---

[2] Prof Ted London, Ross School of Business, Michigan University, USA offers a course with similar objectives and outline. With his permission, we have modified that course outline so that the cases used in this course are for those of organizations engaged in BoP Markets in Africa.

and on the documents themselves. Use self-explanatory file names, such as: T1, Evening – IFC Interactive Lab.doc.

Details of Assessments

1. Class participation (20%)

While class attendance is crucial, individual preparation and a willingness to share knowledge and perspectives are also expected. Because this course primarily uses the case method, please carefully review the assigned readings before class, consider the discussion questions, and actively participate in the dialogue. I expect you to come prepared and may call on you to start the discussion or to address a specific issue.

Please note that I do not use a "count" system for evaluating class participation. The thoughtfulness and depth of your comments matter more than the number of times that you speak. Good class participation includes analyzing, commenting, questioning, discussing, and building on others' contributions. Good class participation is *not* simply repeating the facts from a case or article, monopolizing airtime, or ignoring the contributions of others.

Each set of class readings detailed at the end of this syllabus has a set of associated discussion questions. To help in preparation for the class and to enhance the in-class discuss you should attempt to solve all the questions before each class. Please note that submitting discussion questions for a missed class session does not count toward filling the class attendance requirement.

Expected behavior: A significant part of the learning takes place through the process of class discussion. All of us are responsible for ensuring this process is effective. Also, be sure to arrive on time for class. Furthermore, please have your nametag in each class so that both your classmates and I can get to know you. Your nametag is especially important since this class may combine students from different schools across campus, and invariably not everyone will know one another. Not following these standards hurts not only the student, but also our learning community as a whole.

2. Responses to the assigned case (20%)

 You are required to submit your written responses to the discussion questions in the case assigned for Class 5 of the course on the topic of Reaching Scale. Please do not collaborate or discuss your responses with others. **The submission is due on or before November 11th, 2019 16:00 hrs using the course Canvas page.** Late submissions are not accepted

Your responses should be approximately 1 page for each of the discussion question assigned for that given session. *(Note: the quality of your response, not the length, matters)*. As appropriate, I would also strongly encourage you to use the framework(s) discussed in the reading.

In grading these responses, I am not looking for the one "right answer." Rather, the goal is to make sure you have thought through the questions, used the appropriate tools and frameworks to address the issues at hand, and developed a consistent and logical argument. The focus is on applying concepts from the course to a complex current BoP business situation.

Team project

Each student will be expected to be part of a team of 4-7 students subject to approval by the course leader. Teams are responsible for selecting one of the assigned cases below and writing a report advising the management team of the BoP ventures discussed in the case on how to improve and or scale the venture. The assigned cases (additional cases maybe added subject to the number of students enrolled in the course) are;

1. Scaling Sanergy: Growing a Promising Sanitation Start-up, Case Centre Reference no. 1-18-001
2. MAX: Kickstarting Last-mile Logistics in Lagos, Case Centre Reference no. 1-18-002
3. Soko Jewelry, Fast Fashion, and Building a Virtual Factory, Case Centre Reference no. 1-18-003
4. CFW Shops, IESE Business School Publishing

The team report should advocate for business-oriented initiatives for the BoP Markets in Africa. The organization(s) supporting the venture, however, need not be a for-profit entity and may include multinational corporations, host country companies, start-up businesses, non-profit organizations, community groups etc.

In selecting a venture, each team should consider the amount of other publicly available information about the project as well as the opportunities to contact, via phone or e-mail, venture managers or other experts. I would prefer to avoid having the same initiative examined by two teams. Typically, overlaps are resolved based on a first-come, first-serve indication of selected case through the course canvas. Each team should submit the selected case on or before **November 13th 2019.**

All team members should be actively involved in developing the team project. The final document should capture the aggregate thinking of the entire team. To allow feedback on this process, at the end of the course, each team member will be expected to evaluate the performance of the other team members of their team.

3. <u>Team Project Report</u> (30%)

The team report should be double-spaced, 12 pitch type, normal margins, Arial typeface and approximately 10 pages (not including exhibits). The report should be such that it can be used by the management of the venture to make the appropriate decision(s) based on the team's recommendations. Simply *describing* the venture and reporting facts is not sufficient. The report should *critically analyze* the venture features. e.g. its strategy, business model, venture development approach, economic performance, poverty alleviation outcomes, partnerships etc. The report should *craft carefully considered recommendations* based on the team's analysis of the long-term success of the venture. The report should apply at least one of the concepts and/or frameworks from the course, the more the better. Properly executed, the team project should be a valuable learning experience.   The team project report should be submitted using the course canvas on or before **Saturday November 30th, 2019.**

4. <u>Team Project Report Presentation</u> (20%)

The team project presentation should give a high level overview of the team project report. Each team will have approximately 20 minutes for the presentation and about 5-10 minutes of follow-on Q&A. These presentations are an opportunity for both sharing and learning.   Presentations are scheduled for **Monday December 2nd, 2019 subject to the examination schedule in that week**. The Team Leader (or other team member) to submit presentation before end of the presentation day

5. <u>Team Project Performance Peer Review</u> (10%)

Working effectively as part of a team is a critical process in any company. The team project provides an opportunity for you to work with your peers. Yet, working in a team can be both enjoyable as well as challenging. To evaluate the role and contributions of your team members in the project, you will rate and be rated by your fellow members at the end of the course. Using an excel worksheet, you will rate and submit the performance of every member in your team excluding yourself. The rating will be in whole numbers and range from 1(poor) to 5(excellent).

To promote a differentiated rating across the team members, as is expected in any team, we require that you try and assign different scores to different team members. If you decide and rate all your team members with same overall score, your own overall score will be one less than the score you have awarded to the team members.

Peer performance review will be based on the following criteria:
1. Attendance in team meetings;
2. Share of team's work load;
3. Quality of participation and communication in team meetings;
4. Adherence to what is agreed by other team members e.g. submission of documents on time.

The team members' performance review should be submitted through the course canvas on or before **Monday December 2nd, 2019.**

Summary of Deliverables

Date	Deliverable	Guidelines	Grade
All class sessions	Class Participation	Thoughtful contribution to class discussion <u>For missed classes:</u> Submit responses to discussion questions	20%
Submit responses to the assigned case by 11/11	Write-up response to the assigned discussion questions	1-2 pages for each part of the question *(Note: this is a rough estimate. The quality of your response is what matters)*	30%
11/13	Team Project Selection	Email to the Course Outline indicating full names of team leader and members	No mark
11/30	Team Project Report Submission for Grading	~ 10 page report, double spaced, 1"margin, 12 pt. font	30%
12/02	Team Project Presentation	~ 15 minutes presentation followed by 5 minutes of Q&A Team Leader (or other team member) to submit presentation before end of the day	10%
12/02	Team Project Performance Peer review	Individual Score (0-5) for each team member identified by full name and registration number.	10%

LEARNING MATERIALS

Reading Materials:
Core textbook

1. London, T. 2016. *The Base of the Pyramid Promise: Building Businesses with Impact and Scale*. Stanford CA: Stanford Business Books. (Available at Amazon, Stanford University Press and other e-retailers). A copy of the book is required during the course.

Supplementary textbook

1. Krishna Palepu and Tarun Khanna, 2010, *Winning in Emerging Markets*, Boston MA, Harvard Business Press.

Other Learning Resources: Cases and other materials as indicated for each class

Technology Requirements: Possible use of technology by a guest speaker using skype, zoom, etc.

Activity Fees: There is no activity fee

COURSE-SPECIFIC POLICIES AND RESOURCES
Missed or late assignments, and regrading of assessments
Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions
If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an Academic Concession Request & Declaration Form https://webforms.sauder.ubc.ca/academic-concession-rhlee. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per UBC's policy on Academic Concession.

Other Course Policies and Resources
▪ Policies on assessment due prior to students joining the course (i.e., during the add/drop period).

Note that course policies must be reasonable and fair. For example, it is not reasonable to award zero to a student who missed an assignment due to registering into the class during the add/drop period. Policies cannot be punitive; only UBC's President is authorized to impose discipline, and only after a finding of misconduct. For example, a grade deduction of 10% of the course grade for poor contribution to a group project when the student's group members would have each earned 7% would be considered punitive. Unreasonable or punitive policies are appealable to the Dean's Office and the Senate's Committee on Appeals on Academic Standing.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL
Attendance
Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at https://senate.ubc.ca/policies-resources-support-student-success.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s)

constitutes a breach of copyright and may lead to academic discipline. Audio or video recording of classes are not permitted without the prior approval of the Instructor.]

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

SCHEDULE

Summary Outline

Part I: Setting the Stage

Class 1 – Monday, October 28: Reinventing Strategies for the BoP	
Readings:	1. Serving the World's Poor, Profitably (Prahalad & Allen), Harvard Business Review, 2002 **2.** Developing Native Capability, What multinational corporations can learn from the base of the pyramid, Stuart L. Hart & Ted London, Stanford Social Innovation, 2002
Discussion Questions:	1. What is the base of the pyramid (BOP) and why should we care? 2. What has changed about BOP markets since 2002? 3. What is different about building a business targeting the BoP? 4. What are the unique challenges facing BoP markets in Africa?
Supplementary Reading:	1. "The fortune at the bottom of the pyramid" (Prahalad & Hart) 2. Video: Low productivity jobs in Kenya https://www.youtube.com/watch?time_continue=13&v=8SJm0QRPHs4 3. Impact At Scale: Fulfilling the base of the pyramid promise - Positive Links Speaker Series – Prof Ted London https://www.youtube.com/watch?v=VK667ukuWlQ

Class 2 – Wednesday, October 30: Reconsidering Conventional Wisdom in Poverty Alleviation	
Readings:	1. "Distribution of Nets Splits Malaria Fighters" (Kyama & McNeil) 2. "More Money Than Sense" (Economist) 3. Introduction Section of the reference text *The BoP Promise* 4. "Distribution of Nets Splits Malaria Fighters" (Kyama & McNeil) 5. More Money Than Sense" (Economist)
Case:	Targeting Malaria: Comparing Charity- and Social Marketing-Based Approaches, Michigan Ross School of Business WDI Publishing, Product ID#: 1-428-642
Discussion Questions:	1. As the government of Tanzania, what is your recommendation to USAID? What is the reasoning behind this decision? 2. What were the strengths and weaknesses of the process that USAID used to address the burden of malaria in Tanzania? What recommendations would you offer USAID to improve the process?
Supplementary Readings:	"Nets and New Drug Make Inroads Against Malaria" (McNeil)

Part II: Exploring the BoP Opportunity	
Class 3 – Monday, November 4: Creating a Fortune with the BoP	
Readings:	1. "Impact enterprise for the base of the pyramid" (*The BoP Promise*, Chap. 1) 2. *Aid is Not the Answer.* C.K. Prahalad, Wall Street Journal, August 2005 3. The new fortune at the bottom of the pyramid, Deepa Prahalad, Strategy+Business, Spring 2019
Case:	Building and Scaling a Cross-Sector Partnership: Oxfam America & Swiss Re Empower Farmers in Ethiopia, Michigan Ross School of Business WDI Publishing, Product ID: 1-429-185
Discussion Questions:	1. Why are the different partners involved in the HARITA project committed to the project? 2. Why has the micro-insurance initiative been successful so far?
Supplementary Readings:	1. "Misfortune at the bottom of the pyramid" (Karnani) 2. "Prahalad's response to Karnani" (Originally posted on NextBillion.net) 3. "Discovery and creation: Alternative theories of entrepreneurial action" (Alvarez & Barney)

Class 4 – Wednesday, November 6: Setting up for Success	
Reading:	1. Enabling business model innovation" (*The BoP Promise*, Chap. 2) 2. Reinventing strategies for emerging markets" (London & Hart), Journal of International Business, 2004
Case:	Same case as in the previous class
Discussion Questions:	Analyze the case discussed in the previous class i.e. WDI Publishing, Product ID: 1-429-185 using 1. Table 3 in the academic paper of London & Hart 2004 2. Table 2.1 of the book The BOP promise, Chapter 2 3. 1&2 above recommend what the leadership team of the HARITA project should do next
Supplementary Readings:	1. "Revolutionary Routines" (Milstein, London & Hart) 2. "Rethinking marketing programs for emerging markets" (Dawar & Chattopadhyay) 3. "Base of the Pyramid Protocol" (Simanis, Hart, et al.) 4. An interview with Hernado De Soto - The founder and president of the Institute for Liberty and Democracy explains the effort to bring property rights and the rule of law to developing economies. https://www.mckinsey.com/industries/public-sector/our-insights/an-interview-with-hernando-de-soto

Part III: Venture Development	
Class 5 - Tuesday, November 12 (4-6pm): Reaching Scale	
Reading:	"Building for scale" (*The BoP Promise*, Chap. 3)
Case:	Building a Scalable Business with Small-Holder Farmers in Kenya: Honey

	care's Beekeeping Model, Michigan Ross School of Business WDI Publishing, Product ID: 1-429-313,
Discussion Questions:	1. Using the C-I-E scaling strategies framework in Chap 3 of "The BOP Promise", what is your assessment of the venture development process used by Honey Care Africa (HCA) for each of the three strategies; 1.1. Co-creation 1.2. Innovation 1.3. Embedding, 2. What recommendations would you give to enhance the HCA business model?
Supplementary Readings:	1. "A fresh approach; what's wrong with profits" (Strom) 2. "Creating mutual value: Lessons learned from ventures serving base of the pyramid producers" (London, Anupindi & Sheth)

Class 6 – Wednesday, November 13: Creating Mutual Value	
Readings	1. "Mutual Value Creation" (*The BoP Promise*, Chap. 4) 2. Cocreating With the Base of the Pyramid, London & Jager, Stanford Social Innovation Review, 2019
Case:	Same case as in the previous class
Discussion Questions:	1. Using the BoP Impact Assessment Framework, in Chap 4 of "The BOP Promise" what is your assessment of Honey Care Model? 2. Identify the assets for co-creation in the Honey Care Model
Supplementary Reading:	1. "Development as freedom" (Ch. 1, "Perspective of Freedom") (Sen) 2. "Doing well by doing good – Case study: 'Fair & Lovely'" (Karnani)

Class 7 - Monday, November 18: Guest Speaker	
Guest Speaker	9 -10am

Class 8 - Wednesday, November 20: Building an Ecosystem of Partners	
Readings:	1. "Creating a Partnership Ecosystem" (*The BoP Promise*, Chap. 5) 2. An Interview with Michael Porter: Social Entrepreneurship and the Transformation of Social Capitalism, Michela Drivers, AMLE, 2012,11(3).
Case:	Diageo, Innovating for Africa, Harvard Business School Publishing Case 9-514-054
Discussion Questions:	1. Apply the Partnership Ecosystem Framework to the assigned case. What is your assessment? 2. How should the management pursue expansion on what has already been achieved? What are the implications of your recommendations?
Supplementary Readings:	1. "Impact investments: An emerging asset class (O'Donohue et al.) 2. "Acumen Fund: How to Make the Greatest Impact" (Lee & London) 3. "Creating sustainable local enterprise networks" (Wheeler et al.) 4. "Cocreating business's new social compact" (Brugmann & Prahalad)

Class 9 – Monday, November 25: Managing Cross-Sector Collaborations	
Reading:	1. "Collaborative Interdependence" (*The BoP Promise*, Chap. 6) 2. The great leap: Driving innovation from the base of the pyramid" (Hart & Christensen)
Case:	Same as previous class
Discussion Questions:	1. What are the advantages and disadvantages of an enterprise having business activities in several African countries simultaneously? 2. What are the advantages and disadvantages of collaborations in BOP markets activities ?
Supplementary Readings:	"Global sustainability and the creative destruction of industries" (Hart & Milstein)

Class 10 – Wednesday, November 27: BOP Markets, Creating Shared Value and Social Entrepreneurship	
Readings:	1. "Making the Promise a Reality" (*The BoP Promise*, Chap. 7) 2. Building Social Business Models: Lessons from the Grameen Experience, Long Range Planning, 2010, 42(2-3), 308-325
Discussion Questions:	1. How are the concepts of Creating Shared Value and Social business related to BoP ventures? 2. Which type of the BoP ventures would be more sustainable? Why?
Supplementary Reading:	1. "Partnerships for learning" (London & Rondinelli) 2. "Using the base-of-the-pyramid perspective to catalyze interdependence-based collaborations" (London & Anupindi)

Part IV: Course Evaluation

Class 11 – Monday, December 2: Team Project Presentation and Assessment	
Presentations	Team Project Report Presentations

ABOUT THE INSTRUCTOR

Dr. Edward Mungai (PhD)

Career History:
Dr. Edward Mungai is the Deputy Vice Chancellor (Planning and Development) at Strathmore University, Nairobi, Kenya. The role involves spearheading the University's strategy, fundraising, alumni and development activities among others.

Until October 2018 he was the Associate Dean (Research and Innovation) at Strathmore Business School (SBS), Nairobi, Kenya. He was the Dean of SBS for the period 2008-2012 during which the school expanded its range of executive management courses and international partnerships. Before joining Strathmore University, Dr. Mungai was a faculty member at the Department of Mathematics, University of Nairobi, Kenya for the period 1991-1996.

Dr. Mungai was a board member of the Kenya government's Youth Enterprise Development Fund from 2010 – 2012 and board chair of the Association of African Business Schools from 2016-2017 having served the same board from 2012. He was a committee member of the European Foundation for Management Development (EFMD) Deans Across Frontiers (EDAF) from 2015-2018. He is an advisory Committee member of Kenya's Netfund Green Innovations Award and board member of Strathmore Dispute Resolution Centre (SDRC), Kenya.

Qualifications:
Dr. Mungai holds a PhD in Management from IESE Business School in Barcelona, Spain. He has a Master of Science degree in Mathematics, a Postgraduate Diploma in Computer Science, and a Bachelor of Science degree in Mathematics all from the University of Nairobi, Kenya. He has a Certificate in Executive Development from Sauder School of Business, Vancouver, Canada and is a certified Change Management consultant.

Research and Professional Interests:
Dr. Mungai research and professional interest are on entrepreneurship, innovation, family business and mediation. He is a UK Facilit8 accredited mediator. He has published articles and written several cases related to entrepreneurship and innovation. He is also a faculty member at Strathmore University Business School and a visiting professor to both University of Kigali, Rwanda and Sauder School of Business, Vancouver, Canada.