Management and Executive Education Program

GRADUATE PROGRAM IN BUSINESS ADMINISTRATION

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MBA
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MBA PROGRAM IN MANAGEMENT AND EXECUTIVE EDUCATION

I. INTRODUCTION

The most widespread program of education that trains people who aspire to manage and lead or become better managers and leaders of businesses is the Master of Business Administration (MBA). Traditionally, the MBA program consists of a two-year education offered to college trained students with no or some years of relevant work experience. Management education of this nature was first originated in the USA and gained worldwide acceptance; which became quite diverse and competitive after the Second World War. According to one 1999 data, there were over 1600 institutions in the world offering MBA. Introduced to Europe in the 1950’s, there were over 700 MBA programs by the end of 2003.

Addis Ababa University’s Faculty of Business and Economics – the oldest program of its kind in the country – published on its website that it has so far graduated a total of about 2000 students in its undergraduate management program. It is not difficult to see that, whatever the other young universities have contributed so far, the Country’s needs in the field would remain to be critical. And yet, it is only recently that Addis Ababa University (2003), Mekelle University (mid 2009), Jimma University, Unity University, Alpha University College, and International Leadership Institute have launched graduate programs in business. Thus, it is quite unfortunate that, the educational opportunities for Ethiopian MBA education seekers remained to be largely through distance modes arranged by European and Indian open universities.

II. THE NEED FOR MANAGEMENT EDUCATION PROGRAMS

Despite the current extensive expansion of MBA programs worldwide, companies and businesses – in nations with strong economies and well-established corporate culture – are still facing old and new challenges including: demand for skilled managers and visionary leaders, expansion of disruptive (non-conventional) approaches of doing business like e-commerce, and ever-changing technology. The challenges facing industries and companies in under-developed economies – like that of ours – are far more complex than these. The challenges facing well-established companies in nations with strong economies would essentially require prompt adjustments in response to those challenges. On the other hand, the challenges facing newly-emerging companies and industries in under-developed economies require a whole lot of endeavors to set foot as competitive entities in the age of globalization. This implies that emerging companies and industries in nations like Ethiopia need to have managers who not only have large dose of knowledge and skills of managing business the right way but also leaders capable of devising mechanisms that ensure that their companies establish as a competitive entities and thrive under existing and future challenges.

The Ethiopian economy is growing at a very promising rate for the last seven years. There are more reasons to believe that the national economic growth will keep growing for several years to come. Maintaining and advancing the national economic growth in the coming years will inevitably require the establishment of a diversity of new businesses and companies in various sectors and the strengthening of the existing ones. The successes of existing and new businesses and companies will greatly depend on the management and leadership skills of their executives and managers. This, thus, calls for the opening of business schools that produce graduates with sophisticated management and leadership skills, new ideas, and faster innovative skills. Following, the need for management and executive education programs to help the major actors in the Ethiopian economy are provided.

(a) Large-Scale Private Companies: The contribution of the private sector in the economic development of Ethiopia is showing steady growth. As this sector will ultimately shoulder of the national economy, it needs to be an extensive user of knowledge, skills, and technology. Competing and succeeding in the present globalized markets depend on the extent of the sector’s use of knowledge and technology. Thus, executives as well as
managers and experts assuming different company positions need to be equipped with knowledge, skills, and dispositions in leadership, management, and science and technology. They also need to be engaged in continuous professional development schemes to cope up with new challenges and exploit opportunities that could unfold any time. Hence, the Graduate Management and Executive Education programs being proposed in MIT will play central role in disseminating the needed knowledge and skills in leadership, management, and science and technology to benefit the private sector.

(b) Small-to-Medium Scale Family-Based Businesses: Ethiopian family-based businesses are quite small, run traditionally with little or no knowledge input. Nonetheless, the sector provides extensive employment opportunities, and if exploited would be one of the most important sources of revenue and taxes. Moreover, this sector serves as an outlet and distributor of the products and services of large-scale companies to the consumers at the end of the chain. We are witnessing that a good deal of Ethiopian communities and families are getting more and more affluent as the result of the steady national economic development. This, in turn, promotes the growth and thriving of family-based businesses. The sustainability and success of such businesses can be enhanced through the uses of knowledge, new skills, and technology. Provision of need-based, custom-made business education and training to family-based business holders and manager will, similarly, greatly promote the development of this sector.

(c) Public Enterprises and Government Monopolies: Currently, there are a number of large-scale public enterprises and government monopolies in the country in the aviation and shipping, energy, financial, housing, postal and telecom, sugar industry, and other sectors. Many more will inevitably evolve in the future. In addition to their contribution as sources of revenue for the government, such companies and enterprises would serve as models and sources of experience of good practice for the emerging private sector. They can also provide contexts for education, training, and research. In order to shoulder these responsibilities, public enterprises and government monopolies need to be knowledge-based and science and technology-led. The development of competitive, knowledge-based, and science and technology-led companies can be realized through placing highly-trained executives, managers, and experts at all hierarchical levels of operations. MIT’s Graduate Program in Management and Executive Education will help public enterprises and government monopolies by producing highly-educated leaders and managers and offering tailor-made executive education programs to working executives and managers.

Business and executive education programs can also boost the performances and competitiveness of businesses and companies through: enhancing the leadership and management skills of public servants in all sectors and providing graduate and/or need-based executive education and training opportunities and options to young college and university graduates aspiring for entrepreneurship and managerial positions. Whereas well-trained public servants create conducive environment for the realization of knowledge-based economies, the existence of a pool of highly-trained young MBA holders and entrepreneurs enhance the development of knowledge economies.

(d) Public Servants: The thriving of good governance, rule of law, and democracy is the most important factor that enhances speedy economic development. The thriving of good governance, rule of law, and democracy is, in turn, developed through having well-qualified public servants at all levels and in all sectors. Then, the presence of well-qualified public servants across the board supports the various economic sectors through placing and implementing attractive business and investment policies and guidelines, and setting and employing fair and legal regulatory frameworks, among other things. Fostering good governance, rule of law, and democracy through the development of leadership and managerial knowledge and skills of public servants would, thus, enhance the realization of knowledge-based economy.
(e) Potential Entrepreneurs and MBA Aspirants: Federal and state government policies and strategies support young college and universities graduates to get into entrepreneurship. However, Ethiopian college and university graduates are barely exposed to a single, very general entrepreneurship course, if at all. Graduate and/or need-based education and training in business and entrepreneurship would help young entrepreneurs succeed. Moreover, business and executive education programs could provide: (a) MBA aspirants with education and training options to explore for new jobs, and (c) public and private employees to consolidate existing positions.

V. VISION, MISSION, VALUES, GOALS, AND OBJECTIVES

Vision
Become a leading program of education, research, and community services in management and executive education in Ethiopia.

Mission
Prepare business leaders and managers capable of developing successful, competitive, and sustainable business and/or enterprise.

Values
The Program values innovation and creativity, and instills ethical corporate ethos and civic responsibility.

Goals
To fulfill its vision and mission, the Management and Executive Education Program aims at achieving the following broad goals:

- Offer high-quality, general and need-based graduate programs in Business Administration.
- Offer company-specific, custom-made, or need-based short-term education and training programs.
- Provide business and economics researchers with ICT supported high-tech facilities to undertake research and community service activities.
- Provide local small- and large-scale businesses with high-tech facilities and information gateway to explore business and market opportunities.
- Provide current and future Ethiopian industries and companies with highly qualified managers, leaders, and researchers.

Objectives
The objectives of the Management and Executive Education Program in MIT are:

- Train future managers, leaders, policy-makers, entrepreneurs, etc in graduate business administration.
- Conduct research and development activities in the various branches of business and executive education.
- Prepare students to be able to identify, analyze, and apply the interrelations among public and private business organizations.
- Prepare students to initiate their own business ventures.

VI. DESIGN OF THE EDUCATION AND R&D PROGRAMS

Traditional MBA curricula rely on classroom-based dissemination of explicit and cognitive knowledge structures and information. But, this approach is inefficient to teaching and cultivating indescribable managerial skills. Likewise, most MBA curricula concentrate on describing the characteristics of good leaders instead of developing leadership itself.

Arguably, traditional MBA curricula cannot produce managers capable of making their companies successful in the face of present-day challenges. Consequently, many business schools are reforming their
MBA programs in response to the emerging challenges. The reforms ensure that MBA programs: (a) involve students and faculty in real-time projects solving real company problems, (b) are supported with information communication technologies and high-tech facilities, (c) offer extensive executive education to help students and faculty interact with working executives regularly, (d) incorporate courses and lessons on leadership and teamwork to ensure the success of both academic institutions and companies, and (e) tailor their curricula to the needs of students.  

Review of the leading business schools, including the most reputable US business schools and that of India, shows that the principal goal of their graduate programs in business is preparing adults to assume management and leadership positions in one or some of the multitude of business sectors. Almost all of the graduate business programs in the USA and elsewhere offer students with core courses and electives in as many as over two dozen specialities. Here it is helpful to note that the purpose of having a great diversity of electives is to satisfy the needs of students who plan to take management and leadership positions in one or few of the equally great diversity of well-developed sectors. Other important observations in regard to the famous graduate business programs are: (a) their credit load ranges from 48 to 64, (b) they favor projects in place of theses, (c) their class sizes do not go below 60, (d) and many of their courses run for 7 to 8 week (quarters) instead of 14-16 weeks (semesters).

Having the aforementioned background information from the most reputable business schools of the world, we designed MIT’s graduate Program in Management and Executive Education as is conceptually shown in Figure 1. The Curriculum is designed in such a way that professionals who successfully complete the Program shall have leadership, analytical, and functional knowledge and skills to effectively manage and/or lead a diversity of businesses by responding to the dynamics of internal and external environments. Thus, the courses are selected to help students gain leadership, analytic as well as functional knowledge and skills in seven specialties of business. Note that contrary to the business schools we looked into, MIT’s graduate program in Management and Executive Education is designed to provide students with opportunities to gain functional knowledge and skills in multiple specialties.

![Conceptual Map of MIT's Graduate Program in Business Administration](image-url)
The compelling rationale for this curriculum design is to prepare students to be able to take employment positions in a diversity of business sectors and departments. This is because, despite of the growing diversity of business sectors in the Country, the capacity of each sector (e.g. Health, Tourism, Retail, etc) to absorb many specialized managers and leaders is quite limited. Thus, instead of producing highly specialized professionals to fit a specific business sector or department and surpass the local demand quickly, we chose to have a curriculum that prepares professionals who can work in multiple sectors and/or departments (Table 1). Moreover, graduates of the Program can comfortably fit multiple positions within a company or business group, e.g. head of Human Resources, Financial Management, Project Management, Quality Management, etc.

Another important merit of the design is related to the availability of students seeking specializations in specific fields. Apparently, the number of students seeking specializations in many of the subdisciplines of management would not be extensive to oblige us to have the usual design – core plus many specialties as electives. Furthermore, at present it is almost impossible to get a host of fulltime professors from the local market who would be willing to move to MIT.

VII. DESCRIPTION OF THE CURRICULUM
As it is provided above, this Graduate Program in Business Administration – also called Master of Business Administration – will enable professionals who successfully complete the Program to have leadership, analytical, and functional knowledge and skills to effectively manage and/or lead a diversity of businesses by responding to the dynamics of internal and external environments. The goals, admission requirements, instructional approaches, assessment and evaluations strategies, and grading systems of the MBA Curriculum are designed to fulfill the vision, mission, goals, and objectives of the Management and Executive Education.

7.1 Goals
The goals of the MBA Program are: (a) preparing managers and/or leaders who combine management and leadership, analytic, and functional knowledge and skills in various fields of business and management and apply them in their future careers, and (b) providing the students with knowledge and skills necessary to pursue professional development in the various field of business and management.

7.2 General Objectives
The MBA Program strives to:
- Provide high quality graduate education in Business Administration.
- Prepare analytically and functionally knowledgeable and skillful managers and leaders of businesses.
7.3 Specific Objectives
The MBA Program strives to enable graduates to:

- Become academically and professionally competent business managers and leaders.
- Develop the ability to work independently and cooperatively.
- Build the knowledge, skills, and dispositions required to take up civic responsibilities.
- Work and take leadership positions in industries and teaching and research institutions.
- Develop transferable knowledge and skills applicable to initiate their own enterprise.
- Pursue career development in Management and Executive Education.

7.4 Nomenclature of the Degree
This Graduate Program awards the Degree of Masters in Business Administration (ማስተርስ ደግ.AppCompatActivity በቢዝነስ በሰልሸለት). It is a thesis-based Program completed in two years.

7.5 Rationale
The need for the opening of Management and Executive Education programs is given in some detail in Section II. Noting the contributions of the programs to the actors of the Ethiopian economy may suffice. However, it is helpful to add some points on the significance of the programs to the local industries and communities. Large-scale private industries are growing steadily in Tigrai. Likewise, small-to-medium, family-based businesses – traditionally common in Tigrai – are in good shape. Furthermore, the recently promoted private micro- and small-scale enterprises – which will inevitably become tomorrow’s large-scale companies – are flourishing.

The presence of these economic actors as well as the expansion of higher education opportunities in science and technology in the Regional State of Tigrai can be regarded as an important opportunity to build globally competitive, knowledge-based, and science and technology-led economy. Nonetheless, these opportunities can only be turned into tangible outcomes through having dynamic and focused education and training, and research and development programs that produce well-trained business leaders and managers. Delaying the deployment of the critically needed leadership and management knowledge and skills to enhance the capacities and competitiveness of the various businesses and companies would become quite costly. It could mean that the business and companies become victims of globalization before setting foot.

Therefore, MIT’s MBA Program will provide: (a) family-based to large-scale businesses and companies with highly-trained leaders and managers as well as opportunities for their executives to receive quality education and training; and (b) individuals who seek business and/or executive education to initiate their own entrepreneurship or aspire to take leadership and managerial positions in existing companies.

7.6 Graduate Profile
A successful MIT graduate of MBA in Management and Executive Education should:

- Demonstrate the knowledge and skills to manage and lead a diversity of teams and organizations.
- Apply management and leadership knowledge and skills to motivate and lead others.
- Adopt management and leadership practices ensuring the success of organizations and businesses.
- Demonstrate the capacity to make managerial decisions in socially responsible way.
- Build one’s career through continued professional development to effectively manage and lead.
- Exhibit the knowledge and skills to manage and lead projects successfully.
- Develop innovative and effective business operation strategies.
- Create new business enterprise.
- Employ innovative tools and models to improve business effectiveness and/or productivity.
- Develop strategies to implement organizational change successfully.
- Undertake strategic analyses of a diversity of organizations.
• Develop and implement marketing plans for various product and services.
• Capable of designing organizational structures to promote the productivity of human resources.
• Select and apply financial decision-making techniques to appraise projects.
• Support managerial and leadership decision making with research.
• Provide consulting services to a diversity businesses and departments.
• Offer college level and tailor-made courses to various clients.
• Value innovation and creativity, and demonstrate ethical corporate ethos and civic responsibility.

7.7 Admissions
Admission to the MBA Program is open to any applicant with a minimum of undergraduate degree from accredited institution in any field, capable of paying tuition and fees on a competitive basis. The selection criterion includes qualification, professional experience, score on entrance exam (if any), etc.

7.8 Mode of Course Delivery, Instructional Methods, and Assessment
The mode of course delivery is designed in response to two critical local realities – (a) the lack of experienced full-time professors and (b) the availability of many employed candidates who can join the program while working. Hence, the course delivery is planned to be sequential in such a way that each of the four courses offered in a semester will be completed in a month (4 weeks). The Summer Team Project (MBA 632) will be completed during the summer vacation of the first year. Likewise, the MBA Thesis (MBA 736) will be initiated at the same time. It is believed that this type of course scheduling is suitable to working students. Moreover, we are convinced that the intensive courses can be delivered by adjunct professors coming from any part of Ethiopia for a short stay.

Instructional methods that engage students in a lot of minds-on and hands-on activities, including: lectures, discussions, case studies, group exercises and presentations, independent activities, field sessions, hands-on coaching, guest speaker sessions, organizational simulations, field project, and other skill-based experiential exercise.

Learning has to be learner-centered, knowledge-centered, and assessment-centered. Assessment will, thus, be an integral part of the learning activities and will be designed to encourage students to explore and understand the subject more fully and engage in self reflection. Hence, the assessment and evaluation schemes of lecture courses include: (a) independent and group assignments and activities, group assignments and presentations, independent and group projects, case studies, etc (50%), and (d) final comprehensive exam (50%).

7.9 Grading and Graduation Requirements
In this Program, Criterion Referenced grading system is employed. Course scores are converted into letter grades according to the following scale (Table 2). Graduation with MBA Degree requires student to: (a) maintain continuous enrollment throughout the two year Program, (b) complete all courses with a minimum CGPA of 3.00 with a maximum of two courses with “C” or “C+” grades, (c) and earn a minimum of “B” in Summer Team Project and MBA Thesis.

Table 2: MBA Grading Scale

<table>
<thead>
<tr>
<th>Course Score</th>
<th>100–91</th>
<th>90–86</th>
<th>85–81</th>
<th>80–76</th>
<th>75–71</th>
<th>70–66</th>
<th>65–61</th>
<th>&lt;61</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>Grade Points</td>
<td>4.00</td>
<td>3.75</td>
<td>3.50</td>
<td>3.00</td>
<td>2.75</td>
<td>2.50</td>
<td>2.00</td>
<td>0</td>
</tr>
</tbody>
</table>
VIII. ACADEMIC STRUCTURE OF THE MBA PROGRAM

8.1 Course Coding and Listing

All courses offered by the Department will have a 3-letter code of “MBA” in upper case followed with a 3-digit number (XYZ). The “X”, “Y”, and “Z” in the 3-digit number represent “Year of Offering”, “Course Categories”, and “Semester of Offering”, respectively. Year I and II courses will start with 6 and 7, respectively. Likewise, 1, 2, 3, 4, 5, 6, 7, 8, and 9 are given to Leadership Knowledge and Skills, Analytical Knowledge and Skills, Human Resource Management, Marketing Management, Operations Management, Financial Management, Project Management, Entrepreneurship, and Research courses, respectively. Finally, courses offered in Semester I carry “odd” numbers, and those offered in Semester II carry “even” numbers. The list of courses is given in Table 3.

Table 3: List of MBA Courses

<table>
<thead>
<tr>
<th>SN</th>
<th>COURSES AND CATEGORIES</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Leadership Knowledge and Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>MBA 611: Organizational Behavior</td>
<td>3/3</td>
</tr>
<tr>
<td>2</td>
<td>MBA 612. Leadership and Strategic Management</td>
<td>3/3</td>
</tr>
<tr>
<td>II. Analytical Knowledge and Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MBA 623: Managerial Economics</td>
<td>3/3</td>
</tr>
<tr>
<td>4</td>
<td>MBA 624: Qualitative Methods for Management</td>
<td>3/3</td>
</tr>
<tr>
<td>III. Functional Knowledge and Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Human Resources Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>MBA 634: Theory and Practice for Human Resource Development</td>
<td>3/3</td>
</tr>
<tr>
<td>6</td>
<td>MBA 737: Performance Management</td>
<td>3/3</td>
</tr>
<tr>
<td>(b) Marketing Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>MBA 647: Marketing Management</td>
<td>3/3</td>
</tr>
<tr>
<td>8</td>
<td>MBA 743: International Marketing and Brand Management</td>
<td>3/3</td>
</tr>
<tr>
<td>(c) Operations Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>MBA 656: Production and Operations Management</td>
<td>3/3</td>
</tr>
<tr>
<td>10</td>
<td>MBA 752: Quality Management</td>
<td>3/3</td>
</tr>
<tr>
<td>(d) Financial Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>MBA 665: Managerial Accounting and Finance</td>
<td>3/3</td>
</tr>
<tr>
<td>(e) Project Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>MBA 771: Project Management</td>
<td>3/3</td>
</tr>
<tr>
<td>(f) Entrepreneurship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>MBA 785: Entrepreneurship and Management of Small Business Enterprises.</td>
<td>3/3</td>
</tr>
<tr>
<td>(g) Research Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>MBA 692: Summer Team Project</td>
<td>3/3</td>
</tr>
<tr>
<td>15</td>
<td>MBA 796: MBA Thesis</td>
<td>6/6</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>48/48</td>
</tr>
</tbody>
</table>
8.2 Course Scheduling

Table 4: Course Scheduling by Year and Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Cr Hr</th>
<th>Code</th>
<th>Course Title</th>
<th>Cr Hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>MBA 611</td>
<td>Organizational Behavior</td>
<td>3</td>
<td>MBA 737</td>
<td>Performance Management</td>
<td>3</td>
</tr>
<tr>
<td>I</td>
<td>MBA 623</td>
<td>Managerial Economics</td>
<td>3</td>
<td>MBA 743</td>
<td>Int. Marketing &amp; Brand Mgt</td>
<td>3</td>
</tr>
<tr>
<td>I</td>
<td>MBA 647</td>
<td>Marketing Management</td>
<td>3</td>
<td>MBA 771</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>I</td>
<td>MBA 665</td>
<td>Managerial Accounting &amp; Fin.</td>
<td>3</td>
<td>MBA 785</td>
<td>Entrepreneur. &amp; Mgt of SBE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MBA 796</td>
<td>MBA Thesis</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>TOTAL</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>II</td>
<td>MBA 612</td>
<td>Leadership &amp; Strategic Mgt</td>
<td>3</td>
<td>MBA 752</td>
<td>Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td>MBA 624</td>
<td>Quant. Methods for Mgt</td>
<td>3</td>
<td>MBA 796</td>
<td>MBA Thesis</td>
<td>6</td>
</tr>
<tr>
<td>II</td>
<td>MBA 634</td>
<td>Theory and Practice for HRD</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>MBA 656</td>
<td>Production &amp; Operations Mgt</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>TOTAL</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Summer</td>
<td>MBA 692</td>
<td>Summer Team Project</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Summer</td>
<td>MBA 796</td>
<td>MBA Thesis</td>
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<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>3</td>
<td></td>
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</tbody>
</table>

IX: DESCRIPTION OF COURSES

MBA 611 | Organizational Behavior
Prerequisite: None

Course Objectives
At the completion of the course, students will be able to:
- Discuss the basic concept of management and organization.
- Explain the general principles of organizational behavior.
- Build better relationship through the achievement of individual, organizational and social objectives.
- Evaluate the effect of organizational culture on performance.
- Lead and manage change.
- Apply managerial skill to communicate and resolve conflict.
- Diagnose and solve interpersonal and team problems.

Course Description
The course examines the behavior, structure, and processes of organizations using the approaches of behavioral sciences. It includes major contemporary issues related to individual and group motivation and performance, organizational culture, the role of leadership, managing organizational change, workforce diversity, organizational structure, interpersonal and group processes, and organizational issues and processes. Lectures will be supported with case studies, group activities, and reading assignments.

\[1\] 3\((3,0,0)\) = 3 Credit Hours (3 Lecture Hours, 0 Practical Hours, 0 Tutorial Hours)
Course Objectives
At the completion of the course, students will be able to:

- Identify, compare and contrast leadership theories.
- Respond to changing social and economic context of businesses with insight, flexibility and ethical sensitivity.
- Apply and integrate fundamental leadership concepts into a variety of situations.
- Appreciate the importance of leadership and management in management decision making.
- Clarify the distinctions between corporate and business strategy.
- Employ a complete analytical framework to assess a wide range of strategic problems in management and business.
- Understand the methods commonly employed to analyze the external environment, and how to effectively use those tools and concepts.
- Apply concepts of corporate strategy through diversification, mergers and acquisitions, as well as internationalization.
- Demonstrate strategic planning and management behavior and skills.

Course Description
The course explores numerous aspects of leadership including: concept and practice of leadership at individual, team, and organizational level; and concepts and techniques of strategy formulation, implementation, and evaluation. Topics included are: the role of leadership, formal and informal leadership, team leadership, and the practitioner; theoretical approaches to managing uncertainty and change, process of change, and the dynamics of the challenges and the business environment; strategic planning, strategic management concepts, tools of strategy analysis; sources of competitive advantage, strategies in different industries; the fundamentals of corporate strategy; industry analysis; current trends and challenges in strategic management; and internal, external, and global considerations in leadership and management. Course lectures will be supported with seminars, reading assignments, groups activities, and case studies.

Text/Reference Books

MBA 623  Managerial Economics  
Prequisite: None  

3 (3,0,0)

Course Objectives
At the completion of the course, students will be able to:
- Describe the relative importance of Managerial Economics.
- Explain the application of the principles of managerial economics in achieving business objectives.
- Apply modern rules of managerial decision making and optimization techniques.
- Select appropriate tools in the analysis of consumer behavior and in forecasting product demand.
- Use appropriate tools in analyzing production and costs.
- Apply latest pricing strategies.

Course Description
The Course deals with the fundamental principles of managerial economics, decision analysis, analysis of market demand, demand forecasting, production and cost analysis, and market structure and pricing decisions. Lectures will be augmented by seminars, readings assignment, group work, and case studies.

Text/Reference Books

MBA 624  Quantitative Methods for Management  
Prequisite: None  

3 (3,0,0)

Course Objectives
At the completion of the course, students will be able to:
- Employ quantitative tools to make improved decisions.
- Demonstrate improved quantitative reasoning ability.
- Apply a repertoire of decision making facilities and models in managerial practices.
- Evaluate the different decision models and their implications for management decisions.
- Relate the theoretical concepts and tools to real life business decisions.

Course Description
The course examines the art of solving problems under uncertainty using quantitative and/or statistical techniques of analyses to transform data into useful and actionable information in financial management, quality control, research and development, operations/production, market research and organizational behavior. Course topics include: descriptive statistics, probability, sampling distributions, confidence intervals, hypothesis testing, simple and multiple regressions, linear and integer programming, and decision making under uncertainty. Course lectures will be supported with demonstration, seminars, reading assignments, group activities, and case studies.

Text/Reference Books
MBA 634  
Theory and Practice of Human Resource Development  
Prerequisite: None  
3 (3,0,0)

Course Objectives
At the completion of the course, students will be able to:

- Critically evaluate theories and concepts of human resource development.
- Evaluate the strategic role of people in the organization.
- Describe the common functions and processes of human resource planning.
- Develop plan of action to improve employees’ performance through training.
- Prepare and present a well researched career plan.
- Discuss how HRD culture influences employees’ behavior.
- Identify measures that motivate people in the workplace.

Course Description
Course deals with competency management and human capital development. Topics include: strategic and operational issues in managing human capital in organizations, understanding the global environment, ensuring fair treatment and legal compliance, creating organizational alignment, managing strategic change, job analysis, recruitment and selection, training and development, compensation, measuring performance, benefits and services, safety and health at the workplace, unionization and bargaining, and practicing the human resource profession. Lectures will be augmented by seminars, readings assignment, group work, and case studies.

Text/Reference Books

MBA 647  
Marketing Management  
Prerequisite: None  
3 (3,0,0)

Course Objectives
At the completion of the course, students will be able to:

- Analyze the different aspects of marketing management.
- Demonstrate the skills and behavior of a good marketing manager.
- Create a suitable environment to undertake marketing management effectively.

Course Description
The course introduces to marketing management, analyzes marketing opportunities, deals with market assessment processes and strategies, and addresses new market, product, and service offering process. Lectures will be supported with seminars, reading assignments, groups activities, and case studies.

Text/Reference Books
### MBA 656 Production and Operations Management

**Prerequisite:** None  
**Credits:** 3 (3,0,0)

**Course Objectives**

At the completion of the course, students will be able to:

- Discuss the various aspects and techniques of forecasting.
- Analyze the processes of product and process design and development.
- Develop mechanisms of operating and controlling productions systems.
- Select suitable tools to manage production technology.

**Course Description**

The Course addresses major issues in Production and Operations Management including: productivity, forecasting, product and process design and development, operating and controlling production system, and selection and management of production technology. Course lectures will be supported with seminars, reading assignments, groups activities, and case studies.

**Text/Reference Books**


### MBA 665 Managerial Accounting and Finance

**Prerequisite:** None  
**Credits:** 3 (3,0,0)

**Course Objectives**

At the completion of the course, students will be able to:

- Explain the principles of accounting and finance.
- Apply accounting and financial tools in managerial decision making.
- Develop effective operational planning
- Apply effective capital budgeting processes.
- Manage firms’ investment more effectively.

**Course Description**

Course deals with: the overview of managerial accounting and financing, analyzes financial statements, product and service costing and cost volume profit analysis, budgeting processes and performance reporting, time value of money and capital budgeting, and the impact of financial service industry. Course lectures will be supported with seminars, reading assignments, groups activities, and case studies.

**Text/Reference Books**

### MBA 692  
**Summer Team Project**  
**Prerequisite:** None  
**Credit Hours:** 3 (0,3,0)

**Course Objectives**  
At the completion of the course, students will be able to:  
- Develop a plan to troubleshoot a given company’s problem.  
- Demonstrate the skills and knowledge to work with colleagues.  
- Collect and use data to troubleshoot problems of companies.  
- Develop a viable business plan.  
- Write and present group project report.

**Course Description**  
The Course provides students with the opportunity to learn under real life settings. It helps students to apply what they have learned in the classroom to solve real company problem under the supervision of a faculty. Projects may also involve a new business development.

**Text/Reference Books**  

### MBA 737  
**Performance Management**  
**Prerequisite:** MBA 634 – Theory and Practice of HRD  
**Credit Hours:** 3 (3,0,0)

**Course Objectives**  
At the completion of the course, students will be able to:  
- Develop critical and reflective skills to manage individual, group, and organizational performance.  
- Plan to manage performance constructively.  
- Promote performance and organizational change through performance management initiatives.  
- Show the key linkages between performance and reward in organizations.

**Course Description**  
The Course deals with the importance of managing organizational performance and presents key concepts related to managing and rewarding performance at the organizational, group and individual levels. Topics included are: performance measurement and management, principles of performance management, planning strategy of organizational performance, performance management system and process, current approaches of performance management (like balanced scorecard, business process engineering, benchmarking, etc), competence development techniques, individual motivation, and the link between rewards and performances. Lectures will be supported with seminars, reading assignments, groups activities, and case studies.

**Text/Reference Books**  
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<tr>
<th>Course Code</th>
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<th>Prerequisite</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MBA 743</td>
<td>International Marketing and Brand Management</td>
<td>MBA 647 (Marketing Management)</td>
<td>3 (3,0,0)</td>
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</tbody>
</table>

**Course Objectives**
At the completion of the course, students will be able to:
- Discuss external issues/factors affecting international marketing activities.
- Develop international marketing strategies.
- Planning and evaluate brand strategies.
- Employ appropriate theories, models, and tools to make better branding decisions.

**Course Description**
The Course covers topics on international marketing environment, international marketing strategies, brands and brand management, customer based brand equity, brand positioning and values, and integrating marketing communications to build brand equity. Lectures will be supported with seminars, reading assignments, groups activities, and case studies.

**Text/Reference Books**

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<tbody>
<tr>
<td>MBA 752</td>
<td>Quality Management</td>
<td>MBA 556 (Production and Operations Mgt)</td>
<td>3 (3,0,0)</td>
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</table>

**Course Objectives**
At the completion of the course, students will be able to:
- Discuss the concepts and philosophies of quality in design, manufacturing, and services.
- Employ Statistical Process Control (SPC) tools in quality management.
- Impart the knowledge and skills on quality techniques and initiatives.

**Course Description**
The Course covers a long range of quality management and engineering concepts including Statistical Process Control, acceptance sampling, techniques of quality improvement, TQM, ISO 9000, and an introduction to Six Sigma. Course lectures will be supported with seminars, reading assignments, groups activities, and case studies on SPSS.

**Text/Reference Books**

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<tr>
<td>MBA 771</td>
<td>Project Organization and Management</td>
<td>None</td>
<td>3 (3,0,0)</td>
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**Course Objectives**
At the completion of the course, students will be able to:
- Discuss various models and theories of managing, organizing and controlling projects.
• Evaluate significance of the qualification of project managers.
• Adapt management approaches of successful projects.
• Analyze the role people at different positions in managing a project.
• Identify important skills and tools that ensure the successes of projects.
• Lead projects and being led in projects.

Course Description
Course deals with the overview of project management, philosophies and concepts of project management, organizational structure of project, organizing and staffing projects, project planning, network scheduling techniques, resource allocation and loading, cost estimation and budgeting, project risk management, and project evaluation and control. Course lectures will be supported with seminars, reading assignments, groups activities, and case studies on Microsoft Project.

Text/Reference Books
• Kerzner (2001). Strategic Planning for Project Management using Maturity Model.

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<tr>
<td>MBA 785</td>
<td>Entrepreneurship &amp; Mgt of Small Business Enterprise</td>
<td>3 (3,0,0)</td>
</tr>
</tbody>
</table>

Prerequisite: None

Course Objectives
At the completion of the course, students will be able to:
• Appreciate the importance of entrepreneurial behavior to the success of the small business sector.
• Employ a number of creative techniques of generating business opportunities.
• Describe factors that motivate entrepreneurs to develop new ventures.
• Discuss the key determinants of the success of a business.
• Examine the concerns of entrepreneurs and describe their behaviors’, strategies and the performance.
• Evaluate the strategic roles of small business enterprises.

Course Description
The course explores into: the concept and practice of entrepreneurship, actions and mindsets of entrepreneurs, processes of seeking and evaluating opportunities, and strategies used by entrepreneurs in marshalling resources for the pursuit of opportunities. Likewise, it covers the operations of businesses in functional areas like marketing, human resource management, operations, financial planning and management, and innovation as well as operating problems involved in managing a small businesses such as locating, evaluating, marketing, and financing of small enterprise to survive and grow. Characteristics of successful entrepreneurs, entrepreneurial processes, entrepreneurial finance, new ventures, valuation and deal making, writing business plan, buying a business, family business dynamics, methods of business acquisitions and management, and growth and managing crisis and failure are also covered. Lectures will be supported with seminars, assignments, groups activities, and case studies.
Text/Reference Books

| MBA 696 | MBA Thesis | Prerequisite: Good Standing at Year II, Semester I | 6 (0,6,0) |

Course Objectives
At the completion of the course, students will be able to:
- Develop a plan to undertake a real life research.
- Apply the knowledge and skills learned in other courses to undertake independent research.
- Employ qualitative and quantitative tools to analyze research data.
- Write research manuscript publishable in peer reviewed journals.
- Report research work through oral presentation.

Course Description
This is a thesis course designed to help students deepen their knowledge and skills in a particular area of interest through real life research. It requires students to make a study in a specific topic of interest in depth under the close supervision of a faculty member.

Text/Reference Books

X. REFERENCES

ACKNOWLEDGEMENTS: In the course of producing this Curriculum, catalogs/programs of the following schools were consulted: Wharton School (University of Pennsylvania, USA); College of Management (North Carolina State University, USA); School of Business (Wake Forest University, USA); Indian Institute of Management (Ahmadabad, India); Sloan School of Management (Massachusetts Institute of Technology, USA); London School of Economics, UK; and INSEAD: The Business School for the World®. We would also like to extend our appreciation to: Dr Besrat Tesfaye (Soderorn University, Sweden), Dr Berhanu Gebremedhin (IRLI, Addis Ababa), Mr Teklay Tesfay (Mekelle University), Mr Isayas Abay (San Jose, USA), Dr Solomon T. Abraham (North Carolina Central University, USA), Professor Daniel Fikreyesus (Morehouse College, Atlanta, USA), Professor Asayehgn Desta (Dominican University of California, USA), Mr Teklegiorgis Assefa (Addis Ababa University), Dr Asghedom Ghebremichael (Edmonton, Canada), and Mr Abrar Fetwi (Mekelle University) for their encouragement and valuable comments.