

# Table of Contents

1. Introduction-----	2
2. Departmental Vision, Mission and Objectives -----	2
2.1 Vision Statement -----	2
2.2 Objectives -----	2
3. Graduate Profile -----	2
3.1 General Profile -----	3
3.2 Professional Profile -----	3
4. Teaching Methods & Philosophy -----	4
4.1 Teaching Philosophy -----	4
4.2 Teaching Methodology -----	4
5. Assessment Methods -----	5
5.1 Student Assessment -----	5
5.1.1 The Grading system -----	5
5.2 Program Assessment -----	6
6. Admission Requirements -----	6
7. Duration of the Study -----	6
8. Degree Nomenclature -----	6
9. Graduation Requirements -----	7
10. Course Coding -----	7
11. Quality Assurance -----	7
12. Resource Requirements -----	8
12.1 Teaching Staff -----	8
12.2 ICT Laboratory -----	9
12.3 Library Facilities-----	9
12.4. Tutorial Service for a Course taught -----	9
12.5. Guidance and Counseling-----	9
13. Class Size-----	10
14. Program Structure -----	10
15. Semester Course Breakdown -----	13
16. Course Description, Course Objectives, Text and References-----	pp15-51

## **1. Introduction**

Entrepreneurship and Management is an interdisciplinary field of study that sets the tone and environment for people to be creative and add value in their endeavors of managing organizations and businesses. Entrepreneurship and Management contributes in immeasurable ways to job and wealth creation, poverty reduction and income generation to government, communities and individual citizens. Ethiopia is a country that has been developing rapidly during the last 10 years. In tandem with this positive development, entrepreneurial management has been needed to augment and stimulate further expansion of the economy and meet the competitive edge of the global economy. Hope University College has framed this curriculum to equip students with recent knowledge, skills, attitudes and applications of entrepreneurship and management.

## **2. Departmental Vision and Objectives**

### **2.1 Vision Statement**

The vision of the entrepreneurship and management curriculum is to foster a culture of management that is innovative, highly motivating, growth- focused and achievement-oriented in all manner of organizational leadership in the private, public and third sectors.

### **2.2 Objectives**

The general objective of the curriculum in Entrepreneurship and Management is to raise the level of knowledge and awareness of students about entrepreneurship and management and to empower them with knowhow and best practices of entrepreneurial management.

The specific objectives are to:

- Create a supportive and innovative learning environment to strengthen the critical thinking of Students and to prepare future leaders in entrepreneurship;
- Provide sufficient knowledge to students about entrepreneurship and management, and motivate them towards the stewardship of these resources;
- Translate knowledge and experiences into economically useful business opportunities and Facilitate their adoption in Ethiopia;
- Engage students in practical work that will benefit the community and the nation on a larger scale.
- Encourage students to identify research problems and engage in service on current entrepreneurial Issues;
- To empower students to tackle business and management issues, so they can later assist the community in solving these problems.

## **3. Graduate Profile**

All HOPE UNIVERSITY COLLEGE graduates shall exhibit the following profiles:

### **3.1. General Profile**

**Integrity and Personal Accountability:** appreciating and internalizing high integrity and taking responsibility for one's actions at work and in society.

**Self-regulation:** instilling attitudes for self-development through lifetime learning, initiative taking and self-correction.

**Intellectuality:** working scientifically, using analytical skills, to develop and carry out research that is valuable to the country's needs and development, writing and presenting one's findings in clear and coherent manner and by so doing contributing to knowledge.

**Competence:** capacity to apply the knowledge transmitted and add value in one's role in organizations.

**Leadership:** playing a leading role in organizations and making a difference with team work, respect of people, exceptional integrity, motivation and commitment.

### **3.2 Professional Profile**

A graduate from this program should have a wide range of capabilities and skills as seen below:

- A purposeful, methodical approach to business cases and course assignments, effectively using knowledge and techniques from various professional disciplines to reach stated goals.
- Consulting capability to bring order in confusing and complex situations, handling opposing interests and creating support and movement within the organization.
- Entrepreneurial ability to observe opportunities within a business environment and be ready to take risks to turn opportunities into reality, using innovative approaches and creativity, understanding the vital role of small business to the nation's economy.
- Managerial capacity: being able both to participate in and to lead a project in a results-driven approach. Ability to use different theories and models to understand processes, trends and patterns related to the business environment; Ability to understand fundamental national issues and promote sustainable development;
- Formal procedural judgment ability: using laws, procedures and regulations to the advantage of cooperating parties to clarify expectations and improve mutual relations, seeking mutual agreement.
- Financial-quantitative discernment that translates processes, events and business transactions to quantitative data using modern tools; creating financial accountability by analyzing financial data, preparing reports, budget plans and forecasts to aid management in making financial decisions.
- Ability to analyze, develop and run the process of fund raising and investing in order to establish and run enterprises for sustainable development in Ethiopia's economy.
- Ability to design and run modern systems of cost and managerial accounting that enable private and public organization and enterprises to control the costs of their products and services, can understand the importance of cash flow and keep track of it.
- Guidance capability helping people find or regain self-regulation by listening, summarizing and

interviewing to gain a clear view of a client's situation, then suggesting options; also methodically leading HR interviews in the organization.

Concern for personal and professional growth through being part of a professional network of people, resources, and information to advance one's profession and career; appropriately integrating personal faith into their business practice and understanding that business is as much of a calling and opportunity to serve as any other profession.

## **4. Teaching Philosophy and Methodology**

### **4.1. Teaching Philosophy**

Based on the mission of HOPE UNIVERSITY COLLEGE and the outcomes of the discussions with relevant stakeholders, the following elements constitute the philosophy of the curriculum:

- Excellence in applying scientific knowledge in a professional setting.
- Continual interaction between the faculty, students and professional learning environments to enable competence.
- Integration of theory and practice to bring about excellent professionals.
- Ongoing contact with the private and public sectors and other stakeholders to develop a curriculum that is relevant, competitive and value adding.
- The development of competencies as an indispensable outcome of the curriculum.
- The reinforcement of teaching with coaching to effectuate holistic student development.

### **4.2 Teaching Methodology**

Competency based education Competency based education which is a student-centered methodology emphasizing theory; skills, work scene interface and personal development will be exercised. In this interaction, there shall be class room lectures, laboratory activities, application exercises in the private sector. Students will also engage in presentations, group projects, which reflect actual situations in business or industry.

Competency based education stresses the interrelationship of several learning dimensions in which the students combine knowledge, skills, motivation and attitude to create effective learning processes and to meet the standards of Hope University College.

The educational program will be characterized by increasing complexity. Knowledge, skills, attitude and competencies will be tested at several levels during all semesters. The following five complexity-dimensions are distinguished:

- Level of self management of the student
- Level of professional cases to be dealt with
- The level of knowledge (and required analytical skills) to understand a specific subject
- The number of instruments, tools and methods needed to approach the subject

The department acknowledges these dimensions and challenges the students in their process towards professional maturity. Therefore, the curriculum has the integrative elements between theory and practice, between the different disciplines that are taught (a multi-disciplinary approach), and between the constituting parts of a competency. Furthermore, the curriculum has integrative elements between linguistic, calculative, analytic, synthetic, technical and ethical tools to explore available knowledge and develop an intellectual maturity for better judgement, leadership and knowledge ability.

## 5. Assessment Methods

### 5.1. Student Assessment

Quality assurance is not just about knowledge. It is also about competence. There will be cognitive examination in each course in which the knowledge is tested. But there are also several assessments where students perform to show their competencies. Methods of quality assurance will include both formative and summative evaluations:

Formative evaluations through

- Tests,
- Project work,
- Term papers,
- Field reports,
- Exams.

Summative evaluations through:

- \*Student and staff evaluations,
- \*Record of student achievements,
- \*External assessors.

#### 5.1.1. The Grading System

The grading system is a five scale assessment ranging from A to F as presented below.

Grade	A <sup>+</sup>	A	A <sup>-</sup>	B <sup>+</sup>	B	B <sup>-</sup>	C <sup>+</sup>	C	C <sup>-</sup>	D <sup>+</sup>	D	D <sup>-</sup>	F
Value	4.00	4.00	3.75	3.50	3.00	2.75	2.50	2.00	1.75	1.50	1.00	0.75	0.00

## 5.2 Program Assessment

To guarantee the quality and standard of the program, the Department:

- Provides on-the-job training upgrading the academic qualification of the staff as needed.
- Gathers feedback from students, employers and graduates as deemed necessary and uses the feedback to improve the curriculum.
- Has prepared and has in place rules governing delivery and assessment of courses.
- Performs regular evaluation of the program based on the current trends in the field and the country's skilled manpower need
- Periodically acquires appropriate textbooks/references, laboratory equipment, software applications, and so forth.
- Prepares a course syllabus for all courses offered in the department in order to standardize the course content.
- Carries out regular evaluation of the staff
  - Undertakes regular evaluation of the program vis-a-vis the need of the country for skilled manpower in that particular field of study.
  - Evaluates the performance of its graduates in the world of work. Textbooks/references, laboratory equipment, software applications, and so forth.
  - Organizes program evaluation workshop in the presence of the staff, alumni, students, employers, external assessors, sponsors, donors, policy makers and other stakeholders.

## 6. Admission Requirements of the Department

A candidate will be eligible for admission if he/she fulfills the minimum admission requirement set forth by the Ministry of Education for the year and shows passion for learning and determination to take advantage of the academic opportunities at the University College as stipulated in the charter.

## 7. Duration of the Study

The duration of the study for the Bachelor of Arts in Business Management and Entrepreneurship is three years.

## 8. Degree Nomenclature

The degree offered after successful completion of the program is called:

In English – “Degree of Bachelor of Arts in Business Management and Entrepreneurship”

In Amharic – “የአርት ባችለር ዲግሪ በቢዝነስ ስ ሜ ጅምንት እና አንተርፕራይዘርሽፕ”

## **9. Graduation Requirements**

Graduating students shall be awarded the “Bachelor of Arts in Business Management and Entrepreneurship” if they fulfill the following requirements:

- An attainment of a minimum of 111 credit hours
- An attainment of a minimum Cumulative Grade Point Average of 2.00
- An attainment of a minimum Cumulative Grade Point Average of 2.50 in major courses
- An absence of F, NG, and I in any course grading.

## **10. Course Coding**

Course Code used has a four-letter prefix and a three-digit number.

The prefix which represents the department is assigned to all core courses in the department. If a core course is the responsibility of another department, it will be assigned a different code by a receiving department, but both codes will be shown on the course description to indicate that they are actually identical. For cross-cutting courses the prefix indicates the subject area, and the responsible department is indicated only in the course description.

- The first digit represents the year in which the course is offered (year at college starts with 2).
- The second digit represents the courses that are offered in the same semester by the department in sequential order (ranging from 1- 6). For cross-cutting courses, the number is 0.
- The third digit indicates the semester in which the course is offered. All first semester courses take number one and second semester courses take number two.

## **11. Quality Assurance**

The university college shall have a section for Quality Assurance as an internal audit of the academic program. The director of this section shall ensure quality by monitoring and evaluating academic programs and achievements on a regular basis using set benchmarks of academic excellence.

11.1. The internal scheme of performance audit shall enable constant renewal and relevance in the university college. The audit would review the actual outcomes of the content and pedagogy of disciplines by departments, courses, programs and also student competencies.

11.2. Though the established goals, objectives and desired outcomes of the university college would be important benchmarks of the audit, the evaluation efforts, being focused on value adding features, may point to the revisiting of certain objectives and activities of the curriculum.

11.3. In this way, the university college will be made aware of what it needs to change and make the necessary adjustments to stay abreast of the latest developments of knowledge. In the end, the curriculum is intended to develop graduates who demonstrate proficiency in general knowledge, communication, critical thinking, contextual competence, aesthetic sensibility, professional identity and ethics, leadership capacity, scholarly concern for improvement and motivation for continuing learning.

11.4. The curriculum anticipates a qualitative change in the mental and spiritual capacities of students. In this regard, every attempt will be made to transform the capacities of students to a level that would make them change makers. The evaluation will track these outcomes and assess the qualitative changes gained in each student.

11.5. Considering the danger of internal evaluation from the standpoint of inbreeding and defensive pretensions by all concerned, internal evaluations will be counterbalanced by external ones. These would be openly discussed for subsequent adjustments.

The department shall do a review of the program after four years of implementing this curriculum by collecting feedback from employers and graduates of the program. This review will help to maintain the quality of the program in line with the demand of the employers and the country at large. Methods of quality assurance of the program will include but not be limited to:

- Comprehensive examinations and colleague assessment of examination papers and teaching methods;
- Periodic workshops (with stakeholders, teachers and graduates);
- Assessments by using survey project works (research), internships, and link programs;
- Graduates' evaluation of the program, establishing a Graduate Alumni organization as a mechanism to implement such evaluations and follow their career paths;
- Standardization of course offerings through preparation of general course outlines, exam contents, and external audit;
- Annual assessment of the program by the teaching staff;
- Working closely with the relevant professional associations to assess graduates' performance.

## **12. Resource Requirements**

### **12.1 Teaching Staff**

To the extent that the quality of education to be provided is primarily dependent on the skill and excellence of its staff members, Hope University College shall engage outstanding faculty members from within country and abroad in teaching.

## **12.2 ICT Laboratory**

HOPE UNIVERSITY COLLEGE shall avail adequate computer terminals for students and faculty to enable on line learning and reading, share knowledge and experiences and work with various software that contribute to one's professional development. In such laboratory, one shall also get assistance in digital connections and system's use.

## **12.3 Library Facilities**

Students will have access to a spacious and well stocked library. Computers will be available in the library to provide students with the facility for writing and with Internet Connectivity for access to e-books and on-line learning solutions. Students shall use computerized catalog for instant access to the resources in the library.

## **12.4. Tutorial Service for a Course Taught**

12.4.1. The faculty member of a course is the TUTOR of his/her students.

12.4.2. To enable the tutoring, the faculty member shall designate office hours and inform his students of the same. The faculty member is expected to be in his office during the hours designated.

## **12.5. GUIDANCE AND COUNSELING**

12.5.1. The office of student life shall provide guidance in a number of areas that contribute to the character development of students focusing on themes such as interpersonal relations, personal acceptance and care, life goals, survival skills, work ethics, relations with the opposite gender, community responsibility, right assertiveness, handling grievance and personal crisis, tolerance, reconciliation, time management, self assessment, etc. in an open ended and non judgmental manner.

12.5.2. The office of student life shall avail counseling service to those students that exhibit emotional burden, are at a loss, have a hard time focusing on their studies and responsibilities and show difficulty in relating to others. If the mental state of a student requires professional help, the student shall be told to seek professional help at his expense. Severe cases shall be allowed to take off a semester or a year.

12.5.3. As counseling revolves around trust, a female counselor shall be available for women and a male counselor for men. Peer counseling as well as peer discussion will also be advanced to facilitate the growth and discovery processes in a non-judgmental way.

12.5.4. All counseling communications will be confidential.

12.5.5. The university college shall do its best to reduce impersonality and the kind of atomization that comes from large crowds. While the architecture of the university college is designed to help in this regard by giving ample opportunities for students to interact with one another, every effort shall be made to provide a sense of community that encourages belongingness, involvement and high spirits.

12.5.6. Common problems shall addressed by the university college and remedies sought as quickly as possible so that unaddressed problems do not cause more harm than what exists.

### **13. Class Size**

To enable manageable faculty attention to students, convenience of learning and the continuous assessment that shall be applied, the optimal class size of the university college shall be:

- 30 students for courses in a regular class,
- 100 students for lecture type courses,
- 30 students for laboratories and workshops.

### **14. Program Structure**

The Management and Entrepreneurship program is designed to be completed within six semesters. Each semester shall have 18 weeks of regular classes.

There shall be one internship program two and a half months before the end of the second academic year. During such period, students will have a chance to work in an actual work setting using their competency.

The courses in the program are major, supportive and cross cutting courses totally encompassing 111 credit hours. The major courses are compulsory and shall be 75 credit hours for one to graduate.

The major, supportive and cross-cutting courses are presented below.

**Lists of All Courses for Business Management and Entrepreneurship**

**Table 1. Major Courses in Business Management and Entrepreneurship**

<b>Course No</b>	<b>Course Title</b>	<b>Cr. Hr.</b>	<b>Lecture Hr.</b>	<b>Lab. Hr.</b>
MAEN 211	Introduction to Entrepreneurship	3	3	-
MAEN 212	Funding New Ventures	3	3	-
MAEN 221	Business Mathematics	3	3	-
MAEN 222	Introduction to Business Management	3	3	-
MAEN 311	Project Management	3	3	-
MAEN 312	Logistics and Supply Chain Management	3	3	-
MAEN 321	Managerial Economics	3	3	-
MAEN 322	Strategic Management	3	3	-
MAEN 331	Entrepreneurship	3	3	-
MAEN 332	Research Methods	3	3	-
MAEN 341	Business Statistics	3	2	2
MAEN 342	Management Information Systems	3	3	-
MAEN 352	Innovation Management	3	3	-
MAEN 362	Internship	3	-	-
MAEN 411	Corporate Social Responsibility	3	3	-
MAEN 412	E-Commerce	3	3	-
MAEN 421	Change Management	3	3	-
MAEN 422	Organizational Behavior	3	3	-
MAEN 431	Human Resource Management	3	3	-
MAEN 432	Integrated Business Policy and strategy	3	3	-
MAEN 441	Leadership Skills	3	3	-
MAEN 442	Production and Operations Management	3	3	-
MAEN 451	Business and Corporate Law	3	3	-
MAEN 452	Senior Project	3	-	-
MAEN 462	Risk Management and Insurance	3	3	-
	<b>Total</b>	<b>75</b>	<b>-</b>	<b>-</b>

**Table 2: List of Supportive Courses**

<b>Course No</b>	<b>Course Title</b>	<b>Cr. Hr.</b>	<b>Lecture Hr.</b>	<b>Lab. Hr.</b>
ACCN 211	Principles of Accounting I	3	3	-
ACCN 222	Cost and Management Accounting I	3	3	-
ACCN 332	Financial Management	3	3	-
ECON 202	Microeconomics	3	3	-
ECON 203	Macroeconomics	3	3	-
MARK 212	Principles of Marketing	3	3	-
	<b>Total Credits</b>	<b>18</b>	<b>-</b>	

**Table 3: List of Cross-cutting Courses**

<b>Course No</b>	<b>Course Title</b>	<b>Cr. Hr.</b>	<b>Lecture Hr.</b>	<b>Lab. Hr.</b>
CEED 201	Civic and Ethical Education	3	3	-
COMP 201	Introduction to Computer Applications	3	2	2
FLEN 201	Sophomore English	3	3	1
FLEN 202	Professional Writing	3	3	1
FLEN 301	Presentation and Communication Skills	3	3	1
PSYC 201	General Psychology	3	3	-
	<b>Total Credits</b>	<b>18</b>	<b>-</b>	

**Table 4: Minimum Credit Hour Requirement Summary**

<b>Course Category</b>	<b>Credit Hour</b>
Major Compulsory, including Internship	<b>75</b>
Supportive	<b>18</b>
Crosscutting	<b>18</b>
<b><i>Grand Total</i></b>	<b>111</b>

## 15. Semester Course Breakdown

Year	Semester I		
1	Course No	Course Title	Cr Hr
	MARK 212	Principles of Marketing	3
	FLEN 201	Sophomore English	3
	COMP 201	Introduction to Computer Applications	3
	MAEN 211	Introduction to Entrepreneurship	3
	MAEN 221	Business Mathematics	3
	ACCN 211	Principles of Accounting I	3
	<b>Semester Total</b>		<b>18</b>
	<b>Semester II</b>		
	ECON 202	Microeconomics	3
	FLEN 202	Professional Writing	3
	MAEN 222	Introduction to Business Management	3
	MAEN 212	Funding new ventures	3
	ACCN 222	Cost and Management Accounting I -	3
	CEED 201	Civic and Ethical Education	3
<b>Semester Total</b>		<b>18</b>	
2	<b>Semester I</b>		
	Course No	Course Title	Cr Hr
	MAEN 311	Project Management	3
	ECON 203	Macroeconomics	3
	MAEN 321	Managerial Economics	3
	FLEN 301	Presentation and Communication Skills	3
	MAEN 331	Entrepreneurship	3
	MAEN 341	Business Statistics	3
	<b>Semester Total</b>		<b>18</b>
	<b>Semester II</b>		
	Course No	Course Title	Cr Hr
	ACCN 332	Financial Management	3
	MAEN 312	Logistics and Supply Chain Management	3
	MAEN 322	Strategic Management	3
	MAEN 332	Research Methods	3
	MAEN 342	Management Information Systems	3
	MAEN 352	Innovation Management	3
<b>Semester Total</b>		<b>18</b>	
<b>MAEN 362</b>		<b>Internship</b>	<b>3</b>

<b>Year</b>	<b>Semester I</b>		
<b>3</b>	<b>Course No</b>	<b>Course Title</b>	<b>Cr Hr</b>
	MAEN 411	Corporate Social Responsibility	3
	MAEN 441	Leadership Skills	3
	MAEN 421	Change Management	3
	MAEN 431	Human Resource Management	3
	PSYC 201	General Psychology	3
	MAEN 451	Business and Corporate Law	3
	<b>Semester Total</b>		<b>18</b>
	<b>Semester II</b>		
	MAEN 412	E-Commerce	3
	MAEN 422	Organizational Behavior	3
	MAEN 432	Integrated Business policy and strategy	3
	MAEN 462	Risk Management and Insurance	3
	MAEN 442	Production and Operations Management	3
	MAEN 452	Senior Project	3
	<b>Semester Total</b>		<b>18</b>
	<b>Grand Total</b>		<b>111</b>

## 16. Course Descriptions and Course Objectives for Major Courses

**Course Title:** Introduction to Entrepreneurship  
**Course Number:** MAEN 211  
**Credit Hour:** 3  
**Prerequisite:** None

### Course Description

This course is an introduction to entrepreneurship. Topics include economic, social and political climate; demographic, technological and social changes; skills, challenges, and rewards of entrepreneurship. This course will provide a basic understanding of the entrepreneurial or new venture process. Students will discuss the critical role that opportunity recognition and creation plays in that process. Several class exercises will assist students to identify their own personal goals, and their unique skills and competencies related to the entrepreneurial process. Students will also develop a simple business plan, which will enable them to examine how entrepreneurs and investors create, find, and differentiate robust, money-making opportunities from “good ideas.”

### Course Objectives

Upon successful completion of this course, students should be able to:

- Develop a simple business plan.
- Evaluate their entrepreneurial tendencies and create a new venture.
- Explain the role of entrepreneurship and new venture creation in economic development.
- Evaluate and explain the real-world of entrepreneurship and the entrepreneurial mindset.
- Understand the process of opportunity recognition and analysis.
- Clearly articulate a new venture’s business model.
- Recognize the importance of teams in the entrepreneurial process and the pros and cons. associated with different behavior types when starting a new venture.
- Be familiar with the financial issues associated with new venture start-ups.
- Develop an understanding of entrepreneurship as a business behavior worldwide.

### Text Books

Kuratko, Donald F. and Hodgetts, Richard H., Entrepreneurship: Theory, Process, Practice, 7th edition ,2008 ISBN 0-324-32341-7, Thomson South-Western.

### References

1. Forsyth George R. Mount Joan and Ziger Terence .( 1991 ) Entrepreneurship and Small Business Development: Text and cases . ISBN- 0-13-282641-0.
2. How to Write a Business Plan, Ethiopian Chamber of Commerce, 2004.
3. Entrepreneurial Small Business, Katz, Jerry and Richard Green, 2008, 848 p.ISBN-10: 0073405063

### Evaluation Scheme

Continuous Assessment	25%
Midterm exam	20%
Project work	25%
Final Exam	30%

**Course Title:** Introduction to Business Management  
**Course Number:** MAEN 222, same as MARK 222  
**Credit Hour:** 3  
**Prerequisite:** None

### **Course Description**

This course focuses on the basic concepts and principles of management, the functions of planning, organizing, staffing, directing and controlling and their relationships to key issues in management practices, such as leadership and motivation. Nature and role of supervisory management, functions of supervisor and labor relations, inspection and effective communication are also discussed. Students will work in teams to improve their business proficiency by developing a marketing plan, based on all this semester's courses, and understand the role marketing plays in business and business management.

### **Course Objectives**

Upon successful completion of this course, students should be able to

- develop a marketing plan
- explain the characteristics of management
- identify the evolution of management theories and practices
- define management functions i.e. planning, organizing, leading and controlling
- distinguish organization, theories of organizations and organizational structures
- Apply the fundamentals of staffing, leadership theories and practices in the process of management.

### **Text Book**

Burrow, J. et al., Business Principles and Management, 2007. ISBN-10:0538444681

### **References**

1. Rue Leslie W. and Byars Lloyd L. (2001). Business management: Real-World Applications and Connections.
2. Schermerhorn John R. Management (2005). Management 8th ed. John Wiley & Sons .Inc. ISBN -0-471-45476-1
3. Certo Samuel C. & Certo S. Trevis (2009) Modern Concepts & Skills Management 11th ed. Prentice Hall . ISBN-978—0-13.
4. Griffin (2005) Management . ISBN 0-618-35459X. Houghton Mifflin Company
5. Understanding Business, 3rd ed. Nickels (1993)

### **Evaluation Scheme**

Continuous Assessment (Assignments, tests, quizzes, presentations)	25%
Midterm exam	20%
Project work	25%
Final Exam	30%

**Course Title:** Managerial Economics  
**Course Number:** MAEN 321  
**Course Credit:** 3  
**Prerequisite:** Microeconomics

### **Course Description**

This course is designed to provide students with a basic understanding of microeconomic theory that can be used to understand behavior (in markets and organizations) and to make effective managerial decisions. It is intended to provide students with economic tools and an economic analysis used in the process of managerial decision making.

The course concentrates on microeconomic analysis, which deals with models of consumer and business economic behavior and will provide an understanding of firm and industry behavior to serve as a basis for decision making. This will be achieved by first examining the relevant theory and then looking at real world examples. In addition to reviewing basic economic principles and the fundamental role of transactions and markets, the course will consider economic theories of demand, cost, competition, monopoly and oligopoly. These will aid decisions about production and pricing. Modern game theory and economics are further used to examine mostly internal managerial issues, such as incentive conflicts, information problems, and allocation of decision rights.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Apply detailed knowledge of many of the decision rules of microeconomics in organizations.
- Use economic analysis as a problem-solving tool in their organization.

### **Text Books**

Michael R. Baye (2007): Managerial Economics and Business Strategy, 6th ed., McGraw Hill, ISBN13: 978 007 337 56 87, 656 p.

### **Reference:**

1. Principles of Managerial Finance, 10e, by Lawrence Gilman, 2006. (12)

### **Evaluation Scheme**

Assignments, class work, quizzes, tests	20%
Practical work, projects	20%
Mid Exam	20%
Final Examination	40%

**Course Title:** Project Management  
**Course Number:** MAEN 311, same as ACCN 321, same as MARK 452  
**Course Credit:** 3  
**Prerequisite:** Introduction to Business Management

### **Course Description**

The course covers concepts of events, activity, work breakdown structure, project planning tools, determining the critical path and comparison of actual performance with the planned schedule. Development steps include project analysis, requirements definition, preliminary design, detailed design and implementation. Software is used to draw project diagrams such as PERT diagrams, and manpower loading charts.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Enable students to understand formulation of a project, project appraisal, project scheduling and performance analysis.
- Improve the students' skills in qualifying an investment proposal and standardization of feasibility studies leading to better investment decision-making capabilities.
- Monitor the status of a project at different stages within the scheduled time and to work in a cost-effective manner; taking necessary control measures if deviations on intended deliverables are noticed on the way to realize the intended outcomes.

### **Text Books**

Fundamentals of Project Management, James Lewis, 2006, ISBN 13: 9780814408797

### **References**

1. Fundamentals of Project Management, James Lewis, 2002, 2<sup>nd</sup> ed.
2. Project Management Planning and Control Techniques 4<sup>th</sup> ed., Rory Burke, John Wiley and Sons, Ltd., 2008, ISBN10:0958273343.
3. Project Management, 2<sup>nd</sup> ed, Gray, Clifford F. & Erik W., 2003

### **Evaluation Scheme:**

Assignment	10%
Term paper	20%
Mid-semester Examination	25%
Seminar	10%
Final examination	35%

**Course Title:** Logistics and Supply Chain Management  
**Course Number:** MAEN 312  
**Course Credit:** 3  
**Prerequisite:** Principles of Marketing

### Course Description

Logistic Management has a primary focus on the cost effectiveness of all processes in and between organizations. Most organizations recognize that world class performance in operations is essential for competitive success and long-term survival. This course will introduce students, the future business leaders, to the key concepts and tools that you can apply to design, plan, and improve the organizations' logistics and operations. This IT-related course examines the creation and distribution of goods and services in both the service and manufacturing sectors. Topics include location analysis, distribution models, inventory control models, scheduling and work design systems, and statistical process controls.

### Course Objectives

Upon successful completion of this course, students should be able to:

- Explain the strategic role of logistics and its competitive advantage for organizational survival.
- Explain the relationships between the operations function and other functional areas of a business such as marketing, finance, and information systems and how they can work together to achieve the business strategy.
- Apply relevant quantitative models and it-applications to attack logistical challenges
- Appraise real-life business situation and suggest solution alternatives as related to operations management tools/techniques.
- Analyze business processes to uncover problems and improvement opportunities.
- Measure the performance of the operations from different aspects, such as productivity, flexibility, quality, workflow, and response time, etc.
- Provide new designs to improve the existing operations.
- Contact external partners to improve the logistical processes that are part of the business relation

### Text Books

Essentials of Operations Management, Young and Scott, 2009, ISBN-10: 1412925709

### References

1. Business Logistics/Supply Chain Management by Ronald H. Ballou, 2004
2. H.M. Visser and A.R. van Goor, Logistics, Principles and Practice, Noordhoff Uitgevers B.V., 1st edition (2006), ISBN10 9020733044, ISBN13 9789020733044
3. 3 Alan Rushton, Phil Croucher, Peter Baker (2006), The Handbook of Logistics and Distribution Management, 3<sup>rd</sup> edition, Publisher: Kogan Page Ltd, ISBN: 9780749446697

### Evaluation Scheme

Project	30%
Mid-Term Examination	30%
Final Examination	40%

**Course Title:** Funding New Ventures  
**Course Number:** MAEN 212  
**Course Credit:** 3  
**Prerequisite:** Principles of Accounting I

### **Course Description**

This course examines financing the start-up of a new venture, along with other business financing methods. Financing a startup business can be a challenging and time consuming process. By the conclusion of the course, students will have developed a business plan, which will focus on the funding portion of the plan. Components will include: an executive summary, sales projections, profitability analysis, capital expenditures, and a pro-forma income statement and balance sheet. Additionally, investigating different capital structures and detailing the sources and uses of funds in a new venture. The theory is to be applied in starting a small student Company.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Submit a written funding plan on an entrepreneurial or emerging business opportunity
- Identify a new business opportunity and evaluate its potential
- Develop a written business plan and make a decision as to whether it would be prudent to fund the business plan
- Determine the key success factors
- Assemble the necessary resources
- Emphasize the appropriate funding structure
- Determine whether the risk is worth the reward
- Articulate an exit strategy for the investor(s).

### **Text Book**

Harper, Steven C. Extraordinary Entrepreneurship: the Professional's Guide to Starting an Exceptional Enterprise, 2006, 426 p. ISBN10: 047008728877.

### **References**

1. Alan M. Rugman (editor), The Oxford Handbook of International Business (2009), 2e, Oxford UP, USA; ISBN-13: 978-0199234257.
2. Steven K. Gold, Entrepreneur's Notebook: Practical Advice for Starting a New Business Venture, 2006, Learning Ventures Press, ISBN-10: 0976279045 ISBN-13:978-0976279044.
3. Labor relations and collective bargaining by Michael R. Carrell, Christina Heavrin, 2001. (Labor as a source of cost requiring funding).

### **Evaluation Scheme**

Continuous Assessment	25%
Midterm exam	20%
Project work	25%
Final Exam	30%

**Course Title:** Strategic Management  
**Course Number:** MAEN 322  
**Course Credit:** 3  
**Prerequisite:** Introduction to Business Management

### **Course Description**

In today's turbulent business environments, firms are exposed to increasingly frequent drastic and disruptive changes that make even well-proven business models come into question or even be obsolete. In this context, business leaders must focus, not only in the administrative or operational challenges that running a firm demands, but also in developing an insightful understanding of the overall characteristics of the industrial sector where they compete, and its main future trends, considering economic, political and cultural factors. Additionally, business leaders need a deep awareness of the strengths and weaknesses of the firms they run, in order to match adequately the characteristics of the goods and services they provide to market requirements. The course aims at developing the necessary skills to make sound strategic analysis for any kind of industry. Case studies will be discussed in order to see how real life companies make strategic decisions.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Base analysis of businesses in frameworks to ease identification of their key features.
- Determine whether a business is attractive or not.
- Conceive business strategies that may be applied to real life business.
- Justify the merits of different strategic initiatives using managerial arguments.
- Understand sources of competitive advantage or disadvantage of a particular business.
- Know what conditions would give businesses advantage, if run by the same firm.
- Assess critically the relative merits of diversification decisions.
- Understand when collaboration initiatives with other firms for specific projects can be convenient or dangerous for a company.
- Categorize strategic alliances and diagnose their future prospects.

### **Text Book**

Strategic Management, by Hill, Jones, 7e. 2006.

### **References**

1. Strategic Management 7th ed., Charles W.L.Hill, Gareth R. Jones (2007)
2. Strategic Management of Organization & Stakeholders, 2nd ed., Harrison & St. John (1994)
3. Strategic Management, A casebook, 7th ed., Mary M. Crossan et al (2005)

### **Evaluation Scheme:**

Continuous Assessment (Assignments, tests, quizzes, presentations)	45%
Project work	25%
Final Exam	30%

**Course Title: Entrepreneurship**  
**Course Number: MAEN 331**  
**Course Credit: 3**  
**Prerequisite: Introduction to Entrepreneurship**

### **Course Description**

This course is built on the first course (introduction to entrepreneurship) and will concentrate on transforming the opportunity for a new venture from the feasibility analysis to an effective business plan. Particular attention will be paid to all components of the business plan, such as marketing, operations, management, financial plans and milestones. The objective is for each team to prepare and present weekly a component of the business plan to the class in 10 minutes or less. At the end of this course, each team will be required to submit and present its final business plan to the class.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Illustrate the how, why and when to develop a business plan
- Track the traditional ways ideas are evaluated for business potential and conduct a comprehensive feasibility study for a business idea.
- Present a final effective business plan
- Document the specific critical skills of an entrepreneur and discuss the importance of small business in the economy and community.
- Learn ethical planning, ethical dilemmas and the relationship between them.
- Examine the different ways of owning a business; buying an existing business, a franchise, start a new business.
- Explain pricing strategies including price elasticity's, pricing psychology and other facts that impact pricing decisions.
- Evaluate financing strategies, including managing a company's cash, and managing risk and insurance needs, and understanding the basic financial statements.

### **Text Books**

1. Kuratko, Donald F. and Hodgetts, Richard H., Entrepreneurship: Theory, Process, Practice, 7th edition ,2008 ISBN 0-324-32341-7, Thomson South-Western.

### **References**

1. Entrepreneurial Small Business, 1e, Jerome Katz and Richard Green, McGraw Hill Higher Education, 2007
2. Management. Leading and collaborating in a competitive world by Bateman, Snell, 2007.
3. Family Business by Ernesto J. Poza, 2004
4. In Search of Excellence. Lessons from America's BestRun Companies byThomas J.Peters andRobert H. Waterman Jr.,1982
5. How to Write a Business Plan, Ethiopian Chamber of Commerce, A.,A., 2004

### **Evaluation Scheme**

Continuous Assessment	20%
Midterm exam	20%
Project work	30%
Final Exam	30%

**Course Title:** Research Methods  
**Course Credit:** MAEN 332, same as ACCN 322  
**Credit Hour:** 3  
**Prerequisite:** Business Statistics

### **Course Description**

The course is intended to acquaint students with various techniques and systems of collecting, analyzing, interpreting and reporting information, identification and definition of research problems, questionnaire design, analysis and reporting. Students will learn about qualitative data as well as quantitative, and code qualitative data. Students will do research on relevant issues related to private, non-governmental or/and public organizations. Students will work in teams on a proficiency task, preparing a consulting report, if possible using the previous research.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Define the nature and characteristics of good research.
- Prepare and present a final research report
- Define the value, types and structure of research proposals
- Define the research problem and objective
- Explain survey data collection methods
- Understand how to code qualitative data
- Measure and analyze data, using statistical methods
- Design questionnaires
- Use research and other information to prepare a consulting report

### **Text Book**

Business Research Methods, 10<sup>th</sup> edition 2008, Donald R. Cooper, Pamela S. Schindler, ISBN10: 0071263330, ISBN13: 978-0071263337, McGraw Hill Higher Education

### **References**

1. Research Methods, Graziano, Anthony M. 3rded.,(1997)
2. Handbook of Applied Social Research Methods, Bickman & Debra J. Roz, (1997)
3. Research Methods for Business Students 5thEd, Saunders, Thornhill, Lewis 646 p., Pearson/Financial Times Press, UK, 2009, ISBN-13: 978- 0273716860
4. Qualitative Research Methods for the Social Sciences (6th ed). by Berg, B.L. (2007). Boston: Allyn and Bacon.

### **Evaluation Scheme**

Research and Project, work, presentation	40%
Quizzes, class work, tests	10%
Mid Exam	20%
Final Examination	30 %

**Course Title:** Management Information Systems  
**Course Number:** MAEN 342, same as MARK 412, same as INSY 531  
**Course Credit:** 3  
**Prerequisite:** Introduction to Computer Applications

### Course Description

This course examines information as an organizational resource, specifically the planning, control and development of computer-based and non-computer based information systems in business. Topics include: decision support systems, management, business application, systems design and implementation, and organizational and social impacts. Students will work in teams on a proficiency task, developing analytical skills as they do a consulting report

### Course Objectives

Upon successful completion of this course, students should be able to:

- Explain the theories and terminologies used in this course
- Discuss why information systems are needed, what the components are, and how they are developed.
- Implement the applications of e-commerce.
- Distinguish the differences between the various specialized business information systems, such as management information systems and decision support systems.
- Use the knowledge and skills to implement the phases of the system life cycle.
- Discuss the human resources and societal implications of the information system profession.
- Use course knowledge and skills to contribute to the consulting report.

### Text Books

Laudon, K.C., and Laudon, J.P. Management Information Systems: Managing the Digital Firm, 11e, 2009.

### References

1. Management Information System, 4<sup>th</sup> ed. Haag, Cummings, Mccubbrey, 2004
2. Essentials of Management Information System, 6<sup>th</sup> ed., Kenneth C. Etal (2005)
3. Information System for Managers, 3<sup>rd</sup> ed., George W. Reynolds (1995)
4. O'Brien, James A., Marakas, George, Management Information Systems, 2008 ISBN10: 0073376760.

### Evaluation Scheme

Continuous Assessment: (Assignments, tests, quizzes, presentations)	25%
Midterm exam	20%
Project work	25%
Final Exam	30%

**Course Title:** Innovation Management  
**Course Number:** MAEN 352  
**Course Credit:** 3  
**Prerequisite:** Entrepreneurship

### **Course Description**

The first part introduces the concepts of creativity, entrepreneurship and innovation. The emphasis is on what entrepreneurs do to achieve value creation through innovation as well as on how to stimulate creativity and innovation in new ventures in established organizations. The second part focuses on the practical establishment of a new venture through focusing a previously written business plan on a specific business (or aspect of an existing business) of interest to the student. Students will also work on a proficiency task, developing a personal goals and values statement that will guide them in their professional life.

Students will be inspired and prepared to start their own business and to contribute to and coordinate innovation in established organizations. The course will provide both a theoretical knowledge base as well as practical skills in new venture creation and innovation.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Start their own business
- Contribute to and coordinate innovation in established organizations
- Use toolkits that empower to innovate for themselves
- Implement innovation among many independent but collaborating actors
- Apply innovation in accordance with their own personal goals and values

### **Text Book**

Trott, Paul. 2008, 4th Ed. Innovation management and new product development, Harlow: Prentice Hall, 616 p. ISBN10: 0273713159.

### **References**

1. Peter Skarzynski and Rowan Gibson, Innovation to the Core: A Blueprint for Transforming the Way Your Company Innovates, Harvard Business School Press (2008), ISBN-10: 1422102513, ISBN-13: 978-1422102510
2. Deakins, David, Mark Freel. 2006. Chapter 11: Issues in business start-up. Entrepreneurship and small firms, 4<sup>th</sup> ed. London: McGraw-Hill.
3. Brown, Tim. 2008. Design thinking. Harvard Business Review 86 (6):84.

### **Evaluation Scheme**

Continuous Assessment: (Assignments, tests, quizzes, presentations)	25%
Midterm exam	20%
Project work	25%
Final Exam	30%

**Course Title:** Internship  
**Course Number:** MAEN 362  
**Credit Hour:** 3  
**Prerequisite:** Complete 2<sup>nd</sup> Year of Classes

### Course Description

The internship supplements the student's academic program with experiential education. The internship experience will be guided by a learning contract outlining expectations and academic components. Three (3) credit hours will be awarded for approved internships provided that all conditions of the learning contract are met. The internship will occur during the summer between the second and third year. The intern will work regular work days for two and a half months.

### Course Objective:

Upon successful completion of this course, students should be able to develop practical career-related experience. The faculty of Business Management and Entrepreneurship encourages students to gain experience outside the University College in the various fields of business. These internships must be pre-planned with HUC faculty member to ensure a valuable experience for the student, and to ensure that the internship, or some aspect of the internship, is suitable for use as a senior project. There must be a learning experience component of the internship that is beyond simply gaining work experience.

Completion of the following assignments is the basis for earning college credit:

- 1 Daily journal: Students are required to keep a daily journal of their job experiences. If possible it is typed and double spaced and submitted electronically to the Entrepreneurship and Management Internship Coordinator each Monday covering the prior week. If the student has no computer access, a copy must be taken to the Coordinator each Monday.
- 2 **Special project and report:** The host employer and HUC Internship Coordinator will coordinate to select a special project relevant to the company for assignment and completion by the student intern. Concurrent with completion of the special project, the intern will prepare an executive-level business report appropriate for submission to top management. The student will present his/her project to the other internship students, the HUC Internship Coordinator and a representative of the host employer.
- 3 **Executive interview summary:** Students will interview one senior level manager to understand his/her career and discuss career development. Students will summarize the interview in a one (1)-page written document with the business card of the manager attached
- 4 **Job Performance and Satisfactory Evaluations:** The focus of the Internship course is to develop practical career-related experience. Performance evaluations are completed by the host employer during the Internship course and upon completion of the Internship course. At least two performance evaluations are documented to form the basis for grade assignment and awarding of college credit.
- 5 **Grading and College Credit:** The course requirements are weighted as follows for assignment of final grade and credit:

Daily journals	40%
Special project and report	40%
Executive interview summary	10%
Job performance evaluation	10%

**Course Title:** Corporate Social Responsibility  
**Course Number:** MAEN 411, same as ACCN 462, MARK 411  
**Course Credit:** 3  
**Prerequisite:** Civic and Ethical Education

### Course Description

This course will explore the role of business within society, involving such concepts as sustainable business, social auditing, corporate citizenship, and ways of deliberately including the public interest in corporate decision-making. It seeks win-win solutions for business and society by honoring the triple bottom line of People, Planet and Profit. In addition to general concepts and tools, it includes Micro-entrepreneurship: using business tools in practical projects to create viable business solutions. Students will be challenged to apply these skills by working as mentors with local micro-business owners or on legacy projects and conducting research to advance microenterprise at HUC.

This course also considers personal moral and ethical issues that arise in doing business: how to manage and make business decisions with integrity, given your organization's internal, competitive, social and global environments, and stakeholder concerns. It looks at dilemmas where decision-making is difficult due to inadequate information, conflicting loyalties and values, inappropriate rules or orders, limited resources and new circumstances.

### Course Objectives

Upon successful completion of this course, students should be able to:

- Express in writing their own convictions regarding ethics in business, based on these studies and their own ethical and religious perspective.
- Present a thorough personal opinion about csr concepts and their role in business.
- Apply business concepts to the context of micro-entrepreneurship in Ethiopia
- Explore and advance the field of micro-entrepreneurship via directed legacy projects in microfinance; helping create a global data base of agencies serving micro-enterprises.
- Balance the demands of different stakeholders;
- Analyze fully the consequences of their decision-making,
- Recognize when they are being asked to do something wrong, and make judgments they can feel comfortable with.

### Text Book

Weiss, Joseph W., Business Ethics: A Stakeholder and Issues Management Approach 4th Ed. 2006, Thomson Southwestern Publishers – ISBN10: 0-324-223803.

### References

1. David Bornstein, How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press, USA; 2007, ISBN-10: 0195334760,
2. Law and Ethics in the Business Environment by Terry Halbert and Elaine Ingulli, 2003
3. Moral Issues in Business by William Shaw and Vincent Barry, 2008
4. Wayne Visser, The A to Z of Corporate Social Responsibility: A Complete Reference Guide to Concepts, Codes and Organisations, Wiley (2008), ISBN-10: 0470723955,

### Evaluation Scheme

Continuous Assessment:	
(Assignments, tests, quizzes, presentations)	25%
Midterm exam	20%
Project work	25%
Final Exam	30%

**Course Title:** E-Commerce  
**Course Number:** MAEN 412, same as MARK 331, same as INSY 553  
**Credit Hour:** 3  
**Prerequisite:** Introduction to Computer Applications

### **Course Description**

This course introduces students to the emerging theories and practices of E-commerce strategies. Strategies associated with both sides of the electronic commerce world are included: E-commerce solutions for existing companies and E-business concept development for venture startups. Students will study the role of E-systems and the internet in E-commerce. Application of Information Technology in business is also part of the class.

### **Course Objectives**

At the completion of this subject, students should:

- Be familiar with the different ways that electronic commerce can add business value to an organization;
- Be able to list and analyze the key decision faced by an organization when establishing or updating a web presence;
- Have an appreciation of the principles and use of key technologies applied in electronic commerce;
- Understand the processes involved in doing business electronically; and
- Be able to design and develop a good quality web presence for business purposes

### **Text Books**

Erfan Turban et. al., Electronic Commerce, 2008, Pearson Education, ISBN-10: 0132243305

### **References**

1. Fundamentals of E-Business /commerce (2002) Pearson Edu. Inc. ISBN 0-536-81383-3
2. Tom & Kutnick Dale (2000). E-Enterprise: Business Models, Architecture & Components
3. Turban, Efraim (2003) Introduction to E-commerce.
4. Mc Garvey and Campanelli, Start Your Own E-Business, 2006, ISBN-10: 193215674
5. E-Business and E-Commerce Infrastructure: Technologies Supporting the e-Business Initiative. Abhijit Chaudhury, Jean-Pierre Kuilboer. Published by Mc-Graw Hill Companies, 2002. ISBN: 0-07-247875-6.

### **Evaluation Scheme**

Lab project	20 %
Paper work	50 %
Final Examination	30 %

**Course Title:** Change Management  
**Course Number:** MAEN 421  
**Course Credit:** 3  
**Prerequisite:** Introduction to Business Management

### Course Description

Management of changes is one of the most complex tasks for a manager and an entrepreneur as well. Mergers, alliances, and layoffs may occur in a planned or in an unexpected way. They are always a challenge to the leader. In this course the most important concepts of change management will be presented, both on a theoretical and applied level. 'Know what' is combined with 'know how' in dealing with the necessary interventions to make change a success. Students will consider dealing with change from the viewpoint of goals and ethics in a proficiency task, developing a personal goals and values statement.

### Course Objectives

Upon successful completion of this course, students should be able to:

- Present the different theories of change management
- Select the right approach in management of transitions
- Intervene as a junior change agent
- Consider how their personal goals and values affect the way they deal with change.

### Text Books

Robert A. Paton and James McCalman, Change Management, a Guide to Effective Implementation, Sage Publications 2008, ISBN 978-4129-1220-4

### References

1. Léon de Caluwé and Jaap Boonstra, Intervening and Changing, John Wiley and Sons, 2007, ISBN 9780470512012
2. Dr. James Johnson, Change Management, The People Side of Change, Prosci Research (2003), ISBN-10: 1930885180, ISBN-13: 978-1930885189

### Evaluation Scheme

Continuous Assessment: (Assignments, tests, quizzes, presentations)	25%
Midterm exam	20%
Project work	25%
Final Exam	30%

**Course Title:** Organizational Behavior  
**Course Number:** MAEN 422, same as MARK 352, ACCN 423  
**Credit Hours:** 3  
**Prerequisite:** General Psychology

### Course Description

The course is based on the premise that in today's turbulent business environment, it is imperative that Human Resource professionals understand organizational behavior and how it contributes to organizational effectiveness. Highlighting best practice principles, the course develops the student's understanding of the theories and methodologies inherent in these practices and engages the students in discussions on the challenges facing Ethiopian organizations.

### Course Objectives

Upon successful completion of this course, students should be able to:

- Diagnose organizational problems to ensure the problems are identified and the applicable strategies and techniques selected
- Determine the interventions, activities and programs required to increase • organizational effectiveness
- Identify the strategies and techniques utilized to enhance organizational performance
- Characterize the importance of leadership in managing organizational challenges

### Text Book

J. Ivancevich, Konopaske, Matteson, Organizational Behavior and Management, 7e, 2006.

### References

1. Stephen P. Robbins, Timothy A. Judge, Organizational Behavior, 13<sup>th</sup> Int'l 2008, ISBN10: 013207964X, ISBN13: 9780132079648, Pearson Education (US)
2. Organization Behaviour, 5th ed. Robert Kreitner & Angelo Kinicki (2001)
3. Organization Behaviour, Foundations, Realities & Challenges, 3rd ed. Debra L. Nelson & James Campbell Quick (2000)
4. Joel Marcus, Organization and Management, an International Approach, Noordhoff Uitgevers B.V., 1<sup>st</sup> edition (2007), ISBN10 9001577040, ISBN13 9789001577049
5. Organizational Behavior. Understanding and Managing People at Work by Donald D. White and David A. Bednar, 1986

### Evaluation Scheme

Continuous Assessment: (Assignments, tests, quizzes, presentations)	25%
Midterm exam	20%
Project work	25%
Final Exam	30%

**Course Title:** Human Resource Management  
**Course Number:** MAEN 431  
**Course Credit:** 3  
**Prerequisite:** Introduction to Business Management

### **Course Description**

This course covers basic principles of managing human resources (HR). Topics include principles that relate to all aspects of the HR function, planning, job analysis, job specifications, employee selection, training and development, performance evaluations, salary determination, benefits, labor relations, and current techniques used to improve productivity and morale. Students will work on a proficiency task developing a personal statement of goals and values, considering how those are related to work in recruitment, selection assessment and training and coaching employees.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Explain the strategic importance of human resource management.
- Apply legal human resource management practices to the Ethiopian context..
- Illustrate how organizations recruit and select job applicants according to accepted standards.
- Analyze methods of training and developing employees.
- Explain how their personal values will affect their methods of recruiting, selecting and training employees.
- Provide a critical analysis of organizational compensation.
- Summarize the ways organizations maintain good employee relations.

### **Text Book**

A Framework for Human Resource Management, 2008, Dessler, 5<sup>th</sup> edition, Pearson/Prentice Hall, ISBN 0136041531

### **References**

1. Human Resource Management in Canada 4th ed. Loren E. Falkenberg etal (1999)
2. Managing Human Resource, A Partnership Perspective, Jackso Schuler (2000)
3. Foundations of Personnel, Human Resource Management 4th ed. John M. Ivancevich,etal (1989)

### **Evaluation Scheme:**

Continuous Assessment	25%
Midterm exam	20%
Project work	25%
Final Exam	30%

**Course Title:** Integrated Business Policy and Strategy  
**Course Number:** MAEN 432  
**Credit Hour:** 3  
**Prerequisite:** Strategic Management

### **Course Description**

This capstone course is designed to integrate the functional areas of business and to stimulate management situations requiring problem-solving. Students are required to synthesize skills and knowledge from other business courses in support of strategy development skills.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Develop skills in the process of thinking strategically and an awareness of what analysis, choice and implementation of strategy each require;
- Identify techniques for improving strategic decision making;
- Develop a high level of understanding of the concepts, theoretical ideas and empirical research findings;
- Challenge these ideas, concepts and theoretical ideas and empirical findings, and develop their own views on the part which managers play in the making of strategy.

### **Text Books**

Fred R. David, Strategic Management: concepts and Cases, 3rd Edition, Prentice Hall, 2003.

### **References**

1. Fred R. David, Strategic Management: concepts and Cases, 11<sup>th</sup> Edition, Prentice Hall, 2007, ISBN10: 0131869493, ISBN13: 9780131869493
2. Understanding Business Strategy and Concepts. By Ireland, Hokinson, Hit, 2006
3. Strategic Management, by Hill and Jones, 7e, 2007.

### **Evaluation Scheme**

Continuous Assessment (Assignments, quizzes, tests)	20%
Practical and Project work	20%
Mid Exam	20%
Final Examination	40%

**Course Title:** Production and Operations Management  
**Course Number:** MAEN 442, same as MARK 422  
**Credit Hours:** 3  
**Prerequisite:** None

### Course Description

Operations Management (OM) is the cost effective management of resources to achieve organizational goals. Most organizations recognize that world class performance in operations is essential for competitive success and long-term survival. This course will introduce students, the future business leaders, to the key concepts and tools that you can apply to design, plan, and improve the organizations' operations. The course examines the creation and distribution of goods and services in both the service and manufacturing sectors. Topics include location analysis, distribution models, inventory control models, scheduling and work design systems, and statistical process controls.

### Course Objectives

Upon successful completion of this course, students should be able to:

- Explain the relationships between the operations function and other functional areas of a business such as marketing, finance, and information systems and how they can work together to achieve the business strategy.
- Explain approaches to designing and improving processes.
- Appraise real-life business situation and suggest solution alternatives as related to operations management tools/techniques.
- Analyze business processes to uncover problems and improvement opportunities.
- Measure the performance of the operations from different aspects, such as productivity, flexibility, quality, and response time, etc.
- Provide new designs to improve the existing operations.
- Work with people from different backgrounds as a team to solve complex business operations problems

### Text Book

Young and Scott, Essentials of Operations Management, 2009, ISBN-10: 1412925709

### References

1. Ballou, Business Logistics: Supply Chain Management. 2 Heizer and Render, Operations Management, 8e, 2006, Upper Saddle River, NJ:
2. Chase, Richard B. (1998). Production and Operations Management: Manufacturing and services (8th Ed).
3. Stevenson, William J (1996). Production/Operation Management 5th Ed.
4. Evans, James R. (1984). Applied Management & Operations Management.
5. Ballou, Business Logistics: Supply Chain Management. 2 Heizer and Render, Operations Management, 8e, 2006, Upper Saddle River, NJ:

### Evaluation Scheme

Project	30%
Mid-Term Examination	30%
Final Examination	40%

**Course Title:** Business and Corporate Law  
**Course Number:** MAEN 451, same as ACCN 451, same as MARK 441  
**Course Credit:** 3  
**Prerequisite:** Civics and Ethical Education

### Course Description

This course covering the fundamentals of business law, including contracts, liability, regulation, employment, and corporations, with an in-depth treatment of the legal issues relating to breakthrough technologies, including the legal framework of R&D, the commercialization of new high-technology products in start-ups and mature companies, and the liability and regulatory implications of new products and innovative business models. All entrepreneurs struggle and deal with many legal issues when forming, funding and operating growing businesses. Managers face legal issues when they start a new division or business unit.

This course aims to increase the student's identification, understanding and resolution of typical legal issues for new ventures, ability to anticipate and resolve those issues: ethically, comply with applicable laws, while achieving core business objectives. Throughout the course, students will be challenged to think through issues diligently, independently, and clearly. While following the Text Book structure, consideration will be given to diverse legal issues as choice of legal entity, corporate securities, commercial leases, intellectual property, and employment. Students will also consider the ethical dimension of such issues, through a proficiency task in which they develop personal goals and a values statement. While the focus is on smaller businesses, much is also applicable to larger businesses. This course will be of particular interest to students who anticipate becoming entrepreneurs, but the issues are important for venture capitalists, investment bankers, executives and managers in established businesses.

### Course Objectives

Upon successful completion of this course, students should be able to:

- Face many legal issues that are crucial to the welfare of companies
- Exercise good judgment and leadership, in accordance with one's values and goals.
- Provide themselves with the foundation needed to make effective use of legal advisors
- Develop a sophisticated understanding of legal issues central to one's responsibility.
- Develop a more sophisticated understanding of Ethiopian law

### Text Books

Bagley, Constance E., and Craig E. Dauchy. *The Entrepreneur's Guide to Business Law*. 3rd ed. South-Western College Publishing, 2007. ISBN13: 978-0324204933

### References

1. Davis, Julie, and Suzanne Harrison. *Edison in the Boardroom: How Leading Companies Realize Value From their Intellectual Assets*. New York, NY: John Wiley and Sons, 2001, pp. 12-15 and 143-158. ISBN: 0471397369.
2. *Business Law*. By Richard A. Mann and Barry S. Roberts, 2006.
3. *Understanding Business and Personal Law* by Gordon W. Brown, Paul A. Sukys, 1998.
4. *The Legal Environment of Business* by Whitman and Gergacz, 1991.

### Evaluation Scheme

Continuous Assessment: (Assignments, tests, quizzes, presentations)	25%
Midterm exam	20%
Project work	25%
Final Exam	30%

**Course Title:** Risk Management and Insurance  
**Course Number:** MAEN 462, same as ACCN 452, same as MARK 421  
**Credit Hour:** 3  
**Prerequisite:** None

### **Course Description**

The course explores the risk management issues facing firms and individuals, examining how to protect firm value and personal wealth. It covers the areas of general risk management process, property and liability insurance, life and health insurance, annuities and employee benefits. The insurance industry and regulatory concerns are also addressed. In addition, the course touches on some of the new products emerging in the risk management arena and how the insurance industry responds to them.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Provide the insights of risk and its treatment, the principles of decision-making under uncertainty, and the methods of managing and protecting against risks to firms and individuals
- Read different types of insurance policies such as auto, home and life insurance policies;
- Select various annuity products
- Identify different retirement plans
- Prepare the students for a successful career in an insurance company.

### **Text Book**

George Rejda, Principles of Risk Management and Insurance, 10e, 2007. ISBN13: 9780-321414939.

### **Reference**

1. James S. Trieschmann, Robert E. Hoyt, and David W. Sommer, Risk Management and Insurance, 12e, 2005, South-Western College Publishing, ISBN: 0-324-18320-8

### **Evaluation**

Project	30%
Mid-Term Examination	30%
Final Examination	40%

**Course Title:** Business Mathematics  
**Course Number:** MAEN 221, same as ACCN 221, same as MARK 221  
**Credit Hour:** 3  
**Prerequisite:** None

### Course Description

The course is designed to include the application of basic concepts, principles and methods of mathematics and formulation of problems through mathematical models. Topics include analytic geometry, systems of linear equations; matrix algebra as well as financial and investment application. Furthermore, the course prepares the students for differential and integral calculus should the graduates decide to expand their education.

### Course Objectives

Upon successful completion of this course, students should be able to:

- Identify the importance of quantitative techniques;
- Explain and analyze the basic concepts and managerial application of mathematics;
- Describe the techniques how to optimize utilization of resources.

### Text Book

Barnett Raymond A. and Ziegler Michael R, *Essentials of College Mathematics for Business and Economics, Life Science and Social Science*, 3<sup>rd</sup> ed., 2007

### References

1. Brechner (2007) Contemporary Mathematics for Business. Australia: Thomson-South western.
2. Kindstalter, William L. and Parish, W. Alton (2003): Business Mathematics. New Jersey: Prentice Hall.
3. Salzman, Stanley A. Miller Charles D. and Clendenen, Gary (2001). Mathematics for Business. Boston Addison Wesley.
4. William, Walter E and Reed James (1984). Fundamentals of Business Mathematics (3<sup>rd</sup> ed). Wim C. Brown Publishers.
5. Ann j. Hughes, Applied Mathematics: For Business, Economics, and the Social Sciences, 1983.
6. Hole Poul G., Finite Mathematics and Calculus with Applications to Business, 1974.
7. Dexter j Booth and John K Turner, Business mathematics with Statistics, 1996.

### Evaluation Scheme

Assignments	15%
Practical work	15%
Mid Exam	30%
Final Examination	40%

**Course Title:** Business Statistics  
**Course Number:** MAEN 341, same as ACCN 331, same as MARK 311  
**Credit Hour:** 3  
**Prerequisite:** Business Mathematics

### Course Description

This course is designed to provide students an introduction to the basic science of statistics. Students will develop a useable understanding of research design, the organization of data, measures of central tendency and variability, central tendency theory, descriptive and inferential statistics, parametric and nonparametric tests, and basic test assumptions. Primarily, students will be introduced to the fundamental ideas of data collection and presentation, populations and samples; the presentation and interpretation of data, descriptive statistics, linear regression, and inferential statistics including confidence intervals and hypothesis testing. Basic concepts are studied using applications from economic ideas, education, business, social science, and the natural sciences. Also included is a mathematical introduction to probability theory including the properties of probability; probability distributions; expected values and moments, specific discrete and continuous distributions; and transformations of random variables.

### Course Objectives

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

- Acquire knowledge on statistical methods,
- Collect and organize facts for statistical analysis,
- Make interpretations of data collected, and
- Make statistical inferences based on statistical analyses.

### Text book

1. Anderson, David Ray., 8<sup>th</sup> ed., Statistics for Business & Economics, 2002
2. Freedman, David, Purves, Pisani. 2006. Statistics. WW Norton and Co (ed). ISBN-10: 0393930432.

### References

1. Berenson , Mark L; Levine, David M. and Krehbiel, Timothy C. (2008) Basic Business Statistics, 11<sup>th</sup> ed., Prentice Hall, USA
2. Brase, Charles Henry and Brase, Corrinne Pellillo (2006) Understanding Basic Statistics, 4<sup>th</sup> ed., Houghton Mifflin Company, New York
3. Lind , Douglas A.; Marchal, William G. and Wathen, Samuel A. (2007) Basic statistics for business and economics with student CD (CD-ROM), 6<sup>th</sup> ed., McGraw-Hill/Irwin, New York

### Evaluation Scheme

Class Exercises/Assignments/Quizzes	30%
Mid-term	30%
Final Exam	40 %

**Course Title:** Leadership Skills  
**Course Number:** MAEN 441, same as LEAD 441  
**Credit Hour:** 3  
**Prerequisite:** Introduction to Business Management

### **Course Description**

The purpose of this course is to encourage you to carefully analyze responsibilities and commitments in the context of leadership for the common good and for purposeful change. Students will come to understand the concepts of relational and servant-leadership and how they differ from traditional leadership theories. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. Students will also develop their leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill practice through course activities.

This course addresses the responsibility of a leader for business, society and him. What will be the legacy of the professional leader? What difference does he make in all the networks in which he is participating? What is his basic attitude toward all the stakeholders? These kinds of questions are the core theme of this course. Leadership will be combined with stakeholder management and current thinking about the role of communities in the business world.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Explain their personal opinion about stewardship'
- Reflect on his/her personal effectiveness as a leader;
- Perform as a transparent leader in his/her own networks

### **Text Books**

1. Focus on Leadership: Servant Leadership for 21<sup>st</sup> Century, Ken Blanchard
2. Awakening the Leader Within: A Story of Transformation, Kevin Cashman, Jack Forem
3. The Purpose-Driven Life, Rick Warren, 2002

### **References**

1. Principle-Centered Leadership, Steven Covey, 1991.
2. Leadership Challenges, Kouzes and Posner, 4<sup>th</sup> Ed., 2008
3. Leadership: Courage in Action, Robert Terry, 1999.
4. Leadership: Theory and Practice, Northouse, 9<sup>th</sup> Ed, 2009

### **Evaluation Scheme**

Leadership activities	20%
Leadership Self- Assessment	20%
Mid-Term Examination	30%
Final Examination	30%

**Course Title:** Senior Project  
**Course Number:** MAEN 452  
**Course Credit:** 3  
**Prerequisite:** None

### **Course Description**

This last course of the Entrepreneurship and Business Management major provide an opportunity for students to practice the knowledge they have gained. Each student has to prepare a plan and perform a project within a business or to build up a small company. In doing so he has to show the excellence that has grown during the time of study. As examples, projects could be related to the internship, the business plan done previously or some altogether new business idea. Necessary elements are:

- A definition of the problem with explicit integration of the theories and models that were studied
- Explicit attention to project goals (both explicit and implicit) and objectives (specific descriptions of intended outcomes) and expected short-term and long-term outcomes
- Co-operation of stakeholders which are crucial for the outcomes of the project
- The project context and boundaries
- A risk analysis
- A planned time schedule
- An overview of the resources needed to realize the project (manpower, information, money, time)

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Clearly define project objectives and be able to organize the right people and resources around them.
- Gather information by both visitation and research.
- Plan the project organization, identifying necessary tasks to coordinate the project
- Manage all tasks and their execution.
- Utilize new technologies and educational resources in accomplishing project tasks.

The plan will be completed in the first six weeks and implementation will then start and the progress evaluated. An oral report will be given at the end of the term.

### **Evaluation Scheme**

Plan	40%
Implementation	30%
Presentation	30%

## Course Descriptions for Supportive Courses

<b>Course Title:</b>	<b>Microeconomics</b>
<b>Course Number:</b>	<b>ECON 202</b>
<b>Responsibility:</b>	<b>Crosscutting</b>
<b>Credit Hour:</b>	<b>3</b>
<b>Prerequisite:</b>	<b>None</b>

### Course Description

This course introduces and explores a variety of microeconomic topics, including: supply and demand, market equilibrium, elasticity, decision making by producers and consumers, production cost, market structures, public policy, the labor market, distribution of income, environmental policy, market efficiency and government intervention. Students will work in teams on a proficiency task, using their knowledge of microeconomics, to develop a business plan.

### Course Objectives

Upon successful completion of this course, students should be able to:

- State the Laws of Supply and Demand and explain the concept of equilibrium.
- Identify and explain the basic principles of economics.
- Relate the concept of elasticity to supply and demand theory.
- Identify the four basic market structures and describe the characteristics of each.
- List and explain the primary reasons for the distribution of income.
- Develop a business plan.

### Text Book

R.S. Pindyck and D. L. Rubinfeld, Microeconomics.

### References

1. Hal R. Varian, Intermediate Microeconomics: A Modern Approach, 4<sup>th</sup> Ed.
2. Koutsyiannis, Modern Microeconomics.
3. E. Mansfield, Microeconomics: Theory and Applications.
4. D.S. Watson, Price Theory and its Uses.
5. J.P. Gold and C. Ferguson, Microeconomics Theory.
6. D.N. Dwivedi, Microeconomics Theory.
7. Essentials of Economics, 5e, by Mankiw, 2008
8. Principles of Microeconomics by Frank and Bernanke, 3rd ed., 2007

### Evaluation Scheme

Assignments, tests, quizzes, class work	20%
Practical and Project work	30%
Midterm Exam	20%
Final Examination	30%

**Course Title:** Macroeconomics  
**Course Number:** ECON 203  
**Responsibility:** Crosscutting  
**Credit Hour:** 3  
**Prerequisite:** None

### Course Description

This course introduces and explores a variety of macroeconomic topics, including: aggregate supply and demand, market equilibrium, Gross Domestic Product, employment, income, prices, and major schools of economic thought, fluctuations, growth, monetary policy, fiscal policy, the national debt, international trade, and international finance. Students will contribute their knowledge of economics as they work on a proficiency task developing a marketing plan.

There will be attention to the global economic system and to the national Ethiopian Economy and the way these systems are influencing business decisions.

### Course Objectives

Upon successful completion of this course, students should be able to:

- State the Laws of Supply and Demand and explain the concept of equilibrium.
- Provide a definition of Gross Domestic Product and describe the four components.
- Define fiscal policy and explain how it can be used to cope with fundamental economic problems.
- Explain how monetary policy can be used to cope with fundamental economic problems.
- Describe how international finance can impact a nation's Gross Domestic Product
- Describe the relations between the national economy of Ethiopia and the international economic trends and processes
- Develop a marketing plan, incorporating their knowledge of economics.

### Text

Principles of Macroeconomics by Frank and Bernanke, 3rd ed. 2007

### References

1. Macroeconomics, 5/E, Blanchard, Prentice Hall, 2009, ISBN-10: 0132078295
2. Economic Growth, 2/E, Weil, Prentice Hall, 2009, ISBN-10: 0321416627
3. Macroeconomic Analysis by Edward Shapiro, 1999
1. Essentials of Economics, 5e, by Mankiw, 2008
2. Economic Concepts. A Programmed Approach by Bingham and Henry Pope, 1993

### Evaluation Scheme

Assignments, tests, quizzes, class work	20%
Practical work, Project work	30%
Mid Exam	20%
Final Examination	30%

**Course Title:** Principles of Accounting I  
**Course Number:** ACCN 211  
**Credit Hour:** 3  
**Prerequisite:** None

### **Course Description**

This course is an introduction to basic principles of accounting theory and practice. Topics covered include accrual basis accounting, the accounting cycle, preparation of financial statements for both service and merchandising business enterprises, and internal controls. Other topics include accounting for cash, receivables, payroll, inventories, fixed assets, and current liabilities.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Analyze, Journalize, and Post Business Transactions.
- Prepare A Multiple-Step Income Statement, An Owners' Equity Statement, And A Classified Balance Sheet.
- Analyze Existing Account Balances, Prepare End-Of-Period Adjusting and Closing Entries and a Post closing Trial Balance.
- Account For Cash And Petty Cash Including Internal Controls Over Cash.
- Account For Merchandising Companies Including Costing And Internal Control Over Inventory.
- Account for Property, Plant, and Equipment; Accounts Receivable; and Current Liabilities.

### **Text Book**

Weygandt, Kieso, Kimmel, Accounting Principles, 2007. ISBN10: 0471980193

### **References**

1. Owen, Glenn, Using Excel and Access2007 for Accounting, 2e, 2009, ISBN10: 0324594399
2. Wild, Larson, Chiappetta, Fundamental Accounting Principles, 18th Ed. 2007, ISBN10: 0072996536.

### **Evaluation Scheme**

Assignments	15%
Practical work	15%
Mid Exam	30%
Final Examination	40%

**Course Title:** Cost and Management Accounting I  
**Course Number:** ACCN 222  
**Credit Hour:** 3  
**Prerequisite:** Principles of Accounting I

### **Course Description**

The course is an introduction to the theoretical and practical knowledge of cost accounting, cost behavior, cost classification, cost allocation and analysis. It covers job order costing, process costing and operations costing. It also covers the cost accounting application for joint and byproducts, spoilage, rework and scraps. It indicates how alternative product costing methods are used with variable and absorption costing. Basically, the concern of this course is on manufacturing enterprises but the theories and concepts dealt in are equally applicable to non-manufacturing businesses. Students will work in teams on a proficiency task developing a marketing plan, contributing their knowledge from accounting courses.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Discuss The Role Of Cost Accounting In An Organization
- Distinguish Between Job Order And Process Costing
- Accumulate Cost Data
- Determine And Control Costs
- Prepare A Performance Analysis And Explain The Variances
- Prepare A Marketing Plan.

### **Text Book**

1. Cost Accounting, Managerial Emphasis A Horngren, Foster, Datai, 13thEd, 2008, Pearson Ed. Ltd., ISBN10: 0136126634, 896 p.

### **References**

1. Cost & Management Accounting: An Introduction, Colin Drury.6th Rev.Ed., 2006 Thomson,596p ISBN-13: 978-1844803491
2. Horngren, Bhimani, Datar, Foster, Management and Cost Accounting, 4/E, ISBN10: 1405888202, ISBN13: 9781405888202, Pearson Education Limited, 2007
3. Principles of Managerial Finance, 10e, by Lawrence Gilman. 2006.

### **Evaluation Scheme**

Assignments	20%
Practical work	30%
Mid Exam	20%
Final Examination	30%

**Course Title:** Financial Management  
**Course Number:** ACCN 332  
**Credit Hour:** 3  
**Prerequisite:** Principles of Accounting I

### **Course Description**

Financial Management is an introductory finance course focusing on the financial decision making principles and methods used by corporations. Major financial decisions include capital investment decisions, financing decisions, capital structure decisions dividend policy decisions, and working capital decisions. Financial management provides basic knowledge on the financial forecasting and coordination of finance in the corporate business. This course examines the financial goals of a corporation with an emphasis on value creation. Additional topics include capital budgeting techniques, valuation of securities; risk management and short-term financial management are also addressed in the course. Students will work in teams preparing a consulting report.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Use financial information to improve their decisions as investors and/ or as managers of corporations and to learn and apply tools that maximize firm value.
- Use the basic tools for financial analysis of the firm
- Understand the time value of money and its use in the evaluation of securities
- Assess the value of the firm and to take capital budgeting, capital structure and dividend policy decisions that maximize the value of the firm
- Interpret financial statements
- Evaluate and judge the use of corporate financial information in decision making
- Use financial management knowledge in preparing a consulting report.

### **Text Books**

Block S.B., Hirt G.A. (2008), Foundations of Financial Management, McGraw-Hill Higher Education, 657 pages, ISBN-13: 978-0073295817

### **References**

1. Fundamentals of Financial Management, 12th Ed. Brigham, Houston, 2009. South-Western College Publishers, 752 p., ISBN-13: 978-0324597707
2. Ross S.A., Westerfield R.W., Jaffe J. (2005). Corporate finance. New York: McGraw-Hill Irwin.
3. Essentials of Corporate Finance by Ross, Westerfield, Jordan, 1996

### **Evaluation Scheme**

Assignments	20%
Practical and Project work	30%
Mid Exam	20%
Final Examination	30%

**Course Title:** Principles of Marketing  
**Course Number:** Mark: 212  
**Course Credit:** 3  
**Prerequisite:** None

### **Course Description**

This course presents information concerning the practices and basic principles of marketing from origin to the ultimate consumer and discusses the issues of marketing and in a changing world, the marketing environment, the marketing mix (product, price, place and promotion), buyer behaviour (individual and organization), organization and planning, channels of distribution, and promotion. Students will also work in teams as they participate in a proficiency task to develop a marketing plan.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Assess customer driven marketing strategies.
- Appraise buyer behavior in consumer and business markets.
- Evaluate and integrate marketing mix strategies.
- Summarize marketing planning and describe the marketing environment and develop a marketing plan.
- Present an overview of how social responsibility and ethics relate to marketing
- Summarize the salient concepts of global marketing
- Evaluate consumer markets and consumer buyer behavior
- Assess business markets and business buyer behavior
- Discuss market segmentation, targeting, and positioning for competitive advantage
- Integrate the elements of product management strategy, including product lines, the product mix, the product life cycle, and branding
- Explain the marketing of services and nonprofit organizations
- Explain distribution strategy and supply chain management as they relate to channel strategy, wholesaling and logistics.

### **Text Book**

Principles of Marketing, Global Edition 12E 2007, Philip Kotler, Gary Armstrong, ISBN10:0199532575, Pearson Higher Education

### **Reference**

Basic Marketing: A Marketing Strategy Planning Approach, by Perreault, Cannon, McCarthy, 2008

### **Evaluation Scheme**

Project	30%
Mid-Term Examination	30%
Final Examination	40%

## Course Descriptions for Cross-Cutting Courses

**Course Title:** Civic and Ethical Education  
**Course Number:** CEED 201  
**Responsibility:** Crosscutting  
**Course Credit:** 3  
**Prerequisite:** None

### Course Description

This fundamental objective of Civic and Ethical Education is producing good citizens with higher civic qualities. Good citizens who are well aware of their rights and responsibilities as well as endowed with various types of civic virtues such as active participation, tolerance, civic mindedness etc. have a lot to contribute in the process of democratization and development of their own state. In view of this, this course is designed to familiarize students with basic themes and concepts of civic and ethical education, constitutionalism, Democracy, Human Rights and some other pertinent issues in achieving the basic goal of the subject matter. The varying nature of civic education requires active participation from the part of students in various ways such as forwarding original arguments, participating in class discussions, debates, presentations, etc. Thus students are highly expected to act accordingly for the successful delivery of the course.

### Course Objectives

Upon successful completion of this course, students should be able to:

- Explain the national political system of Ethiopia in relation to citizenship
- Impart civic knowledge on various issues such as on meaning and definition of civics and ethics, Constitutionalism, Democracy, Human Rights, State, and Government etc.
- Understand their rights and responsibilities and then exercise their rights and discharge their responsibilities.
- Develop such civic attitudes as patriotism, civic mindedness, active participation, tolerance etc.
- Exhibit civic skills such as accurate decision making, expression of oneself clearly and logically, conflict resolution etc.
- Become good citizens and play a crucial role in the democratization process of the state.

### Text Book

1. AAU (2005). Civic and Ethical Education, Compendium Part One and two. Addis Ababa: College of Social Sciences.

### References

1. Miller, E.D.I (1984). Question that matter: an invitation to Philosophy
2. FDRE (1995). The constitution of Federal Democratic Republic of Ethiopia Addis Ababa.
3. Vincent, B. (1980) Philosophy: a text with readings, chapter three ethics and chapter four, Social Philosophy.
4. Kassaye, A. (2001), Fundamentals of Civic and Ethical Education. Aurum, A. and Popkin, H.(1996) introduction to Philosophy (Chapter 4 & Chapter 5)

### Evaluation Scheme

Assignments, tests, quizzes, projects	40%
Mid Exam	20%
Final Examination	40%

**Course Title:** Sophomore English  
**Course Number:** FLEN 201  
**Responsibility:** Cross-cutting  
**Credit Hour:** 3  
**Prerequisite:** None

### **Course Description**

A course designed to develop college-level reading and writing skills. It includes critical analysis of and written response to readings, as well as academic vocabulary, grammar and mechanics. It focuses on the steps of the writing process: planning, organizing, writing, peer review, revising, and editing while writing essays in various rhetorical patterns of organization and development. There will be in-class essays and others prepared outside of class. Students will write every day in class. In addition, students will improve listening and speaking skills through listening to lectures and taking notes, class discussion, giving short talks and responding to questions.

### **Course Objectives**

Upon successful completion of this course, students should be able to:

- Understand and critically analyze class readings, as well as their Text Books
- Improve their academic vocabulary, written and spoken grammar and mechanics usage
- Improve their overall writing skills: being able to write clearly and correctly, make points and support them with examples and explanations.
- Write under time pressure in answering essay examination questions.
- Understand oral academic lectures and basic english conversation.

### **Text Book**

1. Evergreen: A Guide to Writing with Readings, 8<sup>th</sup> Edition. Susan Fawcett. 2007. Houghton-Mifflin/ Cengage, ISBN10: 0618766448

### **References**

1. Confidence in Writing: Paragraphs and Essays, Alan Meyer,
2. Steps to Writing Well, Jean Wyrick, 6e, 2005, ISBN10: 14130-01092
3. The Brief Bedford Reader. Kennedy, Kennedy and Aaron, 8e, 2003
4. Readings:Anthology ;by S. Buscemi, C. Smith, 2007
5. Reading for Results.
6. Listen; Listen to Learn: Lecture comprehension and Note-taking, R. Lebauer, 1988.
7. Prentice Hall Writing and Grammar: Communication in Action, by Carroll, et.al, 2005

### **Evaluation Scheme**

Tests: reading, grammar, vocabulary	20%
Writing assignments:	40%
Class participation in discussion	10%
Final exam, including writing	30%

**Course Title:** Professional Writing  
**Course Number:** FLEN 202  
**Responsibility:** Crosscutting  
**Credit Hour:** 3  
**Prerequisite:** FLEN 201, Sophomore English

### Course Description

A course extending use of the writing process to longer essays based on analysis of readings, through awareness of audience, purpose and diverse viewpoints. Additional writing will be based on readings and research in students' professional fields, incorporating credible evidence through quotations, paraphrase and summary, according to MLA/APA standards. Students will learn to distinguish between opinion, facts and inferences and to use argument and persuasion. Students will work in teams on a proficiency task, writing a marketing plan and presenting it to the class.

### Course Objectives

Upon successful completion of this course, students should be able to:

- Write essays with a clear thesis, logical points to support the thesis, and evidence based on library and Internet research, using MLA/ APA documentation.
- Avoid plagiarism by incorporating this evidence using documentation.
- Improve their writing and proofreading skills through participating in peer review.
- Write clear and concise reports and papers appropriate to their field of study, using library and Internet research. Business students will write business letters, memos, resumes, reports, and a business plan.
- Use technical writing styles and formats: reports, proposals, analysis of technical articles, and learn the appropriate vocabulary used in their field.
- Use improved speaking and presentation skills through class and small group discussions, and an oral presentation based on the final writing.
- Develop and write a marketing plan.

### Text book

1. Evergreen: A Guide to Writing with Readings, 8<sup>th</sup> Edition. Susan Fawcett. 2007. Engage, ISBN10: 0618766448
2. Allred, Gerald J, Brusaw, Charles, Oliu, Walter; Business Writers' Handbook, 2008. Bedford
3. Alred, Gerald J, Brusaw, Charles, Oliu, Walter; Handbook of Technical Writing, 2008, 9<sup>th</sup> ed.

### References

1. Michael Merkel, Technical Communication, 9e, ISBN9780-312485979 Bedford St. Martins.
2. Tom Jehn, Jane, Writing in the Disciplines: a Supplement, 2007, ISBN10: 0312452640
3. Discovering Arguments, an Introduction to Critical Thinking and Writing, 2e, D. Memering, 2006
4. Locker, Kaczmarek. Guide to Business Communication: Building Critical Skills, 2e, 2004.
5. Guffey, Mary Ellen. Business Writing, 2007. Thomson, Southwestern Publishers.
6. Writing and Speaking for Business, W. Baker, 2007, BYU Publishing.

### Evaluation Scheme

Essays:	30%
Business/Technical writing assignments, including Project -	50%
Final Assignment- Writing	10%
Oral Presentation	10%

**Course Title:** Communication and Presentation Skills  
**Course Number:** FLEN 301  
**Responsibility:** Crosscutting  
**Credit Hours:** 3  
**Prerequisite:** Professional Writing

### Course Description

This course is designed to improve students' speaking and listening skills, understanding of turn taking, and other conventions and strategies in English conversation through discussion and role play. They will give short talks, planned and impromptu, and receive feedback. Through group assignments and presentations, students will improve their ability to discuss controversial or difficult topics in a respectful manner and tone: listening for understanding, then presenting their views - in conversation, to solve a business problem, or to persuade. As a final project, students will research an area of interest in their field and write a paper on it, using properly documented sources, and then make a final oral presentation to the class using AV equipment. Questions and answers will follow each presentation.

### Course Objectives

Students successfully completing the course will have:

- Developed a concern for audience and understand the importance of psychological approaches to the solution of business problems through skilled communication;
- The ability to use a variety of communication strategies, and know when to use them;
- Developed presentation skills, oral and written, with or without av equipment.
- Developed an ability to apply critical thinking and decision-making skills to business
- Developed an ability to work effectively with other people in small groups or teams
- Learned to listen for understanding
- The ability to understand and negotiate differences in communication between oneself and people from other cultures and those with viewpoints disagreeing with one's own
- The ability to give and receive feedback that will improve one's own and others' communication

### Text Book

1. Public Speaking: An Audience-Centered Approach, Steven Beebe and Susan Beebe, 6 ed., 2006.
2. Munter, Mary and Lynn Russell, Guide to Presentations, 7<sup>th</sup> Ed, 2007.

### References

1. Rudolph Verderber, Communicate, 9<sup>th</sup> ed, 1999, Wadsworth Publishing. (150
2. Locker, Kitty, Kaczmarek, Stephen Kyo, Building Critical Skills, 4th Ed. *McGraw-Hill*, 2008. The Art of Public Speaking, and Learning Tools Suite, 8e, by Stephen Lucas, 2004 + CDRom,(12)
3. Writing and Speaking for Business, W. H. Baker, 2007, BYU Publishing.
4. Essentials of Business Communication, M.E. Guffey, 5e, 2007, Southwestern-Thomson.

### Evaluation Scheme

Class work: discussions, role plays, short talks	20%
Assigned group and individual presentations	20%
Project work: business plan	30%
Quizzes:	20%
Final Exam	10%

**Course Title:** Introduction to Computer Applications  
**Course Number:** COMP 201  
**Responsibility:** Cross-cutting  
**Credit Hour:** 3  
**Prerequisite:** None

### **Course Description**

This course is a broad introduction to the use of computers as tools for creativity, communications and organizing information. In addition to learning the technical fundamentals of computer use, students build skills in researching information, making appropriate ethical choices about the use of computers, and using technology to learn on their own and pass your new skills on to others. The role of the computer as a communications tool will be central to this course. All students will be given computer accounts to maintain files. We will also emphasize the use of the Internet as a tool for finding information and the use of word processing, presentation software and image editing to organize and communicate ideas. Topics will include computer hardware components, how the personal computer works and computer applications including word processing, spreadsheets, presentations, database and internet. Students are expected to learn to type and to practice exercises using MS Office.

### **Course Objectives**

The students will be able to:

- Familiarize themselves with components of computers and windows personal computers and operating systems
- Use Microsoft office as tools for writing, analyzing and presenting information
- Use of information technology to assist you in other coursework
- Use the internet for communications, research
- Create, edit and share pictures
- Creating online and paper publications and graphics using computers
- Understand ethical and responsible use of computer technology

### **Text Book**

- Shelly Gary B. et al. 2007. Microsoft Office 2007: Introductory Concepts and Techniques, Windows XP Edition. 1224 p.

### **References**

1. Advanced Excel for scientific data analysis by Robert de Levie, 2004, 10 copies
2. Microsoft Office XP, Marianne Fox et al., 2002
3. Data Analysis and Decision Making with Microsoft Excel, 3rd Ed., 2006, Albright et al., 8 c.
4. Keyboarding with Computer Applications, Jahman et al., 2000, 2 copies
5. Discovering Computers, Shelly and Cashman, 2001, 10 copies

### **Evaluation Scheme**

Assignments	50%
Mid Exam	20%
Final Exam	30%

**Course Title:** General Psychology  
**Course Number:** PSYC 201  
**Responsibility:** Cross-cutting  
**Credit Hour:** 3  
**Prerequisite:** Sophomore English

### **Course Description**

The introductory survey course explores the scientific study of human nature, behavior, and cognitive processes. The major areas of psychological study will be reviewed including history, biology, memory, learning, development, personality, abnormal and social psychology. Emphasis will be placed on applying psychological principles and data to life experience. The course is also geared towards helping students conceptualize the psychological foundations of human behavior in all occupations. It is also the application of the principles and concepts in overcoming various kinds of human and environmental barriers for effective relationship. Topics to be covered include motivation, emotion, knowledge retention, group dynamics and worker efficiency, sensation and perception, personality, and development of attitudes. Students will work on a proficiency task, developing a personal statement of goals and values.

### **Course Objectives**

Upon satisfactory conclusion of the course, students will be able to:

- Understand human behavior and relationship in different professions and life at large,
- Be apply knowledge gained in the areas of business, government and education,
- Familiarize themselves with group and individual decision-making,
- Exercise effective human and environmental relationships.
- Use their knowledge of psychology in developing a personal statement of goals and values

### **Text Book**

Kalat, James. Introduction to Psychology, 8<sup>th</sup> ed. Wadsworth, 2008

### **References**

1. Weiten, Wayne, Diane Helpers. Psychology: Themes and Variations: with Concept Charts. Briefer Edition, 7<sup>th</sup> ed. Thomson-Wadsworth, 2007
2. Psychology: A Modular Approach to Mind and Behavior, 10e, Dennis Coon, 2006.
3. Psychology, Stephen Davis and Joseph Pallidino, 4e, 2003
4. The Essential World of Psychology, Samuel Wood and Ellen Green Wood, 2002.
5. Psychology: A Journey, Dennis Coon, 2002.
6. Psychology, 7<sup>th</sup> ed., John Santrock, 2005

### **Evaluation Scheme**

Assignments	20%
Project, practical work	30%
Mid-semester	20%
Final Examination	30 %