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## **1. Introduction**

Marketing Management is a field of study that plays an important role in a country's economic development focusing primarily on the articulation and creation of demand for products and services, market analysis and futures, influence of public taste and preferences and the expansion of wealth in a society in scope and intensity.

As Ethiopia emerges with positive economic dynamics, marketing plays a key role in determining the foci of business and industry, growth and development opportunities and the overall competitive edge of productive capacities in the country. Hence, Hope University College has established the department of marketing to develop and launch leaders in marketing with competencies to serve as for instance marketing researchers and managers in product/service development, sales and strategic marketing.

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

### **2.1. Vision**

The marketing management has the vision of imparting excellent knowledge in marketing with competencies that can add value to productivity and economic growth

### **2.2. Mission**

The marketing management curriculum has the mission of bringing and sharing cutting edge and relevant knowledge in marketing, sales, marketing research and product/service development in industry, agriculture, the service sector and commerce using modalities of ICT and modern communication.

### **2.3 Objectives**

The objectives of the curriculum in marketing management are to instill a very high level of knowledge in marketing so as to enable the graduate in the field contribute to market innovation and expansion, equip students with the most recent knowledge of applications in the various dimensions of marketing and have them be readily useful in all manner of business, enable the translation of knowledge and good practices in marketing into economically viable outcomes and useful business opportunities.

## **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**

The graduate with the degree of Bachelor of Arts in Marketing Management shall have the following capabilities and skills:

- Know how in quantitative tools and models to understand and explain marketing processes, trends and patterns as related to business development and consumer behavior and the values that are added to both;
- Capability of modern communication using exacting language, presentation tact, digital means, the media and research outcomes.
- Working with efficient and effective modern tools and ICT in preparing marketing strategies, demand and supply analyses, budgets and forecasts for decision makers;
- Capability to frame strategic reports and recommendations on marketing, product/service diversification and mapping of trends in relation to.
- Knowledge of marketing ethics and social responsibility and application of the same in business and industry;
- Understand the vital role of small businesses to the nation's economy and how marketing plays a critical role in their development.
- Competence to play a consultancy role in the various dimensions of marketing and to serve organizations in spearheading their marketing research, product development, sales and marketing planning.

## **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 outcomes of the curriculum.
- The reinforcement of teaching with coaching to effectuate holistic student development.

## 4.2 Teaching Methodology

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.



- The first digit represents the year in which the course is offered by the responsible department (year at college starts with 2).
- The second digit represents the courses that are offered by the department in sequential order (ranging from 1- 6). For general foundation 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 discussions 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 marketing and management program is designed to be completed within eight 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 Marketing Management

**Table 1. Major Courses in Marketing Management**

<i>Course No</i>	<i>Course Title</i>	<i>Cr. Hr.</i>	<i>Lect. Hr.</i>	<i>Lab. Hr.</i>
MARK 211	Principles of Marketing	3	3	
MARK 212	Marketing Communication Strategy and Culture	3	3	-
MARK 221	Business Mathematics	3	3	-
MARK 222	Introduction to Business Management	3	3	-
MARK 311	Business Statistics	3	2	2
MARK 321	Consumer Behavior	3	3	-
MARK 322	International Marketing & Export Management	3	3	-
MARK 331	E-Commerce	3	3	-
MARK 332	Marketing Innovation	3	3	-
MARK 341	Service and Industrial Marketing	3	3	-
MARK 342	Salesmanship and Advertisement	3	3	-
MARK 351	Marketing Research	3	3	-
MARK 352	Organizational Behavior	3	3	-
MARK 362	Product and Brand Management	3	3	-
MARK 372	Internship	3	3	.
MARK 411	Corporate Social Responsibility and Business Ethics	3	3	-
MARK 412	Management Information Systems	3	3	-
MARK 421	Risk Management & Insurance	3	3	-
MARK 422	Production and Operations Management	3	3	-
MARK 431	Agricultural Marketing	3	3	-
MARK 432	Strategic Marketing Management	3	3	-
MARK 441	Business and Corporate Law	3	3	-
MARK 442	Hospitality and Tourism Marketing	3	3	-
MARK 452	Project Management	3	3	-
MARK 462	Senior Project	3	3	-
	<b>Total</b>	<b>75</b>	<b>74</b>	<b>2</b>

**Table 2: List of Supportive Courses**

<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hrs.</b>	<b>Lecture Hrs.</b>	<b>Lab, Hrs.</b>
ACCN 211	Principles of Accounting I	3	3	-
ACCN 222	Cost and Management Accounting	3	3	-
ECON 202	Microeconomics	3	3	-
ECON 203	Macroeconomics	3	3	-
MAEN 211	Introduction to Entrepreneurship	3	3	-
	<b>Total Credits</b>	<b>15</b>	<b>-</b>	<b>-</b>

**Table 3: List of Crosscutting Courses**

<b>Course No</b>	<b>Course Title</b>	<b>Credit Hrs.</b>	<b>Lecture Hrs.</b>	<b>Lab Hrs.</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
LEAD 441	Leadership Skills	3	3	-
PSYC 201	General Psychology	3	3	-
	<b>Total Credits</b>	<b>21</b>	<b>-</b>	<b>-</b>

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

<b>Course Category</b>	<b>Total Credit Hour</b>
Major Compulsory, including internship	75
Supportive	15
Crosscutting	21
<b>Grand Total</b>	<b>111</b>

## 15. Semester Course Breakdown

Year	Semester I			
1	<b>Course No</b>	<b>Course Title</b>	<b>Cr Hr</b>	
	ACCN 211	Principles of Accounting I	3	
	FLEN 201	Sophomore English	3	
	COMP 201	Introduction to Computer Applications	3	
	MARK 211	Principles of Marketing	3	
	MAEN 211	Introduction to Entrepreneurship	3	
	MARK 221	Business Mathematics	3	
	<b>Semester Total</b>			<b>18</b>
	<b>Semester II</b>			
	FLEN 202	Professional Writing	3	
	MARK 212	Marketing Communication Strategy and Culture	3	
	MARK 222	Introduction to Business Management	3	
	ACCN 222	Cost & Management Accounting I	3	
	ECON 202	Microeconomics	3	
	CEED 201	Civic and Ethical Education	3	
	<b>Semester Total</b>			<b>18</b>

Year	Semester			
2	<b>Semester I</b>			
	<b>Course No</b>	<b>Course Title</b>	<b>Cr Hr</b>	
	FLEN 301	Presentation and Communication Skills	3	
	MARK 311	Business Statistics	3	
	MARK 321	Consumer Behavior	3	
	MARK 331	E-Commerce	3	
	MARK 341	Service and Industrial Marketing	3	
	ECON 203	Macroeconomics	3	
	<b>Semester Total</b>			<b>18</b>
	<b>Semester II</b>			
	PSYC 201	General Psychology	3	
	MARK 322	International Marketing & Export Management	3	
	MARK 332	Marketing Innovation	3	
	MARK 342	Salesmanship & Advertisement	3	
	MARK 352	Organizational Behavior	3	
	MARK 362	Product and Brand Management	3	
	<b>Semester Total</b>			<b>18</b>
		MARK 372	Internship	3

<b>3</b>	<b>Semester I</b>		
	<b>Course No</b>	<b>Course Title</b>	<b>Cr Hr</b>
	MARK 411	Corporate Social Responsibility, Business Ethics	3
	MARK 421	Risk Management & Insurance	3
	LEAD 441	Leadership Skills	3
	MARK 431	Agricultural Marketing	3
	MARK 451	Marketing Research	3
	MARK 441	Business and Corporate Law	3
	<b>Semester Total</b>		<b>18</b>
	<b>Semester II</b>		
	MARK 412	Management Information Systems	3
	MARK 422	Production and Operations Management	3
	MARK 432	Strategic Marketing Management	3
	MARK 442	Hospitality and Tourism Marketing	3
	MARK 452	Project Management	3
	MARK 462	Senior Project	3
	<b>Semester Total</b>		<b>18</b>
	<b>Grand Total (Credit Hours)</b>		<b>111</b>

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

**Course Title:** Principles of Marketing  
**Course Number:** MARK 211  
**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, and ISBN10:0199532575, Pearson Higher Education

### Reference

1. McCarthy E. Jeome and Perreault William D. 2008. Basic Marketing a Global – Managerial approach. 14<sup>th</sup> ed. McGraw Hill. ISBN-O-240947-9.
2. Farese Lois Schneider, Kimbrell Grady and Wolszyk Carol A.(1997). Marketing Essentials. 2<sup>nd</sup> ed. Mc Graw Hill. ISBN-0-02-640601-2
3. Sutton, Dave and Klein, Tom, 2003, Enterprise Marketing Management: The new Science of Marketing, USA: John Wiley and Sons Inc.
4. Peter, Paul J. and Donnelly, James H., 1998, Marketing Creating Value for Customer (2<sup>nd</sup> ed)., USA: Irwin McGraw Hill.

### Evaluation Scheme

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

**Course Title:** Marketing Communication Strategy and Culture  
**Course Number:** MARK 212  
**Course Credit:** 3  
**Prerequisite:** None

### **Course Description**

This course covers the functions of promotion mix with the emphasis on advertising, publicity, public relations and sales promotion in relation to the Ethiopian context. Communication is a fundamental part of most marketplace transactions. In its purest form price communicates the information necessary for a transaction. In most other deviations from perfect competition, any marketer has to communicate more than price in order to establish, sustain, and grow his business. This course takes a marketing management perspective and explains how communication is used to help satisfy Ethiopian consumers and achieve the goals of an organization.

### **Course Objectives**

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

- Describe the process of communication
- Differentiate between various promotion mixes
- Explain major decisions in advertising, publicity, public relations and sales promotion.
- Analyze, assess and apply marketing communication research in the fields of international marketing
- Apply the general marketing and communication theory to the specific Ethiopian context with an emphasis on culture
- Learn how attributes of the recipient, the message, the context, and the sender interact in producing communicative effects.
- Gain deeper understanding and to assess communication effects on consumer behavior
- Design and implement marketing communication strategies in various product and service markets

### **Text Book**

Percy and Elliot, Strategic Advertising Management: Concepts and Cases. 2009. ISBN10: 0199532575.

### **References**

1. Burnett John J. (1984). Promotion Management: A strategic Approach. NW: West publish Company.
2. Krugman Dean M. et .al (1994). Advertising: Its Role in Modern Marketing. NW: The Dryden Press Brace College Publishers.
3. Lane W. Ronald, King, Karen Whitehill and Russel J. Thomas (2008). Advertising Procedure (17th ed.). New Jersey: Pearson Printice Hall.
4. Arens, William F.(2006). Contemporary Advertising (10th ed): NW: McGraw Hill Irwin.
5. John Egan, Marketing Communications, Cengage Learning Business Press, 1<sup>st</sup> edition (2007), ISBN-10: 1844801217, ISBN-13: 978-1844801213
6. Creative Strategy in Advertising, by Jewler and Drewniany, 8<sup>th</sup> ed.,2005

### **Evaluation Scheme**

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

**Course Title:** Introduction to Business Management  
**Course Number:** MARK 222, same as MAEN 222  
**Course Credit:** 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. ISBN10:0538444681

### **References**

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

### **Evaluation Scheme**

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

**Course Title:** Marketing Research  
**Course Number:** MARK 351  
**Credit Hours:** 3  
**Prerequisite:** Principles of Marketing, Business Statistics

### **Course Description**

This course introduces students to the field of marketing research and how it can help managers make better marketing decisions. The course centers on the marketing research process with the emphasis on the planning, collection, and analysis of data relevant to marketing decision making. Students will use the knowledge gained to conduct and present an exploratory marketing research study. Further, this course includes a proficiency task/project where students design, execute, and present a marketing research project to a client as an aid to making marketing decisions.

### **Course Objectives**

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

- Explain how marketing research can be used to make better marketing decisions in terms of current marketing mix and new opportunities.
- Conduct a comprehensive secondary research review using the library's E-Resources.
- Discuss the ethical responsibilities of marketing researchers.
- Conduct an exploratory marketing research study on a marketing problem of your choice using the MR process.
- Present and defend a marketing research study using common MR frameworks.
- Effectively work as a research management team
- Create, plan and execute a quantitative marketing research study.
- Translate research findings into actionable marketing information

### **Text Book**

Marketing Research, an Applied Orientation, 5e, 2006, Prentice Hall/India. ISBN 71105891.

### **References**

1. Marketing Research: An aid to Decision Making Shao Alan T (1999).
2. Marketing research Essentials: McDaniel Carl & Gates, Roger 3rd Ed 2001.
3. Marketing Research (1998). Burns Alvin C. & Bush Ronald F.
4. Marketing Research, Peter Chisnall, 7th revised edition 2004, McGraw-Hill Education, ISBN10: 0077108124, ISBN13: 9780077108120
5. Marketing Research, Peter Chisnall, 7<sup>th</sup> revised edition 2004, McGraw-Hill Education, ISBN10: 0077108124, ISBN13: 9780077108120

### **Evaluation Scheme**

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

**Course Title: Consumer Behavior**  
**Course Number: MARK 321**  
**Credit Hours: 3**  
**Prerequisite: None**

### **Course Description**

This course is a study of how consumer behavior influences the marketing manager's decisions. Topics include the definition of consumer behavior, marketing strategy for customer centered organizations, consumer decision process, individual determinants of consumer, consumer motivation and knowledge, consumer beliefs, feelings, attitudes and intentions, culture, ethnicity and social class, family and households and group and personal influence. Decision-making processes that have an effect on the purchasing and use of goods and services by individuals and households are included. Students will work in teams on a proficiency task to develop a marketing communication strategy to influence consumer behavior.

### **Course Objectives**

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

- Summarize the components of consumer decision making.
- Compare and contrast the individual determinants of consumer behavior.
- Evaluate the environmental influences on consumer behavior.
- Recommend effective ways marketers can influence consumer behavior.
- Describe various methods of researching consumer behavior.
- List and evaluate ways customer-centric organizations create marketing strategies.
- Breakdown and summarize consumer decision making into pre-purchase, purchase, and post-purchase processes.
- Analyze personality and lifestyle and their effects on consumer behavior.
- Discuss the basic categories of consumer motivation.
- Summarize attitude formation and change.
- Explain the influences of culture, ethnicity, and social class on consumer behavior.
- List and describe household and group influences on consumers.
- Develop a strategy to influence consumer behavior that contacts consumers, shapes their opinions, and helps them to remember marketing messages.

### **Text Book**

Blackwell, Consumer Behavior, 10e, 2005. Thomson/Southwestern, ISBN10:0-324-27197-2

### **References**

1. Schiffman, Leon G. and Kanuk, Leslie Lazar, 2004, Consumer Behavior, 8th ed., New Jersey: Pearson prentice hall.
2. Blackwell, Roger D.; Miniard, Paul W. and Engel, James F., Consumer Behavior, 8th ed., Newyork: The Dryden Press Harcourt Brace College Publishers
3. Peter, Paul J.,Olson, Jerry C., 1996, Consumer Behavior and Marketing Strategy, 4th ed., Boston: Irwin
4. Engel J. F & Blackwell R. & Minirad Paul W (1995) Consumer Behavior (8th Ed.)

### **Evaluation Scheme**

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

**Course Title:** International Marketing & Export Management  
**Course Number:** MARK 322  
**Credit Hours:** 3  
**Prerequisite:** Principles of Marketing and Marketing Communication and Culture

### **Course Description**

This course covers trade, marketing environment and strategies of International Marketing. It also deals with finances, risks, export/ import procedures as well as the globalization of business in the light of International marketing. Because the world is becoming an interdependent global market, the primary objective of the course is to enable students to understand the change facing businesses now and in the future as they are confronted by the competitive consequences of global trends. There is a focus on global commercial and economic systems including the impact of these systems on internationally-focused marketing and business strategies. Emphasis will be placed on issues of international competitiveness, cultural practices and the implementation of marketing concepts in the global business marketing environment. This course provides students a well-rounded perspective of international markets that encompasses history, geography, language, and religion.

### **Course Objectives**

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

- Explain and summarize how the globalization of world markets and the internationalization of business activity affect all planning and operational aspects of the organization, and specifically for marketing applications.
- Apply basic international marketing strategies and other competitive strategies needed to identify and successfully pursue international business opportunities.
- Compare and contrast the major trade barriers that may confront a business in the international marketplace.
- Develop awareness of the social-cultural environment of a foreign market country and facilitate a cross-cultural understanding of that country market in relation to Ethiopia and our self-reference criteria (SRC).
- Understand the importance of socially responsible decisions in international marketing.
- Discuss the formality of export/import international finance insurance (risk management) and quality control.

### **Text Book**

International Marketing and Export Management, Gerald Albaum & Edwin Duerr, Pearson Education Limited, 6e, 2008. ISBN10: 0073080063.

### **References**

1. Czinkota & Ronkainen (2006). International Marketing, 6th Ed.
2. Wild John J et al. (2008). International Business: the challenge3s of Globalization. 4th Ed.
3. Czinkota et al (2009). Fundamentals of International Business 2nd ed.
4. Mathur, International Marketing and Management, 2008, ISBN10: 0761936408.
5. International Business: Competing in the Global Marketplace, 6e, by Charles Hill, 2007 .
6. International Economics: , by Appleyard, Bedford, Fowler, 2006 .

### **Evaluation Scheme**

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

**Course Title:** Service and Industrial Marketing  
**Course Number:** MARK 341  
**Credit Hours:** 3  
**Prerequisite:** Principles of Marketing

### **Course Description**

The growth in the service economy is widely recognized and increasingly contributes to the economic development of many nations. Although the service sector contributes much to the gross national product, it is untapped and requires the attention of many businesses. In addition to the service sector, the contribution of the industrial sector is also another important part to be dealt in detail. The industrial goods are tangible products which require different market. This course includes topics like services in modern economy, Concepts of Services Marketing Management, marketing of services, service strategy, consumer behavior in service, service demand management, service quality Management, the demand for industrial goods and marketing strategy of industrial goods (the product component, the channel component, the pricing component and the promotion component).

### **Course objectives**

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

- Define service and industrial marketing.
- Identify the characteristics of service and industrial goods.
- Apply their knowledge in the real service sector.
- Appraise the performance of the sector in Ethiopia.
- Design service marketing strategy for a firm operating in the service sector.
- Develop strategy to manage service quality of the firm.
- Manage the demand situation, pattern and variation of the service product.
- Design marketing strategy for industrial goods.

### **Text Book**

1. Mohana Rao, K. Rama, 2007, Service Marketing, New Delhi: Dorling Kindersley (India) Pvt. Ltd.
2. Hill, Richard M., et al, 2004, Industrial Marketing, New Delhi:AITBS publishers and distributors.

### **References**

1. Lovelock, Christopher and Lauren, Wright, (), Principles of Service Marketing and Management,
2. Gilmore, Audrey, 2003, Services Marketing and Management, New Delhi: SAGE Publications India Pvt Ltd

### **Evaluation Scheme**

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

**Course Title:** Marketing Innovation  
**Course Number:** MARK 332  
**Credit Hour:** 3  
**Prerequisite:** Principles of Marketing and Marketing Communication and Culture

### **Course Description**

This course focuses on the commercial aspects of innovations, both in small entrepreneurial firms and large established companies. It explores the challenges faced by marketers, business managers, and consultants in conceiving and bringing innovative new products or services to market. The course begins by exploring the issues of why firms are thought to either typically succeed or fail in business. From here students will be encouraged to explore the changing business environments within which firms must survive. The course will be organized around seven themes; Managing for Innovation, Creating Innovation, The Macro Environment and Innovation, The Micro Environment and Innovation, Implementing Innovation, Creating the Innovation Organization, and Effective Innovation Management. Students will work in teams to do a marketing research project which is an important aspect of innovation.

### **Course Objectives**

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

- Develop insights and skills regarding the development, launch, and management of innovative products.
- Cultivate an appreciation for the market related set of factors to consider in the new product planning phase- when innovation strategy is set.
- Understand customer behavior and its impact on the adoption and diffusion of an innovation.
- Launch and manage an innovative new product, assisted by research.

### **Text Book**

Paul Trott, Innovation Management and New Product Development, 4e, 2008,.Harlow Financial Times Prentice Hall, ISBN 0 273713159.

### **References**

1. Peter Skarzynski & 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

### **Evaluation Scheme**

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

**Course Title:** E-Commerce  
**Course Number:** MARK 331, same as MAEN 412, INTE 557 and INSY 553  
**Credit Hour:** 3  
**Prerequisite:** None

### **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. The course includes topics like overview of E-commerce, market place, internet consumers retailing, consumer behavior, market research and advertisement, B2B E-commerce, supply chain, collaborative commerce and corporate portals, E-commerce security and legal, ethical and compliance issues. 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**

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

- 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 Book**

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 Kulboer. Mc-Graw Hill Companies, 2002. ISBN: 0-07-247875-6.

### **Evaluation Scheme**

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

**Course Title:** Salesmanship and Advertisement  
**Course Number:** MARK 342  
**Credit Hours:** 3  
**Prerequisite:** Principles of Marketing

### **Course Description**

Topics include prospecting, sales pre-planning, writing sales proposals, preventing and handling objections, sales closing, and post sales servicing. The student will be able to use these selling tools to enhance his/her sales performance. In addition, students will be able to make better sales management decisions including hiring and motivation activities. The specific outcomes students will obtain from taking the course include: mapping out the entire client/customer buying process, conducting written sales plans and a professional interactive oral sales presentation, developing a sales strategy with action points for every step in the professional sales process, knowing how to use multiple prospecting methods, responding effectively to objections, and asking for commitments that move the sales process forward and complete in a buying decision. Students will also examine sales force management issues.

### **Course Objectives**

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

- Develop a personal selling philosophy that incorporates the marketing concept.
- Understand a relationship strategy that creates customer value in an ethical context.
- Build up a product strategy that incorporates creative product solutions that add value.
- Identify customer strategy that addresses buyer behavior.
- Develop a customer presentation strategy that adds value.
- Learn the reasons for post-decision communication gaps with prospects: Why sales people don't win and lose.
- Identify the full range of potential win / loss criteria: Designing a prospect-debrief questionnaire.
- Execute a successful post-decision- debrief proven interviewing technique for conducting debriefs calls.
- Gather 360 -degree feedback: understanding the "big picture" from other sales team members, intermediaries, sales managers and yourself.
- Benchmark the data: overlaying your sales trends with the five most common reasons for winning and losing deals.

### **Text Book**

Manning, Reece and Ahearne , Selling Today, 11th International edition 2006, , ISBN13: 97801322171, Pearson Education

### **Reference**

1. Ingram et al (2001). Sales Management: Analysis & Decision Making 4th ed.
2. Honeycutt et al. (2003) Sales Management: A global Perspective.
3. Stanton William J. & Spiro Rosann (1999). Management of a Sales Force (10th Ed.)
4. From a Good Sales Call to a Great Sales Call, Close More by Doing What You Do Best, Richard M. Schroder, 2010, ISBN 0071718117 / 9780071718110, Mc Graw Hill

### **Evaluation Scheme**

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

**Course Title:** Organizational Behavior  
**Course Number:** MARK 352, same as MAEN 422, ACCN 423  
**Credit Hours:** 3  
**Prerequisite:** None

### 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

Organizational Behavior and Management, 7e, by J. Ivancevich Konopaske, Matteson, 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 Behavior, 5th ed. Robert Kreitner & Angelo Kinicki (2001)
3. Organization Behaviour, Foundations, Realities & Challenges, 3rd ed. Debra L. Nelson & James Campbell Quick (2000)
4. Organizational Behavior. Understanding and Managing People at Work by Donald D. White and David A. Bednar, 1986
5. Joel Marcus, Organization and Management, an International Approach, Noordhoff Uitgevers B.V., 1<sup>st</sup> edition (2007), ISBN10 9001577040, ISBN13 9789001577049

### Evaluation Scheme

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

**Course Title:** Product and Brand Management  
**Course Number:** MARK 362  
**Credit Hours:** 3  
**Prerequisite:** Principles of Marketing and Marketing Communication and Culture

### **Course Description**

Some of a firm's most valuable assets are the brands that it has invested in and developed over time. Although manufacturing processes can often be duplicated, strongly held beliefs and attitudes established in consumers' minds cannot. This course provides students with insights into how profitable brand strategies can be created. It addresses three important questions. How do you build brand equity? How can brand equity be measured? How do you capitalize on brand equity to expand your business? The focus of this course is on strategic decisions about how a company can build and manage its products so that they are profitable to the company and at the same time adequately meet target customers' needs and wants. The course consists of lectures, exercises, and case discussions. Students will also work in teams on a marketing research project, developing research skills.

### **Course Objectives**

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

- Understand brand management and the process
- Explain the important issues in planning and evaluating brand strategies.
- Evaluate the consumer decision process for brands, products, services.
- Know brand positioning techniques.
- Use appropriate concepts and techniques to improve the long-term profitability of brand strategies.
- Carry out research which will assist in brand management.

### **Text Book**

Scott Davis, Brand Asset Management: Driving Profitable Growth, 2002. ISBN10: 0787963941:

### **Reference**

1. Kevin Lane Keller, Strategic Brand Management, 3rd edition, Prentice-Hall, 2008, ISBN 0-13-188859-5.

### **Evaluation Scheme**

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

**Course Title:** Internship  
**Course Number:** MARK 372  
**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.

**Grading and College Credit:** The Marketing Internship 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:** MARK 411, same as MAEN 411, ACCN 462  
**Course Credit:** 3  
**Prerequisite:** Civic and Ethical Education

### **Course Description**

The course Corporate Social Responsibility (CSR) 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. 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 of CSR 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**

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

### **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:** MARK 421, same as ACCN 352, MAEN 462  
**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:**

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 Scheme**

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

**Course Title:**           **Production and Operations Management**  
**Course Number:**       **MARK 422, same as MAEN 442**  
**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:** Agriculture Marketing  
**Course Number:** MARK 431  
**Credit Hour:** 3  
**Prerequisite:** Principles of Marketing

### Course Description

Being successful in a rural business is a difficult managerial role. Very few non-rural businesses are presented with the continuing changes and variations that confront a rural business. The impact of climate means the rural manager has to continually consider, evaluate, assess (and reassess) often on a daily basis, the numerous changes and types of information that may affect the rural business success. A successful rural manager also needs to understand his unique markets, and how to capitalize on market forces to maximize business profit. This course develops your ability to analyze and manage marketing problems in an agricultural enterprise. Topics covered include: market research, management of your marketing, promotions, handling produce, packaging, distribution, customer relations and more.

### Course Objectives

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

- Explain the role of marketing in business and the importance of marketing in the business plan.
- Assess the relative importance of marketing planning and to determine marketing strategies in relation to farming.
- Identify target markets to select suitable marketing methods.
- Explain the physical handling of products in the marketing process including packaging, labeling, presentation and transportation.
- Plan to maintain sound customer relations in an agricultural business.
- Conduct market research into a product or service in the agricultural industry.
- Plan to manage the promotional program for an agricultural business.
- Develop strategies to manage the marketing of an agricultural enterprise.

### Text Book

1. Marketing of Agricultural Products, Richard Kohls, Joseph Uhl, 9<sup>th</sup> e, 2001, Pearson Education, ISBN13 9780130105844

### References

J. Verkammen, Agricultural Marketing, Structural Models for Price Analysis.

### Evaluation Scheme

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

**Course Title: Strategic Marketing Management**

**Course Number: MARK 432**

**Credit Hours: 3**

**Prerequisite: None**

**Course Description**

Strategic Marketing focuses on the development of decision-making skills required in marketing through the use of text-based lessons and case studies involving real-world marketing scenarios. Students will review and analyze key marketing concepts and strategies including: marketing opportunity analysis; product and service strategy; pricing and financial strategy; segmentation, targeting and positioning; brand management strategy; IMC strategy and management; and channel strategy. Students are required to apply the concepts learned to solving issues presented in several marketing case studies.

**Course Objectives**

- Explain what is meant by the term “the marketing concept
- Understand how strategic planning related to marketing
- Explain data mining for marketing research
- Define how social influences on consumer decision-making
- Identify the five steps of consumer decision-making.

**Course Objectives**

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

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

**Text Book**

Strategic Marketing. Andrew Whalley, 2010, 978-87-7681-643-8

**References**

1. Cravens David W. (2000). Strategic Marketing (6th Ed.)
2. Kerin, Roger A. (1995). Strategic Marketing Problems: Cases & comments
3. Strategic Management, A casebook, 7th ed., Mary M. Crossan etal (2005)
4. Strategic Management 7th ed., Charles W.L.Hill, Gareth R. Jones (2007)
5. Strategic Management: Competitiveness and Globalization Concepts, Ireland, Hoiskisson and Hitt, 7e, 2010, 848 p. ISBN10: 1439042304 2. Strategic Management, 11e, by Fred David, 20071
6. Competitive Strategy: Competitiveness and Globalization, 5e, 2004 Ireland et al.
7. Strategic Management. Global Cultural Perspectives for Profit and Non-Profit Organizations by Marios I. Katsioloudes, 2006

**Evaluation Scheme**

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

**Course Title:** Business and Corporate Law  
**Course Number:** MARK 441, same as MAEN 451, ACCN 451  
**Course Credit:** 3  
**Prerequisite:** Introduction to Business Management

### Course Description

This course is an introduction which covers 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. All managers face legal issues when they start a new division or business unit. These legal challenges and appropriate resolutions will be discussed, and considered from the ethical viewpoint in addition to the legal.

### Course Objectives

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

- Face many law-sensitive 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 Book

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. *The Legal Environment of Business* by Whitman and Gergacz, 1991
3. *Understanding Business and Personal Law* by Gordon W. Brown and Paul A. Sukys, 1998
4. 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;
5. *The Legal Environment of Business* by Whitman and Gergacz, 1991
6. *Understanding Business and Personal Law* by Gordon W. Brown and Paul A. Sukys, 1998

### Evaluation Scheme

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

**Course Title: Hospitality and Tourism Marketing**  
**Course Number: MARK 442**  
**Credit Hours: 3**  
**Prerequisite: Principles of Marketing**

### **Course Description**

Tourism is a growing sector in Ethiopia's economy with a very great potential to be a significant contributor to development. This course covers marketing aspects of tourism which includes advertising, promotion, publicity, sales strategies, products, delivery and future trends in tourism. Stress is on understanding the customer and customer service. Additional topics include laws that protect tourists, medical concerns of tourists, security for travelers, cultural exchanges, social contacts and government policies. Students will analyze a tourist activity, develop a promotional plan and develop promotional materials using computer graphics.

### **Course Objectives**

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

- Understand all the components that go into a successful tourist program,
- Appreciate the important of understanding the customer and addressing customer concerns,
- Analyze potential tourist projects and develop a marketing plan,
- Promote a tourist activity,
- Develop promotional materials.

### **Text Book**

Philip Kotler, Marketing for Hospitality and Tourism, 4<sup>th</sup> Editions, 2005, ISBN-10: 0131745077

### **Reference**

1. Shoemaker, Lewis, Yesawich, Marketng Leadership in Hospitality and Tourism: Strategy and Tactics for Competitive Advantage, 4e, 2006; ISBN10: 0131182404
2. S. Page, Tourist Management, 3<sup>rd</sup> Edition, Managing for Change, 602 pages, 2009, ISBN 10: 1856176029
3. Tourism: Principles, Practice, Philosophies/ Charles R. Goeldner, J.R. Brent Ritchie 10ed (2006)

### **Evaluation Scheme**

Project	30%
Mid-term	30%
Final Exam	40%

**Course Title:** Project Management  
**Course Number:** MARK 452 same as MAEN 311, ACCN 321  
**Credit Hours:** 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, and 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.
- Give the student the insight to 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 Book

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

### References

1. Project Management, Rory Burke, 2008 John Wiley and Sons, Ltd., ISBN10:0958273343.
2. Business Solutions For the Global Poor by Rangan, Quelch, Herrero and Barton, 2007
3. The Management of Time by James T. McCay, 1989.
4. Harold Kerzner, Project Management with Project Management Case Studies, Wiley; 9 Rev Ed, 2005.

### Evaluation Scheme

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

**Course Title:** Senior Project  
**Course Number:** MARK 462  
**Credit Hours:** 3  
**Prerequisite:** None

### **Course Description**

This last course of the Marketing Management major is a chance 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 definition of the problem, stating project goals, scope of the project, risk analysis, planned time schedule and conclusion.

### **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 Title:** Business Mathematics  
**Course Number:** MARK 221, same as ACCN 221, MAEN 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 pursue their education further.

### 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. Kindsthalter, 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 (3rd 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:** MARK 311, same as ACCN331, MAEN 341  
**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 with 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 Exam	30%
Final Examination	40%

**Course Title:** Management Information Systems  
**Course Number:** MARK 412, same as MAEN 342, 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 Book

O'Brien, James A., Marakas, George, Management Information Systems, 2008

### References

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

### Evaluation Scheme

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

## Course Description for Supportive Courses

**Course Title:** Microeconomics  
**Course Number:** ECON 202  
**Responsibility:** Crosscutting  
**Credit Hour:** 3  
**Prerequisite:** None

### 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:** Microeconomics

### **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 Book**

1. 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
4. Essentials of Economics, 5e, by Mankiw,2008
5. 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, 9e, 2008. Accounting Principles. ISBN10: 0471980196.

### 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,
3. Heintz, James A. and Parry, Robbert, W: (2005). College accounting (18th ed). Australia: Thomson Southwestern.
4. Meigs, Robert F. (1999). Accounting the basis for decision 11th ed. Boston: Irwin McGraw Hill.
5. Horngren, Charles T., Harrison, Walter T. & Bamber Linda Smith. (2005). Accounting 6th ed.. New Jersey Pearson Printice Hall.
6. Larson Kermit D., Wild, John J. , and Chiappetha, Barbara (2005). Fundamental Accounting Principles 17th ed. Boston: McGraw Hill. Irwin.
7. Needles, Belverd E. et .al (1999). Principles of Accounting. Boston: Hughton Mifflin Co.

### Evaluation Scheme

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

**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 own 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.
- Comprehend the financial issues associated with new venture start-ups.
- Develop an understanding of entrepreneurship as a business behavior worldwide.

### **Text Book**

Entrepreneurial Small Business, Katz, Jerry and Richard Green, 2008, 848 p. ISBN-10: 0073405063

### **References**

1. How to Write a Business Plan, Ethiopian Chamber of Commerce, 2004.
2. Small Business Management: Launching and Growing Entrepreneurial Ventures, J. Longenecker et al., 2007, 768 p. ISBN-10: 0324569728

### **Evaluation Scheme**

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

**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
- Design a marketing plan.

### **Text Book**

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

### **References**

1. Brock Horace R. and Herrington Linda A. (1999). Cost Accounting: Principles and Applications (6th Ed.). NW: McGraw Hill
2. Hilton, Ronald W. (1991). Managerial Accounting: Creating Value in a dynamic Business Environment. 6th ed. Boston: McGraw Hill Irwin.
3. Horn green, Charles T. et .al. (1996). Management Accounting. 2nd ed Ontari: Prentice Hall Canada Inc.
4. Cost and Management Accounting: An Introduction, Colin Drury.6th Rev.Ed. 2006 Thomson,596p ISBN-13: 978-1844803491
5. Horngren, Bhimani, Datar, Foster, Management and Cost Accounting, 4/E, ISBN10: 1405888202, ISBN13: 9781405888202, Pearson Education Limited, 2007

### **Evaluation Scheme**

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

## Course Description for Crosscutting Courses

<b>Course Title:</b>	<b>Civic and Ethical Education</b>
<b>Course Number:</b>	<b>CEED 201</b>
<b>Responsibility:</b>	<b>Crosscutting</b>
<b>Course Credit:</b>	<b>3</b>
<b>Prerequisite:</b>	<b>None</b>

### 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

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:**       **Crosscutting**  
**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**

This course will enable students to:

- Understand and critically analyze class readings, as well as their Text Book
- 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**

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. 75 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

Students will 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. Cengage, ISBN10: 0618766448
2. Alred, 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 John, 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 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. Munster, Mary and Lynn Russell, Guide to Presentations, 7<sup>th</sup> Ed, 2007.

**References**

1. Rudolph Verderber, Communicate, 9th 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:** Crosscutting  
**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
- Apply information technology to assist you in other coursework
- Use the internet for communications, research
- Use traditional and nontraditional ways to find and share information
- 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:** Crosscutting  
**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 Helpem. Psychology: Themes and Variations: with Concept Charts. Briefer Edition, 7th 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, 7th ed., John Santrock, 2005

### **Evaluation Scheme**

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

**Course Title:** Leadership Skills  
**Course Number:** LEAD 441, same as MAEN 441  
**Responsibility:** Crosscutting  
**Credit Hour:** 3  
**Prerequisite:** Civic and Ethical Education

### 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 himself. 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

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 Book

1. Focus on Leadership: Servant Leadership for 21st 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%