Select College

Department of project Management

Curriculum

For

Master of project Management

(Accreditation)

Online Learning

September, 2023

Addis Ababa

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1. Background

Defeating poverty and standout with economic success and becoming one of the middle income countries of the world is vision of our country Ethiopia. Having competent manpower in terms of knowledge, skill, and attitude plays the greater role in executing this vision.

Private higher education institutions are obliged to take their part of the nation's vision accomplishment through producing competent man power. Select College as part of Ethiopian private higher education institutions is striving to expand and diversify its programs in order to cop up with the nations strategy of having competent manpower which matches to the dramatically growing and dynamic demand of the economy.

Select College has been established in 2009 E.C. the college is located in Ayer Tena and Megenagna campuses and has been in operation for more than 3 years. the college has been playing an invaluable role in discharging the national obligation by providing educational opportunities w hich otherwise could not be fulfilled only by government owned colleges and universities. the experience gained over the years pushed the college to go higher and further to launch post graduate programs in different field among which master's program in project management is one.

Ethiopian government is engaged in inaugurating and implementing different projects. in addition to this, the current market dynamism and the companies that drive it to give rise to an increasing need to manage multiple projects at once. as a result, the country demands project management professionals.

2. Rationale

The efforts of government in empowering different sections of communities are found to be massive in our country. The government is working towards effective mobilization and coordinated use of resources. Ethiopian government is also in a way of managing and implementing mega and medium projects. as a result of this, there is high demand for project management professionals. Higher educational institutions must function as innovative learning environments where students and teachers take part in development projects in close collaboration with different stakeholders such as project contractors, government agencies entering into a contract for developmental projects, businesses projects and other promoters of varied project objectives. to make a country's goal a reality, in addition to government higher education institution, Select College has set to launch master's program in the field of project management based on the following rationale that is in line with a market assessment:

Select College has, after thoroughly checking and taking necessary assessment upon the numerous programs being offered by both public and private higher education institutions, identified 6 (six) programs suited to Select College based on its background, capacity, experience, interest of its students/ graduates, and profitability as indicated on a separate market assessment document. Based on the need assessment made by the college, the college has focused only on three programs, of which project management is the one, based on the feasibility to implement it. Additionally, the college has undertaken a need assessment of various stakeholders like employers, prior graduates and prospective graduates of Select College that shows a greater demand for the launch of ma in project management. The proportions of respondents of those stakeholders who are in favor of the six priority fields of study are listed below. The analysis for the assessment is done based on arithmetic average values.

- Accounting and Finance: 86%
- MBA:79%
- project management: 67%
- developmental economics: 42%
- marketing management: 22%
- rural development:10%

Consequently, Select College is launching master's program in project management to contribute in meeting the educated workforce needs of the country. it is designed in a way that it can provide comprehensive foundation for today's project managers. The program incorporates up-to-date contemporary thinking on business management practices with a solid foundation in theory and proven principles and practices of project management. The main purpose of the program is to prepare individuals to be successful managers in today's dynamic and increasingly global organizations and projects.

3. Objectives of the program

General objectives:

- ✓ to provide an intellectual environment in which students can develop high level leadership and management skills and understand and apply new technologies necessary for solving project management related problems in both national and international environments.

Specific objectives

✓ to produce highly equipped/competent graduates in project management who can facilitate the successful planning and implementation of development and/or business projects of national and/or organizational significance;

✓ to promote project management as a specialized field of study and create the needed sense of professionalism in project management in Ethiopia;

✓ to open up opportunities for young and energetic Ethiopians to practice project management as their profession of their entire lives;

✓ to promote efficient and effective utilization of national and organizational resources by minimizing costs, limiting time lapse and boosting quality of project executions.

✓ manage complex projects efficiently and effectively

✓ lead teams through developing leadership skills and techniques for managing human and material resources

✓ gain knowledge which is practical, up to date and fully applicable to the reality of the needs of organizations in project management

4. Graduate profile

MA in project management program enables the graduates to acquaint with in-depth conceptual, analytical and practical knowledge, skills and abilities. It is, thus, of the greatest advantage to the employers since graduates can wholeheartedly handle duties assigned to them thereby working for the realization of the broader institutional objectives.

MA in project management graduates are expected to assume different functional and managerial responsibilities in any sector such as governmental and non-governmental, profitable and non-profitable undertakings where they can convey the basic theoretical and practical knowledge they acquired in the program.

Thus, students who successfully complete the general project management master's program will be able to:

- identify feasible projects that will add value to the firms' and/or country's competitiveness;

- carry out multi-faceted feasibility analyses for identified projects;

- carry out risk analysis for various projects by making use of advanced tools and techniques;

- prepare project proposals following accepted standards;

- manage projects within required time, quality/scope and cost constraints;
- promote professional code of ethics in practicing project management across the country;
- lead project team members towards the attainment of quality deliverables;
- monitor and evaluate projects in order to make sure that the outcomes of the project are attained at desired level;
- Apply the principles of project management (project body of knowledge areas) while managing projects.
- demonstrate high level of ethical standards in all business management and practices

5. Admission Requirements

To get admission to the masters of arts in project management program of Select College applicants are expected to fulfill the following admission requirements:

a) they must have earned BA/BSC degree in management, business administration, accounting, economics, public administration, engineering, development management, or any other related fields of study from accredited local or international universities or other tertiary institution;

b) Applicants graduated from foreign universities (non-Ethiopian universities) should avail degree equivalence from ETA of Ethiopia.

c) Applicants should pass the entrance examination administered by the college both aptitudes and subject related exams.

d) candidate(s) selection criteria

    i.   Entrance exam …………………………… 60%

    ii.   Relatedness to the field (background) …… 10%

    iii.   CGPA in first degree ……………………... 30%

6. graduation requirement

☞ The candidate must satisfy all requirements of syllabus of project management master's program.

- ☞ students should attain a minimum cumulative grade point of 3.00 for course work of 30 credit hours, with ***"a maximum of one c or a maximum of two c+"*** grades and produce a thesis/research project with minimum of attaining satisfactory level result.
- ☞ Grade of NG, I, D and f must be removed in order to qualify for graduation.

7. degree nomenclature

The degree awarded after successful completion is called:

English: master of arts in project management (mapm)

Amharic:□□□□ □□□□□□ □□□ □□□□□□□ □□ □□□□□ (□□□□□□)

8. Mode of Delivery
The delivery mode of the program is online education.

9. Medium of Instruction
The medium of instruction for the program is English Language.

10.   Exam policy
The final examination will be given as per the schedule from the college's registrar office, which will be posted few weeks prior to the final date of examination.

Final exam question will incorporate the entire contents (all chapters) of the course. Both objective and subjective types of questions will be included in the examination.

11.   Other Issues
Other issues that are not specified in this syllabus will be handled per the applicable college's policies stated elsewhere.

11.1. Advisory Note
Students are highly advised and encouraged to attend online lectures, collect and attend digital contents read notes, and solve exercises and problems of at least some of the reference books

12.   Curriculum Revision policy
The curriculum may be revised and improved if one or more of the following happen

- ✓ emergence of new issues in the field

- ✓ policy changes
- ✓ new global issues
- ✓ market changes

Any revision and improvement will be decided by department council, academic commission and senate of the college.

13. Duration of the program

The duration of the project management master's program is a two-year, four-semester, full time program with 36 credit hours course work and thesis/research project which is equivalent to 6 credit hours.

14. Quality Assurance

This section sets out the quality assurance procedures through which the department ensures that its program and other activities continue to attain the highest possible standards. It aims to affirm that the quality of the educational provision and the standards of awards are consistently maintained and to foster curriculum, subject and staff development, together with research and related activity, to underpin the delivery of the curriculum.

The program will establish a system to insure to monitor and evaluate the educational quality of the program through collecting feedback from the employers, academic staff members, students and alumni, and other stakeholders. The program will also take all the necessary steps to enhance the quality of education in line with the international standards by improving the student-teacher ratio, student-book ratio and other resource requirements. the entrance exams offered by the program and assessment methods used for each course will be examined every year and the curriculum will be revised in every two years period. The program will also use external examiners and independent reviewers of program. Besides, the program will conduct entry expectation and exit satisfaction survey for its students.

The followings function as key in ensuring and enhancing the quality of the educational program:

- ➢ staff recruitment, through regular, part-time, adjunct and part-time, and development through formal and short-term training and internal workshops;
- ➢ curriculum development; and periodic evaluation of the curriculum by staff, students and different stakeholders teaching and learning;

- research and project activities assessments and examinations of our students both by internal staff as well invited guests;
- communication; learner access, transfer and progression; learner support;
- program delivery and management;
- collaboration with the professional associations and different universities;
- proper premises, equipment, facilities and services management and continuous improvements programmer review periodically internally and audit by external body

15. Resource Requirement

15.1. Human Resource

To run this program, adequate number and with appropriate qualification and a proven record of university teaching and research experiences shall be made available. The current staff profile of the department has been depicted in the following table.

Table 1: staff profile of the program

s/no.	qualification	field of area	number of staff members
1	phd/ assistant professor	phd project management or phd in management (preferable with special training certificate on project management)	1
2	lecturer	project management	1
total			2

In the case of staff shortage, the department will par time professors from other institutions. The department strongly believes that in-house human resource capacity development is the only reliable and sustainable option to run the program safely. To this effect, concerned authorities will work harder than ever before.

15.2. Physical Facilities

In order to run the program properly and make it successful, the college has fulfilled the required physical facilities. That is, the department has a postgraduate library that provides access to number of recent books relevant for the program, computer labs, and smart class facility. Access to website etc. for electronic articles that is available for staff and students is also established. The class rooms for this program are also well furnished and will be smart rooms.

16. Teaching Methodology

The teaching-learning methods are expected to be highly interactive. Each course will have several article reviews, case analysis, individual and group research papers, and student presentations. Students will be made to work independently with less support from their professors and advisors. The focus will be more on making scholarly debates.

Students will be required to carry-out a thesis for the fulfillment of their graduation. the thesis work is an individual based. Advisors of high caliber shall be assigned for each student based on the criteria that may be formulated by the department. Advisors, however, need to have at least an assistant professor academic rank.

Online Lecture

Lecture is perhaps the most prevalent instructional strategy used in higher education on campus and online. Just as they would in a classroom, professors use online lectures to transmit information, promote comprehension, and spark students' interests. The college would use learning management systems (LMS) which allow instructors to record lectures, deliver them live, or both.

Online Discussion

In conjunction with online lectures, online class discussion would be used to actively engage online students in the learning process. Students would have an opportunity to ask questions and communicate their ideas while practicing analytical and cognitive skills. By making students feel more comfortable participate in discussions.

Demonstrations

Demonstrations are a mainstay when it comes to conveying certain concepts and processes. They are also among the instructional methods enhanced by the virtual learning environment. Online instructors would frequently upload recorded video

demonstrations to the LMS. Then students can review these clips as often as necessary to master the lesson.

Virtual Team Discussion

When there is a concept needed to be discussed in small groups, virtual team would be formed by the instructor. Virtual team teaching uses digital and web-based tools to enhance the collaborative nature of effective learning. By starting with shared common core state standard goals, the instructors develop a plan on specific learning activities for the students. The students, with instructor guidance will have detail discussion on the concept for better understanding and common consensus.

Case Studies

Case studies are other designed instructional methods to places students in an active learning role while promoting research, problem-solving, and high-level cognitive skills. When used in a collaborative way, these exercises present another opportunity for online students to connect and learner from one another. It could also be helpful for instructors to suggest reputable online resources students can consult for information.

Problem-Based learning projects

Problem-based learning (PBL) is another designed method of teaching for the program. PBL encourages students to practice many of the same skills as case studies while actively solving problems. Projects are usually collaborative in nature: teams of online students can use collaborative document programs like Google drive to manage their work and share information. Small group chats and forums can also become a sounding board for theories and discussion.\

17. Method of Assessment and Grading

MA students' performance would be assessed continuously throughout the semester through examinations, quizzes, group and individual assignments, projects and participation in class discussions. A comprehensive final examination for each course shall be administered by the end of a semester during which the course has been offered.

Generally speaking, the assessment method for a course will involve two techniques that can be described as:

- Continuous assessment (tests, quizzes assignments, term papers, projects presentation and others) takes 50 to 60 percent. The assessment should also involve both written reports and oral presentations.

- Final exam takes the remaining 40 to 50 percent.

Depending on the nature of the course, the continuous assessment comprises the following assessment techniques:

- online reflection and participation (individual or virtual group depending on the convenience),
- individual and virtual group assignments
- peer evaluations
- article review and term paper
- Case report.
- Online mid and final exams.

Students' performance on ma thesis, which they shall carry out at the final semester of their study, will be evaluated by two examiners: one from among the members of the department and another from outside the members of the department/college/university, preferably from other universities in the country. The external examiner must have at least an assistant professor academic rank, and thus must provide a credential for proof of same. the evaluation will be based on the quality of the thesis work as evidenced from the written report; and the ability of the student in presenting his/her thesis work as well as the his/her competence in defending the concerns and questions raised during the viva voce. the thesis work is evaluated by external examiner (60%), and an internal examiner (40%). the overall performance of the student on the thesis work shall be rated as excellent, very good, good, fair or fail grade that commensurate with the total marks obtained thereof as indicated under.

17.1. Grading Scale

Notwithstanding the relevant rule of SC as stipulated in the senate legislation, students' performance at the program will be graded using the following grading scale:

Table 1: the college's criteria referenced grading system

raw mark interval [100 %]	corresponding fixed number grade	corresponding letter grade	status description
[95, 100)	4.0	a+	excellent

[85, 95)	4.0	a	
[80, 85)	3.75	a-	
[75, 80)	3.5	b+	very good
[70, 75)	3.0	b	
[65, 70)	2.75	b-	good
[60, 65)	2.5	c+	
[50, 60)	2.0	c	satisfactory
[40, 50)	1.0	d	unsatisfactory
< 40	0.0	f	fail

Thesis evaluation shall be graded on the following ranking system, with corresponding grading scales and letter grades; which may appear on the transcript but will not be used for calculation of the CGPA of the student.

rank	(%)	letter
excellent	≥ 85	a
very good	$75 \leq x < 85$	b+
good	$60 \leq x < 75$	b
satisfactory	$50 \leq x < 60$	c
fail	$x < 50$	f

Note: Thesis evaluation weight (%) = 0.5 x external examiner's + 0.40 x internal examiner's + 0.10 x chairperson.

18. program courses, contents and coding

Course coding

Project management master's program of Select College is a two years program. Select College has adopted course-coding scheme of alpha-numeric. To identify these years two numeric digits i.e., 6 and 7are used. The numeric coding has three digits. The first digit represents the year in which the course is offered. Accordingly, 6 represents first year courses while 7 represents the second year courses. The middle digit represents course sequence. the third digit denotes the semester in which the course will be offered, while the letters before the numbers (MA PM) represents masters of arts of project management.

Program courses

The MAPM is a two- year regular program. The candidates are required to complete a total of 36 credit hours, which include foundation non-credited courses (for non-business graduates), core courses, specialized courses, and capstone courses. The foundation courses are bridging

courses given to non-business graduates to orient them towards the basics of business management and make them ready for advanced business and project management courses. The core courses are the pillar courses that provide bases for specialized courses. The specialized courses have been designed to impart knowledge and sharpen the skills of the students with advanced tools and techniques of project management. The capstone courses have been designed to help the students apply the techniques and tools of project management in tackling project management problems in all rounded fashion.

The course breakdown for ma with specialization in project management has been structured as follows:

program courses

	credits
Foundation courses	0
Core courses	17
specialization courses	13
capstone courses	6
total	**36**

The Select College has adopted alpha-numeric course coding scheme. The letters differentiate among foundation courses, core courses, and specialization courses. Accordingly, MAPMF denotes code for foundation courses, MAPMC denotes code for core courses, MAPMS denotes code for specialized and capstone courses. The numeric coding has three digits. The first digit from left represents the year during which the course is delivered. Accordingly, 5 represents preparation year for the foundation courses, while 6 represents the first year and 7 represents the second of the program of study. the middle digit represents the list (sequence) on the basis of alphabetic order) of the course within the semester courses. For instance, 0 stands for the first course in the semester; and 1 stands for the second course. The third digit from left to right represents the semester of the year during which the course is offered. Accordingly, odd numbers represent that the course is offered in the first semester of the year and even numbers represent the course is offered in the second semester of the year. to sum up, the order of the code is: year, course sequence, and semester.

19. Course structure and break dawn/ sequential arrangement

Course code title and credit hours

course code	course title	credit hrs.
a) foundation courses		
MAPMF-510	management theory and practice	0
MAPMF-520	principles of accounting	0
MAPMF-500	essentials of entrepreneurship and business skills development	0
B) CORE COURSES		
MAPMC-641	organizational behavior and development	2
MAPMC-631	marketing management	2
MAPMC-601	business research methods	2
MAPMC-621	managerial accounting and finance	3
MAPMC-602	human resources management	2
MAPMC-622	managerial economics	2
MAPMC-642	strategic management	2
MAPMC-612	change and innovation management	2
	total	**17**
C) SPECIALIZED COURSES		
MAPMS-611	fundamentals of project management	3
MAPMS-632	project risk management	2
MAPMS-711	project monitoring and evaluation	2
MAPMS-701	project management tools and techniques	2
MAPMS-721	project procurement and contract administration	2
MAPMS-731	project quality management	2
	total	**13**
D) CAPSTONE COURSE		
MAPMS-741	ma thesis in project management	6
	total	**6**
	grand total of credit hours required for the program	**36**

20. Courses breakdown by semester

course code	course title	credit hrs.	pre-requisites
i. preparatory period for non-business graduates			
MAPMF-500	essentials of entrepreneurship and business skills	0	

	development		
MAPMF-510	management theory and practice	0	
MAPMF-520	principles of accounting	0	
II. FIRST YEAR- FIRST SEMESTER			
MAPMC-641	organizational behavior and development	2	none
MAPMC-631	marketing management	2	none
MAPMC-601	business research methods	2	none
MAPMC-621	managerial accounting and finance	3	none
MAPMS-611	fundamentals of project management	3	none
	total	**12**	
III. FIRST YEAR- SECOND SEMESTER			
MAPMC-602	human resources management	2	none
MAPMC-642	strategic management	2	none
MAPMC-612	change and innovation management	2	none
MAPMS-632	project risk management	2	mapms-611
MAPMS-741	proposal for ma thesis in management	0	mapmc-601
	total	**8**	
IV. SECOND YEAR-FIRST SEMESTER			
MAPMC-622	managerial economics	2	none
MAPMS-721	project procurement and contract administration	2	mapms-611
MAPMS-711	project monitoring and evaluation	2	mapms-611
MAPMS-731	project quality management	2	mapms-611
MAPMS-701	project management tools and techniques	2	mapms-611
	Total	10	
V. SECOND YEAR SECOND SEMESTER			
MAPMS-741	MA thesis in project management	6	mapmc-601
	total	**6**	
grand total		**36**	

21. Course syllabi

Foundation courses

course title: management theory and practice

course code	MAPMF-510 (0 cr. hrs.)
credit hours	0 (pass or fail)

Course description

This course has been designed as a foundation course for MAPM students at so as to make them comfortably ready to attend advanced project management courses. It presents a thorough and systematic coverage of management theory and practice. It exposes the students to different perspectives of management that have evolved over time. it is designed to give students insight into both the classical viewpoints and the recent trends in management. the course also focuses on the basic roles, skills and functions of management, with special attention to key managerial tasks and responsibilities for effective and efficient achievement of goals. it not only aims at providing students with an introduction to contemporary management concepts and skills, but also encourages students to put these concepts and skills into practice. Through the course, students are expected to improve their skills to manage their study and personal lives. in addition, they will be equipped with management competence and understanding of managerial ethics for their future career,

Learning outcomes

After completing this course, the graduate students should be able to:
- gain a brief understanding of the historical development of management theories and the implications for the management of organizations in Ethiopia or abroad;
- understand fundamental concepts and principles of management, including the basic roles, tasks, skills, and functions of management;
- become familiar with interactions between the environment, technology, human resources, and organizations in order to achieve high performance;
- identify the internal and external factors and forces of the organization that managers must confront in their daily work;
- examine the functions of management such as planning, organizing, leading, controlling, and decision making;

- identify the key competencies needed to be an effective manager;
- understand the importance of social responsibility and managerial ethics in management operation;
- appreciate the contributions of different scholars for the development of different management theories and inventing different managerial techniques that help in solving pressing human problems;
- develop interest/desire to read more about management;
- practice application of managerial process efficiently and effectively;
- Demonstrate critical thinking when presented with managerial problems.

Course contents

chapter 1. management, organizations and managers

    1.1   the concept of management and organizations
    1.2   why are managers important?
    1.3   who are managers and where do they work?
    1.4   what do managers do?
    1.5   levels of management and management skills
    1.6   how is the manager's job changing?
    1.7   why study management?
    1.8   global dimensions of management

Chapter 2. Evolution of management theory and practice

    2.1   historical legacies
    2.2   classical approach
    2.3   behavioral approach
    2.4   changing perspectives and contingency views
    2.5   quantitative approach
    2.6   the new management paradigms

Chapter 3. Understanding the management's context: constraints and challenges

    3.1   The manager: omnipotent or symbolic?
    3.2   the external environment: constraints and challenges
    3.3   organizational culture: constraints and challenges
    3.4   current issues in organizational culture

chapter 4. managing in a global environment

    4.1   who owns what?

13.4 contemporary views of leadership

13.5 leadership issues in the twenty-first century

chapter 14: controlling

14.1 what is controlling and why is it important?

14.2 the control process

14.3 controlling for organizational performance

14.4 tools for measuring organizational performance

14.5 contemporary issues in control

Teaching methods

the teaching and learning strategies for this course include classroom lecture, individual assignments, presentations, group discussions and assignments, panel discussion, and guest lecturers. students should actively engage in the learning process and in putting concepts learnt into practice. there are three major learning modes used in this course:

Assessment methods

the course grade will be assessed by a weighted average computation of scores on case study, individual assignment & attendance, team study report and final examination. Weights for these items are as follows:

Individual assignment (case study, article review) ………………………10%

Team study report with individual. Presentation………………………….20%

Mid-block exam ……………………………………………………..………20%

Final examination……………………………………………….………….<u>50 %</u>

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Robbins, stephen p, *and* **coulter,** mary. (2012) *management,*11th edition. boston: prentice-hall.

course title: principles of accounting

course code	mapmf-520
credit hours	0 (pass and fail)

Course description

This course intends to expose the students to various accounting terms, principles, tools and techniques that lead to the preparations and analysis of financial statements. the course begins with very elementary concepts and gradually introduces advanced ideas and formulas of accounting so to help students from non-business study background to comfortably manage financial analyses-related decisions in their day-to-day management chores.

Learning outcomes

After completing this course, students should be able to:

- comprehend the basic concepts, rules and principles of accounting;
- record financial transactions of their company or control their accountants properly;
- prepare financial statements with reasonable level of confidence or review the financial statements of their companies;
- recommend methods of rectifying accounting irregularities or fraudulent activities.

Course contents

Chapter one: introduction to accounting
    1.1 meaning and objectives
    1.2 study and employment areas
    1.3 classification of organizations
    1.4 business transactions and the accounting equation
    1.5 financial statements
Chapter two: accounting cycle for services business
    2.1 journals and accounts
    2.2 chart of accounts
    2.3 journalizing & posting
    2.4 trial balance

6.6 intangible assets and amortization

Chapter seven: accounting for cash & short-term investments

7.1 the concept of cash
7.2 control over cash: the bank reconciliation
7.3 the concept of internal control
7.4 internal control over cash receipts
7.5 internal control over cash payments-voucher system
7.6 petty cash system
7.7 accounting for short term investments

Teaching and learning strategies

The teaching and learning strategies for this course include class room lecture, individual assignments, presentations, group discussions and assignments, panel discussion, and guest lecturers. students should actively engage in the learning process and in putting concepts learnt into practice. there are three major learning modes used in this course:

Assessment methods

The course grade will be assessed by a weighted average computation of scores on case study, individual assignment & attendance, team study report and final examination.

Weights for these items are as follows:
Individual assignment (case study, article review) …………………........10%
Team study report   with ind. presentation……………………….…….......20%
Mid-exam ……………………………………………………………….......20%
Final examination………………………………………………………..50 %

Text book

- jerry j. weygandt,financial accounting ifrs 2nd edition!
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Course title: essentials of entrepreneurship and business skills development

course code	MAPMF-500
credit hours	0 (pass and fail)

Course description

This course provides students with an understanding of the theory and practice of small business and entrepreneurship. The course covers practical aspects of strategic business planning, including: feasibility analysis, market analysis, service and price planning, promotion and advertising, financial management and cash flow budgeting, and operational

planning and control. Students learn to develop business plans that incorporate the fundamentals for various enterprises. With the rise of privatization in our economy, the course is designed for those who want to specialize in managing their own small enterprises.

Course objectives

The objective of this course is to teach you to apply the skills you have learned in the functional areas toward the goal of starting a business, i.e., becoming an entrepreneur. Working in teams, you will learn to identify, conceptualize, plan, finance, launch, manage and harvest new ventures. Finally, entrepreneurship, the application of entrepreneurial methods of management to established organizations, will also be discussed. Class discussion, readings, case studies, guest speakers, interviews with entrepreneurs, and the course project and judges' evaluations are the learning tools.

Course contents

Chapter one: **entrepreneurship– fundamentals**
- 1.1 concept of entrepreneur, entrepreneurship and enterprise
- 1.2   evolution of entrepreneurship
- 1.3   characteristics of entrepreneur
- 1.4   distinction between entrepreneur and manager
- 1.5 type and classification of entrepreneurs
- 1.6   myths of entrepreneurship
- 1.7 entrepreneurs vsintrapreneurs
- 1.8   role of entrepreneurship in economic development
- 1.9 creativity, innovation, and entrepreneurship
- 1.10 barriers to entrepreneurship
- 1.11 the Ethiopian case in entrepreneurship development

Chapter two: small business – fundamentals
- 2.1.   meaning and definition of small business
- 2.2.   characteristics of small business
- 2.3.   rationale with small business
- 2.4.   role of small business in economic development
- 2.5.   reasons why many small businesses fail
- 2.6.   government policy and support towards small business

Chapter three: creativity, opportunity and feasibility analysis

    3.1.   sources of new ideas

    3.2.   methods of generating ideas

    3.3.   opportunity recognition

    3.4.   opportunity analysis plan

    3.5.   feasibility analysis plan

Chapter four: the business plan

    4.1 What is the business plan?

    4.2 who should prepare the business plan?

    4.3 scope and values of the business plan

    4.4. basic elements of a business plan

    4.5 why some business plan fails

chapter five: product and product protection techniques

    5.1. What is a product/service?

    5.2. What is intellectual property?

    5.3. Legal issues in setting up the organization

    5.4. patents, copy rights, trade secrets, trademark and licensing

    5.5. product safety

Chapter six: marketing and new venture development

    6.1 marketing research

 6.2 marketing intelligence

6.3 competitive analysis

6.4 marketing strategies

Chapter seven: organizing and financing the new venture

    7.1 entrepreneurial team and business formation

    7.2. sources of financing

    7.2.1 asset management

    7.2.2 equity financing

    7.2.3 venture capital

    7.2.4 debt financing

    7.2.5 government programs

Chapter eight: managing growth and transaction

    8.1 preparing for the launch of the venture

    8.2 managing early growth of venture

8.3 new venture expansion strategies and issues

Assessment

1. article review (individual)…………………………………………….........30%
2. group assignment (business plan)...……………………………….…………20%
3. finalexam……………………………………………………..……..……...50%

References

desai, vasant (2001) dynamics of entrepreneurial development and management. mumbai: himalaya publishing house

khanka s. s. (2004). entrepreneurship development.newdelhi: ragendraravidra printers pvt.ltd

hisrich, robert and michael p. peters (2002) entrepreneurship. new york: mc-graw-hill co inc.

any micro, small and medium enterprises agency's document.

Core courses

Course title: Organizational Behavior and Development

course code	mapmc-641
credit hours	2

iii. course description

Course description:

This course is designed to introduce graduate students with the nature and functioning of formal organizations, with a view to understanding how people affect them and how people are affected by them. in addition, the course will center on behavioral analysis and organizational concepts at the individual and group levels. Issues to be addressed include power and politics, organizational change and development, strategies designed to motivate employees, importance of organizational culture, group and team dynamics, and the impact of individual differences on individual and organizational performance.

I.   **course objectives**

✓ understand how individual differences among employees affect organizational performance, including factors such as job attitudes, trust, personal values, perceptual processes and decision making

✓ apply motivation theories to leverage human capital

✓ learn to apply the research process to manage organizational issues related to human capital

✓ develop verbal, nonverbal, written and listening communication skills using a variety of media

✓ understand and apply group and team theories to optimize human performance in meeting organizational objectives

✓ become adept at using the innovation process to develop and implement creative solutions to organizational issues, including product development.

✓ understand the relationship between organizational culture and firm performance

✓ understand and use a general behavioral process model which identifies organizational factors as the determinants of individual performance outcomes

✓ identify and solve problems that occur in the communication processes between individuals and within organizations.

✓ evaluate the various leadership and motivational models that may be used to improve individual and organizational performance.

Course contents

WEEK ONE : AN OVER VIEW OF ORGANIZATIONAL BEHAVIOR

1.1. What is organizational behavior?
1.2. The three basic units of analysis in OB
1.3. A review of a manager's job and it relation to the   study of OB
1.4. The characteristics of OB
1.5. Contributing disciplines to OB
1.6. Management and organizational behavior in the 21st century

WEEK TWO : FOUNDATION OF INDIVIDUAL BEHAVIOR AND LEARNING IN AN ORGANIZATION

2.1. Perception
2.2. Attitude
2.2.1. Component of attitude
2.2.2. How attitudes are formed
2.2.3. Source of attitude
2.2.4. Types of attitudes
2.2.5. Attitudes and consistency
2.3. Personality
2.3.1. Personality determinants
2.3.2. Major personality attributes influencing OB
2.3.3. Matching personality and job
2.4. Learning
  2.4.1. Types of learning
  2.4.2. Strategies of reinforcement, punishment and extinction
2.5. Motivation
2.5.1. What is motivation?
2.5.2. Early Theories of Motivation
2.5.3. Contemporary theories of motivation
2.5.4. Implication of motivation for performance and satisfaction

WEEK THREE: FOUNDATION OF GROUP BEHAVIOR

3.1 Defining and classifying team and/or group
3.2 Why do people form and join team/groups?
3.3 Stages in team/group development
3.4 Obstacle to team/group productivity
3.5 Increasing team/group productivity
3.6 Group behavior /group dynamics
3.7 Implication for performance and satisfaction

WEEK FOUR: MANAGEMENT OF ORGANIZATIONAL CONFLICT

4.1 Definition of conflict
4.2 Functional Vs dysfunctional conflict
4.3 Nature of conflict in an organization
4.4 Cause of conflict in organizations
4.5 Conflict management strategies

WEEK FIVE : STRESS MANAGEMENT

5.1 What is stress?
5.2 Understanding sources of stress and its consequences
5.3 Stress management strategies
5.4 Implications for performance and satisfaction

WEEK SIX : CULTURE AND DIVERSITY

6.1 Culture and cultural diversity

6.2 Globalization and people at work
WEEK SEVEN : POWER AND POLITICS IN AN ORGANIZATION

7.1 A definition of power

7.2 Contrasting leadership and power

7.3 Base and sources of power

7.4 Power in group coalitions
WEEK EIHGT: ORGANIZATIONAL DESIGN AND STRUCTURE

8.1 The essence of organizational design and structure

8.2 Key organization design process

8.3 Types of organization structure

8.4 Technology and job design
WEEK NINE : ORGANIZATIONAL CHANGE AND DEVELOPMENT

Teaching method

Interactive learning shall be the *modus operandi* of learning approach in this course. not only are students expected to take a very active part in the process which include reading in advance, thinking about the issues, and being prepared to contribute to class discussions. the instructor's primary role will therefore be to facilitate the learning process. in each session, the instructor will spend some time lecturing on issues of prominent importance relating to each chapter, accompanied by discussions in the class. furthermore, time will be set aside for students to present group assignments in the class.

Assessment method

The assessment of the course involves group assignment, individual assignment, and final examination. the nature of group and individual assignment shall be communicated to students as progress is made in the course.

individual assignment …………………………..30%

group assignment **…………………………...**20%

examination ………………………………….50%

References:

Robbins p. stephen and m.mary (2009), organization theory structure, design & applications, pearson plc

bolman, l, & deal, t (2003), reframing organizations: artistry, choice and leadership, (jossey-bass)

saiyadain,s. mirza (2003), organizational behavior (tata mcgraw hill)

chaudhry, platima (2006), conflict management and organizational health (vista)

sekaran,uma (2004), organizational behavior: text and cases, tata mcgraw hill

daft l. richard (2004), organization theory and design (south-west)

robbins p.stephen), (2005), organizational behavior (pearson educ. int.)

carnall,c.a (2003), managing change in (prentice hall)

Course title: Marketing Management

course code	mapmc-631
credit hours	2

Course description:

This course provides a managerial introduction to the strategic and tactical aspects of marketing decisions. it examines the strategic concepts and tools that guide how a firm chooses its target markets, develops a value proposition for its target customers, and successfully differentiates from competitors. during this phase both fundamental principles of strategic marketing management, as well as contemporary perspectives relevant to the changing economy. next it deals with the processes that translate strategic marketing analysis into marketing programs and understand why and how marketing strategy decisions provide the integrating theme for marketing program actions. we will use a mixture of lectures, discussions, cases, readings and experimental exercises to examine how product and service decisions are designed to deliver the value proposition, how pricing captures customer value, how brands are positioned through integrated marketing communications, and how marketing

channels are used to make this value accessible to target customers. throughout this process, we focus on how marketing research informs these decisions and will also stress practical issues in implementation and control of marketing programs.

course objectives:

the primary course objectives are to provide:

- ❖ a managerial perspective on the marketing function across business, government and customer markets in both domestic and global contexts;
- ❖ practical concepts and tools for analyzing market opportunities and company capabilities and the bases for strategic market selection, developing customer value propositions and completive differentiation:
- ❖ action-oriented approaches for translating strategic market analysis into marketing programs that integrate product/service, pricing, communications and channel decisions;
- ❖ a framework that stresses the use of marketing research to inform marketing decisions and managerial orientation to implementing and controlling marketing programs.

Teaching methods

The subject is delivered based on dynamic and interactive lecture and workshop sessions. it is taught through a combination of lectures and workshops. the lectures involve critical debate and case deliberations; and the workshops are built around in-class exercises, case discussions and presentations. the classes will be supplemented with both printed and electronic learning materials and resources.

Course Contents

WEEK-ONE : The scope of marketing

1.1. defining marketing
1.2. company orientations towards market place:
    1.2.1. The production concepts
    1.2.2. Product concept
    1.2.3. The selling concepts
    1.2.4. The marketing concepts
    1.2.5. The customer concepts
    1.2.6. The societal marketing concepts.
WEEK _TWO : **Building customer satisfaction, value, and retention**

2.1. Define customer value and satisfaction,

2.2. The nature of high-performance business,

2.3. Delivering customer value and satisfaction,

2.4. Attracting and retaining customers,

2.4.1. Customer profitability,

2.4.2. Company profitability

2.4.3. Total Quality management.

WEEK-THREE :Winning markets through market oriented strategic planning:

3.1. Corporate and division strategic planning,

3.2. Business unit strategic planning,

3.3. The market processes.

WEEK -FOUR: Analyzing consumer markets and buyer behavior

4.1. Influencing buyer behavior,

4.2. The buying process,

 4.3. Stages of the buying decision process.

Chapter 5. Dealing with the competition

5.1. Identifying competitors,

5.2. Analyzing competitors,

5.3. Designing the competitive intelligence system,

designing competitive strategies.

WEEK -FIVE : positioning and differentiating the market offering through the product life cycle

6.1. positioning and communication a position strategy

6.2. Differentiation tools

6.3. Product lifecycle marketing strategies

6.4. Market evolution.

WEEK-SIX: Setting the product and Branding strategy

7.1. The product and the product mix

7.2. Product-line Decisions

7.3. Product line Analysis

7.4. Product-line length

7.5. Line Modernization,

7.6. Featuring and pruning

7.7. Brand Decisions

7.8. Packaging and Labeling.

WEEK-SEVEN: Developing price strategies and programs

8.1. Setting the price

8.2. Adapting the price

8.3. Geographical pricing,

8.4. Price discounts and Allowances,

8.5. Promotional pricing,

8.6. Discriminatory pricing,

8.7. Product mix pricing,

8.8. Initiating and responding to price change.

WEEK -EIGHT : Designing and managing marketing channels

9.1. Channel design decisions,

9.2. Channel management decisions,

 9.3. Channel Dynamics.

WEEK-NINE: Developing and managing an Advertising program

10.1. Deciding on media and measuring Effectiveness

10.2. Sales promotion-public relations

10.3. Direct Marketing.

WEEK-TEN: Managing the total Marketing Effort

11.1. Marketing organization

11.2. Marketing implementation

11.3. Evaluation and control

Chapter-12. Developing E-commerce strategies and Online-Business systems

MODE OF TEACHING-LEARNING PROCESES

Course Delivery

The subject is delivered based on dynamic and interactive online lecture and workshop sessions. It is taught through a combination of online lectures and workshops. The lectures involve critical debate and case deliberations; and the workshops are built around in-class exercises, case discussions and presentations. The classes will be supplemented with both printed and electronic learning materials and resources.

Assessment Methods

The course grade will be calculated by a sum of scores on case study, individual assignment, quizzes, group study report and final examination.

Article review ……………………………………………………… 20%

Individual Assignment ……………..……………………………………..20%

Test ………………..………………………………………….......... 20%

Final Examination ………………………………………………..40 %

Total ………………………………………………………………100%

References

Kotler& Keller (2012).*Marketing Management*, 14th Edition (Prentice Hall)

Baral, S.K (2009).*Advanced Approach to Marketing Management* (Delhi: A.I.T.B.S)

Dayler, Peter (2002). *Marketing Management Strategy* (Hall)

Kotler, Philip (2009). *Marketing Management*, 13th Edition (New Delhi: Prentice Hall)

Kotler& Keller (2006).*Marketing Management*, 12th Edition (New Delhi: Prentice Hall)

Peter, Paul J. (2000). *Marketing Management*: Knowledge and Skills (Boston: McGraw Hill)

Ramaswany, VS (2004). *Marketing Management*: Planning, Implementation and Control (New Delhi: Macmillan)

Course title: Business Research Methods

course code	mapmc-601
credit hours	2

Course description:

The main purpose of this course is to introduce students to quantitative and qualitative methods for conducting meaningful inquiry and research. they will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods. it also gives students advanced knowledge with the art of using different research methods, techniques in solving research problems. specifically, it covers introduction and basic research concepts, qualitative research methods, quantitative research methods and statistics mixed methods research, reporting results of data analysis and completing the research project.

Course objective:

By the end of this course, students will be able to:

- equip students with the tools and skills required to understand research terminology and assess published researches
- design a research proposal
- developing a hypothesis, a research problem and related questions
- prepare a preliminary research design for projects in their subject matter areas
- accurately collect, analyze and report data
- present complex data or situations clearly
- review and analyze research findings that affect their agency

Course Contents

Week-One

Chapter 1. Introduction to business Research

1.1. Business research-meaning, objectives, significance
1.2. Types of research and Research Process
1.3. Characteristics of good research

1.4. Research and scientific method

1.5. Problems in research-meaning, selecting the problem, techniques involved in defining a problem-hypothesis-meaning

1.6. Case studies relating to research problem

Week-Two

Chapter 2. Research design, sampling design

2.1. Research design-meaning-need-features-different research design and basic principles of experimental research design

Week-Three

2.2. Classification of Sampling Design

Week-Four

2.2. Sampling design-meaning-steps in sampling design, characteristics of good sample design, types of sample designs, probability and non-probability sample design

Week-Five

2.3. Case studies relating to sampling techniques

Week-Six

Chapter 3. Scaling techniques and methods of Data collection

3.1. Scaling techniques-meaning, measurement, scale classification bases, important scaling techniques and scale construction techniques

3.2. Construction of research questions-guidelines for constructing questionnaire/schedule

Week-Seven

3.3. Methods of data collection –types of sources of information primary data and secondary data-collection of primary and secondary data and its different types.

Week-eight

Chapter 4 processing and analysis of data

4.1. Processing of data-meaning-processing operations-some problems in processing

4.2 Data analysis-meaning, types-quantitative and qualitative analysis

Week-Nine

Chapter 5 Testing hypothesis, chi-square test and analysis of variance

5.1 Testing of hypothesis-parametric and non-parametric tests

5.2. Chi-square tests- meaning, conditions and steps involved for the application of chi-square tests

5.3. Analysis of variance and co-variance-basic principles-techniques

5.4. Multivariate analysis techniques-characteristics and applications-classifications of multivariate techniques and important multivariate techniques

5.5. SPSS (software packages for social science research) and its application

Week-Ten

Chapter 6. Interpretation and Report writing

  6.1. Interpretation-meaning-techniques-precautions in interpretation
  6.2. Report writing-significance-different steps in writing-layout of the research report-
     types of reports-mechanics and precautions for writing research reports.

MODE OF TEACHING-LEARNING PROCESES

A combination of the following major methods of delivery will be used for each course of

the MBA program:

> ➢ Online lecture (for practically) all courses
> ➢ Individual & or group Assignment /projects / term papers,
> ➢ Virtual class presentation and discussion by students.
> ➢ Delivery of video lectures

ASSESSMENT SCHEME

Scenario analysis ----------------------------------- 20%
     Article review--20%
     Test -- 20%
     Final examination--------------------------------- 40%
      Total   100%

Recommended readings

<u>Text books</u>
Geoff Lancaster, *Research methods in management*; *A concise introduction to research inmanagement and business consultancy, 2005, Elsevier.*
<u>References books</u>
AnolBhattacherjee, social science research; principles, methods and practice, 2nd ed., 2012
Donald R. cooper and Ramcis S. schindler, ''Business research methods'', Tata McGraw Hill Publishing Company limited, New Delhi
C.R. Kothari, '' Research methodology-methods and Techniques'', new age international(P)limited, publishers

Willian G. zikmund, "Business Research Methods'', the Dryden press, Harcourt Brace college publishers.
Donald H.MC.Burney,''Research Methods'', Thomson Asia Pvt. Ltd, Singapore
Ranjit Kumar, '' Research methodology'', Saga publication, London, New Delhi,1999
Uma Sekaran, '' Research Methods for Business'', John Wiley and Sons Inc, New York, 2000.
Ron Mcqueen and Christina Knussen, ''research methods for social science: An introduction'', prentice Hall.
Jill Hussey and Roger Hussey, ''Business Research: A practical guide for undergraduate and post-graduate students'', Macmillan Press Ltd.

Course title: Managerial Accounting and Finance

course code	mapmc-621
credit hours	3

Course description

The course provides an introduction to corporate financial management. it is designed to introduce students to the concepts and techniques necessary to analyze and implement optimal investment and financing decisions by firms. the emphasis of this course will be (i) on the major methods that users need to employ to analyze financial information such as ratio analysis, prospective analysis i.e., forecasting and valuation, (ii) on the quality of financial information and business strategy analysis, (iii) applications, i.e., credit analysis and bankruptcy prediction, security analysis, management communication, economic value added, role of financial information in dividend policy and mergers and acquisitions, (iv) corporate governance, (v) the effects of time and uncertainty on decision-making, and (vi) international financial analysis and contemporary issues in financial analysis. moreover introduction to finance, valuation, capital budgeting, risk return and cost of capital, market efficiency, corporate finance, payout policy, and capital structure are indispensable contents of this course.

Course objective

This course enables the students to:

❖ understand the conflicts between shareholders and managers
❖ understand the time value of money and calculate present value
❖ value bonds
❖ value stocks
❖ estimate cash flows for a project
❖ calculate the cost of capital for projects and companies
❖ use the net present value rule to evaluate a project

- ❖ measure the risk of individual securities and portfolios
- ❖ analyze a firm's capital structure
- ❖ set payout policy of a firm

Course content

Week -One

Chapter 1: nature, scope and objectives of financial management,

1.1 goals of fm-profit maximization vs wealth maximization –

1.2 finance functions, role of financial manager ,

1.3 time value of money :

Week -Two

1.4 risk and return- risk diversification ,

1.5 financial planning

1.6 forecasting

1.7 financial statement analysis:

1.8 funds flow analysis

1.9 cash flow analysis,

1.10   Ratio analysis.

Week-Three

Chapter 2: long-term investment decisions –

2.1 capital budgeting, different techniques –traditional and modern methods (dcf method)

2.2 capital rationing

Week-Four

2.3 risk analysis in capital budgeting

2.4 an overview of cost of capital

chapter 3: financing decision:

3.1 financial leverage

Week-Five

3.2 eps-ebit analysis

3.3 factors affecting capital structure

3.4 theories of capital structure

chapter 4: dividend decision:

4.1 meaning and significance,

4.2 theories of dividend,

4.3 determinants of dividend,

4.4 dividend policy –

Week-Six

4.5 bonus shares –

4.6 stock splits

Week-Seven

chapter 5: working capital decision:

5.1 meaning

5.2 classification and significance of working capital

5.3 component of working capital

Week-Eight

5.4 cash management models

5.5 cash budgeting

5.6 accounts receivables

Week-nine

5.7 credit policies

5.8 inventory management.

assessment scheme

❖ seminars--15%

❖ case analysis ---15%

❖ project work ---20%

❖ final exam--50%

❖ total--100%

Teaching methods

The teaching learning process involves lecture, field observations, group discussions, case analyses, and presentations.

Reference:

- *eugene f.brigham, introduction to financial management, 4th ed, 1 press.*
- lewerencej.gitman, principles of managerial finance, 8th ed, adi
- george e. piriches, financial management, harper collins
- *joel siegel, financial management, 2nd edition, schaum'sout line se*
- block and hurt foundation of financial management, 5th edit 1989.

- brealy, r., and mayers, s., principles of corporate finance, 2nd editi hill international book company, 1984.
- brigham, e, e., and campasey, b.j., introduction to financial mana. the dryden press, 1985
- ray, m., and nevue, p., fundamentals of management finance 2nd south – western publishing company, 1985.
- weston. j.f., and brigham, e.f., essential finance, 7th edition, press; 1981.
- weston j.f., and brigham, e., f. managerial finance, 7th edition, press; 1981.
- chambers &lacely, modern corporate finance: theory and practice collins college press 1994.
- bcklery (ed), the essence of financial management prentice hall l.
- werner stoner, modern financial managing; continuity and change harper collins college 1999 a.y

Course title: Human Resource Management

course code	mapmc-602
credit hours	2

Course description

This course is eight weeks long with four contact hours every week. it is designed to offer the graduate students with an understanding of HRM from theoretical and practical perspectives. it is divided into two major parts. part one is concerned with the general introduction of hrm that consists of evolution of hr management, meaning and definition of HRM, HRM as a system, features and objectives of HRM, HRM functions and the environment of HRM.part two examines the key hr practices that include job analysis and design, human resource planning, employee recruitment and selection, training and development, performance management, compensation management, employee management relations and workforce diversity.

Learning outcomes

After completing this course, students should be able to:

- recognize the basic concepts and theories of human resource management.

- distinguish techniques that enable organizations to conduct job analysis and design

- demonstrate how strategic human resource planning contributes in balancing employees demand and supply in an organization.

- design effective and efficient ways of recruiting and selecting people to meet current human resource needs of an organization.

- distinguish the outcome of training and development in the improvement of organizational performance.

- justify the value of performance monitoring and evaluation in performance.

- recognize the values of compensation management in maintaining and improving levels of employees and organizational performance.

- describe the benefits of employee-management relations in the achievement of organizational objectives.

- appreciate the benefits that diversity offers to organizations

Course contents

WEEK -ONE: **Nature and Scope of Human Resource Management**

1.1. HRM functions and objectives
1.2. Organization of Human capital management jobs and careers in HRM
    1.3 HRM and Environment scanning
    1.4 Integrating HR-strategy with Business strategy.

WEEK-2: Human Resource Planning, Job Analysis, Recruitment, and Selection

    2.1 Human resource planning /man power planning
    2.1.1 Nature of HRP
    2.1.2 Importance HRP
    2.1.3 Factors affecting HRP
    2.1.4 The planning process
    2.1.5 Requisites for successful HRP
    2.1.6 Barriers to HRP,
WEEK-3
    2.2 Analyzing Work and Designing Jobs
    2.2.1 Nature of job analysis and competitive Advantage
    2.2.2 The process of job analysis
    2.2.3 Potential problems with job analyses and job design
    2.2.4 Factors affecting job design
WEEK -4
    2.3 Recruitment
    2.3.1 Nature of Recruitment process

2.3.2 Types of Recruitment
WEEK-5
2.4 Selecting Human Resources and socialization/induction
2.4.1 Nature of selection
2.4.2 Selection process
2.4.3 Barriers to effective selection
2.4.4 Types of interviews
2.5 Socialization/Induction

WEEK -6 Training and Development, Performance Appraisal, Remuneration, and Motivation

3.1 Training and Development and career Management:
3.1.1 Nature of training and development
3.1.2 Inputs in training and development
3.1.3 Gaps in training
3.1.4 The training process
WEEK-7
3.2 Appraising and managing performance
3.2.1 Appraisal process
3.2.2 Challenges of performance appraisal
3.2.3 Job evaluation and process
3.2.4 Methods of job Evaluation
WEEK -8
3.3 Remuneration and Employee Benefit
3.3.1 Components of remuneration
3.3.2 Theories of remuneration
3.3.3 Nature of incentives
WEEK- 9
3.4 Motivation
3.4.1 Importance of motivation
3.4.2 Theories f Motivation
WEEK-10: Contemporary Issues in Human Resource Management
4.1 Out sourcing HR activates
4.2 Work life of Balance diversity Management
4.3 Quality of Work Life (QOWL)
4.4 Human Resource Issues in mergers & acquisitions
4.5 E-HRM
4.6 HR scorecard
4.7 Whistle blowing policy
4.8 Employer Branding and Employee Branding
4.9 Globalization and HRM

MODE OF TEACHING-LEARNING PROCESES

A combination of the following major methods of delivery will be used for each course of the MBA programme:

- Online lecture (for practically) all courses
- Individual & or group Assignment /projects / term papers,

- Class presentation and discussion by students.
- Virtual team discussion,
- Delivery of recorded video lecture to the students.

Assessment Scheme:

Seminars--20%
Assignment---10%
Group Discussions/Case study--20%
Final exam--50%
Total-- 100%

References

Noe, Hollenbeck, Gerhart and Wright (2003), Human Resources Management, Gaining competitive advantage, 4th ed., Irwin, America.

Paul F.Bullerr, Managing Human Resources,(5thed), West Publishing Company (1995).

Prasad, L. M., (2005), Human Resource Management, New Delhi: Sultan Chand and Sons

Mamoria, C. B. and Gankar, S. V. (2009) , Personnel Management, Text and Cases, Mumbai: Himalaya Publishing House.

Beardwell and Claydon, Tim, (2007), Human Resource Management, Contemporary Approach; 5th edition, Bilbao: Prentice Hall.

Bohlander, Snell and Sherman, (2001), Managing Human Resources, USA: South Western College Publishing.

Dowling, Welch and Shuler, (1999), International Human Resource Management, 3rd edition, Cincinnati: South Western College Publishing.

Course title: Managerial Economics

course code	mapmc-622
credit hours	2

course description

The course provides an understanding of the microeconomic forces that influence firm decision making. it includes competitive markets and market failure, benefit-cost analysis, demand estimation and forecasting, decision making under risk and uncertainty, production and cost estimation, and market structure analysis.

Learning outcomes

After completing this course, students should be able to:

☙ design and develop business strategy at the firm level.

☙ understand competitive markets as well as alternative market structures such as monopoly, oligopoly, and monopolistic competition.

☙ acquire a basic competence in the theoretical derivation and empirical estimation of demand, cost, and production functions

☙ answer the fundamental managerial questions of what, how, and for whom to produce.

Course contents

Week-One

Chapter- One: Introduction To Managerial Economics

1.1 Definition of Managerial Economics
1.2 Scope of Managerial Economics
1.3 Managerial Economics-Micro and Macroeconomics
1.4 Positive or normative Economics
1.5 Basic Economic Concepts

Week-Two
1.6 Theory of The firm
1.7 Role and Fundamentals of A Firm
1.8 Decision Making Units in The Economic Activities
1.9 The concept of profit
1.10   Value Maximization Vs Profit Maximization
1.11   The concept of Social Responsibility

Week-Three
Chapter- Two: The concept of demand, elasticity of demand and price decision

2.1 The consumers' preference and demand
2.2 Elasticity of demand and price decision
2.3 Estimating the demand function (Overview)

Week-Four

Chapter- Three: Production Function and Economics of a firm

3.1 production function
3.2. Short-run Vs Long Run Production
3.3. Iso-quant Curves

Week-Five
3.4. Isoquant and Iso-cost
3.5. the concept of cost of production
3.6. Types of Cost in The Short Run
 3.7. Long-run Cost and Output Decision

Week-Six
Chapter- Four*: market structure and optimization decision

    4.1 competitive market structure
    4.1 Monopoly
    4.3 Monopolistic competition (reading assignment)
    4.4 Oligopoly models
Week- Seven
Chapter- Five: Game Theory

5.1 Dominant Strategy
5.2 Nash Equilibrium
    5.3 Non –cooperative games
    5.4 Cooperative games
    5.5 Sequential games

Week-Eight

Chapter- Six: The National Income and Open Economy

    6.1 National Income Accounting
    6.2 Aggregate demand and supply
    6.3 Business Cycle and measuring Inflation
    6.4 IS-LM-BP model
the teaching and learning methods for this course include class room lecture, individual assignments, presentations, group discussions and assignments, panel discussion, and guest lectures.

Assessment methods

    term paper/note preparation& presentation (individual) ……20%

    critical review of articles………………………………...10%

    group assignment ……………………….……….…….20%

    final exam …………………………………………..50%

References

mark hirschey (2009), **fundamentals of managerial economics**

wilkinson (2005): **managerial economics: a problem-solving approach**

bhat& rau (2008), **managerial economics and financial analysis** –ch. 1-4

canvery, r. (2005). **managerial economics**

g. bredon, (2007) **study guide to accompany macroeconomics**, 8th edition.

gopalakrishma (2004).**managerial economics**

j. jackson and r. mciver (2007). **macroeconomics,** 8th edition.

mcconnell, campbell, r. (2002). **economics: principles, problems and polices.**

Course title: Strategic Management

course code	mapmc-642
credit hours	3

Course description

There is a difference in strategic thinking, strategic management and strategic planning. This course is to expose the students to the relative differences and establish a strategic framework that will facilitate integration of all other project management study. This course is devoted to identifying and describing the various strategies a company can pursue to achieve superior performance. Many of these strategies are generic – that is, they apply to all organizations, large or small, manufacturing or service, and profit seeking or not for profit. The central aim of this course is to give a thorough understanding of the analytical techniques and skills necessary to identify and exploit strategies successfully. Specifically, the course covers; the meaning & role of strategic management, nature of strategic management, strategy formulation & implementation, environmental scanning, understanding of corporate, competitive functional and operating level strategies, strategy implementation, evaluation and control and also social and ethical responsibilities of corporate management.

Learning outcomes
After completing this course, the graduate students should be able to:
- identify what business strategy is and why it is important
- synthesize the determinants of competitive advantage
- distinguish between crafting and executing a business strategy
- explore various concepts and analytical tools for evaluating a company's situation.
- explain the merits and demerits of the five generic competitive strategies
- identify some of the drivers of unethical strategies and business behavior.
- determine ingredients required to effectively lead the strategy execution process.

- explain the leadership challenge of making corrective adjustments.

Course contents

The ground that this program covers is challenging, wide-ranging and exciting and, will include the following subject areas:

Week One: The Nature Of Strategic Management

1.1 Defining strategic management

1.2 Stages of strategic management

1.3 Key terms in strategic management

1.4 The strategic management model

1.5 Benefits of strategic management

1.6 Business ethics and strategic management

Week-Two: Corporate Governance and Social responsibility

2.1. Introduction

2.2. Theories of Corporate Governance

2.3. Corporate Governance

2.4. MechanismsCorporate Social Responsibilities

Week- Three: Strategy Formulation

3.1. The business missions

3.2 External Environmental Analysis

3.3 Internal Environmental Analysis

Week -Four: Strategies In Action
4.1 Types of strategies
4.2 Guidelines for pursuing strategies
4.3 Michael Porter's generic strategies

Week-Five: Strategy Analysis and Choice/Strategy Formulation assessment

5.1 The nature of strategy analysis and choice

5.2 Long term objectives

5.3 A comprehensive strategy formulation

5.4 The decision stage

Week-Six: Implementing Strategies Management Issues

 6.1 The nature of strategy implementation

6.2 Key concepts in strategy implementation

6.3 Objectives and resource allocation

6.4 Structure

6.5 Human resource concern

Week Seven: Implementing Strategies : Marketing, Finance/Accounting, R&D, & MIS Issues

7.1 Marketing Issues
7.2 Finance/Accounting Issues
Week Eight
7.3 Research and Development Issues
7.4 Management Information Systems (MIS)Issues

Week-nine : Strategy Review, Evaluation and Control

8.1 The nature of strategy evaluation
8.2 A strategy evaluation framework
8.3 Published sources of strategy evaluation information
Week-Ten
8.4 Characteristics of An effective evaluation system
8.5 The contingency plans

Teaching methods

Classes will involve a combination of lectures, problem-solving exercises, group and team dynamic activities and experiential learning reflection. these methods will be supplemented with both printed and electronic learning materials and resources.

Assessment methods

- group project & presentation – (article review) ………….. 20%
- case analysis (group)……………………….…………… 30%
- final examination (individual)…………..………… 50%

References

1. david, r fred (2011). **strategic management:*concepts and cases***, 13th edition

2. white, colin (2004). *strategic management*, palgrave macmillan, ny.

3. hussey, david (1998). *strategic management, from theory to implementation*, 4th ed. butterworth einemann, oxford

4. hitt*et al*, editors (2006). the blackwell handbook of strategic management, in the blackwell encyclopaedia of management: strategic management edited by mcgee, john; 2nd ed., blackwell publishing, ny**.**

5. applegate, m. lynda (2007), corporate information strategy and management: text and cases, 7th ed. (new delhi: tata mcgraw hill)

6. barney, b. jay (2010), *strategic management and competitive advantage: concepts*, 3rd ed. (new delhi: phi learning)

7. budhiraja, sb. (1996), *cases in strategic management* (new delhi: tata mcgraw hill)

8. burgelman, a. robert (1988), strategic management of technology and innovation 2nd ed. (boston: mcgraw hill)

9. david, r. fred (1997), strategic management, 6th ed. (new jersey: prentice hall)

10. kazmi, azhar (2002), *business policy and strategic management* (new delhi: tata mcgraw hill)

11. rao, mohana (2003), *strategic management: current issues and trends* (new delhi: deep and deep)

12. stacey, d. ralph (1993), strategic management and organizational dynamics: the challenges of complexity (new york: prentice hall)

13. strickland, a. j. (1998), cases in strategic management, 10th ed. (boston: mcgraw hill)

14. thompson, a. arthur (2003), strategic management: concepts and cases, 13th ed. (new delhi: tata mcgraw hill)

15. williamson, david (2006), strategic management and business analysis (butterworth heinemann.

Course title: Change and Innovation Management

course code	mapmc-612
credit hours	2
prerequisites	organizational behavior and development (mapmc-641)

Course description

The course aims to achieve a greater understanding of the dynamic and complex processes associated in the change management, creativity and innovation. It develops students' creative attitude in dealing changes of proactive and reactive modes. Specific techniques of anticipating cause of change; manifestations of resistance & overcoming them will be discussed along with real cases. What is more, rational and creative techniques of dealing with innovation will be examined.

Learning outcomes

After completing this course, the graduate students should be able to:

- explain the importance of change
- recognize the effect of change on individual, team and on organization.
- explain key factors in management of change
- realize the sources of resistance to change and the ways this resistance can be overcome.
- play a leading role in initiating in your organization of work environment.
- appreciate global and national changes in both public and private sector
- explain the roles of individuals, teams, and the organization in innovation.
- identify the elements within the organization that foster creativity and innovation.
- enhance their creative and innovative thinking skills
- recognize that creativity leads to organizational success

Course content:

Week-One

Chapter 1.**the environment and the need for change**
    1.1. the conceptual framework of change

    1.2. purpose of change

    1.3. factors that cause change

  Week-Two

chapter 2: managing change in an organization
    2.1. key factors in managing change

    2.2. programming change

Week-Three

    2.3. Lewin's 3-step model of the change management.

    2.4. making the change process effective

Week-Four

chapter 3: **Resistance to change**

    3.1 reasons for resistance

    3.2 managing resistance to change

    3.3 accelerating change and gaining support

Week-Five

chapter 4. effective leadership for change

    4.1 leadership and managing change

    4.2 leadership and vision

Week-Six

    4.3 understanding the human dimension of change

    4.4 communication during change

Week-Seven

chapter 5: creativity

    5.1 what is creativity?

    5.2 creative process

    5.3 creative methods

    5.4 mental blocks to creative thinking and problem solving

Week-Eight

    5.5 positive attitudes for creativity

    5.6 characteristics of the creative person

chapter 6: innovation and innovation processes

    6.1. definition of innovation

    6.2. types of innovation

    6.3. rationale of innovation

Week-Nine

    6.4. driving and restraining forces of innovation

    6.5. sources of innovation

    6.6. innovation diffusion and adoption

Week-Ten

    6.7. first movers advantage

    6.8. innovation decision-making process

Teaching methods

We will be taking an active learning approach in this course. this means that you expected to allot 8 hours every week for readings, exercises, doing assignments and preparing for class presentation and examination. The course instructor's primary role is to facilitate the learning process. in each session, the instructor will devote some time in lecturing, but we will also spend a great deal of time in classroom discussions. you are, therefore, expected to contribute to class discussion on a regular basis.

assessment methods

the course grade will be assessed by a weighted average computation of scores on case study, individual assignment & attendance, team study report and final examination.

weights for these items are as follows:

individual assignment(case study, article review,) …..   20%

team study report ………………………………….   30%

final examination…………………………….…….……50 %

References

1. beckhard, r. (1969). organizational development: strategy and models. reading, massa chusetts: addison -wesley.

2. carnall, c. (1995). managing change in organizations. new york: prentice hall.

3. kotter, john (1996). leading change. hbs press. boston, massa chutes

4. ettlie e. john (2006). managing innovation: new technology, new products, and new

5. services in the global economy. elsevier. india.

6. armstrong, m.(1990).   management processes and functions. london: institute of personnel management

7. buchanan, d., and d. buddy (1992). the expertise of the change agent: public performance and backstage activity. new jersey: prentice-hall.

8. liz clarke (2003) the essence of change. prentice hall. india

9. paul e. plsek (2003) creativity, innovation and quality. eastern economy edition. india

10. robert e. patin (2000) change management: a guide to effective implementation

11. todd d. jick (1993). managing change: cases and concepts

project management specialized courses

Course title: Fundamentals of Project Management

ii. Structure of the course

course code	mapms-611
credit hours	**3**

Course description

The use of projects and project management is becoming more and more important for all kinds of organizations. businesses regularly use project management to accomplish unique outcomes under the constraints of resources, and project management turn to be one of essential ways of achieving an organization's strategy.

thus, this course starts with basic definitions of project and project management, characteristics of projects, differences between projects and programs, between projects and operations, key actors of project management, the project cycle or stages of project management.

Course objectives

Upon completion of this course, students will be able to:

- o develop a new mindset all together in their approach to project identification, analysis, preparation, execution and evaluation.
- o identify key actors of project management for its success
- o identify key projects in their sectors and develop comprehensive project charter or terms of reference to guide detailed project preparation and proposal writing.
- o conduct the feasibility analysis of the identified projects in light of different perspectives.
- o design their projects based on a project tor using the logical framework approach
- o writing winning project funding proposals

o establish a robust m&e system in their organizations to control proper execution of projects in consultation with their seniors.

Content of the course:

Week-One

Unit One : understanding the essence of project and project management

     1.1. concepts of project and project management

     1.2. project vs program vs operations

     1.3. examining key roles in project management

     1.4. identifying the essentials for success of projects

Week-Two

     1.5. skills in project management

     1.6. project in the organizational structure

unit Two: project identification

     2.1. project idea generation: sources and methods

     2.2. screening project ideas

Week-Three

     2.3. pre-feasibility study

     2.4. project brief / project charter

     2.5. the identification test

Unit Three: project preparation and feasibility analysis

     3.1. technical analysis

Week-Four

     3.2. economic analysis

     3.3. financial analysis

     3.4. social analysis

     3.5. institutional analysis

3.6. project appraisal, selection and negotiation

Unit Four: project planning

4.1. what is project planning? why do plans fail?

4.2. project planning: statement of work and project specification

4.3. preparation of project proposal

Week-Five

4.4. project activity planning: wordbreak down structure (wbs)

4.5. the logical framework approach (lfa) for project planning

4.6. project scheduling

4.7. budgeting the project and cost estimation

4.8. allocating resources to the project

Unit Five: project implementation

5.1. managing project implementation

Week-Six

5.2. techniques for managing project implementation

5.3. success in project implementation

5.4. problems in project implementation

Week-Seven

Unit Six: project monitoring and evaluation

6.1. defining monitoring and evaluation

6.2. why need for monitoring and evaluation?

6.3. types of monitoring and evaluation

Week-Eight

6.4. planning for monitoring and evaluation

6.5. the monitoring and evaluation process

Week-Nine

Unit Seven: project termination and reporting

7.1. the varieties of project termination

7.2. when to terminate the project

Week-Ten

7.3. the project termination process

7.4. the final project report

Teaching methods

Class sessions will typically consist of lectures, class discussions, case study analysis, and in class problem solving. the assigned readings from the required textbook will provide the structure for the course but the lectures will not necessarily follow them in a strict sense. at times, i will draw from my own experience and from other sources such as the supplemental readings to complement reading materials from the textbook. the role of the lectures is to clarify, reinforce, and complement certain aspects of the reading materials. what this implies is that in order to take full advantage of the lectures, you must complete the reading assignments before attending class.

Assessment methods:

- assignment (group case analysis, term paper and article review) …………. 20%
- project assignment (group project identification, feasibility analysis, selection and developing a project plan using lfa with presentation)

………………………………………. 30%
- final examination (individual) ……………..…… 50%

Text books:

1. kerzner, harold (2003). ***project management: a systems approach to planning, scheduling and controlling***. 8th edition. john wiley & sons.
2. meredith & mantel (2009). ***project management: a managerial approach***. 6th edition. john wiley & sons, inc.
3. clifford gray, erik larson (2000). ***project management: the managerial process.***the mcgraw-hill companies, inc.
4. pmi (2008). **aguide to project management body of knowledge** (pmbok guide), 4th edition.

References:

1. r. burke, *project management: planning and control techniques*, fourth edition, halsted/wiley, 2004/2009.
2. e. frigenti and d. comninos, *the practice of project management*, kogan-page, 2006/2007.
3. s. j. mantel, j. r. meredith, s. m. shafer and m.m. sutton (with m. r.gopalan), *project management core textbook*, wiley-india, 2007.
4. c. f. gray and e. larson, *project management: the managerial process*, third edition, mh, 2005.

5. j. r. meredith and s. j. mantel, *project management : a managerial approach*, fifth edition,wiley-india, 2006.
6. a. j. shenhar and d. dvir, *reinventing project management*, hbs, 2007.
7. j. westland, *the project management life cycle*, kogan-page, 2006/2007.
8. r. b. angus, n. a. gundersen and t. p. cullinane, *planning, performing and controlling projects*, third edition, ph, 2003.
9. c. m. baca, *project management for mere mortals*, aw/pearson, 2008.
10. m. b. bender, *manager's guide to project management*, ft press/pearson, 2009/2010.
11. h. eisner, *essentials of project and systems engineering management*, second edition, wiley, 2002.
12. r. g. ghattas and s. l. mckee, *practical project management*, ph, 2000.
13. g. horine, *absolute beginner's guide to project management*, second edition, que, 2009.
14. h. kerzner, *project management : a systems approach to planning, scheduling and controlling*, tenth edition,wiley, 2009.

Course title: Project Risk Management

ii. Structure of the course

course code	mapms-632**,** **prerequisite: mapms-611**
credit hours	2

Course description

The fact that almost all projects are executed in a relatively uncertain environment, the project managers need to develop their capacity in assessing the risky environment, analyze it thoroughly and take the necessary preventive action before the projects confront credible loss. for this reason, **Select College** has designed "project risk management" course to be incorporated as part of MBA in project management. the main emphases of the course will be on assessing the background of risks for projects, managing risks for effective decision, applying risk management techniques suitable to circumstantial factors, risk management methods, and review risks from time to time.

Learning objectives

After completing this course, the students should be able to:
- assess the risks environment for possible alternative action including neutralization effect;
- identify risks in all of the project management phases;
- apply various quantitative and qualitative tools to measure the level of severity and frequency the risks identified;

- manage their projects successfully.

course contents:

Week-One

chapter one: overview of risk management

    1.1 risk and uncertainty

    1.2 risk management purpose

    1.3 nature of risk management

Week-Two

    1.4 benefits of risk management

    1.5 risk management objectives

chapter two: risk management roles

    2.1 project executive officers / milestone decision authorities

    2.2 project managers

Week-Three

    2.3 integrated product team

    2.4 risk management boards

    2.5 support activities

    2.6 employer

Week-Four

chapter three: phases of risk management

    7.1 risk management plan

    7.2 risks identification

    7.3 qualitative risk analysis

Week-Five

    7.4 quantitative risk analysis

    7.5 risk responses plan

    7.6 risks monitoring and control

Week-Six

chapter four: the project cycle and risk management effort

    1. introduction

    2. project risk

Week-Seven

3. integrating risk
4. typical life cycle profiles: risk versus amount at stake

Week-eight

chapter five: risk management methods

      5.1 overview of risk management

      5.2 importance risk management

Week-Nine

      5.3 types of risk management methods

- ✓ avoidance
- ✓ reduction
- ✓ transfer
- ✓ retention

Week-Ten

chapter six: review of risks over time intervals (*independent reading assignment*)

Teaching methods

The participant centered approach will be adopted in facilitating teaching and learning. this adult teaching methodology will ensure that participants approach the entire course in a friendly and experiential learning environment in which they relate to every aspect of the course with their relevant work experiences. Lectures, case studies, and plenary discussions will be used to bring the experiences of others in this vast field of application to bear on the entire teaching and learning session. group discussions and simulation exercises will also be used to encourage interactions and idea sharing. Participants will be required to use the knowledge acquired to assess past projects they have designed as well as proposals prepared in the past so as to determine areas needing improvement. These will be very important lessons that will guide all future practices in this area and reinforce new attitudes.

assessment methods:

group written assignments with presentations (term paper)	30%
individual written assignment	20%
final exam	50%

references:

1. hillson, d. (2009). *managing risks in projects.* london: gower publishing ltd.

2. *a guide to project management body of knowledge* (pmbok guide), 4th edition, 2008 (pennsylvania: project management institute)

3. *frame, j. davidson (2002), the new project management: tools for an age of rapid change, complexity and other business realities* (jossey-bass)

4. lewis, james p. (2008), mastering project management, 2nd ed.: *applying advance concepts to systems thinking, control evaluation, [and] resource allocation.*

course tile: Project Management Tools and Techniques

course code	mapms-701, **prerequisite: mapms-611**
credit hours	3

Course description

This course covers tools and techniques used to plan and control projects and accomplishes business objectives. it emphasizes how to determine which tool or technique to use during different phases of the project life cycle. it uses project management software in exercises.

Learning outcomes

After completing this course, the graduate students should be able to:

- assess the risks environment for possible alternative action including neutralization effect;

- identify risks in all of the project management phases;

- apply various quantitative and qualitative tools to measure the level of severity and frequency the risks identified;

- Manage their projects successfully.

    Contents of the course

    Week-One

chapter one: strategic context of project management

1.1 definition of strategic project management

1.2 strategic project management framework

1.3 strategic project management as a competitive advantage

1.4 project portfolio management

Week-Two

chapter two: project selection

2.1 introduction to project selection

2.2 stakeholder analysis

2.3 problem tree analysis

2.4 economic methods

Week-Three

chapter three: project scope planning and schedule development tools

3.1 inputs
- ✓ product description
- ✓ project charter
- ✓ constraints
- ✓ assumptions

3.2 tools and techniques
- ✓ product analysis
- ✓ benefit/cost analysis
- ✓ alternatives identification
- ✓ expert judgment

3.3 outputs
- ✓ scope statement
- ✓ supporting detail
- ✓ scope management plan

Week-Four

chapter four: cost estimation

4.1 introduction

4.2 need for project cost estimation

4.3 project cost management processes
- ✓ plan cost management
- ✓ estimate costs
- ✓ determine budget
- ✓ control costs

4.4 project cost estimation method
- ✓ expert judgment
- ✓ analogous estimating
- ✓ parametric estimating

- ✓ bottom-up estimating
- ✓ three-point estimating
- ✓ vendor bid analysis
- ✓ group decision-making techniques

4.5 criteria of a good cost estimate

Week-Five

chapter five: risk response planning

5.1 overview of risk response planning

5.2 risk response strategies

5.3 risk response cost-benefit analysis

5.4 responding to risks

5.5 completing the risk register

Week-Six

chapter six: earned value analysis

6.1 introduction

6.2 key earned value terminology

6.3 importance of eva

6.4 cost and schedule variances

6.5 cost and schedule performance indices

6.6 estimate to complete (etc)

6.7 estimate at completion (eac) and latest revised estimate (lre)

Week-Seven

chapter seven: project quality control

7.1 purpose of project quality management

7.2 project quality management processes
- ✓ quality planning
- ✓ quality assurance
- ✓ quality control
  - ➢ projectquality control outputs
  - ➢ quality control tools and techniques

Week-Eight

chapter eight: monitoring, evaluation, and reporting

8.1 an introduction to monitoring and evaluation
- ✓ what is m&e?
- ✓ the differences between monitoring and evaluation

8.2 design and implementation of m&e systems
- ✓ m&e systems and common deficiencies
- ✓ key design principles for project monitoring and evaluation
- ✓ the limits of project management

week -Nine
- ✓ the challenges of outcome and impact monitoring and evaluation
- ✓ the role of leading indicators
- ✓ results-based monitoring and evaluation
- ✓ contemporary evaluation challenges and responses

Week-Ten

8.3 components of monitoring and evaluation systems
- ✓ planning and implementing a project monitoring and

- ✓ evaluation system
- ✓ the components of a project monitoring and evaluation system
- ✓ participatory project monitoring and evaluation
- ✓ learning and m&e systems

Teaching methods

The participant centered approach will be adopted in facilitating teaching and learning. This adult teaching methodology will ensure that participants approach the entire course in a friendly and experiential learning environment in which they relate to every aspect of the course with their relevant work experiences. Lectures, case studies, and plenary discussions will be used to bring the experiences of others in this vast field of application to bear on the entire teaching and learning session. group discussions and simulation exercises will also be used to encourage interactions and idea sharing. Participants will be required to use the knowledge acquired to assess past projects they have designed as well as proposals prepared in the past so as to determine areas needing improvement. These will be very important lessons that will guide all future practices in this area and reinforce new attitudes.

Modes of assessment:

group written assignments with presentations (term paper)   30%
individual written assignment   20%
final exam   50%
10%

References

1. deborah satercarstens and gary l. richardson (2013) project management tools and techniques: a practical guide. london: taylor and francis group

2. milosevic, d.z. (2003). project management toolbox. new jersey: john wiley & sons, inc.

3. frame, j.d. (1994) the new project management: tools for an age of rapid change, corporate reengineering, and other business realities. san francisco: jossey-bass.

4. abadejbadiru and others (2008) industrial project management concepts tools and techniques. london: taylor and francis group

5. davidson frame (2002) the new project managementsecond edition tools for an age of rapid change, complexity, and other business realities: john wiley & sons, inc., and j. davidson frame

6. mishra and soota (2005) modern project management. new delhi: new age international (p) ltd., publishers

7. a guide to project management body of knowledge (pmbok guide), 4th 2008 (pennsylvania: project management institute)

8. prasanna, chandra (1988) projects planning, analysis, selection, financing, implementation and review, tata mcgraw-hill publishing company, new delhi,

9. barbara allan (2004) project management tools and techniques for today's ils professional.lodon: facet publishing

10. fortune, j. andwhite, d. (2006), ''framing of project critical success factors by a systems model'', international journal of project management, vol. 24, pp. 53-65.

11. fox, g.m. (2004), ''is there a role for project management in achieving improved success rates for start-up business?'', university of limerick, limerick.

Course title: Project Quality Management

i. instructor's information

course code	mapmc-731
credit hours	2
prerequisite:	**mapms-611**

course description

While everyone seems to recognize "high quality" when they see it, most organizations still struggle with incorporate quality-supportive processes and tools into their project planning. while this course, updated to reflect the 5th edition *guide to the project management body of knowledge*, defines and discusses the three classic project quality processes – quality planning, quality assurance, and quality control – it also focuses on how to incorporate "quality" thinking into project processes most organizations are already using. students will review important concepts associated with the modern quality movement and in particular examine the link between customer expectations, project scope, and project quality. using a case study project, students will also participate in multiple interactive exercises to clearly define customer expectations, write quality-supportive requirements, design quality audits to

promote continuous process improvement, select the right quality control tools for the right project, and finally build a quality management plan that traces requirements, metrics, quality tools, and project scope all together to produce outputs that are what the customer wanted – not just what they asked for.

Learning outcomes

After completing this course, the graduate students should be able to:
- understand the importance of project quality
- define project quality management
- describe quality planning
- discuss the importance of quality assurance.
- list the three outputs of the quality control process.
- understand the tools and techniques for quality control, such as pareto analysis, statistical sampling, six sigma, quality control charts, and testing.
- summarize the contributions of noteworthy quality experts to modern quality management.
- understand the concept of quality improvement

Course contents

Week-one

chapter 1: **the concept and nature of project quality management**

    1.1. what is project and its characteristics

    1.2. what is quality?

    1.3. quality management for projects

    1.4. features of quality management

    1.5.purpose of quality management

    1.6. key processes of project quality management

Week-Two

chapter 2: evolution of quality and its contemporary application to projects

    2.1progressive history

      2.1.1 the dark ages

      2.1.2 scientific management

      2.1.3understanding variation

      2.1.4 inspection reigns

      2.1.5 japanese quality

the cause and effect diagram

5.2. outputs of quality control

Week-Nine

chapter 6: quality improvement

6.1. steps of quality improvement

6.2. cost of quality

6.3. leadership

Week-Ten

6.4. maturity models

6.5. Continuous improvement

Teaching methods

we will be taking an active learning approach in this course. this means that you expected to allot 8 hours every week for readings, exercises, doing assignments and preparing for class presentation and examination. the course instructor's primary role is to facilitate the learning process. in each session, the instructor will devote some time in lecturing, but we will also spend a great deal of time in classroom discussions. you are, therefore, expected to contribute to class discussion on a regular basis.

Assessment methods

The course grade will be assessed by a weighted average computation of scores on project work

(articles and book review), team study report and final examination.

weights for these items are as follows:

project work   20%

team study report   15%

article and book review 15%

final examination   <u>50 %</u>

references:

1. rose, kenneth h., pmp. (2005). **project quality management why, what and how**. usa: j. ross publishing, inc.

2. james r. evans, the management and control of quality; william m. lindsay; thomas-southwestern, 6th ed. 2005

3. greg bruce, six sigma for managers, mcgraw hill, 2002

4. any project management books

5. any project quality management books, articles and other materials

Course tile: Project Procurement and Contract Administration

ii. structure of the course

course code	mapms-721
credit hours	2, **prerequisite: mapms-611**

Course description

Project procurement and contract administration includes the processes necessary to purchase or acquire products, services, or results needed from outside the project team. it includes the contract management and change control processes required to develop and administer contracts or purchase orders issued by authorized project team members. it also includes controlling any contract issued by an outside organization (the buyer) that is acquiring deliverables from the project from the performing organization (the seller), and administering contractual obligations placed on the project team by the contract.

the increasingly complex legal and regulatory structure within which contracts are formed, and the prominent role contracting and purchasing personnel play in achieving project objectives, require project managers to understand fundamental of procurement and contracting process. in this module students will be exposed to the detailed phases and features of the contracting process, all the way from preparation of requirement for proposal through all other essential processes to close out. understanding of an effective contract negotiation and administration will enable students to ensure project success, by way of

reducing risks and costs. in addition, the students will be exposed to the logistics issues raised above and others related to the area.

Learning outcomes

After completing this course, the graduate students should be able to:

- apply the procurement principles of the right quality, quantity, price, time and from the right source to supply resource for successful implementations of projects.

- identify contract components and understand the process from start to finish.

- select and design project contracts based on the salient features of the project they required to work on.

- understand the legal languages project management contract

- negotiate favorable terms and make revisions to the contract

- administer contracts appropriately, and known when and how to terminate before or up on completion

- apply logistics concepts for the success of the project

- handle logistics activities like order processing, inventory control , warehousing and son on

- understand the importance of project procurement management and the increasing use of outsourcing for projects.

- describe the work involved in planning purchases and acquisitions for projects, the contents of a procurement management plan and contract statement of work, and calculations involved in a make-or-buy analysis.

- discuss what is involved in planning contracting, including the creation of various procurement documents and evaluation criteria for sellers.

- understand the process of requesting seller responses and the difference between proposals and bids.

- describe the seller selection process and recognize different approaches for evaluating proposals or selecting suppliers.

- discuss the importance of good contract administration, and describe the contract closure process.

Course contents

Week-One

chapter 1: over view of project procurement

      1.1 what is project logistics?

      1.2 what is procurement?

      1.3 what is project procurement management?

Week-Two

      1.4 goals of project procurement

      1.5establishing standard procurement procedures and policies

      1.6a generic project procurement process

Week-Three

chapter 2: procurement planning and analysis

      2.1.introduction

      2.2. procurement requirement analysis

      2.3.factors influencing make-or-buy decisions

      2.4 make –or-buy decisions: a theoretical perspective

Week-Four

      2.4.1the transaction cost approach

      2.4.2the capability approach

Week-Five

      2.5the resource based view and the make-buy decision

chapter 3: procurement strategies and structures

      3.1.introduction

      3.2.sourcing strategies

Week-Six

      3.3.supply structure and design

      3.4.supply management strategies

chapter 4: solicitation planning, solicitation, evaluation and selection

      4.1 introduction

Week-Seven

      4.2 solicitation planning

      4.3 solicitation

      4.4 key supplier evaluation criteria

      4.5   supplier selection

Week-Eight

chapter 5: project logistics management

5.1. project stores and materials management

5.2.transport management in project

5.3. physical distributions management in project

Week-Nine

chapter 6: project contract administration

      6.1. what is contract administration?

      6.2. elements of a contract

      6.3. types of contracts and contract strategies

Week-Ten

      6.4. long-term contracts in alliances and partnership

      6.5. nontraditional contracting

      6.6. settling contractual disputes

      6.7. contract close-outs

Teaching methods

we will be taking an active learning approach in this course. this means that you expected to allot 8 hours every week for readings, exercises, doing assignments and preparing for class presentation and examination. the course instructor's primary role is to facilitate the learning process. in each session, the instructor will devote some time in lecturing, but we will also spend a great deal of time in classroom discussions. you are, therefore, expected to contribute to class discussion on a regular basis.

Assessment methods

The course grade will be assessed by a weighted average computation of scores on team study report, project work and final examination.

    weights for these items are as follows:

      1. term paper--20%

      2. project work---30%

      3. final exam---50%

References:

1. benton,w.c., linda mchenry (2010).construction purchasing & supply chain management, the mcgraw-hill companies
2. paul c. dinsmore et al (2005) *the right projects done right!* john wiley and sons, 2005. isbn 0-7879-7113-8
3. cattani, g., ferriani, s., frederiksen, l. and florian, t. (2011) project-based organizing and strategic management, advances in strategic management, vol 28, emerald, isbn 1780521936

4. pmi (2010). *a guide to the project management body of knowledge*

5. joseph phillips (2003). *pmp project management professional study guide*. mcgraw-hill professional, 2003. isbn 0-07-223062-2

6. f. l. harrison, dennis lock (2004). *advanced project management: a structured approach*. gower publishing, ltd., 2004. isbn 0-566-07822-8.

course title: project monitoring and evaluation

course code	mapms-711
credit hours	**2, prerequisite: mapms-611**

Course description

This is an introductory level course that will present the fundamentals of project monitoring and evaluation cycle in development projects with practical applications of concepts and methods. this course will provide participants with tools, techniques and resources needed for project designing, planning, organizing, monitoring and evaluating development projects. students are required to complete the lectures and case study exercises.

this course also presents the principles of project monitoring an evaluation (M&E) cycle. M&E is a critical element of development projects as it provides the information needed to make decisions for project management, improve the efficiency and effectiveness of the interventions and satisfy accountability requirements.

course learning outcomes

after completing this course, the students will be able to:
- develop an understanding of the characteristics of an effective m&e system
- explore how to design and manage an effective m&e system
- apply an m&e framework (plan) to consider and clearly delineate the different operational aspects of m&e
- comprehend the importance of, and ensure the use of effective participatory methods
- design and implement a new or improved results based monitoring and evaluation system in organizations
- identify key success areas and performance indicators

course contents

Week-one

chapter one: definitions: monitoring and evaluation

    1.1. overview of project management

    1.2. overview of monitoring and evaluation (m & e)

    1.3. monitoring

    1.4. evaluation

week-Two

    1.5. research

    1.6. uses of m & e

    1.7. monitoring and evaluation system

    1.8. steps to developing an m&e system

Week-Three

chapter two: developing indicators

    1.9. definition: indicators

    1.10. guidelines for developing indicators

    1.11. hierarchy of indicators

Week-Four

    1.12. setting priorities for monitoring and evaluation

    1.13. selecting which results to monitor and evaluate

    1.14. identifying which assumptions to monitor and evaluate

Week-Five

chapter three: data collection

    3.1. primary and secondary data

    3.2. assessing data quality: primary and secondary statistical data

    3.3. deciding data collection strategies

    3.4. developing data collection instruments

Week-Six

    3.5. monitoring tools, methods and procedures

3.6. quantitative and qualitative methodologies

3.7. data management

Week-Seven

chapter four: baseline and performance targets

4.1. baseline and benchmark

4.3. the importance of the baseline

4.4. performance targets and performance standards

Week-Eight

chapter five: monitoring and evaluation data

5.1. monitoring data: planning and management functions

5.2. monitoring data: evaluating emerging issues

5.2. types of monitoring

Week-Nine

5.3 types of evaluations

5.4 linking m&e with other management systems

5.5 m&e challenges

Week-Ten

chapter six: appraisal of project logical frameworks

chapter seven: report writing

Teaching methods

the participants centered approach will be adopted in facilitating teaching and learning. this adult teaching methodology will ensure that participants approach the entire course in a friendly and experiential learning environment in which they relate to every aspect of the course with their relevant work experiences. lectures, case studies, and plenary discussions will be used to bring the experiences of others in this vast field of application to bear on the entire teaching and learning session. group discussions and simulation exercises will also be used to encourage interactions and idea sharing. participants will be to use the knowledge acquired to assess past projects they have designated as well as proposals prepared in the past so as to determine areas needing improvement. these will be very important lessons that will guide all future practices in this area and reinforce new attitudes.

       article review   10%

case analysis	10%	**Assessment methods**
group assignment with presentation	30%	
final examination	50%	

References:

1. beck t, 'evaluating humanitarian action using oecd/dac criteria', 2006.

2. 'managing for development results (mfdr) initiative'. available at: http://www.mfdr.org.

3. managing for development results (mfdr), 'second international roundtable marrakech 2004; annex

4. oecd, 'dac guidance for managing joint evaluations', development assistance committee (dac), paris, france, 2006. available at: http://www.oecd.org/dataoecd/28/14/37484787.pdf.

5. united nations, 'resolution adopted by the general assembly: triennial comprehensive policy review of operational activities for development of the united nations system', a/res/59/250, 59th session agenda item 90 (b), december 2004.

6. undg, 'cca/undaf monitoring and evaluation guidelines', 2007. available at: http://www.undg.org/index.cfm?p=259.

nb. for all the courses the references are put in order of importance. the first reference is referring a text book for all the course reference sections.

course title: ma thesis in project management
course code: mapms-741
course credit 6 hrs
prerequisite: business research methods and all specialization courses

Description

at this point, the students are expected to demonstrate their readiness to tackle different problems by applying knowledge and skills they had gained or acquired through various courses they attended. the students will do their research work under the supervision of thesis advisors. the students are expected to identify critical problem, design appropriate tools and techniques that help them generate relevant and valid data, interpret the results and compile reports containing valid and authoritative conclusions as well as realistic and feasible recommendations to be presented in an open defense session. such a session will be attended by internal and external examiners as well as other audience and it can be considered as one

of the platforms of disseminating knowledge and skills. to this effect, a detailed master's thesis guideline has been developed by the college which both the candidates and thesis advisors refer and apply.

17. governance and management of programs

the program will be run by project management department of the studies through the postgraduate program coordinator. the postgraduate program will have a graduate committee (gc) that will be overseeing the program. the gc will play the roles stipulated in the Select College legislation.

the postgraduate program coordinator serves as the advisor to each masters student until a permanent advisory committee is assigned. the primary initial counseling comes during the day of orientation which takes place just before the start of first semester.

the role of the postgraduateprogram coordinator includes:

- o counseling students
- o providing orientation to new ma project management students
- o advising students on courses to be taken prior to the formation of their advisory committee
- o assisting students in preparing their study plan
- o manage the day to day routines of the program
- o acting as liaison and spokesperson for the program

22. Stakeholders Analysis

As indicated *on a separate document for the need assessment*, stakeholders' analysis has been undertaken, preceding the development of the program. the team for curriculum development has prepared a comprehensive questionnaire to survey the market demand of the program. the result was so promising that most respondents have shown their demand towards the establishment of ma project management program.