



الجامعة الألمانية الأردنية
German Jordanian University



كلية طلال أبوغزاله للدراسات العليا في إدارة الأعمال
Talal Abu-Ghazaleh Graduate School of Business

Foundation for International Business
Administration Accreditation



MBA HANDOUT

Where the **Gifted** Become
LEADERS





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STATEMENT FROM THE FOUNDER

Talal Abu-Ghazaleh Graduate School of Business (TAG-SB) is the result of the commitment of Talal Abu-Ghazaleh Organization to make a contribution to the development of human resources that will lead the Arab region. A thorough study about the launching of this very important project led us to form a partnership with the German-Jordanian University to house the privately run TAG-SB within a public university. This partnership is unique, working well, and will certainly serves as a model for others to follow.

TAG-SB is now located in Amman, Jordan. However, our mission is to serve the whole Arab World. We do plan to open branches in other Arab countries and we are in the process of such Initiative.

Despite the fact that we started in fall of 2006, we have already gained the reputation of being a premier School of Business in the region. We are not going to sit on this success, but we are going to continue to strive to become one of the top international Business Schools.

I wish you all success at TAG-SB. You will be joining an Elite Institution.

Dr. Talal Abu-Ghazaleh
Founder



INTRODUCTION

TAG-SB welcomes you, and would like to wish you the best of luck in this challenging journey in acquiring your MBA.

You have become a TAG-SB student by being chosen among many as a prototype for an ambitious and hard working student who is gifted with certain skills and abilities. In fulfilling the School's slogan in turning the gifted into leaders, a set of rules and regulations have been set to ensure the best results in polishing the leading figure you are about to become and giving you the opportunity to earn yourself the right to be proud being a TAG-SB student.

TAG-SB would like to present you this handout; a guideline in which you will find all the information you need as a newly admitted student and a reference to be used in later stages as well.

This handout contains general rules and regulations that a TAG-SB student has to comply with. Additionally, we included guidelines on how to write an essay and analyze a case study.

We hope that your time at TAG-SB would be an enriching experience that would reflect your ambition and aspiration.



MISSION and VISION

MISSION

We educate future business leaders who will drive the economic future of the Arab region by implementing a disciplined combination of our core values and educational strategies and in bringing together outstanding academicians and gifted students. We are committed to excellence, high ethical and moral values, academic and applied business research, continuous improvement to benefit from all advancements in international educational standards and digital technology, and we strive to remain a premier Business School regionally and worldwide.

VISION

TAG-SB seeks to become a national and international model of excellence in the field of Business Administration, for gifted people including outstanding academics and students, professional trainers, brilliant consultants and those who advance and transfer knowledge to improve our societies' economic prosperity and quality of life. TAG-SB's motto of "***Where the Gifted Become Leaders***" focuses on excellence, creativity and innovation to graduate leaders with the required skills.



ACCREDITATION

Higher education institutions are facing competition, and the transparency of academic achievement compelling them to demonstrate their quality by attaining accreditation for their institutions.

On the 17th of November 2009, the Foundation for International Business Administration Accreditation (FIBAA) granted Talal Abu-Ghazaleh Graduate School of Business (TAG-SB) a six years accreditation to its MBA program.

The accreditation bestowed on the School a FIBAA's quality seal that is impelling it to earn more attention internationally, and thus, reinforcing the School's vision and mission in providing the Arab and the Global markets with qualified business leaders through delivering sound academic and professional program in accordance with European Standards.

FIBAA, a Swiss non-profit agency for quality assurance with operative branches in Bonn (Germany) and Zurich (Switzerland), is an international accreditation agency, mainly active in Europe that assists higher education institutions in further developing their Bachelor, Master, and Ph.D. programs, through an intensive accreditation processes.



AWARD FOR BEST EDUCATIONAL INSTITUTE IN MANAGEMENT

On the 25th of September 2011, TAG-SB was honored by the “Award for Best Educational Institute in Management” - the World Education Congress; the award was based on criteria that comprised primary data, current students’ perceptions, and the perception of the social media in addition to graduates who hold positions in various organizations.





ACADEMIC POLICIES

GRADING SYSTEM

The minimum grade to pass each course is 70%.

GRADUATION REQUIREMENTS

To graduate from the MBA program, each student must complete 42 credit hours with a minimum cumulative grade average of 75% and pass a comprehensive examination. The final ratings for graduation are reported as follows:

- 90 – 100 Excellent
- 80 – 89.9 Very Good
- 75 – 79.9 Good

COURSE LOAD

Students must register for a minimum of 6 credit hours (two courses) and a maximum of 12 credit hours per semester. Students who expect to complete their graduation requirements during a specific semester may register for less than 6 credit hours for that semester but not for more than 12 credit hours.

RESIDENCY REQUIREMENTS

The minimum period of student's residence to complete their program is three formal semesters and the maximum period is eight formal semesters (i.e. summer semesters are not included). Students who are unable to complete their program within the maximum allowable period have to apply to the Dean of the School for an extension and provide valid reasons for their request.

ABSENCE FROM THE PROGRAM

A student is allowed to postpone the program for two semesters only, knowing that a permission from the Dean of the School is a must. Absence in excess of two semesters requires the student to reapply for admission.



ACADEMIC PROBATION

A student is placed on academic probation if in any semester his/her cumulative average falls below 75%. A student on academic probation should remove the probation in the following two semesters after the semester in which he/she was placed on probation. Summer sessions are not considered for this regard.

DISMISSAL FROM THE PROGRAM

A student will be dismissed from the MBA program in any of the following cases:

1. The student failed in more than three different courses during the course of his/her study, even if he/she passes some of the courses after retaking them.
2. The student failed three times in the same course.
3. The student failed in more than two courses in a semester.
4. The student failed the comprehensive examination twice.
5. The student has cheated in examinations and/or committed plagiarism.
6. The student failed to successfully complete the necessary requirements to obtain his/her MBA degree within the time allowed in these regulations.
7. The student committed an offence according to the laws and regulations followed by the University.
8. If his/her cumulative average is lower than (75%) at the end of the two semesters following the probation.

RETAKING COURSES

A student who fails a course is allowed to retake it and the failing grade will be replaced by the new passing one. A student who earned a low grade is also allowed to retake a course to improve his/her average grade. Retaking courses due to failure or to improve the cumulative average is limited to two courses during the student's studying program.

GRADE APPEAL

Students who wish to appeal a final grade should first consult their professor. If the professor does not resolve the complaint, the student then should apply a formal written complaint to the Dean, no later than one week from the date of the issuance of the final grades. In case, the Dean was unable to resolve the appeal on his own for a reason, he will form a grievance committee to review the case. The decision of either the Dean or the grievance committee is binding.



GENERAL GUIDELINES FOR ACADEMIC INTEGRITY AND RESPONSIBILITY

Excellence in education cannot be achieved in situations that are contaminated by dishonest practices. All members of the academic community are obliged to adhere strictly to the highest standards of integrity in study, research, instruction, and evaluation.

CLASS ATTENDANCE

Regular attendance in all classes is expected. Faculty members have the prerogative to drop any student who is registered for the course and is not attending the scheduled lectures from their course.

A student is allowed for two unexcused absences for each taken class. A student who exceeds the allowable absences without a valid excuse or acceptable medical excuse from the Dean shall be deprived from taking the final exam and is granted a grade of 50%.

A student with valid excuse cannot be absent for more than 25% of the total class meetings. He/she who exceeds this allowed absence will be considered to have been withdrawn from the course.

Medical and non medical excuses should be submitted to the Dean within a period that does not exceed two weeks from the date of absence knowing that medical excuses should be obtained from a recognized medical clinic or hospital.

Students who are absent from a class meeting are responsible for all assignments and announcements made in their absence.

EXAM ATTENDANCE

A student who fails to take the final exam and has an excused absence approved by the Dean shall be granted an incomplete grade. A make-up exam for the student is administered within a period that does not exceed four weeks from the beginning of the following semester, in which the student is registered. Summer courses are excluded.

If a student fails to remove his/her “incomplete” grade, then the grade that the student accumulated from the semester work is recorded.



MBA PROGRAM

The program consists of 42 credit hours, 30 of which are core courses. The remaining hours represent the required elective courses in several business fields and subjects.

There is no thesis requirement; instead, a comprehensive exam is required at the end of the program with a pass or fail grade.

MBA STUDY CURRICULUM AND PLAN

MBA students are required to complete a set of required core courses and a number of elective courses. The elective courses can be taken in any area for the completion of a general MBA. Candidates who wish to focus on specific fields are required to take the courses specified for these fields. The various fields of electives are described below.

MBA CORE COURSES

All MBA students are required to accomplish core courses prior to taking elective courses. The courses below represent the MBA core requirements.

CORE COURSES – 30 CREDIT HOURS

MBA 701 Research Methodology

MBA 703 Management Information Systems

MBA 711 Financial Accounting

MBA 712 Management and Cost Accounting

MBA 721 Corporate Finance

MBA 731 Managerial Economics

MBA 740 Organizational Behavior and Human Resources

MBA 743 Strategic Management and Business Policy (Capstone course)

MBA 744 Operations Management

MBA 750 Marketing and Sales Management

MBA ELECTIVE COURSES

ELECTIVE COURSES IN BANKING AND FINANCE – 12 CREDIT HOURS

MBA 723 Derivatives and Financial Engineering (Prerequisite: MBA 721)

MBA 728 Multinational Business Finance (Prerequisite: MBA 721)

MBA 729 Investment and Portfolio Management (Prerequisite: MBA 721)

MBA 730 Financial Markets and Institutions (Prerequisite: MBA 721)

ELECTIVE COURSES IN HUMAN RESOURCES MANAGEMENT – 12 CREDIT HOURS

MBA 745 Human Resources Management (Prerequisite: MBA 740)

MBA 780 Special Topics in Human Resources Management (Prerequisite: MBA 745)

MBA 782 Training and Development (Prerequisite: MBA 745)

MBA 784 Compensation Management (Prerequisite: MBA 745)





ELECTIVE COURSES IN MARKETING MANAGEMENT – 12 CREDIT HOURS

MBA 752 Consumer Behavior (Prerequisite: MBA 750)

MBA 753 Marketing Research (Prerequisite: MBA 752)

MBA 756 Marketing Strategy (Prerequisite: MBA 750)

MBA 758 Services Marketing (Prerequisite: MBA 750)

ELECTIVE COURSES IN QUALITY MANAGEMENT – 12 CREDIT HOURS

MBA 770 Quality Control and Design Experiment (Prerequisite: MBA 701)

MBA 771 Total Quality Management – Concepts & Applications (Prerequisite: MBA 770)

MBA 774 Advanced Quality Applications (Prerequisite: MBA 770)

MBA 775 Supply Chain Management (Prerequisite: MBA 744)

ELECTIVE COURSES IN MANAGEMENT – 12 CREDIT HOURS

MBA 745 Human Resources Management (Prerequisite: MBA 740)

MBA 748 International Business and Globalization (Prerequisite: MBA 743)

MBA 763 Project Management (Prerequisite: MBA 743)

MBA 764 Corporate Governance and Ethics (Prerequisite: MBA 740)

ELECTIVE COURSES IN LOGISTICS – 12 CREDIT HOURS

MBA 705 Warehousing and Inventory Management (Prerequisite: MBA 744)

MBA 706 Transportation Management (Prerequisite: MBA 744)

MBA 707 Purchasing and Procurement Management (Prerequisite: MBA 744)

MBA 775 Supply Chain Management (Prerequisite: MBA 744)

MBA SEQUENCE OF COURSES

Students are advised to take courses in the sequence that is shown in the table below:

CORE COURSES

MBA 701 | MBA 703 | MBA 711 | MBA 712 | MBA 721 | MBA 731 | MBA 740 | MBA 744 | MBA 750

CAPSTONE COURSE

MBA 743

ELECTIVE COURSES

BANKING AND FINANCE	HUMAN RESOURCES MANAGEMENT	MARKETING	QUALITY MANAGEMENT	MANAGEMENT	LOGISTICS
MBA 723	MBA 745	MBA 752	MBA 770	MBA 745	MBA 705
MBA 728	MBA 780	MBA 753	MBA 771	MBA 748	MBA 706
MBA 729	MBA 782	MBA 756	MBA 774	MBA 763	MBA 707
MBA 730	MBA 784	MBA 758	MBA 775	MBA 764	MBA 775



DESCRIPTION OF MBA COURSES

All courses are 3 credit-hour.

MBA CORE COURSES

MBA 701. Research Methodology

This course introduces the role of business research, research processes, types of scientific research and their implications on business. Furthermore, statistical and econometrical regression models and their applications in management science; model building and computer applications are used to demonstrate how these models are integrated with businesses today in an interactive manner.

MBA 703. Management Information Systems

The course introduces the student to information systems and communication technologies; information system evaluation and development processes; information technology applications for problem solving and management decision making; and use of information technologies to transaction processes and customer service. Appropriate application software will be used to get hands-on experience, analyze cases, and complete the class project.

MBA 711. Financial Accounting

Basic accounting concepts related to the preparation of external financial statements; theories and procedures relevant to reporting financial position and results of operations. Emphasis is placed on the use of financial reports. Communicating and interpreting financial information presented in the income statement, balance sheet and cash flow statement in terms of revenues, expenses, gains, losses, assets, liabilities and owners' equity.

MBA 712. Management and Cost Accounting

This course recognizes the importance of cost information in the decision-making process including planning, directing and motivating, controlling, and discussing the environment of costing systems. Furthermore, the course emphasizes on analyzing the pricing decisions, performance evaluation, and evaluating alternatives. Management accounting innovation such as activity-based costing and the balanced scorecard is also discussed (Prerequisite: MBA 711).

MBA 721. Corporate Finance

The aim of this course is to build the understanding of finance theory and application skill sets required to formulate financial policy on capital investment and valuation decisions in a dynamic and global business environment. Students will be able to apply finance principles to stock and bond valuation, valuation of the firm, capital investment decisions, risk-return principles to estimate firm's cost of capital, the net present value rule, the capital asset pricing model, capital structure models, dividend policy, and the efficient markets hypothesis (Prerequisite: MBA 711).



MBA 731. Managerial Economics

Basic knowledge in economics and quantitative methods including fundamental concepts and analytical tools of microeconomics; price theory; constraints; opportunity costs; marginal decision making; specialization, and exchange. Furthermore, the course emphasizes on analyzing demand, forecasting, market structure, competition, theory and estimation of costs, and optimal pricing and output decisions.

MBA 740. Organizational Behavior and Human Resources

The course provides main conceptual frameworks, models and concepts of topics required to understand people's behavior in organizations at individual, group and organizational levels. These include: perception, motivation and job satisfaction; leadership; decision making; organizational structure and change management. The course also highlights the importance of Human Resource Management in business organizations and introduces its key functions that are recruiting, training and development, performance appraisal and rewards.

MBA 743. Strategic Management and Business Policy

Integration of all business disciplines into the discussion of goals, strategies, policies, planning, and evaluation. Managing the strategy-making process for competitive advantage, external and internal analysis for environments, building competitive advantages on the business-level strategy, corporate-level, and implementation of the strategy of companies in different industries (Capstone course).

MBA 744. Operations Management

This course focuses on the principles of operations management, project management, strategic capacity management, difference between manufacturing process and service process, six sigma quality, strategic sourcing, logistics, lean manufacturing, aggregate sales and operation planning, inventory control, enterprise resource planning and material requirements planning (Prerequisite: MBA 701).

MBA 750. Marketing and Sales Management

This course focuses on formulating and implementing marketing management strategies and policies, a task undertaken in most companies at the strategic business unit level. The course provides students with a systematic framework for understanding marketing management and strategy. The course also provides students with comprehensive insights on sales management, its functions and the role of sales management in achieving organizational and marketing objectives.



ELECTIVE COURSES IN BANKING AND FINANCE

MBA 723. Derivatives and Financial Engineering

This course describes, analyzes and evaluates the characteristics of some of the most important financial derivative instruments, namely forwards, futures, swaps and options, written on foreign exchange (currency) and equity products. It equips students with some essential techniques to be applied when valuing these financial derivatives and hedging the associated financial market risk exposures (Prerequisite: MBA 721).

MBA 728. Multinational Business Finance

This course analyses the international financial environment within which multinational firms and financial institutions operate and the theories and practices of international financial management. The primary focus is on understanding the fundamental concepts of exchange rate determination, currency forwards, futures, options, hedging, and operating exposures. This course also discusses international financing strategies, interest rate instruments such as futures, options, and swaps to cover interest rate risks, and describe international investment strategies including multinational capital budgeting (Prerequisite: MBA 721).

MBA 729. Investment and Portfolio Management

This course focuses on the investors and fund managers perspective. It seeks to develop skills and techniques which will allow students to devise advanced portfolio management strategies in a world of uncertainty. This module will focus on creating optimal asset allocation strategies using a diverse range of asset classes and cost basis. Students will assess alternative assets and the evidence relating to their use in investment portfolio strategies. In addition, portfolio hedging and portfolio performance evaluation will be covered in this course (Prerequisite: MBA 721).

MBA 730. Financial Markets and Institutions

This course examines the operational aspects of financial markets: relevance of the financial markets for the rest of the economy; debt security markets; equity markets and the determinants of prices and yields at which financial transactions occur. Furthermore, the course describes the main financial institutions focusing on their management, performance, regulatory aspects, use of financial markets, and sources and uses of funds (Prerequisite: MBA 721).

ELECTIVE COURSES IN HUMAN RESOURCES MANAGEMENT

MBA 745. Human Resources Management

This course provides conceptual frameworks and practical illustrations of the HRM field mainly at Business Organizations. It illustrates key terminology, concepts, themes, theories, models and techniques used in the field of HRM. It handles the subject of HRM based on five generic areas, namely: Resourcing, Performance, Development, Employee Relations and Rewards; In which key functions and activities of HRM including: planning, recruitment and selection, performance evaluation, developing employees' competencies and career, employees' involvement, employees' incentives and rewards are clarified and analyzed (Prerequisite: MBA 740).

MBA 780. Special Topics in Human Resources Management

This course covers a variety of topics in HRM such as Planning HR, Industrial Relations, Labor Laws, International HRM, Information Technology and HRM, Strategic HRM and HRM in Jordan...etc. The choice of the topics will be determined by the lecturer of the course according to his/her assessment. Readings are specified according to the selected topics (Prerequisite: MBA 745).

MBA 782. Training and Development

This course aims at exploring key theories, themes, concepts, models and techniques related to training and managerial development particularly in business organizations. At the conceptual level, the course highlights key issues related to learning and to the management of knowledge and performance and managers' development and competencies at business organizations. At practical level, based on a number of varied and real case studies, the course explores managerial and organizational implications relevant to managers and employees' development and to the enhancement of their competencies and performance (Prerequisite: MBA 745).

MBA 784. Compensation Management

This course considers the development, implementation and administration of compensation programs and packages. Total compensation systems including basic wages, incentives and other benefits are stressed. Designing compensation packages according to various categories of employment is clarified. Practical application of how to analyze jobs, write job description and grouping jobs in categories in order to determine their relative worth by using job evaluation techniques is addressed (Prerequisite: MBA 745).

ELECTIVE COURSES IN MARKETING

MBA 752. Consumer Behavior

This course provides students with a solid foundation in the dynamic interaction of affect, cognition, behavior, and environmental events in consumer evaluation of purchasing alternatives and decision-making. Included is the study of consumers' knowledge and involvement, attention, comprehension, learning, motivation, personality, attitude development, social class, reference groups, cultures and subcultures, and consumer purchase intention and patterns. Also discussed is the practical and ethical impact of consumer behavior analysis on marketing mix strategies, market segmentation/positioning, persuasion process and promotion, and price affect and cognition (Prerequisite: MBA 750).

MBA 753. Marketing Research

This course examines the full process, knowledge and skills of the field of marketing research. This course is intended to explain the role of marketing research in today's business and marketing strategies to achieve the intended performance levels. This includes designing research projects, designing methodologies, developing experimental designs, and designing and developing several quantitative and qualitative research primary data collection methods and instruments such as questionnaires and interviews. This course also explores applications of quantitative and qualitative techniques that analyze data, implement research projects, and communicate and interpret research results and implications (Prerequisite: MBA 752).

MBA 756. Marketing Strategy

This course aims to provide students with a solid foundation in understanding marketing strategies and processes that determine competitiveness in dynamic consumer and organizational markets. Particular areas of emphasis include industry analyses, dynamics of competition, segmentation strategies, target marketing, positioning strategies, marketing strategy formulation, selection and evaluation of marketing programs and effectiveness. Strategic thinking and in-depth analytical skills are developed through the application of marketing tools and models. Cross-functional analysis and practical application of marketing concepts and skills are covered through case analyses, class discussions, role playing, and applied projects (Prerequisite: MBA 750).

MBA 758. Services Marketing

This course focuses on the vital importance of service industries such as banking and finance, healthcare, and automobile services and the role they play in today's economy. The course will supplement and build on the fundamentals of marketing by focusing on the strategies and problems specified to service businesses. Services marketing problems and challenges created by the unique characteristics of services will be discussed through addressing specific marketing strategies and tactics to tackle them. New trends in services business will be of major focus in this course. Such trends are Customer Relations Management in services, services recovery, services leadership and productivity (Prerequisite: MBA 750).

ELECTIVE COURSES IN QUALITY MANAGEMENT

MBA 770. Quality Control and Design Experiments

This course reviews the main concepts of probability and statistics, tests of hypotheses, statistical inferences, quality control theory, attribute and continuous control charts, various control chart applications, introduction to designed experiments, factorial designs, and various experimental design applications (Prerequisite: MBA 701).

MBA 771. Total Quality Management – Concepts and Applications

This course introduces the main themes of quality (definitions, history and important dimensions); principles of Total Quality Management (TQM); TQM as a new culture; quality management philosophies (Deming, Juran, Crosby, Ishikawa, Taguchi, Feigenbaum); customer satisfaction and customer relationship management; quality awards (Deming, EFQM, Malcolm Baldrige); benchmarking; King Abdullah II Award; and tools for TQM (quality improvement, SPC, QFD, Taguchi technique, etc) (Prerequisite: MBA 770).

MBA 774. Advanced Quality Applications

This course provides students with an introduction in Six Sigma methodology; project management skills needed in six sigma; Six Sigma as a problem solving methodology; Six sigma as a process improvement technique; Six Sigma phases (Define-Measure-Analyze-Improve-Control (DMAIC)) and Design for Six Sigma (DFSS). The course also covers various management and quality tools used in Six Sigma (Prerequisite: MBA 770).

MBA 775. Supply Chain Management

This course introduces the concept of supply chain management, design and performance, inventory management, network planning, supply contracts, value of information, supply chain integration, distribution strategies, procurement strategies, logistics, customer value and smart pricing. Furthermore, it describes network design, sourcing decisions, and pricing and revenue management (Prerequisite: MBA 744).

ELECTIVE COURSES IN MANAGEMENT

MBA 745. Human Resources Management

This course provides conceptual frameworks and practical illustrations of the HRM field mainly at Business Organizations. It illustrates key terminology, concepts, themes, theories, models and techniques used in the field of HRM. It handles the subject of HRM based on five generic areas, namely: Resourcing, Performance, Development, Employee Relations and Rewards; In which key functions and activities of HRM including: planning, recruitment and selection, performance evaluation, developing employees' competencies and career, employees' involvement, employees' incentives and rewards are clarified and analyzed (Prerequisite: MBA 740).

MBA 748. International Business and Globalization

This course introduces key concepts, theories and models of international business management. Leading-edge issues pertinent to the management of business organizations across borders including: internationalization, key characteristics of international environment and its challenges and opportunities are addressed. The role of economic, political, technical-innovative and cultural dimensions in affecting the conduction of business abroad is explored. Key aspects and functions of international business organizations including structuring, staffing, coordinating and controlling mechanisms are highlighted (Prerequisite: MBA 743).

MBA 763. Project Management

Examines the organization, planning, and controlling of projects and provides practical knowledge on managing project scope, schedule and resources. Topics include project life cycle, work breakdown structure and Gantt charts, network diagrams, scheduling techniques, and resource allocation decisions. Concepts are applied through team projects and tutorials using project management software (Prerequisite: MBA 743).

MBA 764. Corporate Governance and Ethics

This course focuses on issues of governance and accountability in contemporary corporations considering how corporations differ around the world with respect to things such as legal personality, limited liability, transferable shares, investor ownership and delegated management with board structure. Recent corporate scandals are studied to figure out cause of governance failure. The ensuing legislative and regulatory responses are reviewed based on international comparisons. Fundamentals and key theories of business ethics, social and ethical behavior; means for adopting the Principles of Responsible Management Education (PRME) and code of ethics in business organization are also presented (Prerequisite: MBA 740).



ELECTIVE COURSES IN LOGISTICS

MBA 705. Warehousing and Inventory Management

This course introduces the fundamental nature of inventory from a financial, physical, forecasting, and operational standpoint. The ultimate goal of this course is to present immediately usable information in the areas of forecasting, physical control and layout, and problem recognition and resolution. The course will also help students to understand warehouse functions, processes, organization and operations, including analysis of warehouse location, operation, management, controls, procedures, finance, security, cargo/materials handling, and productivity (Prerequisite: MBA 744).

MBA 706. Transportation Management

This course examines the background and history of transportation, emphasizing the fundamental role and importance the industry plays in companies, society, and the environment in which transportation service is provided. The course also provides an overview of carrier operations, management, technology, and the strategic principles for the successful management of different modes of transportation, reverse logistics and international logistics (Prerequisite: MBA 744).

MBA 707. Purchasing and Procurement Management

This course provides the fundamental concepts, models and instruments in procurement management. Key areas like buying supplies, inbound logistics, contracts, and interfaces with stock and inventory control will be covered. The course also provides an overview of the procurement or purchasing cycle from its inception through bid solicitation, proposal receipt, evaluation, negotiation, and contract. Furthermore, it explains how to develop and implement a successful purchasing strategy, select the best suppliers, employ effective negotiating techniques, and categorize purchased material and supplier qualification and development (Prerequisite: MBA 744).

MBA 775. Supply Chain Management

This course introduces the concept of supply chain management, design and performance, inventory management, network planning, supply contracts, value of information, supply chain integration, distribution strategies, procurement strategies, logistics, customer value and smart pricing. Furthermore, it describes network design, sourcing decisions, and pricing and revenue management (Prerequisite: MBA 744).

Learning Methodology

The MBA program at TAG-SB concentrates on management in a dynamic international environment. The program is skill oriented and aims to develop conceptual understanding and practical applications of management in the different concentrations proposed. It should link what the students learn on theoretical basis to the practical cases encountered in the real world.

A range of learning methods are applied throughout the conduct of the program and the method used depends on the nature of the material to be taught.

An internet based platform using the Moodle system offers discussions and chat opportunities with professors and students and allows the electronic linking of learning groups to education resources such as power point slides, suggested questions, answers to assignments and homework, and presentation of additional reference material. Video conferencing is also possible and the school is fully equipped for this purpose.

As work field is increasingly engaged in team work, assimilation is made through projects and group work. A group study enrich and diversify discussions and



projects by bringing together a wide range of perspectives, interests, and business skills. A group study also function as an important collaborative vehicle, enabling students to build on each others' strengths in analyzing and solving business issues.

Self directed learning is another applied approach whereby students are given material for own self reading and interpretation. This method helps to assess and enhances students' capability of self learning and absorption of the given material. It even provides students with the opportunity to search for additional information resources and references that facilitate to grasp and construct a comprehensive view about the topic of concern.

Students are also exposed to related concepts in the management functions such as social responsibility, ethical considerations, globalization and international aspects, communication and negotiation skills, introducing and handling individual and team work, and managing work conflicts. Such skills enhance students' performance in their work fields, and represent critical features that are sought in managers.



How to Write an Essay

The essay is a common mean for assessing students' understanding and of enhancing their learning. It is therefore so crucial for students to get to grips with the essay. Students are often confused over what is required in an essay and what makes a good essay. The following presents an outline of how to tackle an essay.

1. ESSAY TITLE:

The first thing you need to tackle is the title, usually in the form of question. Look at the following essay title:

“Have the reasons and demands for ethical behavior of firms changed over the course of last 30 years and how competing firms can now address this situation to gain a sustainable competitive advantage?”

Reflecting on the title, it is not a simple one. It consists of several issues and questions. They are intended to make you demonstrate what you know on the subject and arrange that knowledge and understanding into an argument. The title basically tells how to frame your argument.

The above title expects you to:

1. Analyze the reasons and demands for ethical behavior during the latter part of the last century.
2. Analyze the reasons and demands now.
3. Discuss the similarities and differences.
4. What critical issues emerge now and influence firms' competitive advantage.
5. How can firms address these issues in formulating and implementing sustainable competitive strategies.

Looking at the above list you can identify many key words: reasons and demands, ethical behavior, change, dates or time horizon, competing, sustainable competitive advantage.

These key words indicate the assumptions built into the title about what is expected from you. You need to understand what the assumptions of the essay

are in order to cope well with them. The key words and the assumptions inform you about the tasks involved and how the essay should be structured. The tasks can include some of the following:

- Analyzing of the relevant issues;
- Comparison and contrast;
- The definition of terms; discussion (such as the pros and cons arguments);
- Illustrating arguments with relevant examples.

To summarize: before you start writing a draft or do any preliminary desk research you must ask yourself the following questions:

- What is the task this essay title is setting?
- How many sections are there to it?
- What is implicit in the question as well as explicit?

Before you start writing, you must be clear minded about what you are going to say. Note that you need to know at this stage all the details of your argument, as they will unfold themselves as you write (so do not despair, but you need to have), You need to have a clear general idea of what you intend to say on the basis of the tasks set by the title. Many students find it useful to make a rough plan of their essay, and it is also important to divide the plan into an Introduction, a Development, and a Conclusion.

By having a thought, and preformed the above, now you are ready to proceed further.



Under the Patronage of

*His Royal Highness
Prince Hamzah bin Al Hussein*

The Fifth MBA Graduation Ceremony

Class of 2013



S... ne 22nd, 2013

2. STRUCTURE AND ORGANIZATION:

The way you are going to structure or organize writing the essay depends on the framework set by the essay title. It sets the tone for how will you begin and end the essay and the kind of content that needs to be included.

The starting point is the introductory paragraphs (or Introduction) which should be related to the title to give some indication of what you are going to deal with the main body of the essay. The average length can be three to five paragraphs. Then you might proceed to the middle part of the essay for the Development of the subject's argument. You do so by looking at different aspects of the topic, how they interrelate, as well as at conflict points that or show different views of argument.

You need to demonstrate an evidence of wide reading and not solely relying on what one author or source has to say on the matter. The end, or the conclusion, wrap up things; it pulls things together and summarizes the different threads of the argument that you have presented in the main body (i.e. Development).

Essay writing involves the students' choice in regard of what to put in or to leave out, which examples to give first and which should follow, and so on. Quite often students find out that they have gathered a lot more information than they need or can use and therefore have to go through the process of sieving.

3. CLARITY

Clarity of thoughts and expression is basically refers to the logic of what you are saying, e.g. muddling cause and effect; mixing up too many different but related points without separating them off clearly enough.

Advice:

- Breakup long ideas into short sentences, if possible, no longer than 20 words and keep paragraphs short, no more than eight to ten lines. Each paragraph handles a different idea.
- A new paragraph should be started for each new idea.
- The grammar, punctuation and spelling should be checked.
- Jargon words should be avoided.
- If the instructor requires to document the references used, then insert them as you present your arguments so as to support it. This also gives evidence that you have done some further reading.

4. EVIDENCE OF READING

Evidence of reading refers to how skillfully you incorporate what you have read into the line of argument which you are following and how widely you have read. For example, the claims that you make in the course for your argumentation will have to be situated within the literature of the study subject. This means in practice that you will occasionally need to refer to the author(s) who have created the literature. Referring to those authors can be either by quotation or by citation.

A quotation involves putting down the actual words from author's text in your own text. Long quotes are intended to stand out from your own text. Shorter quotes should be put within inverted commas "...". In both cases, the author(s), date of publication of the book or article, and the page number of the quote must be revealed.

Example:

As mentioned in Hill and Jones (2008 page 32), a business model is managers' conception of how the set of strategies their firm pursues should mesh together into a congruent whole, enabling the firm to gain a competitive advantage. (Then you may proceed to discuss these strategies and how they are addressed to achieve congruency and coherence among them). Note: If you are referring to a source that has more than two authors you use et.al. after the first authors name e.g. Gerald Albaum et.al. 2005 "International Marketing and Export Management"....

Quotations and citations are used to support or extend a claim made, and to introduce a new related point. You should also pay attention to how you structure your bibliography (see section 6 in page 31)

5. COHERENCE

Argument's Coherence relates to structure, as the arguments you want to tackle, diversified points you emphasize, the differences or oppositions you draw out, will play a role in the overall organization of your essay.

The different parts must fit together, And reading and proofreading must be done many times. Points and ideas are not only set but elaborated, and sometimes the elaboration leads on to another point, which takes you off the main path of your argument. Coherence requires that you keep this main path clear. The reader should be able to follow the argument in the text without stumbling. Each section must relate to the next, with connections and transitions clearly signaled, and the text should "flow". The word "this" for example, can help to maintain the flow of an argument.

Examples:

- This means that...
- This suggests that...
- This is significant in that...
- This leads to...

However, it is not a good idea to overuse 'this' as what it actually refers to can become a matter of confusion. You need to vary your concentration but move smoothly from one aspect of the argumentation to the next.

6. REFERENCING AND BIBLIOGRAPHY

When writing an essay, you will usually need to list at the end of it all the work you have referred to in the text. There are many ways of doing this.

Most schools, or even departments give guidelines (on the system they follow) on how they want you to cite things. The important thing is that you are consistent.

For writing up bibliographies, author's or (authors) surname(s) is/are to be firstly mentioned and then followed by the publication year. Next comes the title of the work being cited .knowing that there is a difference between citing a book , a chapter in a book , an article in a journal and an online-website publication .so for a book you need to record its title, the place of the publication and the name of the publisher .

For each chapter in a book, the title of the chapter is followed by the word "in" and the title of the book, the name(s) of the book's editor(s), the place of publication, the name of the publisher and the page numbers of the chapter. The order depends on the system used.

For an article in a journal, the sequence after the title of the article is: the name of journal, the volume number and issue number of journal and the page numbers of the article.

The citation for an internet document should follow a format similar to that for a print. The reference begins with the same information that would be provided for a print source. The internet address is then placed in a retrieval statement, with the date on which the material was accessed, at the end of the reference. This is important as documents on the internet may be changed in content, moved, or removed from a site completely.

7. THINK ABOUT YOUR READER

What do teachers want?

- Evidence of research and knowledge of related literature.
- Well-organized writing.
- Evidence that you are aware of issues – whether or not you agree with a proposition is not as important.
- Clearly expressed ideas, arguments and information relevant to your point.
- To be able to read your essay quickly and smoothly.

FURTHER READINGS

Joan Turner (2002) How to Study. London: Sage.

Redman, P. (2001) Good Essay Writing: A Social Sciences Guide. 2nd edn. London: Sage

Swales, J.M. and Feak, C.B. (1994) Academic Writing for Graduate Students. Ann Arbor: University of Michigan Press.



Challenge
DeTermination
TeAmwork
DeDication
Excellence
AspiRation



Guidelines for a Case Study Analysis

A case study is a collection of facts and data based on either a real or hypothetical business situation. The goal of the case study is to improve student's ability to solve business problems using a logical framework. It is a detailed account of a company, industry, person, or project over a given period of time. The content within the case study may include information about company objectives, strategies, challenges, results, and recommendations. Sometimes, the material presented in a case relates to conflicts. For example, two managers may disagree about a strategy or there may be several interpretations of the same facts. Therefore, a case study is a dilemma that has to be solved, and in order to gain the maximum benefit from a case study, you need to bear in your mind that quick breakthroughs of any case come from a combination of three good's; attitude, infrastructure and execution.

GOOD ATTITUDE

Self teaching is the best way of learning. Even more, active and mindful learning easily stick on students mind. The case method makes learning sticky by placing you in situations that require the innovation of techniques and concepts in your own terms. The most successful case-method is when students share a set of characteristics that derive self-teaching:

1. Personal initiative and self-reliance.
2. Curiosity, a zest for exploration as an end in itself.
3. The willingness to take risks.
4. Practice and persistence.
5. Record keeping.
6. An orientation to community and discussion.
7. Trust in the process.

Personal Initiative and self-reliance:

Each student must figure out the case on his/her own. Professors are more like Mentors to teach you to sort ideas out in ways that make sense to you personally. The benefits you can reap are teaching yourself the idea you are trying to learn and you will gain a greater self-confidence in your own abilities to master the world.

Curiosity, a zest for exploration as an end in itself:

Students should have the interest to discover and solve the issue. They should not concentrate only on marks (grades), but on the pleasure of finding things out.

The Willingness to take risks:

The main goal of discussing the case study problem is to learn risk taking which is the heart of all learning. Do not worry if your discussion is off target because you learn more from being so than being upright, learn from your mistakes. As banker Walter Wriston once said “*Good judgment comes from experience and experience comes from bad judgment*”.

Practice and persistence:

Case studies are messy; realistic reflection of the fact that managers usually do not manage problems, but chaos. With a lot of practicing and persistent work they will reach a solution. Yet, other possible solutions might be discovered and then the choice among the best alternatives might be applied.

Keeping a record:

If you do not keep a record of what you have done, you might end up repeating some of your earlier work without realizing it. This is particularly true if you are going to leave your case for a while before referring back to it. Make sure you write down exactly where you are up to, so it will be easy to get back to it later.



An orientation to community and discussion:

As stated by the writer T.S. Eliot "*there is no life not lived in community*". Much of the power of the case method derives from the willingness to share others your ideas and points of confusion. You should not say I can't solve this, but you need to identify what the hard parts are, and why it is impossible to solve the problem. Talking seems like such an inefficient method of sorting through the case, but if exploration is an end in itself, then talking is the only way. Nevertheless, talking is an excellent mean of rooting out points of confusion and of preparing oneself for professional life.

Trust in the process:

Teaching through case studies is a cumulative knowledge procedure of teaching. Learning using case studies creep in quietly, but powerfully. The key point is that you should not measure the success of your progress on the basis of any single case discussion, but trust that in the cumulative work over many cases, you will gain the mastery you seek.

GOOD INFRASTRUCTURE

In order to get the maximum benefits of solving a case study consider the following steps:

1. Find a quiet place to study and read the case very carefully highlighting major issues.
2. Skimread the business newspaper each day, read a business magazine and follow the markets.
3. Learn the basics of spreadsheet modeling on a computer if financials are involved.
4. Form a study group.
5. Get to know your professor well.

Find a quiet place to study. Spend at least 60 minutes for each case study:

You need to concentrate to solve any case study. After few visits to your quiet place you will get the habit of working attitude easily. Make sure you are spending enough time in a quiet place to give yourself a chance to live the case and use your imagination when needed.

Get a business dictionary:

If English is not your first language some terms may look bizarre especially if you are new to the field of business. Therefore, getting into a habit of looking up terms that you do not know will help you to accumulate knowledge. (If you prefer e-sources of information you can always Google new terminologies).

Skim read the business newspaper each day, business magazine or academic journals and follow the markets:

Since most case studies are real life cases, then reading a newspaper or a magazine would build a context of the case study you are trying to solve at the moment, and would help to make connections between the case and the current events. The terminologies of business and finance you might read in publications help to reinforce your use of dictionary and enhance your ability to understand the terms you will see in the cases. Your learning through business periodicals is cumulative.

Learn the basics of spreadsheet modeling on a computer:

Many case studies, especially in accounting and finance, include supporting data available for analysis in spreadsheet files. Learning how to utilize spread sheets either to organize your data or to do your needed calculations will help you to speed up or to extend your research.

Form a study group:

The idea in many cases are deep, and the analysis can get complex. You will learn more and perform better if you discuss the case in a group (a learning team). Each team member should show up for meetings regularly, and be prepared to contribute. There may or may not be a formal leader, but the assignments are clear, and therefore, team members must meet their assigned obligations.

Get to know your professor:

Although team-work is very beneficial in learning, your professor is an essential part of the learning infrastructure too. Your professor is a resource to utilized wisely. Be very organized and focused about what you would need to discuss. Remember that instructors like to learn. If you reveal a new insight about a case or bring a clipping about a related issue in current events, your professor and colleagues will gain from that discussion time too.



GOOD EXECUTION

The way you are going to learn from a case study depends on how it has been approached. In order to get the maximum gain from solving a case, consider the followings:

1. Reading the case.
2. Identify the key issue(s).
3. Analysis: run the numbers and go to the core subject.
4. Prepare to participate.
5. In class: participate is supported by your conclusions, but be open to new insights.
6. Immediately after the class jot down notes, corrections, and questions.
7. Once a week flip through notes. Make a list of your questions, and pursue answers.

Reading the case:

It is helpful to read the case until you are satisfied with the information in it. Your first reading should be quick. Do not begin taking notes at the first round, instead read the case like magazine's article. Do not forget to look at any supporting articles or notes that your instructor may have recommended.

Re-readings often are an aid to comprehend facts, possible strategies, or questions that might need clarification and were not apparent earlier. As you now encounter details, your mind will be able to organize them in some useful fashion rather than inventorying them randomly. Do not forget to make a link among case details which are necessary for solving the case. Positioning into a decision maker's shoes helps to link case details as well as to develop a stand on the case problem.



Assignment questions may help you do this but it is a good idea to get into the habit of doing it yourself. Here are the kinds of questions you might try to answer in preparing every case:

- Who are the protagonists in the case?
- Who must take action on the problem?
- What do they have at stake?
- What pressure they are under?
- What business is the company in?
- What is the nature of its product?
- What is the nature of demand for that product?
- What is the firm distinctive competence?
- With whom does it compete?
- What is the structure of the industry?
- Is the firm comparatively strong or weak? In what ways?
- What are the goals of the firm? What is the firm's strategy in pursuit of those goals? The goals and strategy may be explicitly stated, or they may be implicit in the way the firm does the business. What are the firm's apparent functional policies in marketing, production, and finance? Financial statements (e.g. cash flow, balance sheet and income statement) as well as some accounting analysis (e.g. ratio analysis) can help in determining financial strategies.
- How well has the firm performed in pursuit of its goals?

The larger point of this phase of the case preparation is to broaden one's awareness of the issues. Awareness is an important attribute of the successful managers.


Identify the key issues and problems:

Make sure you understand all the case facts before you attempt to solve it. The facts stated in a case often point at the key issues or problems. You should link each identified problem to relevant theory and also to actual evidence from the case you must integrate theory and references of non-original work. Most likely, there are a maximum number of words students are allowed to write. Hence, it is crucial to state very clearly which are the major two or three problems or key issues that must be solved first.

Once you identified the key problems and issues, you can continuously to recheck it back to ensure that you are actually attempting to solve them.

Analysis: run the numbers and go to the heart of the matter:

If the case needs a numerical analysis the figure work will structure your thinking. However, some cases reflect reality; invite you to explore blind alleys, and the best case is when students develop an instinct for where to devote their analysis. Economy of effort is desirable, and if you have invested wisely in the problem definition, economical analysis would tend to proceed.



The best case analysis gets down to bet on which of the executives is wagering the firm and one's career prosperity. Get to the business issue quickly and avoid lengthy churning through relatively irrelevant conclusions. Do not forget the recommendations and the implementation part of the analysis. What should be done? By whom? In what sequence? What it will cost? And other issues. Remember, if a recommended solution cannot be realistically deployed, then there will be no solution at all.

Prepare to participate:

To develop analytical insights without making recommendations is useless to executives and drains the case study experience of some of its learning power. Students need to take a stand; a stand means having a point of view about the problem, a recommendation, and an analysis to back up both of them. The lessons most worth learning are from taking a stand. From that truth, educative force drive the case method, and in the typical case, the student is projected into a position of an executive who must do something in response to that problem. It is this choice of what to do that constitutes the executive's stand.

In class: participate actively in support of your conclusions, but be open to new insights:

To take a stand in case discussions means to participate actively in the discussion and to advocate your stand until new facts emerge to warrant a change. The worse thing to do in a case study classes is to passively absorb what other people say. So the purpose of the case study is to develop and exercise one's own skills and judgment. This takes practices and participation, just as in sport. Here are two suggestions. First, defer significant note taking until after class, and second strive to contribute in every case discussion.

Immediately after the class, jot down notes, corrections, and questions:

Do not over invest in taking notes during class. That just cannibalizes "Air time" in which you could be learning through discussing the case, but immediately, collect your questions in notes that will capture your thinking after class. If there are some puzzling issues do not forget to ask your professor or your fellow students.

Once a week flip through notes. Make a list of your questions, and pursue answers:

Take some time of each weekend to review your notes from class discussions which have been taken during the past week. This will help to build the whole picture of what you are studying. Work your way through cases with classmates, learning teams, and the instructor.

Mecca Street, Bldg. 104
P.O. Box: 921951 , Amman 11192, Jordan
Telephone: (+962-6) 550 9222
Fax: (+962-6) 550 9102

www.tagsb.edu.jo

