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THESIS

A COMPARATIVE ANALYSIS OF GRADUATE MANAGEMENT EDUCATION

by

John A. Lathroum

March 1998

Thesis Advisors: Gail Fann Thomas
Nancy C. Roberts

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A COMPARATIVE ANALYSIS OF GRADUATE MANAGEMENT EDUCATION

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B.A., Western Maryland College, 1981

Submitted in partial fulfillment
of the requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

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ABSTRACT

This thesis analyzes the top ten Master's of Business Administration (MBA) programs and top ten Public Management programs in the United States and has established a definition of quality in graduate management education in terms of programs offered, students selected and faculty. The top ten MBA and Public Management programs were then compared to the Master of Science (MS) in Management offered at the Naval Postgraduate School (NPS). With these comparative data, basic similarities and differences are identified between NPS and the selected programs. The structure of the MS in Management at NPS is similar to the MBA and Public Management curricula by requiring an extensive mission-related project (thesis), prior professional work experience and learning through a team based orientation. Keeping with its mission, the Department of Systems Management offers curricula that span programs from both MBA and Public Management. Because of this broader scope, the average length for the MS in Management at NPS is about two months longer than the average MBA and Public Management program. Additionally, the average total courses taken are the same as the average MBA program but six more than the average Public Management program. Students at NPS are selected based on academic and leadership ability instead of GMAT and GRE scores used at the selected schools. Finally, the faculty are a civilian and military mix who's goal is to produce quality graduates to fill subspecialty billets for the DoD.

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I. INTRODUCTION

Higher education is undergoing a significant and traumatic change. Driven by people from within our educational institutions as well as by stakeholders outside of them - such as prospective students, parents, employers, and funding agents - this process of transformation is likely to leave few areas of the academic world untouched. The consequences may be hopeful, surprising, or merely disappointing.[1]

The world of management and graduate management education has been experiencing a great change. No longer satisfied with the business school graduates of the past, hired to maximize profits while focused on the bottom line, businesses are describing a need for a new breed of managers. Along with the essential quantitative and managerial skills taught in the past, the leaders of today and tomorrow will need training in leadership and interpersonal skills, creativity, and a willing and flexible approach, or mind set, to change.[2] Additionally, the need to gain quick, accurate information has created a need for understanding the use and need of information technologies.

This collection of skills will be required of both private and public sector managers as they face a new set of challenges in tomorrow's society.

The challenges military officers face are similar to those faced in the civilian sector. Today's military requires highly educated leaders who not only have technical skills but also

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[1]Boyatzis, R., Cowen, S., Kolb, D., Innovations in Professional Education, Jossey-Bass Inc., 1995, p. xi.

[2]Gleeson, R. "Stalemate at Stanford, 1945-1958: The Long Prelude to the New Look at Stanford Business School," Selections, Vol. 13, No. 3, Spring/Summer 1997.

have a cutting edge, professional management education. Management has always been an essential skill for military officers to master. From privatization in the military housing market to performance-based budgeting, theses new challenges are a clear shift away from the way the military has done business in the past. The rightsizing and budget cutbacks of the 1990's has caused today's military manager to address efficiency and quality in terms of mission accomplishment and customer satisfaction. The ability to identify and manage core competencies, and align the military's organizational processes with strategic planning forms the challenge of the military officer/manager.[3]

Though it has always been essential for officers to master the skills of management and leadership, we must continually question whether the military is supplying the proper education in these areas so that officers may optimize the management decisions they face in their careers.

A. PURPOSE AND OBJECTIVES

Graduate management education, in both business administration and public management, provides officers skills and knowledge that allow them to maintain a competitive advantage during a time of change and restructuring. The goal of this thesis is first to identify the country's top business administration and public management programs. Then based on a comparative analysis, compare the Naval Postgraduate School's Systems Management Department with these top programs in the areas of program, student, and

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[3]Thompson, F. and Jones, L. Reinventing the Pentagon: How the New Public Management Can Bring Institutional Renewal, San Fransico, Jossey-Bass, 1994.

faculty. Based on these findings, similarities and differences will be identified.

B. RESEARCH QUESTIONS

This comparative analysis of top-ranked graduate management programs will research the following questions.

- What are the top-ranked graduate schools in management that are also accredited by NASPAA and AACSB? What determines their ranking?

- What are the similarities and differences among the top-ranked programs? What makes these schools unique?

- How does the Systems Management Department's MS in Management compare to the top-ranked degree programs?

- What have been the trends in graduate management education across the U.S. both in business schools and public management? How might these trends relate to DoD/DoN?

C. SCOPE

This research will be a comparative analysis of the top graduate management education programs in both business administration (MBA) and public management. To obtain a clearer picture of current trends and reform initiatives, a list of top 10 MBA programs and top 10 public management programs in the U.S. will be constructed and used in this comparative analysis. As an initial quality screen, all programs will be accredited through the International Association for Management Education (AACSB) and/or the National Association of Schools of Public Affairs and Administration (NASPAA). AACSB

and NASPAA accreditation standards are listed in Appedices A and B, respectively. In doing this, the Systems Management Department's MS in Management can be evaluated against these top programs. Similarities, differences and uniqueness of the DoD/DoN program will be accessed.

D. METHODOLOGY

The methodology includes an extensive review of printed literature and Internet sources. The first step identifies the ten top ranked MBA programs and the ten Public Management programs in the United States. A review of these institutions and their programs allowes comparison across MBA and public management programs, as well as a critical review of the NPS MS in Systems Management. This comparison will highlights similarities and differences in programs, students and faculty.

E. THESIS ORGANIZATION

This thesis continues in Chapter II with a brief history of graduate management education in the United States. The emphasis will be placed on two fields of study within graduate management education: the MBA and public management. Since the MS in Systems Management at NPS resembles study in both these fields, the importance of its being offered to Naval Officers and the structure in which it is offered will be discussed.

Chapter III will be dedicated to the selection, listing and comparison of the top ten ranked business programs.

Chapter IV will be dedicated to the selection, listing and comparison of the top ten

ranked public management programs.

Chapter V will be dedicated to the description of the MS in Management from NPS.

Comparison of the top-ranked graduate management programs with NPS's MS in System Management will be conducted in Chapter VI. Curricula, student selectivity and faculty among various programs will be compared.

The final chapter will consist of summary, conclusions, and thoughts on the future of graduate management education and its implication for NPS and DoD/DoN.

II. GRADUATE MANAGEMENT EDUCATION - BACKGROUND AND HISTORY

Over the past 30 years, graduate management education has contributed to the development of our country's business leaders and managers. From management within the large bureaucratic organization, to successfully operating within a highly decentralized company, the face of both public and private management has evolved significantly. During this same period, graduate management education has experienced significant change. This chapter addresses the continual importance of graduate management education, followed by a brief history of business education and public management education.

A. THE IMPORTANCE OF GRADUATE MANAGEMENT EDUCATION

Degrees in Business Administration, Public Administration and now Public Management are sought by graduate students who wish to be successful in both the public and private sectors. The significance of studying graduate management education is evident as one evaluates the far-reaching effects of these programs. The decisions made by, and the processes enacted by organizational managers and leaders directly affect the output of their product or service. It is therefore critical that educational institutions lay solid management and business groundwork to allow our future leaders to make intelligent managerial decisions. Graduate management education is also required to produce flexible leaders who embrace change in a fast-paced marketplace.

In his presidential address to the Academy of Management in October 1997, Michael

A. Hitt addressed the importance of the current and future changes within the field of management and their impact on the field of management at the turn of the century.[4] At the pinnacle of this metamorphosis, Hitt sees the globalization of the competitive marketplace and the technological revolution experienced throughout the world today. At the heart of this revolution, Hitt defines three significant areas[5]:

1. increasing importance of innovation and the diffusion of this innovation into the marketplace,
2. the emphasis on information . . . and the speed and capacity of computers, and
3. the importance of knowledge because of its value in producing competitive advantages for firms.

All three of these areas emphasize the need for change in the workplace and in the institutions that prepare our managers. Strategic insight, critical thinking skills and the ability to view the marketplace in a global perspective are all requirements in today's graduate management education.

B. BUSINESS EDUCATION

Prior to the 1980's, business education was steeped in tradition. Through this traditional approach, businesses were meeting current market demand while educational institutions were producing business graduates who not only lacked the skills to affect change, but saw little need for change. The 1950's MBA was combining quantitative social

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[4]The Academy of Management News, Vol. 27, No. 3, October 1997.

[5]Ibid.

science research with the, then, existing professional management education[6]. Calls for change in the form of curricula reform and program restructuring were made by the Ford Foundation and Carnegie Corporation in the late 1950's. A shift in business education focus did not occur until the late 1980's.

Commissioned by the International Association for Management Education (AACSB), a landmark study by Lyman W. Porter and Lawrence E. McKibbin (1988) identified the changing face of business and the complacent response of business and graduate management education.[7] In this study Porter and McKibbin identified societal and corporate need for highly competent, productive, and ethical managers to compete in the market. A second need was for educational institutions to play a more direct role in the economic development of its surrounding areas. A third need was for graduates with a broader skill base and flexibility to quickly adapt to the changing environment.[8]

To meet these needs of society and the business world, change would have to be initiated at the educational institutions. Criticism of the educational institutions at that time included lack of integrated functional areas, little or no leadership training, the concept of globalization of the market ignored, and younger faculty narrowly educated in a functional specialty and lacking real world experience. Additional criticism included corporate

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[6]Gleeson, R., "Stalemate at Stanford, 1945-1958: The Long Prelude to the New Look Into Stanford Business School," Selections, Vol. 13, No. 3, Spring/Summer 1997, UMI Inc., p. 2.

[7]Porter, L. and McKibbin, L. Management Education and Development: Drift or Thrust Into the 21st Century?, McGraw-Hill, 1988, p. 310.

[8]Ibid, pp. 313-314.

America's view of research as too oriented toward the academic community and of little practical help, and the lack of interaction between the educational institutions and the business communities.[9]

As a response to these criticisms, Porter and McKibbin listed the following areas in which management and graduate management education institutions would be forced to change.[10] Educational institutions would need to operate with a greater sense of accountability toward the corporate customer that accepts its graduates and the students they train. The educational institutions would play a greater role in economic development in the regional, national, and global arena. International relationships would be emphasized as graduate management education prepared its students for an international market. Methods of instruction and curricula would change as technologies advanced. Graduate management education institutions would have to address the demographics of their programs and the effects of globalization on the demographics of business as a whole.

In their findings, Porter and McKibbin emphasized the need for business management institutions to break away from the "one degree fits all" mentality, and instead, painted the need for diversity of mission. As a result of globalization in business, the educational institutions should break out of the standard business school mold of the 1950's and 1960's and clearly state the mission of the institution and strategy required to meet current mission goals. The new competitive business would face demands from diverse populations and

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[9]Porter, L. And McKibbin, L., Management education and development: Drift or Trust Into the 21st Century?, McGraw-Hill, 1988, pp. 307-308.

[10]Ibid, p. 311.

have requirements of diverse career paths.[11]

To effect this change, a major overhaul was required of curricula. Porter and McKibbin felt that a greater emphasis on the total student was required. By emphasizing quality, MBA programs would move away from their strictly analytical approach which produced graduates whose emphasis was solely on the bottom line.[12] An introduction of social sciences with training in behavior organization management, leadership, and interpersonal skills training would fill this void.

The MBA graduate would be a different product than seen ten and twenty years ago. Globalization and a multifaceted business environment would have a rippling effect of change. Additionally, information technology advancements would effect change throughout all levels and degrees of the graduate management education process. Specifically, advancements in this technology would effect two areas of graduate management education. The first is information technology's effect on the deliverance of graduate management education to the student. On-line access to course materials and distance learning expand both the efficiency and range of education. The second area is information technology's inclusion into the curriculum of graduate management education. These changes required a revamping of the educational institution's curriculum, which in turn has affected the institution. In the face of this change, Porter and McKibbin posed the following questions[13]:

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[11]Porter, L. and McKibbin, L., Management Education and Development: Drift or Thrust Into the 21st Century?, McGraw-Hill, 1988, p. 314.

[12]Ibid, p. 316.

[13]Porter, L. and McKibbin, L., Management Education and Development: Drift or Thrust Into the 21st Century?, McGraw-Hill, 1988, pp.318-322.

- How would a curriculum be constructed to meet this new demand?

- As softer skills are inserted into the curriculum, should there be a trade off with the more traditional analytical courses?

- How should the existing accrediting bodies adjust to these changes?

Their findings called for curricula changes in the following areas[14]:

- a need for integration across functional areas,

- a continued emphasis in quantitative skills,

- an increased emphasis in behavior sciences,

- an increased emphasis in communication skills,

- an increased emphasis in the external legal/social/political environment,

- an increased international and entrepreneurial emphasis,

- an increased emphasis in ethics.

Due to the growing need for of managerial expertise in organizations, tremendous growth in graduate management education has occurred over the years. Over 700 MBA institutions (125 in 1957) have awarded over 90,000 degrees[15] in 1997 (4500 awarded in 1956).[16] As business schools face the next millennium, they remain in constant flux as attempts to respond to society's needs are creating a new look among these institutions. Chapter 3 provides a snapshot of the 10 top MBA programs. These programs exemplify the types of changes within MBA programs throughout the country.

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[14]Ibid, pp. 82-86.

[15]Time, The Princeton Review, "Get It While It's Hot", 1998 ed., p. 56.

[16]Ibid, p. 53.

C. PUBLIC ADMINISTRATION/MANAGEMENT EDUCATION

With its origins in political science, Public Administration was developed in the early 1900's. Its teachings focused on bureaucratic structures and organizations and the processes of budgeting, personnel, and internal control.[17] As the United States continued to grow in the 1900's, many saw the need for strong professional bureaucracies to manage the public functions. Established for their efficiency, these vertical organizations managed and provided public services and income to a rapidly growing government.[18]

As we entered the 1990's, serious global competition and declining budgets forced government organizations to rethink the way they did their business. The old hierarchical, bureaucratic structures were becoming obsolete and expensive. In their place were evolving restructured organizations whose focus was on result-oriented performance, quality and customer satisfaction.[19] From the institutional Public Administration, emerged Public Management.

To better define Public Management, Jones and Schedler (1997) list the components of its philosophy as[20]:

- provide high quality service that citizens value,

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[17]Wilson, D. A Comparative Analysis of Public and Private Sector Graduate Programs in Public Policy, Graduate Thesis, Naval Postgraduate School, 1989.

[18]Jones, L. and Schedler, K., International Perspectives on the New Public Management, Greenwich, CT., JAI Press, 1997, p. 11.

[19]Thompson, F. and Jones, L., Reinventing The Pentagon: How The New Public Management Can Bring Institutional Renewal, Jossey-Bass, 1994.

[20]Jones, L. and Schedler, K., International Perspectives On The New Public Management, Greenwich, CT., JAI Press, 1997, p. 1.

- increase autonomy for managers to acquire and manage resources,

- reward for meeting demand operating targets,

- provide managers with resources needed, both human and technical,

- cultivate a receptiveness to competition and an openness about how activities should be performed.

As a comparison, Jones and Schedler (1997) list the following six differences between Public Management and Public Administration[21]:

1. A focus on management functions rather than social values and conflicts between bureaucracy and democracy,

2. A focus on economy and efficiency in lieu of equity, responsiveness or political salience,

3. A focus on mid-level managers in lieu of political or policy elites,

4. A tendency to consider management generic, or at least minimize the differences between public and private sectors in lieu of accentuating them,

5. A focus on the organization in lieu of a focus on laws, institutions, and political-bureaucratic processes,

6. A strong philosophical link with management study in lieu of close ties to political science or sociology.

Public Management is a radical departure from the cornerstone theories established in the 19th and 20th Centuries. Bureaucracies and hierarchies are replaced by flatter organizational structures, where decentralization of responsibility and authority take place.

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[21]Ibid, p. 2.

Jobs no longer focus on function, activity, and tasks, but take a team orientation that emphasizes outcomes from start to finish. The prime focus of Public Management is to define mission of quality products of service and customer satisfaction. All facets of an organization will align with this mission. The organizational design, mission budgeting process and reward systems are designed to achieve this mission.[22]

In the Report On The Second Biennial Conference of CAPAM (Commonwealth Association of Public Administration and Management) in April 1996, the conference iterated these same components calling it a new paradigm in Public Administration. Though the data and analysis sections of this paper will address United States institutions only, it is important to note here, that Public Management is being implemented internationally.[23] The conference did state that this new paradigm in Public Administration was being use in other countries.[24]

The long history of the MBA and the emergence of Public Management share the concept of change. The current period of transformation within graduate management education may redefine success in both the business world and government organizations. To better visualize graduate management education, and the direction it is taking, Chapters III and IV will describe the top 10 MBA programs and Public Management curricula, respectively, in the United States.

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[22]Thompson, F. and Jones, L., Reinventing The Pentagon: How The New Public Management Can Bring Institutional Renewal, Jossey-Bass, 1994.

[23]Jones, L. and Schedler, K., International Perspectives On The New Public Management, Greenwich, CT., JAI Press, 1997, p. 49.

[24]The Report On The Second Conference Of CAPAM, April 1996, pp. 1-2.

III. TOP-RANKED GRADUATE MANAGEMENT PROGRAMS - BUSINESS

The Master of Business Administration (MBA) is the prominent degree held throughout the American and, now, global managerial profession. To assess the MBA degree, 10 top full-time MBA programs were chosen from over 700 institutions for a comparison with Systems Management's Master of Science in Management offered at the Naval Postgraduate School. This chapter will explain how the top 10 MBA programs were selected and provides a description of these programs. Each description will include a program overview, statement of mission and purpose, degree requirements, core curriculum, electives and concentrations, and prerequisites.

A. HOW THE TOP-RANKED PROGRAMS ARE SELECTED

For many years, rankings of academic programs have been used as a tool by prospective students in their process of school selection. These rankings, though strictly attempting to place value on measurable criteria of an academic institution, have evolved into a description of an institution's quality and prestige.[25] For this comparison study, the top 10 Business schools were selected from the 1997 Business Week rankings.[26] The list includes:

1. University of Pennsylvania, The Wharton School
2. The University of Michigan Business School

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[25]Business Week, "Guide to the Best B-Schools", 1997, p.30.

[26]Ibid, p.31.

3. Northwestern University, J.L. Kellogg Graduate School of Management
4. Harvard University Graduate School of Business Administration
5. University of Virginia Darden Graduate School of Business Administration
6. Columbia University Graduate School of Business
7. Stanford University Graduate School of Business
8. University of Chicago Graduate School of Business
9. Massachusetts Institute of Technology Sloan School of Management
10. Dartmouth College Amos Tuck School of Business Administration

Business Week's rankings were obtained by surveying the two major customers in the graduate management education process; the student and employer. This process then defines the quality of the academic institution by taking a mission-oriented approach to evaluating success. Business Week essentially asks the customers, "Are your needs being met?"[27] Therefore, by way of their top 10 rankings, it can be assumed that these business school programs successfully impart skills and knowledge that allow the student to be competitive in the business market. This philosophy is in keeping with the philosophy of AACSB.

In this environment, management education must prepare students to contribute to their organizations and the larger society and to grow personally and professionally

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[27]Business Week randomly surveyed 7235 MBA's from 51 prominent MBA programs in the country. These responses were also included with the responses collected in 1992 and 1994 to total 14,150 responses. The corporate response was collected from 326 companies that actively recruit from the 51 prominent MBA programs.

throughout their careers.[28]

It should be noted that all 10 of the business school programs used for analysis for this study are accredited by AACSB. By selecting schools that have been accredited by AACSB, we are acknowledging the quality that exists in these education institutions. As stated earlier, AACSB clearly states that its process focuses on the quality of these schools and their business programs.[29] Therefore, it should be only fitting, if we were to select, for comparison, business school programs, that are currently accredited by AACSB.

Another business school ranking that was not opted for in this study, was the U.S. News and World Report ranking. This ranking is based on numerical data (average GMAT, undergraduate grade-point average, acceptance rates, placement success, median starting base salaries and ratio of recruiters to graduates) and surveys of business school deans and program directors and corporate recruiters.[30] For comparison, the U.S. News and World Report ranking of top ten business schools were:

1. Stanford University Graduate School of Business
2. Harvard University Graduate School of Business Administration
3. University of Pennsylvania, The Wharton School
4. Massachusetts Institute of Technology Sloan School of Management
5. University of Chicago Graduate School of Business
6. Northwestern University, J.L. Kellogg Graduate School of Management
7. Columbia University Graduate School of Business
8. Dartmouth College, Amos Tuck School of Business Administration
9. Duke University, The Fuqua School of Business
10. University of California at Berkeley, Walter A. Haas School of Business

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[28]AACSB Accreditation, Business Accreditation Standards, Preamble,1996.

[29]AACSB Accreditation, Business Accreditation Standards, Preamble, 1996.

[30]U.S. News On-Line, (on-line) http://www4.usnews.com/usnews/edu/beyond/behome.htm (accessed: December 1997).

The University of Virginia, Darden Graduate School of Business Administration and The University of Michigan Business School were ranked numbers 11 and 12, respectively, by the U.S. News and World Report.

Because the Business Week ranking approach takes a more mission oriented approach by evaluating how business schools are meeting the needs of students and corporate America, it is therefore more in-line with the AACSB approach toward accreditation. These schools are evaluated by Business Week and AACSB on how well they are accomplishing their mission.

Though traditional institutional prestige will continue to exist, an increase in the emphasis of value and quality is surfacing. The importance of quality teaching, curricula, research, diversity and earning potential are among the many criteria now used in the equation to list the top business schools.

B. GRADUATE MANAGEMENT PROGRAMS IN BUSINESS

The remainder of this chapter will describe the top 10 full-time MBA programs in the United States.

1. University of Pennsylvania: The Wharton School

The Wharton School is an MBA program that offers 28 majors. In addition to a required core curriculum that sets the foundation of functional and analytical business skills, Wharton offers MBA's the flexibility to gain cross functional training to include pursuit of individualized and joint majors. For all students, the first year is divided into four quarters in which the core courses are administered. The second year of the program consists of two

semesters of electives and a field application project.

a. Mission and Purpose: The program goal is to develop future business leaders in the fields of general management, entrepreneurship, global management, real estate, health care management, marketing and finance.

b. Degree Requirements

The Master in Business Administration degree requirements are:

- Completion of a total of 19.0 units (minimum) of academic credit (all quarter length courses are equivalent to .5 units of academic credit).
- Completion of core courses which consists of 10.5 units of academic credit. A list of core courses is presented in Table 1, and the description of these courses is presented in Appendix C.
- Completion of Field Application project.

Table 1

THE WHARTON SCHOOL MASTER'S DEGREE IN BUSINESS ADMINISTRATION CORE CURRICULUM[31]

Financial Accounting	Macroeconomics Analysis and Public Policy
Financial Analysis	Marketing Management: Program Design
Managerial Accounting	Marketing Management: Strategy
Managerial Economics	Operations Management: Quality and Productivity
Competitive Strategy	Operations Management: Strategy and Technology
Management of People at Work	Statistical Analysis for Management
Management Science	Foundation of Leadership and Teamwork
Global Strategic Management	Governmental and Legal Environment of Business
Global Immersion Program (optional)	

c. Electives and Concentrations

Over 200 electives are offered of which 8.5 units are required to meet the academic minimum.

There are 10 major areas of concentration. Each major requires 5 elective credit units. The concentrations are listed in Table 2

[31]Wharton, MBA Programs (on-line) http://www.wharton.upenn.edu (accessed December 1997).

Table 2

THE WHARTON SCHOOL MASTER'S DEGREE IN BUSINESS ADMINISTRATION CONCENTRATIONS[32]

Accounting	Marketing
Environmental and Risk Management	Marketing and Operations Management
Finance	Operations and Information Management
Health Care Management	Public Policy and Management
Insurance and Risk Management	Technological Innovation
Management	Real Estate
Entrepreneurial Management	
Human Resource and Organizational Management	
Multinational Management	
Strategic Management	

d. Prerequisites

The prerequisites for attending the Wharton School are:

- Completion of an undergraduate program in an accredited U.S. college or its equivalent in another country.

- GMAT

- Completion of Wharton application.

e. Table 3 illustrates a standard MBA program at the Wharton School.

[32]Wharton, MBA Concentrations (on-line) http://www.wharton.upenn.edu/mba/majors.html (accessed January 1998).

Table 3

THE WHARTON SCHOOL MASTER'S DEGREE IN BUSINESS ADMINISTRATION[33]

The First Year

First Quarter	Second Quarter
Financial Accounting	Managerial Accounting
Statistical Analysis for Management	Competitive Strategy
Managerial Economics	Operations Management: Quality and Productivity
Marketing Management: Program Design	Management of People at Work
	Financial Analysis*
	Foundations of Leadership and Teamwork*

Third Quarter	Fourth Quarter
Management Science	Global Strategic Management
Managerial Accounting	Core Bracket Course
Governmental and Legal Environment	Operations Management: Strategy and Technology of Business
Marketing Management: Strategy	
	Macroeconomic Analysis and Public Policy*
	Field Application Project*

The Second Year

First Semester	Second Semester
Elective in Department Major	Elective in Department Major
Elective in Department Major	Elective in Department Major
Elective in Department Major	Elective
Elective	Elective

*Course length is two semesters

[33]Wharton, MBA Curriculum (on-line) http://www.wharton.upenn.edu/mba/curric.html (accessed January 1998).

2. University of Michigan Business School

The University of Michigan Business School has promoted curriculum reform since 1991. At the center of this reform is a Multidisciplinary Action Project in which groups of students work with sponsoring companies.[34] Many of the courses, once offered on a 14-week quarterly basis, now consume a 7-week period. This change was an attempt to condense material and allow more options and electives to the students.

a. Mission and Purpose: The program goal is to develop future business leaders in the fields of general management, marketing, operations and finance.

b. Degree Requirements

The Master in Business Administration degree requirements are:

- Completion of 60 total credit hours
- Completion of the 12 core courses. A list of core courses is presented in Table 4, and the description of these courses is presented in Appendix D.

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[34]Byrne, John A., Business Week Guide to the Best Business Schools, 5th ed., McGraw-Hill, 1997, p.62.

Table 4

THE UNIVERSITY OF MICHIGAN MASTER'S DEGREE IN BUSINESS ADMINISTRATION CORE CURRICULUM[35]

Financial Accounting	Principles of Finance
Managerial Accounting	Principles of Corporate Finance
Applied Microeconomics	The World Economy
Marketing Management	Applied Business Statistics
Operations Management	Corporate Strategy I
Human Behavior and Organization	Corporate Strategy II
Managerial Writing	Ethics (or) Business Law

c. Electives and Concentrations

Over 125 electives are offered of which 28.5 credit hours of business electives are required for the program.

There are no formal concentrations or majors.

d. Prerequisites

The prerequisites for attending the University of Michigan Business School are:

- Completion of an undergraduate program in an accredited college or university.
- Completion of college level courses in integral and differential calculus.
- GMAT
- Interview (optional)

e. Table 5 illustrates a standard MBA program at the University of Michigan Business School.

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[35]The Michigan MBA (on-line) http://www.bus.umich.edu (accessed December 1997).

Table 5

THE UNIVERSITY OF MICHIGAN MASTER'S DEGREE IN BUSINESS ADMINISTRATION[36]

The First Year

Fall Term	Winter Term
Financial Accounting	Managerial Accounting
Applied Microeconomics	Human Behavior and Organization
Marketing Management	Operations Management
Applied Business Statistics	Principles of Corporate Finance
Corporate Strategy I	Business Elective
Principles of Finance	Multi-Disciplinary Action Project
The World Economy	

The Second Year

Fall Term	Winter Term
Corporate Strategy II	Business Electives
Managerial Writing	Electives
Ethics or Business Law	

* Though operating as a semester system, many classes are given for 7- and 14-week periods.

3. Northwestern University: J.L. Kellogg Graduate School of Management

At Kellogg, three full-time masters degree programs are offered. The first option is a six quarter program in which is embedded nine core curriculum courses to set the foundation for each student's specialization. The second option is a four quarter program offered to students who received a business degree as an undergraduate. The third option

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[36]The Michigan MBA, Core Courses (on-line) http://www.bus.umich.edu/prostudents/mba/academics/core.html (accessed January 1998).

is the Masters of Management in Manufacturing, which is a joint program with Northwestern's McCormick School of Engineering.[37]

Kellogg requires 23 courses to graduate and allows students to validate out of core classes and replace them with electives.

a. Mission and Purpose: The program goal is to develop future business leaders in the fields of general management, marketing, entrepreneurship, nonprofit management, and manufacturing management.

b. Degree Requirements

The Master in Business Administration degree requirements are:

- Completion of 23 total academic courses.
- Completion of 9 core curriculum courses. A list of core courses is presented in Table 6, and the description of these courses is presented in Appendix E.

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[37]J.L. Kellogg Graduate School of Management, Northwestern University (on-line) http://www.kellogg.nwu.edu (accessed December 1997).

Table 6

THE J.L. KELLOGG GRADUATE SCHOOL OF MANAGEMENT MASTER'S DEGREE IN BUSINESS ADMINISTRATION CORE CURRICULUM[38]

Accounting for Decision Making	Mathematical Methods for Management Decisions
Finance I	Statistical Methods for Management Decisions
Microeconomic Analysis	Management of Organizations
Marketing I	Organizational Behavior
Operations Management	

c. Electives and Concentrations

Over 200 electives are offered of which 14 are required to meet the academic minimum.

There are 13 areas of concentration. The concentrations are listed in Table 7.

Table 7

THE J.L. KELLOGG SCHOOL OF MANAGEMENT MASTER'S DEGREE IN BUSINESS ADMINISTRATION CONCENTRATIONS[39]

Accounting & Information Systems	Decision Science
Information Management	Managerial Economics
Finance	Operations Major
Management & Strategy	Organization Behavior
Entrepreneurship	Industrial Relations
International Business	Human Resources
Marketing	

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[38]Ibid.

[39]Kellogg Majors (on-line) http://kellogg.nwu.edu/ext_rel/majors.htm (accessed January 1998).

d. Prerequisites

The prerequisites for attending the J.L. Kellogg School of Management are:

- Completion of an Interview.

- GMAT

- Completion of a Kellogg application

e. Table 8 illustrates a standard 6-quarter MBA program at the Wharton School. Table 9 illustrates a standard 4-quarter MBA program.

Table 8

THE J.L. KELLOGG SCHOOL OF MANAGEMENT MASTER'S DEGREE IN BUSINESS ADMINISTRATION SIX QUARTER PROGRAM[40]

The First Year

Fall Quarter
Accounting and Information Systems (D30-Accounting for Decision Making)
Decision Sciences (D33-Mathematical Methods for Management Decisions)
Management and Strategy (D31-Management of Organizations)
Organization Behavior (D30-Organization Behavior)

Winter Quarter
Managerial Economics (D30-Microeconomic Analysis)
Decision Sciences (D34-Statistical Methods for Management Decisions)
Marketing (D30-Marketing I) or Finance (D30-Finance I)
Elective

Spring Quarter
Finance (D30-Finance I) or Marketing (D30-Marketing I)
Operations Management (D30-Operations Management)
Elective
Elective

During the second year, six-quarter students usually take 11 to 15 electives.

[40]Kellogg, Six Quarter Program (on-line) http://www.kellogg.nwu.edu/academic/fulltime/6qmm/6q_core.htm (accessed January 1998).

Table 9

THE J.L. KELLOGG SCHOOL OF MANAGEMENT MASTER'S IN BUSINESS ADMINISTRATION FOUR QUARTER PROGRAM[41]

First Quarter
Management and Strategy (D52-Strategy and Organization)
Finance (D40-Finance I/II) or Marketing (D50- Research Methods in Marketing)
Decision Sciences (D38-Quantitative Models for Management Linear Programming)
Operations Management (D38-Management of Processing Systems)

During the next three quarters, four-quarter students usually take 11 to 15 electives.

4. Harvard University Graduate School of Business Administration

Harvard University's MBA program has been, consistently, one of the top programs in the country. Its international ties and reputation has allowed it to become one of the leaders in global business education, global research and partnerships in the international community.[42] Additionally, Harvard has established its reputation with strong programs in general management and social-purpose enterprises. In a dramatic shift from its once stoic structure, Harvard has made major changes, incorporating information technology into its curriculum and organizational structure. Much of the case-emphasized work load is accessed through the Harvard Business School Intranet.[43] The program is a two year, two term per year program.

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[41]Kellogg, Four Quarter Program (on-line) http://kellogg.nwu.edu/academic/fulltime/4qmm/4q_core.htm (accessed January 1998).

[42]Harvard University, MBA Programs (on-line) http://hbs.harvard.edu (accessed December 1997).

[43]Byrne, John A., Business Week Guide To The Best Business Schools, 5th ed.. McGraw-Hill, 1997, p. 74.

a. Mission and Purpose: The program goal is to develop future business leaders in the fields of general management, entrepreneurship, global business and economy, and nonprofit/social enterprise.

b. Degree Requirements

- Completion of core courses which consist of Essential Skills (self-paced, prior to arrival to school), Foundations I (2 weeks), Foundations II (2 weeks), and core courses. A list of these requirements is presented in Table 10, and the description of the core courses is presented in Appendix F.

Table 10

THE HARVARD UNIVERSITY GRADUATE SCHOOL OF BUSINESS ADMINISTRATION MASTER'S DEGREE IN BUSINESS ADMINISTRATION CORE REQUIREMENTS[44]

The First Year

Essential Skills
Computer, basic accounting and quantitative reasoning skills.

Term One

Foundations I (2 weeks)	Core Curriculum
Business History	Financial Reporting and Control
Leadership, Values, and Decision Making	Leadership and Organizational Behavior
Career Development	Marketing
Applied Personal Skills	Technology and Operations Management

Term Two

Foundations II (2 weeks)	Core Curriculum
Corporate Responsibility	Business, Government, and the International Economy
The Economics of Markets	Competition and Strategy
Personal Development	Finance
	General Management
	Negotiation

The Second Year

Term Three

Electives

Term Four

Electives

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[44]Harvard University, MBA Curriculum, Required Curriculum (on-line) http://www.hbs.edu/mba/program/required.html (accessed December 1997).

c. Electives and Concentrations

The Harvard MBA program offers over 90 business electives.

There are 12 areas of concentration. The concentrations are listed in Table 11.

Table 11

THE HARVARD UNIVERSITY GRADUATE SCHOOL OF BUSINESS MASTER'S DEGREE IN BUSINESS ADMINISTRATION CONCENTRATIONS[45]

Accounting and Control	Business, Government, and International Economy
Competition and Strategy	Entrepreneurial Management
Finance	General Management
Marketing	Negotiation and Decision Making
Organization Behavior	Organizations and Markets
Service Management	Technology and Operations Management

d. Prerequisites

The prerequisites for attending Harvard University Graduate School of Business are:

- Completion of and undergraduate program

- GMAT

- Completion of a Harvard University Graduate School of Business application

- Interview (invitational)

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[45]Harvard University, Elective Curriculum (on-line) http://www.hbs.edu/mba/program/elective.html (accessed December 1997).

5. University of Virginia: Darden Graduate School of Business Administration

The Darden MBA program is a two year program that operates on a semester system. Known for its tough workload, the Darden emphasis is in general management. The educational design is that of an integrated case-method pedagogy.[46] In the first year, students take the required ten core classes. The second year consists of electives and two mandatory elements, a leadership class and a business project.

a. Mission and Purpose: The mission of this program is to develop future business leaders in the fields of general management and entrepreneurial leadership.

b. Degree Requirements

The Master in Business Administration degree requirements are:

- Completion of core courses which consists of 10 academic courses. A list of core courses is presented in Table 12, and the description of these courses is presented in Appendix G.
- Completion of Business Project.

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[46]The Darden MBA (on-line) http://www.darden.virginia.edu (accessed December 1997).

Table 12

THE DARDEN GRADUATE SCHOOL OF BUSINESS ADMINISTRATION CORE CURRICULUM[47]

Accounting	Organizational Behavior
Finance	Quantitative Analysis
Business and Political Economy	Strategy
Marketing	Management Communication
Operations	Ethics

The second year leadership required class can be selected from the following courses.

Leadership and Diversity Through Literature
Leadership Dynamics
Leadership, Values, and Ethics
Leading Strategic Change
Personal Leadership

The second year Business Project is a team project, consisting of 3 - 8 members, that is conducted September through May. Each team, under faculty advisement, consults with a company. This project acts as a bridge between the classroom and the business would.[48]

c. Electives and Concentrations

Over 80 electives are offered of which a student may select individual courses or a range-elective option to meet specific needs.

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[47]The Darden MBA (on-line) http://www.darden.virginia.edu (accessed December 1997).

[48]Ibid

There are 11 areas of concentration. The concentrations are listed in Table 13.

Table 13

THE DARDEN GRADUATE SCHOOL OF BUSINESS ADMINISTRATION CONCENTRATIONS[49]

Accounting	Business and the Political Economy
Entrepreneurship	Finance
Information Technology	Management Communications
Marketing	Organizational Behavior
Operations	Quantitative Analysis
Strategy	

d. Prerequisites

The prerequisites for attending Darden are:

- Completion of an undergraduate program.

- GMAT

- Completion of Darden Application.

6. Columbia University Graduate School of Business

Columbia University Graduate School of Business is one of the top international business schools in the country.[50] To produce internationally competitive business leaders, this program has at its core level, a globalization theme, along with total quality

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[49]Darden (on-line) http://www.darden.virginia.edu (accessed January 1998).

[50]Byrne, John A., Business Week Guide To The Best Business Schools, 5th ed., McGraw-Hill, 1997, p. 86.

management, ethics and human resources management.[51] Flexibility has recently been integrated into the program, as students may concentrate studies in areas such as Accounting, Business Economics, Construction Management, Finance, Human Resource Management, International Business, Management of Information Communications and Media, Management of Organizations, Management Science, Marketing, Operations Management, Public and Nonprofit Management, and Real Estate. Students may also graduate with no specific concentration or with a self-defined concentration tailored to meet specific needs.[52]

a. Mission and Purpose: The goal of this program is to produce future business leaders in the field of general management and finance who have a sound foundation in globalization, total quality management and ethics and human resource management.

b. Degree Requirements

- Completion of 21 total courses (60 academic units).
- Completion of 11 core courses. A list of core courses is presented in Table 14, and a description of these courses is presented in Appendix H.

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[51]Columbia University, The MBA Program (on-line) http://www.columbia.edu/cu/business/mba (accessed January 1998).

[52]Ibid.

Table 14

COLUMBIA UNIVERSITY GRADUATE SCHOOL OF BUSINESS CORE CURRICULUM[53]

The Global Economic Environment	Accounting II
Managerial Economics	Business Finance
Managing Human Behavior in Organizations	Marketing
Accounting I	Operations Management
Managerial Statistics	Strategic Management of the Enterprise
Decision Models	

c. Electives and Concentrations

- The Columbia Graduate School of Business offers over 170 business electives, of which 10 courses are required to meet the academic minimum.

- There are 13 areas of concentration. The concentrations are listed in Table 15.

Table 15

COLUMBIA UNIVERSITY GRADUATE SCHOOL OF BUSINESS CONCENTRATIONS[54]

Accounting	Management of Organizations
Business Economics	Management Science
Construction Management	Marketing
Finance	Operations Management
Human Resource Management	Public and Nonprofit Management
International Business	Real Estate
Management of Information Communications and Media	

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[53]Columbia University, The MBA Program (on-line) http://www.columbia.edu/cu/business/mba (accessed January 1998).

[54]Ibid.

d. Prerequisites

- Bachelor's degree or equivalent from an accredited institution

- Minimum two years work experience (may be waived for exceptional college seniors)

- GMAT

- Proficient in college level calculus (preterm course offered)

- Interview (invitational)

- Completion of Application

e. Table 16 illustrates a standard MBA program at Columbia University.

Table 16

COLUMBIA UNIVERSITY GRADUATE SCHOOL OF BUSINESS MASTER'S DEGREE IN BUSINESS ADMINISTRATION[55]

The First Year

First Term	Second Term
The Global Economic Environment	Decision Models
Managerial Economics	Accounting II
Managing Human Behavior in Organizations	Business Finance
Accounting I	Marketing
Managerial Statistics	Operations Management

The Second Year

Third Term	Fourth Term
Strategic Management of the Enterprise	Electives
Electives	

[55]Ibid.

7. Stanford University Graduate School of Business

The Stanford University Graduate School of Business has traditionally avoided specialization in offering its MBA degree in general management.[56] Though not offering majors in specific disciplines, certificates can be awarded, along with the MBA degree, to students who take electives in the area of Public Management and Global Management. Other academic areas of focus within the MBA program include, Entrepreneurship, Human Resources Management, Health Care Management, Manufacturing and Leadership Training. A separate program offering a MS in Management, is a one year program called the Sloan Program. Its students must have at least 8 years of management experience and are destined for top management positions.[57]

a. Mission and Purpose: The goal of the MBA program is to produce future leaders in business, government and other organizations by providing a graduate education in general management, entrepreneurship, public management, global management, human resource management, health care management, and manufacturing.

b. Degree Requirements

- Completion of 100 total academic units (25 courses).
- Completion of 15 core courses. A list of core courses is presented in Table 17, and the description of these courses is presented in Appendix I.

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[56]Byrne, John A., Business Week Guide To The Best Business Schools, 5th ed., McGraw-Hill, 1997, p. 93.

[57]MBA Program, Stanford Graduate School of Business (on-line) http://www-gsb.stanford.edu (accessed December 1997).

Table 17

THE STANFORD GRADUATE SCHOOL OF BUSINESS MASTER'S IN BUSINESS ADMINISTRATION CORE CURRICULUM[58]

Financial Accounting	Organizational Behavior
Cost Accounting	Strategic Management
Finance	Information Systems and Technology
Economic Analysis and Policy	Systems
Information Economics	Operations
Human Resource Management	Data and Decisions
Marketing Management	Modeling and Analysis
Management in Nonmarket Environments	

c. Electives and Concentrations

The Stanford Graduate School of Business offers over 100 electives of which 10 are required to meet the academic minimum.

There are 14 areas of concentration. The concentrations are listed in Table 18.

[58]MBA Program, Stanford Graduate School of Business (on-line) http://www-gsb.stanford.edu (accessed January 1998).

Table 18

THE STANFORD GRADUATE SCHOOL OF BUSINESS MASTER'S DEGREE IN BUSINESS ADMINISTRATION CONCENTRATIONS

Accounting	Organizational Behavior
Economic Analysis and Policy	Strategic Management
Finance	Operations Information and Technology
General and Interdisciplinary	Entrepreneurship
Human Resources Management	International
Marketing	Leadership
Political Economics	Public Management

d. Prerequisites

The prerequisites for attending the Stanford Graduate School of Business are:

- Completion of an undergraduate program

- GMAT

8. University of Chicago Graduate School of Business

Once known strictly for its rigorous quantitative focus, the University of Chicago's Graduate School of Business now takes a more flexible approach to its program.[59] This one and a half to two year program is set on an eleven week quarter system. The flexible curriculum allows students to validate out of previously mastered courses and replace them with higher electives. Though general areas of business must be learned, the curriculum is set in such a way to allow students a selection of courses to

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[59]Byrne, John A., Business Week Guide To The Best Business Schools, 5th ed., McGraw-Hill, 1997, p. 99.

meet the requirements. The resulting MBA degree permits students to concentrate in accounting, business economics, financial management, international business, human resources management, marketing, statistics, and analytical finance.

a. Mission and Purpose: This program provides a graduate education in general management with concentrations in accounting, business economics, international business, human resource management, marketing and statistics.

b. Degree Requirements

- Completion of 21 total academic courses
- Completion of 9 core courses. A list of core courses is presented in Table 19, and the description of these courses is presented in Appendix J.

Table 19

THE UNIVERSITY OF CHICAGO GRADUATE SCHOOL OF BUSINESS
MASTER'S DEGREE IN BUSINESS ADMINISTRATION CORE COURSES[60]

Leadership Exploration and Development

Breadth Requirements (4 of the following 6):
- Financial Management
- Human Resources Management
- Macroeconomics
- Managerial Accounting
- Marketing Management
- Production Management

Foundation:
- Microeconomics
- Financial Accounting
- Statistics

General Management:
- Managerial and Organization Behavior
- Strategic Management

[60]The MBA Program (on-line) http://www.uchicago.edu (accessed December 1997).

c. Electives and Concentrations

Over 100 electives are offered at the Chicago Graduate School of Business of which 12 are required to meet the academic minimum.

There are 16 areas of concentration. The concentrations are listed in Table 20.

Table 20

THE UNIVERSITY OF CHICAGO GRADUATE SCHOOL OF BUSINESS MASTER'S DEGREE IN BUSINESS ADMINISTRATION CONCENTRATIONS[61]

Accounting
Economics
Finance Management
Human Resources Management
Managerial and Organizational Behavior
Production and Operations Management
Management Science and Information Systems
Analytic Finance
Econometrics and Statistics
Entrepreneurship
General Management
International Business
Marketing Management
Strategic Management
Management Laboratories
Communications

d. Prerequisites

The prerequisites for attending the University of Chicago Graduate School of Business are:

- Completion an undergraduate program.

- GMAT

- Completion of the University of Chicago Graduate School of Business Application.

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[61]University of Chicago Graduate School of Business, Fields of Study (on-line) http://www.uchicago.edu/curriculum/fieldstudy/index.html (accessed January 1998).

- Interview (recommended).

9. Massachusetts Institute of Technology: Sloan School of Management

The two year, four term program at the Massachusetts Institute of Technology Sloan School of Management, offers students a degree in Master of Business Administration or Master of Science in Management. In addition to the core curriculum required of the students, they may design self-managed programs which gives them the ability to pursue a field of study from a diverse list which includes: Applied Economics, Entrepreneurship, Finance, Human Resource Management, Industrial Relations, Information Technologies, Marketing, Operations Management, Operations Research and Statistics, Organizational Studies, Strategy and International Management, Systems Dynamics, and the Management of Technology.[62]

Students may also choose a specific management track of study which includes: Financial Engineering, Financial Management, Manufacturing and Operations, Product and Venture Development, Strategic Management and Consulting, Information Technology and Business Transformation, and Leaders for Manufacturing.[63]

Not surprisingly, the emphasis at the Sloan School of Management is quantitative, which sets it apart from many of the other top MBA institutions.[64]

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[62]Massachusetts Institute of Technology, Sloan School of Management (on-line) http://web.mit.edu/sloan/www (accessed December 1997).

[63]Ibid.

[64]Byrne, John A., Business Week Guide To The Best Business Schools, 5th ed., McGraw-Hill, 1997, p. 105.

a. Mission and Purpose: This program provides a MBA or MS in Management to produce leaders in a global business climate with a firm background in general management, quantitative and entrepreneurial skills.

b. Degree Requirements

The Master in Business Administration degree requirements are:

- Completion of 6 core courses and an additional 144 academic units of electives (courses range from 3-12 academic units). A list of core courses is presented in Table 21, and the description of these courses is presented in Appendix K.
- Thesis optional

Table 21

THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY SLOAN SCHOOL OF MANAGEMENT DEGREE IN BUSINESS ADMINISTRATION CORE CURRICULUM[65]

Economic Analysis for Business Decisions	Financial and Managerial Accounting
Data, Models and Decisions	Communications
Organizational Processes	Strategic Management

[65]Massachusetts Institute of Technology, Sloan School of Management (on-line) http://web.mit.edu/sloan-masters/curriculum (accessed December 1997).

c. Electives and Concentrations

Over 90 electives are offered of which 144 academic units are required to meet the academic minimum.

Students may choose an area of concentration under designed management tracks or establish their own set of electives under a self-designed program. The concentrations are listed in Table 22.

Table 22

THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY SLOAN SCHOOL OF MANAGEMENT DEGREE IN BUSINESS ADMINISTRATION CONCENTRATIONS[66]

Management Tracks	
Financial Engineering	Strategic Management and Consulting
Financial Management	Information Technology and Business
Manufacturing and Operations	Transformation
Product and Venture Development	Leaders for Manufacturing
Self-Managed Programs	
Applied Economics	Operations Management
Entrepreneurship	Operations Research and Statistics
Finance	Organizational Studies
Human Resources Management	Strategic and International Management
Industrial Relations	Systems Dynamics
Marketing	Management and Technology

[66]Massachusetts Institute of Technology, The Sloan Masters Program, Curriculum (on-line) http://web.mit.edu/sloan-masters.html (accessed December 1997).

d. Prerequisites

The prerequisites for attending the Massachusetts Institute of Technology, Sloan School of Management are:

- Completion of an undergraduate program.
- GMAT.
- Completion of a Sloan School of Management Application.
- Interview (invitational)

10. Dartmouth College: Amos Tuck School of Business Administration

The Amos Tuck School of Business Administration is a relatively small but select school that was founded in 1900, making it the oldest graduate school of business. The advantages of its small size are seen in an excellent student\faculty ratio and the high ratings received in its approach and emphasis to teaching.[67]

To obtain an MBA in general management, students attend a two year, three quarter per year curriculum. During the first year, students complete a required 14 course curriculum which emphasizes team/group projects. In the second year, students can select from 50 elective courses. Included are options to participate in Field Studies in International Business, which entails consulting abroad. Also, students may spend a term as an exchange student at business schools such as the London Business School, the Institutode Estudios Superiores de la Empresa (Barcelona, Spain), the International

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[67]Byrne, John A., Business Week Guide To The Best Business Schools, 5th ed., McGraw-Hill, 1997, p. 112.

University of Japan, the Otto Beisheim Graduate School of Management (Koblenz, Germany), HEC School of Management's Institut Sup Rieur des Affaires (Paris, France).

a. Mission and Purpose: The goal of this program is to produce future business leaders in the field of general management.

b. Degree Requirements

The Master in Business Administration degree requirements are:

- Completion of 14 core courses. A list of core courses is presented in Table 23, and the description of these courses is presented in Appendix L.

Table 23

DARTMOUTH COLLEGE AMOS TUCK SCHOOL OF BUSINESS ADMINISTRATION MASTER'S IN BUSINESS ADMINISTRATION CORE COURSES[68]

Financial Accounting	Decision Science
Corporate Finance	Applied Statistics
Managerial Accounting	Operations Management
Managerial Economics	Management Communication
Global Economic Environment	Organizational Behavior
Marketing	International Leadership
Capital Markets	Business Policy

c. Electives and Concentrations

The Tuck School of Business Administration offers over 60 electives.

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[68]Tuck School Curriculum, 1997-98 (on-line) http://www.dartmouth.edu/tuck/mba/curriculum.html (accessed December 1997).

The Tuck School of Business Administration area of concentration for its MBA program is in General Management.

d. Prerequisites

The prerequisites for attending the Tuck School of Business Administration are:

- Completion of an undergraduate program.
- GMAT (acceptable range 520-790).
- Completion of Tuck application.
- Interview (optional).

e. Table 24 illustrates a standard MBA program at the Tuck School of Business Administration.

Table 24

THE AMOS TUCK SCHOOL OF BUSINESS ADMINISTRATION MASTER'S DEGREE IN BUSINESS ADMINISTRATION[69]

The First Year

Fall Term	Winter Term
Decision Science	Applied Statistics
Financial Accounting	Capital Markets
Management Communication	Global Economic Environment
Managerial Economics	International Leadership
Marketing	Managerial Economics
Organizational Behavior	Organizational Behavior

Spring Term

Business Policy
Corporate Finance
Managerial Accounting
Operations Management

* The second year consists of electives which can include a Field Study in International Business.

The program descriptions and the data presented in this chapter will allow an analysis of these top 10 full-time MBA programs and a comparison with the MS in Systems Management at the Naval Postgraduate School. This analysis and comparison will be presented in Chapter V. To fully examine current graduate management trend, an analysis and comparison of the top Public Management curricula is required. The descriptions of 10 top Public Management curricula will be presented in the next chapter.

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[69]Tuck School Curriculum, 1997-98 (on-line) http://www.dartmouth.edu/tuck/mba/curriculum.html (accessed December 1997).

IV. TOP-RANKED GRADUATE MANAGEMENT PROGRAMS - PUBLIC MANAGEMENT

In the proceeding chapter, this thesis described the top ten MBA programs. This chapter identifies and examines the 10 top public management programs.

Emerging from the discipline of Public Administration, Public Management is establishing itself as a discipline focused on the present and future restructuring of governments worldwide. This trend is evident in the organization known as The Commonwealth Association for Public Administration and Management (CAPAM). Founded in 1994, CAPAM is an international organization that promotes public management. It consists of 53 nations.[70] Changes in the way these organizations function are providing quality service citizens value, increased autonomy for managers who were once governed by regulations, and reward, resourcing, and other support functions that are guided by mission statements, open to competition, and evaluated by outcome-based criteria[71].

The change that is being affected by Public Management begins in the educational institutions that instruct in this discipline. The remainder of this chapter will discuss the selection and assessment of 10 top Public Management programs in the United States.

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[70]Jones, L. and Schedler, K., International Perspectives On The New Public Management, Greenwich, CT., JAI Press, 1997. p. 50.

[71]Ibid, p. 1.

A. HOW THE TOP-RANKED PROGRAMS WERE SELECTED

Because Public Management has emerged in the past 10 years, there have been no published rankings of educational institutions who offer a degree or concentration in this field. Therefore, to establish a list of 10 top institutions, a panel of experts was established to determine a ranking. This panel consisted of three faculty members of the Systems Management Department at the Naval Postgraduate School. They were, Richard B. Doyle, Ph.D., Associate Professor of Public Budgeting, Lawrence R. Jones, Ph.D., Professor of Financial Management, and Nancy C. Roberts, Ph.D., Professor of Strategic Management.

The panel of experts was presented with a list of 66 institutions with programs that had concentrations in Public Management and was asked to rank 10 top programs. Based on these rankings, a single set of 10 top-ranked institutions was produced. The following are the 10 top Public Management programs that were identified:

1. Harvard University, John F. Kennedy School of Government
2. Yale University, School of Management
3. Stanford University, Graduate School of Business
4. University of California, Berkeley, Haas School of Business
5. Carnegie Mellon University, H. John Heinz III School of Public Policy and Management
6. University of Maryland, School of Public Affairs
7. Syracuse University, The Maxwell School of Citizenship and Public Affairs
8. Willamette University, Atkinson Graduate School of Management

9. University of Southern California, School of Public Administration

10. George Washington University, School of Business and Public Management

All ten programs are accredited through the International Association for Management Education (AACSB), the National Association of Schools of Public Affairs and Administration (NASPAA) or are institutional members of NASPAA. The remainder of the chapter will assess each individually.

B. GRADUATE MANAGEMENT PROGRAMS - PUBLIC MANAGEMENT

1. Harvard University, John F. Kennedy (JFK) School of Government

The JFK School of Government offers a 2-year graduate degree program in Public Administration. This program allows students to individually tailor the curriculum to meet the students needs in pursuing positions in all levels of government and nonprofit organizations.

a. Mission and Purpose: The mission of this institution is to, "prepare leaders for service in government and other institutions in democratic societies, and by contribution to the solution of important public problems."[72]

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[72]Mission of the John F. Kennedy School of Government (on-line) http://ksgwww.harvard.edu/~ksgpress/intromis.htm (accessed February 1998).

b. Degree Requirements

The master in Public Administration degree requirements are:

- Completion of 16 total courses.

- Completion of at least one course from each of the school's three core methodological areas. The methodological areas and core courses are presented in Table 25. Public Management course descriptions are presented in Appendix M.

-Completion of two courses from one of the policy areas of concentration. The policy areas of concentration are presented in Table 26.

Table 25

THE JFK SCHOOL OF GOVERNMENT MASTER OF PUBLIC ADMINISTRATION CORE METHODOLOGICAL AREAS AND COURSES[73]

Public Management	Quantitative Methods
Managing Public Organization	Applied Economic Analysis
Governing in a Democracy: Political Management and Organizational Strategy	Analytic Methods for Public Managers
Public and Nonprofit Financial Management	Program Evaluation
Strategic Human Resource Management	Empirical Analysis
Negotiation Analysis	

Politics/Leadership/Ethics
Exercising Leadership: Mobilizing Group Resources
Ethics in Government
Organizing: People, Power and Change

* Students are required to chose at least one course from each methodological area.

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[73]Two-Year Master in Public Administration(MPA2) Degree Program (on-line) http://ksgwww.harvard.edu/~ksgpress/catmpa2.htm (accessed February 1998).

Table 26

THE JFK SCHOOL OF GOVERNMENT MASTER OF PUBLIC ADMINISTRATION POLICY AREAS OF CONCENTRATION [74]

Business and Government	Political and Economic Development
Criminal Justice	International Trade and Finance
Energy and Environmental Policy	Nonprofits
Health Policy	Press, Politics, and Public Policy
Housing and Community Development	Science and Technology
Human Services	Transportation
Labor and Education	Urban and Economic Development
International Affairs and Security	

c. Electives

Students may select courses to fulfill electives slots from other professional and graduate schools at Harvard, the Fletcher School of Law and Diplomacy at Tufts University and MIT.

d. Prerequisites

The prerequisites for attending the JFK School of Government are:

- some post-baccalaureate education with mastery in the core areas of the Master in Public Policy (MPP) program, or
- be concurrently enrolled in another graduate program at Harvard whose curriculum overlaps the MPP core.
- have professional experience (at least 3 years).

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[74]Two-Year Master in Public Administration(MPA2) Degree Program (on-line) http:// ksgwww.harvard.edu/~ksgpress/catmpa2.htm (accessed February 1998).

e. Table 27 illustrates the two-year Master in Public Administration at the JFK School of Government.

Table 27

THE JFK SCHOOL OF GOVERNMENT MASTER IN PUBLIC ADMINISTRATION[75]

First Year

First Semester	Second Semester
Managing Public Organizations	Strategic Human Resource Management
Governing in a Democracy: Political Management and Organizational Strategy	Negotiation Analysis
Public and Nonprofit Financial Management	Politics/Leadership/Ethics Elective
Quantitative Methods Elective	Public Policy Elective

Second Year

First Semester	Second Semester
Public Policy Elective	Elective
Elective	Elective
Elective	Elective
Elective	Elective

2. Yale University, School of Management

The Yale School of Management offers a 2-year program which leads to a Master of Public and Private Management (MPPM). Within the MPPM, students can elect a concentration in Public Management.

a. Mission and Purpose: The mission of the MPPM program is to prepare global

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[75]Two-Year Master in Public Administration (MPA2) Degree Program (on-line) http://ksgwww.harvard.edu/~ksgpress/catmpa2.htm (accessed February 1998).

leaders through education in business and leadership training. The mission of the Public Management concentration is to prepare students for careers in the public sector.

b. Degree Requirements:

MPPM requirements

- Completion of 18 total courses.
- Completion of 10 MPPM core courses. These core courses are presented in Table 28.
- Completion of Perspectives On Management Leadership Seminar.
- Summer Internship.
- Completion of an In-Depth Sequence (2 courses) or Concentration (3 courses).

Public Management Concentration requirements

- Completion of three required courses. The Public Management required courses are presented in Table 29. The course descriptions are presented in Appendix N.

Table 28

THE YALE SCHOOL OF MANAGEMENT MPPM CORE COURSES[76]

Fundamentals in Accounting
Data Analysis and Statistics
Decision Analysis and Game Theory
Foundations of Leadership and Teams
Financial Reporting (or)Managerial Accounting
Economic Analysis
The Strategic Environment of Management
The Politics of Strategic Management (or) Designing and Managing Organizations

Two of the following
Marketing Management
Operation Management I
Valuation and Capital Markets (and) Corporate Finance and Options

Table 29

THE YALE SCHOOL OF MANAGEMENT PUBLIC MANAGEMENT CONCENTRATION REQUIRED COURSES[77]

One of the following
Program Evaluation
Public Sector Economics
Policy Modeling

Two of the following
Health Policy
Urban Policy
Regulation
Macroeconomics

c. Electives

Over 50 MPPM electives are offered of which 5 are required to meet the academic minimum. Students may also chose electives from other Yale departments.

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[76]Yale School of Management, Curriculum (on-line) http://www.yale.edu/som/admissions/apps.html (accessed February 1998).

[77]Yale School of Management, Curriculum (on-line) http://www.yale.edu/som/admissions/apps.htm (accessed February 1998).

d. Prerequisites

The prerequisites for attending the Yale School of Management are:

- Completion of an undergraduate program.
- GMAT or GRE (Graduate Record Examination).
- Post school work experience.
- Interview (invitational).

3. Stanford University Graduate School of Business

The Stanford University Graduate School of Business offers a Master of Business Administration in general management. Through this program, a student can receive a certificate in Public Management. The Public Management Program (PMP) was founded in 1971 to, "bridge the gap between business and government leaders."[78]

a. Mission and Purpose:

The mission of the PMP is to prepare students for leadership roles in public organizations and improve the effectiveness of public organizations.

b. Degree Requirements

- Completion of 25 courses.
- Completion of 15 MBA core courses. A list of core courses is presented in Table 17 of Chapter 3 and the description of these courses is presented in Appendix I.
- Completion of 4 PMP courses. A list of these courses are presented in Table 30 and the

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[78]Public Management Program, Stanford Graduate School of Business (on-line) http://www~gsb.stanford.edu/academics/programs/mba/pmp (accessed February 1998).

description of these courses are presented in Appendix O. An independent study project may, with approval, be substituted for the 4 PMP courses.

Table 30

THE STANFORD GRADUATE SCHOOL OF BUSINESS PUBLIC MANAGEMENT PROGRAM REQUIRED COURSES[79]

Public Sector Economics

Three of the following
International Economics and Policy Analysis
Performance and Growth in Emerging Markets
The European Economies
US Economy at the End of the 20th Century
Analysis of Costs, Risks and Benefits in Health Care
International Linkage in the Global Economy
Technology and Wages in the Global Economy
Emerging Markets in the Global Economy
International Economic Problems

c. Electives

Ten electives are required for the MBA degree. To fulfill this requirement, students in the PMP program can chose from 24 Public Management related electives.

d. Prerequisites

- Completion of an undergraduate program.

- GMAT.

[79]Public Management Program, Stanford Graduate School of Business (on-line) http:// www~gsb.stanford.edu/academics/programs/mba/pmp (accessed February 1998).

4. University of California, Berkeley, Haas School of Business

The second oldest business school in the country, Berkeley's Haas School of Business offers a 2-year MBA degree that emphasizes an interdisciplinary approach to graduate business education.[80] Within the MBA program, Berkeley offers 10 fields of study, one of which is Public and Nonprofit Management. The focus of this program is in marketing, financial management, and other strategic issues.[81]

a. Mission and Purpose: The goal of the Public and Nonprofit Management program is to prepare students for careers in public organizations.

b. Degree Requirements

- Completion of 56 total academic units (courses are 1 to 5 units each).
- Completion of 30 academic units of core courses (12 courses). A list of core courses is presented in Table 31 and a description of these courses is presented in Appendix P.

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[80]Byrne, John A., Business Week Guide To The Best Business Schools, 5th ed., McGraw-Hill, 1997, p. 129.

[81]Haas School of Business, Fields of Study (on-line) http://haas.berkeley.edu/MBA/guide9899/fields_of_study.htm (accessed February 1998).

Table 31

BERKELEY'S HAAS SCHOOL OF BUSINESS MASTER'S DEGREE IN BUSINESS ADMINISTRATION CORE CURRICULUM[82]

Professional Skills	Introduction to Operations Management
Statistic Module	Organizational Behavior
Spreadsheet Method Module	Marketing Organization and Management
Management Communications Module	Managing Business Ethics in the Global
Economic Analysis for Business Decisions	Economy
Macroeconomics in the Global Economy	Business and Public Policy
Financial Accounting	Information Technology Management
Managerial Accounting	Special Topics in Business Administration
Introduction to Finance	Selective Strategy Courses

c. Electives

- Over 100 electives are offered of which 24 academic units are required to meet the MBA minimum.

- 18 academic units must come from graduate business courses.

d. Prerequisites

- Completion of an undergraduate degree form an accredited college or university.

- GMAT.

- Interview (recommended).

e. Table 32 illustrates a standard MBA program.

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[82]Haas School of Business, Degree Requirements and MBA Courses (on-line) http://haas.berkeley.edu/MBA/guide9899/degree_requirements_mba_courses.htm (accessed February 1998).

Table 32

BERKELEY'S HAAS SCHOOL OF BUSINESS MASTER'S DEGREE IN BUSINESS ADMINISTRATION[83]

First Year

Fall Semester
Professional Skills: Management Communication, Spreadsheet Methods, Statistics*
Economic Analysis for Business Decisions*
Financial Accounting*
Introduction to Finance
Organizational Behavior*
One Week Intrasession*

Spring Semester
Macroeconomics in the Global Economy†
Managerial Accounting*
Information Technology Management
Manufacturing and Operations Management*
Marketing Organization and Management*
Intrasession Symposium*
Three units of electives

Second Year

Fall Semester
Managing Business Ethics**
Business and Public Policy**
Nine units of electives

Spring Semester
Nine or ten units of electives
Strategy Course**
Intrasession Symposium**

* Must be taken first year or passed by waiver exam.
** Must be taken second year.
† May be taken either year or passed by waiver exam.

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[83]Haas School of Business, Sample Two Year Program (on-line) http:// haas.berkeley.edu/MBA/guide9899/sample2yrprog.htm (accessed February 1998).

5. Carnegie Mellon, H. John Heinz School of Business

The H. John Heinz School of Business offers a 1-year (including summer semester) Master of Public Management (MPM) program and a 2-year Master of Science in Public Policy and Management (MS). The MPM program is designed for returning professionals desiring to increase their skills in public, private, and nonprofit sectors.[84] The MS program provides management and policy analysis background by emphasizing analytic skills, management competency, and technological sophistication.[85]

a. Mission and Purpose

The MPM program goal is to provide specialized training in functional areas of Public Management. The MS program goal is to provide management and policy analysis training for those entering the field of Public Policy and Management.

b. Degree Requirements

- Completion of 12 total courses totaling 144 academic units.
- Completion of 5 core courses for MPM. A list of core courses is presented in Table 33 and a description of these courses is presented in Appendix Q.
- Completion of 10 core courses for MS. A list of these core courses is presented in Table 34 and a description of these courses is presented in Appendix R.
- Maintain a "B" average in core courses.

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[84]Master of Public Management (on-line) http://www.heinz.cmu.edu/heinz/mpm/default.html (accessed January 1998).

[85]Masters of Science (on-line) http://www.heinz.cmu.edu/heinz/ms/default.html (accessed January 1998).

Table 33

H. JOHN HEINZ SCHOOL OF BUSINESS MASTER OF PUBLIC MANAGEMENT CORE COURSES[86]

Organizational Management: Theory and Practice
Data Analysis for Managers
Computer Applications for Public Managers
Economic Principles of Policy Analysis
Financial Analysis for Managers

Table 34

H. JOHN HEINZ SCHOOL OF BUSINESS MASTER OF SCIENCE IN PUBLIC POLICY AND MANAGEMENT CORE COURSES[87]

Applied Economic Analysis (or) Intermediate Economic Analysis
Empirical Methods for Public Policy Analysis (or) Intermediate Empirical Methods
Public Policy Issues Seminar
Management Information Systems
Organizational Design and Implementation
Management Science
Managing in a Multicultural Society
Professional Writing (and) Professional Speaking
Policy and Politics
Financial Analysis

c. Electives and Concentrations

The MPM degree requires the completion of 7 electives courses.

The MPM degree offers 6 areas of concentration or the option to pursue a self-

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[86]Master of Public Management, Core Courses and Areas of Concentration (on-line) http://www.heinz.cmu.edu/heinz/mpm/courses.html (accessed January 1998).

[87]Master of Science, Curriculum (on-line) http://www.heinz.cmu.edu/heinz/me/core.html (accessed January 1998).

designed concentration. The existing concentrations are presented in Table 35. The MS degree offers 5 pre-structured concentrations or the option to self-design a concentration. A list of pre-structured concentrations is presented in Table 35.

Table 35

H. JOHN HEINZ SCHOOL OF BUSINESS MANAGEMENT CONCENTRATIONS[88]

MPM	MS
Financial Information	Policy Analysis
Health Systems	Economic Development and Urban Planning
Information Systems	Financial Management and Analysis
Human Resources	Management
Nonprofit Organizations	Management Information Systems
Public Organizations	

e. Prerequisites

MPM

- Completion of an undergraduate program.

- 5 years work experience.

MS

- Completion of an undergraduate program with competency in calculus and statistics.

- GRE or GMAT.

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[88]Master of Public Management, Core Courses and Areas of Concentration (on-line) http://www.heinz.cmu.edu/heinz/mpm/courses.html (accessed January 1998).

6. University of Maryland, School of Public Affairs

The University of Maryland School of Public Affairs offers a 2-year Master of Public Management (MPM) degree program. This program's emphasis is on policy analysis and offers four degree specializations: environmental policy, financial management, international security and economic policy, and social policy. University of Maryland also offers a 3-year joint Master of Public Management/Master of Business Administration (MPM/MBA).

a. Mission and Purpose: The program goal is to develop future leaders in the area of public management in the aforementioned specializations.

b. Degree Requirements

- Completion of 48 total units of academic credit (MPM).
- Completion of 7 core courses(MPM). A list of core courses is presented in Table 36 and a description of these courses is presented in Appendix S.
- Completion of Project Course in which students work with a government agency or private firm.
- The MPM/MBA degree requires completion of 66 units of academic credit split equally between the MPM and MBA programs.

Table 36

UNIVERSITY OF MARYLAND, SCHOOL OF PUBLIC AFFAIRS MASTER OF PUBLIC MANAGEMENT CORE CURRICULUM[89]

Quantitative Methods	Policy Workshop
Political Analysis	Finance
Microeconomic Theory and Policy Analysis	Management Strategies in Public Organizations
	Normative Analysis

c. Electives

Five electives are required. Students may choose electives offered by the School of Public Affairs or electives from other University of Maryland or local universities with sponsor approval.

d. Prerequisites

- Completion of an undergraduate program.

- GRE (GMAT required of MPM/MBA).

7. Syracuse University, Maxwell School of Citizenship and Public Affairs

Established in 1924, the Maxwell School provides graduate education for students entering the field of public service. The Public Administration department, one of seven within the school, promotes policy analysis and management skills for service in the public arena while emphasizing the political, economic and social aspects of public

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[89]School of Public Affairs (on-line) http://www.puaf.umd.edu/courses/corecors.html (accessed February 1998).

administration.[90] The program is 12 to 18 months in length.

a. Mission and Purpose: The program goal is to develop future public service leaders and managers.

b. Degree Requirements

- Completion of 40 total units of academic credit (most courses are 3 credit units).
- Completion of 34 units of academic credit in Public Administration courses, of which 25 units will be core courses. A list of core courses is presented in Table 37 and a description of these courses is presented in Appendix T.
- Cumulative grade point average of "B".
- Internship is recommended for those students with no prior public service experience.

Table 37

MAXWELL SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS MPA CORE CURRICULUM[91]

Quantitative Methods	Economics
Public Administration and Democracy	Public Budgeting
Organization Theory	Public Management Workshop
Computer Workshops	

[90]Public Administration (on-line) http://gradsch.syr.edu/Gprograms/Maxwell/maxprograms3.htm (accessed January 1998).

[91]Master of Public Administration (MPA) Program (on-line) http://www.maxwell.syr.edu/pa/MPA.HTM#ADMISSIONS (accessed February 1998).

c. Electives and Concentrations

The Public Administration department offers 35 electives. Electives from other departments may be utilized to satisfy degree requirements.

Students choose from six designed concentrations. A list of these concentrations is presented in Table 38.

Table 38

THE MAXWELL SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS MPA CONCENTRATIONS

State and Local Government Financial Management
Public and Nonprofit Management
Technology and Information Policy
International and Development Administration
Environmental Policy and Administration
Social Policy

d. Prerequisites

- Completion of an undergraduate program.

- GRE (LSAT or GMAT may be substituted).

8. Willamette University, Atkinson School of Management

The Atkinson School of Management's Master of Management has the distinction of being the only program accredited by both The International Association for Management Education (AACSB) and The National Association of Schools of Public Affairs and Administration (NASPAA). Though emphasizing the general management

concept, the Master of Management program promotes an integrated and global approach.[92]

a. Mission and Purpose: The goal of the Master of Management program is to prepare students for future positions in business, government and not-for-profit sectors.

b. Degree Requirements

- Completion of 60 total academic units (courses are 3 academic units).
- Completion of 10 core courses. A list of core courses is presented in Table 39 and description of these courses is presented in Appendix U.
- Completion of 6 proficiency courses which may be waived if proficiency is demonstrated.

c. Electives

- Completion of 8 - 10 electives to meet academic requirements.

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[92]Atkinson Mission Statement (on-line) http://www.willamette.edu/agsm/prospectus/mission.html (accessed February 1998).

Table 39

ATKINSON SCHOOL OF MANAGEMENT MASTER OF MANAGEMENT CORE CURRICULUM[93]

International Political Economy I: Markets	Foundations of Quantitative Analysis
Marketing for Private and Public Organizations	Organizational Theory and Behavior
International Political Economy II: Government	Financial Accounting: Private and Public
Human Resource Management	Finance
Budget and Control Systems Workshop	Statistical Inference and Model Formulation
	Professional Communication

d. Prerequisites

- Completion of an undergraduate program.

- GMAT or GRE.

9. University of Southern California, School of Public Administration

The Master of Public Administration offered at USC is designed to promote public management by providing students management skills in an entrepreneurial and global context.[94]

a. Mission and Purpose: The goal of USC's Master of Public Administration program is to prepare future managers in the areas of public service and nonprofit

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[93]Atkinson Graduate School of Management, Willamette University, Vol. 21, September 1997, p. 39-40.

[94]Master of Public Administration (on-line) http://www.usc.edu/dept/puad.htm (accessed January 1998).

management.

b. Degree Requirements

- Completion of 41 total units of academic credit. (Courses are 4 academic units).
- Completion of 4 core courses. A list of core courses is presented in Table 40 and a description of these courses is presented in Appendix V.
- Completion of Internship Seminar (required for students with less than 2 years full-time work experience).

Table 40

USC SCHOOL OF PUBLIC ADMINISTRATION MASTER OF PUBLIC ADMINISTRATION CORE CURRICULUM[95]

Public Administration and Society	Public Organization and Management Theory
Professional Practice of Public Administration	Public Sector Economics

c. Electives and Area Clusters

Students are required to take 3 management competencies courses and three electives to meet the degree requirements. To satisfy the elective requirement, students can take courses from 7 area clusters. A list of these area clusters is presented in Table 41.

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[95]Master of Public Administration (on-line) http://usc.edu/dept/puad.htm (accessed January 1998).

Table 41

USC SCHOOL OF PUBLIC ADMINISTRATION MASTER OF PUBLIC ADMINISTRATION AREA CLUSTERS[96]

Intergovernmental Management	Local Government
International Policy and Management	Nonprofit Management
Financial Management	Human Resources Management
Judicial Administration/Court Management	

d. Prerequisites

- Completion of an undergraduate program.

- GMAT or GRE.

- Twelve semester units in Social Sciences (can be met by undergraduate program).

- Statistics proficiency (course PPMT 404 or by passing Statistics Equivalency Test).

10. George Washington University, School of Business and Public Management

The Master of Public Administration offered at George Washington University school of Business and Public Management is a two year program that emphasizes public service on the local, state, and federal level as well as academic excellence in public policy and administration.[97]

a. Mission and Purpose: The goal of this program is to prepare students for

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[96]Master of Public Administration (on-line) http://usc.edu/dept/puad.htm (accessed January 1998).

[97]Master of Public Administration (on-line) http://www.sbpm.gwu.edu/programs/m_pubadm.htm (accessed February 1998).

managerial positions in public sector organizations.

b. Degree Requirements

- Completion of the 42 total credit hour program (all semester courses are 3 credits).

- Completion of 8 core courses (24 credit hours). A list of core courses is presented in Table 42 and a description of these courses is presented in Appendix W.

- Completion of an established or self-designed field of concentration which requires 4 courses.

Table 42

GEORGE WASHINGTON UNIVERSITY MASTER OF PUBLIC ADMINISTRATION CORE CURRICULUM[98]

Introduction to Public Administration
Policy Analysis in Public Administration
Statistical Applications in Public Administration
Public Management and Policy
Research Methods
Administration in the Federal Government (or) Intergovernmental Relations
Public Expenditure and Revenue Analysis
Theory and Practice of Public Management

c. Electives and Concentrations

Two electives are required to meet academic requirements. They may be taken in any related program or discipline.

There are 11 fields of concentration, each requiring 4 courses. A list of these concentrations is presented in Table 43.

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[98]Master of Public Administration (on-line) http://www.sbpm.gwu.edu/programs/m_pubadm.htm (accessed February 1998).

Table 43

GEORGE WASHINGTON UNIVERSITY MASTER OF PUBLIC ADMINISTRATION CONCENTRATIONS[99]

Budget and Public Finance	Executive, Legislative, and Regulatory Management
Management of Natural Resources	Managing State and Local Governments
Managing in Public Organizations	Business Economics and Public Policy
Policy Analysis and Evaluation	Information Systems Management
Organizational Behavior and Development	International Business
Management Decision Making	

d. Prerequisites

- Completion of an undergraduate program at an accredited college or university.

- GRE.

With the data on Master of Business Administration programs from Chapter III and the data on Public Management curricula from this chapter, this paper will now provide program data for the Naval Postgraduate School's Systems Management Department's Master of Science in Management.

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[99]Master of Public Administration (on-line) http://www.sbpa.gwu.edu/programs/m_pubad2.htm (accessed February 1998).

V. TOP-RANKED GRADUATE MANAGEMENT EDUCATION ANALYSIS AND COMPARISON

This chapter begins by providing data on the Naval Postgraduate School's Systems Management Department's Master of Science (MS) in Management. The data include a brief history of the department, mission and purpose, degree requirements, areas of concentration (curricula), and prerequisites. This information is followed by an analysis of the top ten MBA programs and a comparison of those programs with the MS in Management offered at the Naval Postgraduate School. The chapter concludes with an analysis of the top ten Public Management programs and a comparison of those programs with the MS in Management from the Naval Postgraduate School.

A. NAVAL POSTGRADUATE SCHOOL - SYSTEMS MANAGEMENT DEPARTMENT

The Naval Postgraduate School (NPS), in Monterey California, is a unique institution. It was established to meet the Navy's need of educating Naval officers at the graduate level in a variety of fields through specially tailored academic programs. Though predominantly Navy, NPS admits officers from all branches of the U.S. armed forces and foreign militaries. The mission statement for the Naval Postgraduate School follows:

> Increase the combat effectiveness of U.S. and allied armed forces and enhance the security of the U.S.A. through advanced education and research programs focused on the technical, analytical, and managerial tools needed to confront defense

related challenges of the future.[100]

To meet its mission, the Naval Postgraduate School strives to provide quality programs and curricula to prepare military officers for the challenges they will face in future positions of leadership.[101] To define quality, a continuous process of curricula review is established. This process identifies Educational Skill Requirements (ESRs) for each curricula. An example of the Manpower Systems Analysis (847) ESRs are presented in Appendix X. These skills and criteria are required for successful performance within a subspecialty. Overseeing this process is a Primary Consultant who ensures students are receiving essential and quality training that is appropriate for their subspecialty.[102] Included in this curricula review process are the NPS curricular officer, faculty academic associate team and the Primary Consultant's Office.

In 1975, the then Department of Administrative Sciences established specialty curricula. Each curricula was rooted in a common core which addressed the major functional areas of management.[103] Each specialty, or concentration, would have two purposes. The first would be to present the students with a solid base within functional areas of management. The second was to prepare each student for work within a subspecialty environment.[104] This philosophy would not only supply graduates for

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[100]Naval Postgraduate School Catalog, Academic Year 1998, p. 7.

[101]Ibid, p. 7.

[102]Ibid, p. 25.

[103]Naval Postgraduate School, Program Analysis, NASPAA Self-Study Report, Department of Administrative Sciences, September 1, 1992, p. 3.

[104]Ibid, p. 4.

subspecialty billets, but also establish a core of Naval officers, trained in management principles, who could apply these principles to any position or job in the future.[105] The current Systems Management Department at NPS offers a variety of curricula, each approved by a Primary Consultant, to meet specific needs of the Navy. This section of the chapter will address nine management-based curricula and review the requirements of each. Descriptions of these curricula will provide the basis for comparison of the Master of Science in Management at NPS with the top MBA and Public Management curricula in the country.

The nine Systems Management curricula to be assessed are:

1. Transportation Logistics Management (curriculum 813)
2. Transportation Management (curriculum 814)
3. Acquisition and Contract Management (curriculum 815)
4. Systems Acquisition (curriculum 816)
5. Defense Systems Analysis (curriculum 817)
6. Systems Inventory Management (curriculum 819)
7. Material Logistics Support Management (curriculum 827)
8. Financial Management (curriculum 837)
9. Manpower Systems Analysis (curriculum 847)

The Naval Postgraduate School's Systems Management Department's Master of

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[105]Ibid, p. 4.

Science in Management degree is an 18 - 21 month program depending on the specific curriculum. Accredited by The National Association of Schools of Public Affairs and Administration (NASPAA), each curricula within the program is sponsored by a Primary Consultant who ensures the curriculum meet the Navy's requirements for the subspecialty the student acquires.

a. Mission and Purpose: The mission of the Systems Management Department is to:

- improve the managerial capabilities and leadership qualities of Naval and other officers, as well as government executives, through graduate education, research, and professional service.

- develop student's abilities to analyze, think critically, and take intelligent action so they can more effectively carry out their professional responsibilities, and lead their organizations in complex, and sometimes life threatening, environment.

- conduct a variety of research that supports military decision making, problem solving, and policy setting, improves administrative processes and organizational effectiveness contributes knowledge to academic disciplines, and develops the quality of graduate education.

- provide professional expertise that supports the development of the Naval Postgraduate School, the Departments of the Navy and Defense, and other branches of Government, as well as our professional and academic organization.[106]

b. Degree Requirements

- Completion of 48 total hours of graduate-level courses, at least 12 hours of which are at the 4000 level.

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[106]Department of Systems Management, Our Mission (on-line) http://web.nps.navy.mil/~ofcinst/smdept.htm#MSMGT (accessed February 25, 1998).

- Completion of Management Fundamentals program which consists of 8 courses. A list of these courses is presented in Table 44 and a description is presented in Appendix Y.
- Completion of 6 graduate level core courses. A list of these courses is also presented in Table 44 and a Description is presented in Appendix Z.
- Completion of the approved courses within the student's area of concentration.
- Completion of an acceptable thesis.
- Maintenance of a minimum "B" (3.0) average in all graduate level (3000 - 4000) courses.
- Maintenance of a 2.5 in the remaining courses or a 2.75 in all courses of the curriculum.

Table 44

NAVAL POSTGRADUATE SCHOOL MS IN MANAGEMENT CORE CURRICULUM

Management Fundamentals	Graduate Level Core
Financial Accounting	Public Policy and Budgeting
Managerial Accounting	Policy Analysis
Economic Decision Making	Strategic Management
Microeconomic Theory	Information Technology Management
Management and Organization	Operations Research
Managerial Communication	Joint and Maritime Strategy
Math for Management	
Statistical Analysis	

c. Areas of Concentration

For the Master of Science in Management, the Systems Management Department has 9 areas of concentration. These areas of concentration, and their required Management Fundamentals and Graduate level core courses are presented in Table 45.

Table 45

NAVAL POSTGRADUATE SCHOOL MS IN MANAGEMENT'S AREAS OF CONCENTRATION MANAGEMENT FUNDAMENTALS AND GRADUATE LEVEL CORE COURSES

Management Fundamentals	813	814	815	816	817	819	827	837	847
MN2150 Financial Accounting	X	X	X	X	X	X	X	X	X
MN3161 Managerial Accounting	X	X	X	X	X	X	X	X	X
MN2131 Economic Decision Making	X	X	X	X	X	X	X	X	X
MN3140 Microeconomic Theory	X	X	X	X	X	X	X	X	X
MN3105 Organization and Management	X	X	X	X	X	X	X	X	X
MN3333 Managerial Communications	X	X	X	X	X	X	X	X	X
MA2300 Mathematics for Management	X	X	X	X	X	X	X	X	X
OS 3101 Statistical Analysis for Management	X	X	X	X	X	X	X	X	X
Graduate Level Core									
MN3172 Public Policy and Budgeting	X	X	X	X	X	X	X	X	X
MN4145 Policy Analysis	X	X	X	X	X	X	X	MN4163	MN4106
MN4105 Strategic Management	X	X	X	X	X	X	X	X	X
IS3183 Information Technology Management	X	X	X	X	X	X	X	X	X
OS3006 Operations Research	X	X	X	X	X	X	X	X	X
NS3252 Joint and Maritime Strategy	X	X	X	X	X	X	X	X	X

d. Prerequisites

The prerequisites for attending the Naval Postgraduate School's Systems Management Department are:

- A baccalaureate with above average grades
- Completion of at least 2 semesters of college algebra or trigonometry (additional preparation in calculus and statistics advised for Manpower Systems Analysis concentration).
- Academic Profile Code (APC) of 345 required.

e. Tables 46 through 54 illustrate the typical course of study for each curricula.

Table 46
NAVAL POSTGRADUATE SCHOOL MS IN MANAGEMENT FOR TRANSPORTATION LOGISTICS MANAGEMENT CURRICULUM[107]

Quarter 1		
MN2150	(4-0)	Financial Accounting
MN2031	(4-0)	Economic Decision Making
MN3333	(4-0)	Managerial Communication Skills in the DoD Environment
MA2300	(5-0)	Mathematics for Management
IS0123	(0-2)	Computer Skills Development I
Quarter 2		
MN3161	(4-0)	Managerial Accounting
MN3140	(4-0)	Microeconomic Theory
MN3373	(4-0)	Domestic Transportation Management
OS3101	(4-1)	Statistical Analysis for Management

[107]Naval Postgraduate School Catalog, Academic Year 1998, p. 108.

Quarter 3		
MN3105	(4-0)	Organization and Management
MN3172	(4-0)	Public Policy and Budgeting
MN4373	(4-0)	International Transportation Management
OS3006	(4-0)	Operations Research for Management
Quarter 4		
IS3183	(4-0)	Information Technology Management
MN4145	(4-0)	Policy Analysis
MN4376	(4-0)	Defense Transportation System
MN3154	(4-0)	Financial Management in the Armed Forces
MN3221	(2-0)	Principles of Acquisition and Program Management I
Quarter 5		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN3377	(4-0)	Inventory Management
MN3222	(3-2)	Principles of Acquisition and Program Management II
MN3372	(4-0)	Material Logistics
Quarter 6		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN0810	(0-8)	Thesis Research for Systems Management Students
NS3252	(4-0)	Joint and Maritime Strategy
MN3371	(4-0)	Contracts Management and Administration
Quarter 7		
MN0810	(0-8)	Thesis Research
MN4105	(4-0)	Strategic Management
OA3610	(4-0)	Introduction to Naval Logistics
MN3375	(4-0)	Materials Handling Systems Design

Table 47

NAVAL POSTGRADUATE SCHOOL MS IN MANAGEMENT FOR TRANSPORTATION MANAGEMENT[108]

Quarter 1		
MN2150	(4-0)	Financial Accounting
MN2031	(4-0)	Economic Decision Making
MN3333	(4-0)	Managerial Communication Skills in the DoD Environment
MA2300	(5-0)	Mathematics for Management
IS0123	(0-2)	Computer Skills Development I
Quarter 2		
MN3161	(4-0)	Managerial Accounting
MN3140	(4-0)	Microeconomic Theory
MN3373	(4-0)	Domestic Transportation Management
OS3101	(4-1)	Statistical Analysis for Management
Quarter 3		
MN3105	(4-0)	Organization and Management
MN3172	(4-0)	Public Policy and Budgeting
MN4373	(4-0)	International Transportation Management
OS3006	(4-0)	Operations Research for Management
Quarter 4		
IS3183	(4-0)	Information Technology Management
MN4145	(4-0)	Policy Analysis
MN4376	(4-0)	Defense Transportation System
MN3154	(4-0)	Financial Management in the Armed Forces
Quarter 5		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN3301	(4-0)	Systems Acquisition and Project Management
MN3372	(4-0)	Material Logistics

[108]Ibid, p. 110.

Quarter 6

MN0810	(0-8)	Thesis Research for Systems Management Students
MN0810	(0-8)	Thesis Research for Systems Management Students
MN3111	(4-0)	Personnel Management Processes
MN3371	(4-0)	Contracts Management and Administration
NS3252	(4-0)	Joint and Maritime Strategy

Quarter 7

MN0810	(0-8)	Thesis Research for Systems Management Students
MN3375	(4-0)	Materials Handling Systems Design
MN4105	(4-0)	Strategic Management
MN4999	(4-0)	Curriculum Option*

*Student selects option from the following courses:

MN3374	Production Management: A TQM/L Perspective
MN4310	Logistics Engineering
OA3610	Introduction to Naval Logistics
OA4611	Logistics in Naval Warfare

Table 48

NAVAL POSTGRADUATE SCHOOL MS IN MANAGEMENT FOR ACQUISITION AND CONTRACT MANAGEMENT[109]

Quarter 1		
MN2150	(4-0)	Financial Accounting
MN2031	(4-0)	Economic Decision Making
MN3333	(4-0)	Managerial Communication Skills in the DoD Environment
MA2300	(5-0)	Mathematics for Management
MN2302	(0-2)	Seminar for Acquisition and Contracting Students
Quarter 2		
MN3303	(4-0)	Principles of Acquisition and Contract Management
MN3140	(4-0)	Microeconomic Theory
MN3161	(4-0)	Management Accounting
OS3101	(4-1)	Statistical Analysis for Management
MN2302	(0-2)	Seminar for Acquisition and Contracting Students
Quarter 3		
MN3304	(5-2)	Contract Pricing and Negotiations
MN3312	(3-0)	Contract Law
MN3105	(4-0)	Organization and Management
NS3252	(4-0)	Joint and Maritime Strategy
MN2302	(0-2)	Seminar for Acquisition and Contracting Students
Quarter 4		
MN3305	(3-0)	Contract Administration
MN3306	(3-0)	Acquisition Management
MN4145	(4-0)	Policy Analysis
IS3183	(4-0)	Information Technology Management
MN3172	(4-0)	Public Policy and Budgeting
MN2302	(0-2)	Seminar for Acquisition and Contracting Students

[109]Ibid, p. 111-112.

Quarter 5		
MN4301	(4-0)	Contracting for Major Systems
MN0810	(0-8)	Thesis Research for Systems Management Students
MN0810	(0-8)	Thesis Research for Systems Management Students
OS3006	(4-0)	Operations Research for Management
MN2302	(0-2)	Seminar for Acquisition and Contracting Students
Quarter 6		
MN4371	(4-0)	Acquisition and Contracting Policy
----------	(4-0)	Curriculum Option*
MN4105	(4-0)	Strategic Management
MN0810	(0-8)	Thesis Research for Systems Management Students
MN2302	(0-2)	Seminar for Acquisition and Contracting Students

*Curriculum options:

MN3384	Principles of Acquisition Production and Quality Management
MN4152	Corporate Financial Management
MN4162	Cost Management
MN4302	Defense Resource Policy and Management
MN4305	Defense Technology Policy
MN4310	Logistics Engineering
MN4372	Seminar in Acquisition and Contract Management
MN4470	Strategic Planning and Policy for the Logistic Manager
MN3155	Financial Management for Acquisition Managers AND
MN4161	Management Control Systems

Table 49

NAVAL POSTGRADUATE SCHOOL MS IN MANAGEMENT FOR SYSTEMS ACQUISITION MANAGEMENT[110]

Quarter 1		
MN2150	(4-0)	Financial Accounting
MN2031	(4-0)	Economic Decision Making
MN3333	(4-0)	Managerial Communication Skills in the DoD Environment
MA2300	(5-0)	Mathematics for Management
MN2303	(0-2)	Seminar for Program Management Students **
Quarter 2		
MN3161	(4-0)	Management Accounting
MN3140	(4-0)	Microeconomic Theory
MN3301	(4-0)	Systems Acquisition and Program Management **
OS3105	(4-1)	Statistical Analysis for Management
MN2303	(0-2)	Seminar for Program Management Students **
Quarter 3		
MN3105	(4-0)	Organization and Management
MN3371	(4-0)	Contracts Management and Administration **
IS3183	(4-0)	Information Technology Management
OS3006	(4-0)	Operations Research for Management
MN2303	(0-2)	Seminar for Program Management Students **
Quarter 4		
MN4310	(4-0)	Logistics Engineering **
MN4145	(4-0)	Policy Analysis
MN3384	(5-1)	Principles of Acquisition Production and Quality Management **
MN3155	(2-0)	Financial Management for Acquisition Managers **
MN2303	(0-2)	Seminar for Program Management Students **

[110]Ibid, p. 114-115.

Quarter 5		
MN3172	(4-0)	Public Policy and Budgeting
MN3309	(4-0)	Acquisition of Embedded Weapon Systems Software **
OS3302	(4-0)	Quality Assurance and Reliability Methods **
----------	(4-0)	Curriculum Option*
MN3311	(1-2)	Program Management Exercise **
Quarter 6		
MN0810	(0-8)	Thesis Research for Systems Management Students
OS4601	(4-0)	Test and Evaluation **
MN4307	(4-0)	Program Management Policy and Control **
EO4011	(3-2)	Systems Engineering for Acquisition Managers **
MN2303	(0-2)	Seminar for Program Management Students **
Quarter 7		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN0810	(0-8)	Thesis Research for Systems Management Students
MN4105	(4-0)	Strategic Management
NS3252	(4-0)	Joint and Maritime Strategy
MN2303	(0-2)	Seminar for Program Management Students **

*One additional course must be selected from the following curriculum options:

IS3020	Software Design
MN3111	Personnel Management Processes
MN3307	Information Technology Acquisition
MN3801	Technology Transfer
MN4302	Defense Resource Policy and Management
MN4305	Defense Technology Policy
MN4372	Seminar in Acquisition and Contract Management
MN4470	Strategic Planning and Policy for the Logistic Manager
MN4942	The Structure, Conduct and Performance of the Defense Industries
OA4702	Cost Estimation
OS3301	Systems Effectiveness Concepts and Methods
OS3401	Human Factors Engineering
OS3702	Manpower Requirements Determination
OS4701	Manpower and Personnel Models

**Acquisition Courses

Table 50

NAVAL POSTGRADUATE SCHOOL MS IN DEFENSE SYSTEMS ANALYSIS[111]

Quarter 1		
MN2150	(4-0)	Financial Accounting
MN2031	(4-0)	Economic Decision Making
MN3333	(4-0)	Managerial Communication Skills in the DoD Environment
MA2300	(5-0)	Mathematics for Management
IS0123	(0-2)	Computer Skills Development I
Quarter 2		
MN3161	(4-0)	Managerial Accounting
MN3140	(4-0)	Microeconomic Theory
MN3105	(4-0)	Organization and Management
OS3101	(4-1)	Statistical Analysis for Management
Quarter 3		
MN3111	(4-0)	Personnel Management Processes
MN3172	(4-0)	Public Policy and Budgeting
MN4161	(4-0)	Management Control Systems
MN4125	(4-0)	Managing Planned Change in Complex Organizations
Quarter 4		
MN4999	(4-0)	Curriculum Option*
MN4145	(4-0)	Policy Analysis
IS3183	(4-0)	Information Technology Management
OS3006	(4-0)	Operations Research for Management
Quarter 5		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN0810	(0-8)	Thesis Research for Systems Management Students
MN4999	(4-0)	Curriculum Option*
NS3252	(4-0)	Joint and Maritime Strategy

[111]Ibid, p. 117.

Quarter 6		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN4999	(4-0)	Curriculum Option*
MN4105	(4-0)	Strategic Management
MN4999	(4-0)	Curriculum Option*

Table 51

NAVAL POSTGRADUATE SCHOOL MS IN SYSTEMS INVENTORY MANAGEMENT[112]

Quarter 1		
MN2150	(4-0)	Financial Accounting
MN2031	(4-0)	Economic Decision Making
MN3333	(4-0)	Managerial Communication Skills in the DoD Environment
MA2300	(5-0)	Mathematics for Management
IS0123	(0-2)	Computer Skills Development I
Quarter 2		
MN3161	(4-0)	Managerial Accounting
MN3140	(4-0)	Microeconomic Theory
OS3105	(4-1)	Statistical Analysis for Management
MN3172	(4-0)	Public Policy and Budgeting
Quarter 3		
IS3183	(4-0)	Information Technology Management
MN3372	(4-0)	Material Logistics
MN3105	(4-0)	Organization and Management
OS3006	(4-0)	Operations Research for Management
Quarter 4		
OA3501	(4-0)	Inventory I
MN4145	(4-0)	Policy Analysis
MN4310	(4-0)	Logistics Engineering
MN4312	(4-0)	Simulation Modeling for Managerial Decision Making

[112]Ibid, p. 120-121.

Quarter 5		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN0810	(0-8)	Thesis Research for Systems Management Students
NS3252	(4-0)	Joint and Maritime Strategy
OA4501	(4-0)	Seminar in Supply Systems
Quarter 6		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN4105	(4-0)	Strategic Management
MN3154	(4-0)	Financial Management in the Armed Forces
MN3371	(4-0)	Contracts Management and Administration

*If a course is validated, an alternate course may be selected from the following list:

MN3301	(4-0)	System Acquisition and Project Management
MN3374	(4-0)	Production Management: A TQM/L Perspective
MN3375	(4-0)	Materials Handling Systems Design
MN3111	(4-0)	Personnel Management Processes

Table 52

NAVAL POSTGRADUATE SCHOOL MS IN MANAGEMENT FOR MATERIAL LOGISTICS SUPPORT MANAGEMENT[113]

Quarter 1		
MN2150	(4-0)	Financial Accounting
MN2031	(4-0)	Economic Decision Making
MN3333	(4-0)	Managerial Communication Skills in the DoD Environment
MA2300	(5-0)	Mathematics for Management
IS0123	(0-2)	Computer Skills Development I
Quarter 2		
MN3161	(4-0)	Managerial Accounting
MN3140	(4-0)	Microeconomic Theory
OS3101*	(4-1)	Statistical Analysis for Management
MN3172	(4-0)	Public Policy and Budgeting
MN3221	(2-0)	Principles of Project Management I

[113]Ibid, p. 123.

Quarter 3		
MN3372	(4-0)	Material Logistics
MN3222	(3-2)	Principles of Project Management II
OS3006	(4-0)	Operations Research for Management
MN3105	(4-0)	Organization and Management
Quarter 4		
MN3371	(4-0)	Contracts Management and Administration
MN4145	(4-0)	Policy Analysis
MN4310	(4-0)	Logistics Engineering
IS3183	(4-0)	Information Technology Management
Quarter 5		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN0810	(0-8)	Thesis Research for Systems Management Students
MN3374	(4-0)	Production Management
MN4999	(4-0)	Curriculum Option**
Quarter 6		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN4105	(4-0)	Strategic Management
MN3154	(4-0)	Financial Management in the Armed Forces
NS3252	(4-0)	Joint and Maritime Strategy

*OS3105 may be taken instead of OS3101. This substitution will allow certain curriculum option courses below to be taken from the Operations Research Department. The decision to take OS3105 must be made early in the first quarter.

**One additional course must be selected from the following curriculum options:

MN3111 Personnel Management Processes
MN3373 Domestic Transportation Management
MN3375 Materials Handling Systems Design
MN3377 Inventory Management (required for Supply Corps Officers)
OA3401 Human Factors in Systems Design I
OA3501 Inventory I
OA4302 Reliability and Weapon Systems Effectiveness Measurement
OA4303 Sample Inspection and Quality Assurance

**(OA3401, 3501, 4302 and 4303 may only be taken after OS3104 is taken.)

Table 53

NAVAL POSTGRADUATE SCHOOL MS IN MANAGEMENT FOR FINANCIAL MANAGEMENT[114]

Quarter 1		
MN2150	(4-0)	Financial Accounting
MN2031	(4-0)	Economic Decision Making
MN3333	(4-0)	Managerial Communication Skills in the DoD Environment
MA2300	(5-0)	Mathematics for Management
IS0123	(0-2)	Computer Skills Development I
Quarter 2		
MN3161	(4-0)	Management Accounting
MN3140	(4-0)	Microeconomic Theory
MN3105	(4-0)	Organization and Management
OS3101	(4-1)	Statistical Analysis for Management
Quarter 3		
MN4161	(4-0)	Management Control Systems
MN3172	(4-0)	Public Policy and Budgeting
MN4162	(4-0)	Cost Management
OS3006	(4-0)	Operations Research for Management
IS0125	(0-2)	Computer Skills Development II
Quarter 4		
MN3154	(4-0)	Financial Management in the Armed Forces
MN4163	(4-0)	Decision, Cost and Policy Analysis
MN4151	(2-0)	Internal Control and Auditing
IS3183	(4-0)	Information Technology Management
MN4153	(2-0)	Seminar in Financial Management
Quarter 5		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN0810	(0-8)	Thesis Research for Systems Management Students
MN4XXX	(4-0)	Curriculum Option*
NS3252	(4-0)	Joint and Maritime Strategy

[114]Ibid, p. 125.

Quarter 6		
MN3301	(4-0)	Systems Acquisition and Project Management
MN0810	(0-8)	Thesis Research for Systems Management Students
MN4105	(4-0)	Strategic Management
MN4XXX	(4-0)	Curriculum Option*

*The student will select two courses from the following curriculum options:

MN4122	Planning and Control: Measurement and Evaluation
MN4152	Corporate Financial Management
MN4153	Seminar in Financial Management
MN4159	Financial Reporting and Analysis
MN4302	Defense Resource Policy and Management
MN4305	Defense Technology Policy
OA4702	Cost Estimation

Table 54

NAVAL POSTGRADUATE SCHOOL MS IN MANAGEMENT FOR MANPOWER SYSTEMS ANALYSIS[115]

Quarter 1		
MN2150	(4-0)	Financial Accounting
MN2031	(4-0)	Economic Decision Making
MN3333	(4-0)	Managerial Communication Skills in the DoD Environment
MA2300	(5-0)	Mathematics for Management
IS0123	(0-2)	Computer Skills Development I
Quarter 2		
MN3161	(4-0)	Management Accounting
MN3140	(4-0)	Microeconomic Theory
MN3105	(4-0)	Organization and Management
OS3101	(4-1)	Statistical Analysis for Management

[115]Ibid, p. 126-127.

Quarter 3		
MN4161	(4-0)	Management Control Systems
MN3172	(4-0)	Public Policy and Budgeting
MN4162	(4-0)	Cost Management
OS3006	(4-0)	Operations Research for Management
IS0125	(0-2)	Computer Skills Development II
Quarter 4		
MN3154	(4-0)	Financial Management in the Armed Forces
MN4163	(4-0)	Decision, Cost and Policy Analysis
MN4151	(2-0)	Internal Control and Auditing
IS3183	(4-0)	Information Technology Management
MN4153	(2-0)	Seminar in Financial Management
Quarter 5		
MN0810	(0-8)	Thesis Research for Systems Management Students
MN0810	(0-8)	Thesis Research for Systems Management Students
MN4XXX	(4-0)	Curriculum Option*
NS3252	(4-0)	Joint and Maritime Strategy
Quarter 6		
MN3301	(4-0)	Systems Acquisition and Project Management
MN0810	(0-8)	Thesis Research for Systems Management Students
MN4105	(4-0)	Strategic Management
MN4XXX	(4-0)	Curriculum Option*

*The student will select two courses from the following curriculum options:

MN4122 Planning and Control: Measurement and Evaluation
MN4152 Corporate Financial Management
MN4153 Seminar in Financial Management
MN4159 Financial Reporting and Analysis
MN4302 Defense Resource Policy and Management
MN4305 Defense Technology Policy
OA4702 Cost Estimation

B. MBA ANALYSIS

The analysis of the top ten MBA programs illustrates similarities and differences in the business programs, quality of students selected and faculty.

1. Program

The analysis of each MBA program will illustrate the similarities and differences in total and core curricula, degree requirements, concentrations, and length of program.

Table 55 provides the number of total and core courses required at each institution.

Table 55

TOP TEN MBA TOTAL AND CORE MBA COURSES REQUIRED

	Total Courses	Core Courses	% Core/Total Courses
1. University of Pennsylvania The Wharton School	27	16	59%
2. University of Michigan Business School	21-30*	12	40-57%
3. Northwestern University Kellogg School of Management	23	9	39%
4. Harvard University Graduate School of Business Administration	19*	9	47%
5. University of Virginia Darden Graduate School of Business	20*	10	50%
6. Columbia University Graduate School of Business	21	11	52%
7. Stanford University Graduate School of Business	25	15	60%
8. University of Chicago Graduate School of Business	21	9	43%
9. MIT Sloan School of Management	20*	6	30%
10. Dartmouth College Amos Tuck School of Business Administration	28-34*	14	41-50%

* Approximate number of courses due to varying units for individual electives.

The range of total courses varies from as few as 19 (Darden) to as many as 30 or more (Michigan, Dartmouth) with a mean of 23. This variability is due to the fact that when selecting electives, students have the option of taking full semester/quarter courses and mini-semester/quarter courses. In meeting the required number of academic credits to graduate, this effects the total number of courses taken but not the length of the program.

As Table 55 goes on to illustrate, the number of core courses range from 6 (MIT) to 16 (Wharton), averaging 11 among the top ten schools. The average percentage of the total courses that the core makes up is approximately 47%. This ranges from a low of 30% (MIT) to a high of 60% (Stanford).

To evaluate program content, the core curricula will be divided into 5 major components: Management and Organizational Behavior courses, Financial Management courses, Economic courses, Quantitative courses, Marketing, and other courses. The results are displayed in Table 56.

Table 56

MASTER OF BUSINESS ADMINISTRATION REQUIRED CORE COURSES COMPARISON

	Management and Organizational Behavior	Financial Management	Economics	Quantitative	Marketing	Other
Wharton	Competitive Strategy Management of People at Work Global Strategic Management Foundation of Leadership and Teamwork	Financial Accounting Financial Analysis Managerial Accounting	Managerial Economics Macroeconomics Analysis and Public Policy	Operations Management: Quality and Productivity Operations Management: Strategy and Technology Statistical Analysis for Management Management Science	Marketing Management: Program Design Marketing Management: Strategy	Governmental and Legal Environment of Business
Michigan	Human Behavior and Organization Managerial Writing Corporate Strategy I Corporate Strategy II	Financial Accounting Managerial Accounting Principles of Finance Principles of Corporate Finance	Applied Micro-economics The World Economy	Operations Management Applied Business Statistics	Marketing Management	Ethics (or) Business Law
Kellogg	Management of Organizations Organizational Behavior	Accounting for Decision Making Finance I	Microeconomic Analysis	Operations Management Mathematical Methods for Management Decisions	Marketing I	
Harvard	Leadership and Organizational Behavior Competition and Strategy General Management Negotiation	Financial Reporting and Control Finance	Business, Government and the International Economy	Technology and Operations Management	Marketing	

Table 56 (continued)

	Management and Organizational Behavior	Financial Management	Economics	Quantitative	Marketing	Other
Darden	Organizational Behavior Strategy Management Communications	Accounting Finance	Business and Political Economy	Operations Quantitative Analysis	Marketing	Ethics
Columbia	Managing Human Behavior in Organizations Strategic Management of the Enterprise	Accounting I Accounting II Business Finance	The Global Economic Environment Managerial Economics	Managerial Statistics Decision Models Operations Management	Marketing	
Stanford	Human Resource Management Management in Nonmarket Environments Organizational Behavior Strategic Management	Financial Accounting Cost Accounting Finance	Economic Analysis and Policy Information Economics	Operations Data and Decisions Modeling and Analysis	Marketing Management	Information Systems and Technology Systems
Chicago	Human Resources Management Production Management Managerial and Organization Behavior Strategic Management	Financial Management Managerial Accounting Financial Accounting	Macroeconomics Microeconomics	Statistics	Marketing Management	

Table 56 (continued)

	Management and Organization Behavior	Financial Management	Economics	Quantitative	Marketing	Other
MIT	Organizational Processes Communications Strategic Management	Financial and Managerial Accounting	Economic Analysis for Business Decisions	Data, Models and Decisions		
Tuck	Management Communication Organizational Behavior International Leadership Business Policy	Capital Markets Financial Accounting Corporate Finance Managerial Accounting	Managerial Economics Global Economic Environment	Decision Science Applied Statistics Operations Management	Marketing	

After reviewing Table 56, a representative list of MBA Core courses was selected and is presented in Table 57.

Table 57

MASTER OF BUSINESS ADMINISTRATION REPRESENTATIVE CORE COURSE REQUIREMENT

Management and Organization	Financial Management	Economics
Strategic Management	Financial Accounting	Microeconomics
Human Resource Management	Managerial Accounting	Macroeconomics
Organizational Behavior	Finance	
Management Communication		
Leadership		
Quantitative Skills	**Marketing**	**Other**
Operations Management	Marketing	Business Ethics or
Statistics		Business Law
Decision Analysis		

In addition to the core courses requirement, six of the ten programs require or offer business projects, internships, or theses. The projects would typically consist of faculty-advised consulting jobs, working for actual businesses. The schools with projects are Wharton, Michigan, Harvard, Darden, and Tuck. MIT offers an optional thesis from which a student would receive a Master of Science degree upon graduation.

Eight of the 10 MBA programs offer 10 to 19 areas of concentration. The exceptions were the University of Michigan Business School which does not offer any formal

concentrations or majors, and the Amos Tuck School of Business Administration which offers the single concentration in General Management.

Table 58 provides information on length of program, core courses, number of electives offered, Quarter/Semester structure and program tuition.

Table 58

1997 FULL-TIME MBA CURRICULUM AND COST

	Length of Program	# of Core Courses	# of Electives	Quarter or Semester	Program Tuition**
Wharton	16 mo.	16	200+	Qtr/Sem	$42,100
Michigan	14 mo.	12	125+	Sem	$36,800
Kellogg	18 mo.	9	200+	Qtr	$41,268
Harvard	19 mo.	9*	90+	Sem	$42,000
Darden	18 mo.	10	80+	Sem	$18,200
Columbia	16 mo.	11	170+	Sem	$42,800
Stanford	21 mo.	15	100+	Sem	$42,378
Chicago	18 mo.	9	100+	Qtr	$43,312
MIT	16 mo.	6	90+	Sem	$43,380
Dartmouth	18 mo.	14	60+	Qtr	$42,450

* Does not include Essential Skills, Foundation I, and Foundation II.
** In State cost listed.

Each of the top ten programs advertises that they are two academic years in length. The actual time spent in the program ranges from 14 to 21 months. The ten programs average 17 months in length. It should be noted that both Kellogg and Chicago also offer one year (four consecutive quarters) programs.

From Table 58, the average program tuition is $39,468. The only schools requiring

out-of-state program tuition were Michigan ($46,000) and Darden ($35,678).

2. Students

In an analysis of students selected, similarities and differences in program prerequisites, enrollment, undergraduate business background, average GMAT/GPA, rejection rate, average age and work experience are presented.

All 10 programs require an undergraduate degree and GMAT results as prerequisites for admission. Only two programs, University of Michigan Business School and Columbia University Graduate School of Business mention a prerequisite minimum calculus background. Though an interview is used in some capacity for screening applicants in seven of the 10 programs, only at J.L. Kellogg Graduate School of Management is the interview required.

Table 59

1997 FULL-TIME MBA STUDENT STATISTICS

	Enrollment In MBA	% With Business Undergrad	Average GMAT/GPA	Rejection Rate(%)	Avg. Age	% With Work Experience
Wharton	786	43	642/3.3	77	27	99
Michigan	858	23	662/3.2	*	27	96
Kellogg	1177	24	640/3.4	80	26	99
Harvard	1600	*	644/3.5	84	26	100
Darden	480	20	627/3.1	73	27	99
Columbia	1540	23	635/3.3	75	27	99
Stanford	720	13	644/ *	90	27	99
Chicago	1231	31	650/3.4	67	27	95
MIT	513	17	650/3.6	77	27	100
Dartmouth	327	18	651/3.3	83	27	98

*Data not available

Source: Unicorn Research Corporation's Official MBA Guide (on-line) http://mba.us.com/guide/programs (accessed December 1997).

MBA enrollment in the top ten programs averages 932 students. The range was 327 (Dartmouth) to 1600 (Harvard). The percentage of those enrolled with a business undergraduate degree averaged 24%.

Average GMAT score, undergraduate GPA and program rejection rate all tend to be high as this implies quality in student selectivity. Of the top ten programs, the average GMAT scores and undergraduate GPA were 645 and 3.4, respectively. The program rejection rate ranged from 67% (Chicago) to 90% (Stanford) and averaged 79%.

With an average student age of 27 years, prior work experience would be expected to be high. This is in fact true as 98% of the students had prior work experience.

3. Faculty

To analyze the similarities and differences in the make up of top ten program faculty, Table 60 presents the percentages of Senior and Doctorate faculty and the Student/Faculty ratio.

Table 60

1997 FULL-TIME MBA FACULTY AND CLASS DATA

	% Senior** Faculty	% Doctorate Faculty	Student/Faculty Ratio	Avg. Core Class Size
Wharton	*	*	*	40
Michigan	70	96	14:1	65
Kellogg	49	86	19:1	55
Harvard	*	*	*	*
Darden	78	96	9:1	60
Columbia	63	93	13:1	60
Stanford	68	100	9:1	60
Chicago	68	100	22:1	50
MIT	68	93	19:4	58
Dartmouth	71	100	10:1	60

* Data not available
**Senior Faculty consist of Full and Associate Professors
Source: Unicorn Research Corporation's Official MBA Guide (on-line) http://mba.us.com/guide/programs (accessed December 1997).

As one would expect, the top ten programs place an emphasis on senior faculty and those with doctorates. The average of the percentage of senior faculty was 67%, with a range of 49% (Kellogg) to 78% (Darden). Data were not available for Wharton and Harvard.

The percentage of faculty in the MBA program holding a doctorate averaged 96%, with a range of 86% (Kellogg) to 100% (Stanford, Chicago, Dartmouth). Again, data were not available for Wharton and Harvard.

The student/faculty ratio of the top ten programs ranged from 19:4 (MIT) to 22:1 (Chicago). The average was 13:1. The faculty would address a core class size on the average of 57 students. This ranged from a low of 40 (Wharton) to a high of 65 (Michigan).

C. COMPARISON OF TOP TEN MBA PROGRAMS WITH NPS MS IN MANAGEMENT

Established from the data presented in Chapters III, this chapter has summarized the key criteria of the 10 top MBA programs.

How does the MS in Management at the Naval Postgraduate School compare to the best MBA schools in the country? The criteria for this comparison will be program, students selected and faculty.

1. Program

The total course and core course mix for the MS in Management at NPS requires 21-26 quarter length courses of which 14 are core courses and 7-11 are subspecialty courses. The core, therefore makes up 54-67% of the total required. The number of core for the MS in Management (14) is more than the average of the top ten MBA programs (11), and is surpassed only by Wharton (16) and Stanford (15). The percentage of total courses that consist of core courses for the MS in Management at NPS (54-67%), again, is greater than the average of the top ten MBA programs (47%). Stanford (60%) and Wharton (59%) maintain similar percentages.

When comparing degree requirements, the overall picture is quite similar. By comparing Tables 44 and 56, the MS in Management covers all of the MBA representative core requirements except for Marketing. Over and above the top 10 MBA representative core, the MS in Management supplies a basic-level math course (MA2300 - Math For Management), which helps establish prerequisite skills for its students, and courses in Public Policy and Budgeting (MN3172), Policy Analysis (MN4145 or MN4163) and Information

Technology Management (IS3183). Additionally, the thesis requirement at NPS, which requires students to perform in-depth research on relevant topics, is closest to the MBA's business project, internship or thesis offered at six of the ten schools.

Though the 18-21 consecutive months spent in the MS in Management program at NPS is shorter in length than the two academic years in the top ten programs, the actual time spent in the program exceeds that of the average of the top ten MBA programs by one to four months.

2. Students

In the program prerequisites, the top ten MBA programs differ, slightly, from the MS in Management at the NPS. The selection of Naval Officers to the MS in Management is "based on outstanding performance, promotion potential and a strong academic background[116]." Additionally, applicants must have a baccalaureate degree with above average grades and have completed two semesters of algebra or trigonometry. NPS does not require GMAT scores. For acceptance into the MS in Management, applicants must have a minimum Academic Profile Code (APC) of 345 for entry. The APC indicates cumulative grade point average, exposure to and performance in calculus related mathmatics courses and exposure to and performance in selected science/engineering courses. An APC of 345 indicates a minimum GPA of 2.20-2.59, two or more pre-calculus courses with B or better average and no pertinent technical courses.[117]

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[116]Naval Postraduate School Catalog, Academic Year 1998, p.18.

[117]Ibid, p.19.

In looking at enrollment, the Systems Management Department is small (251) in comparison to the average of the top ten MBA programs (932). Of the 251 enrolled, 27% come with undergraduate degrees in business. This is 3% higher than the average of the top ten MBA programs.

The average age of officers in the Systems Management Department is equivalent to the average age of the top ten MBA programs, and all officers come to the program with prior work experience.

Since there is no standard application process as with the civilian institutions, there is no rejection rate for the Navy's program.

3. Faculty

The total faculty teaching in the MS in Management program is 56, 28 of whom are senior faculty (includes 5 senior lecturers), and 41 of whom hold doctorates. Fourteen faculty members without doctorates are active duty or retired military. This civilian/military mix lends itself to meeting the school's mission which is to meet the needs of the Navy.

The percentage of total faculty holding their doctorate is 73%. This is lower than the average of the top ten MBA programs (96%).

The student/faculty ratio in the MS in Management program stands at 4.5:1, which is considerably higher than the top ten MBA program average of 13:1. The only program with a similar ratio is MIT (4.75:1).

The Navy's program has structured itself to accommodate a core class size of 25. This, too, is lower than the top ten MBA program average of 57.

D. PUBLIC MANAGEMENT ANALYSIS

The analysis of the 10 top Public Management programs will examine the similarities and differences in program, student selectivity and faculty.

1. Program

The analysis of each Public Management program will illustrate the similarities and differences of degree received, total and core curricula, degree requirements and length of program.

Because the concepts of Public Management are fairly new to graduate management education, one would expect to see the training and educating of its principles in a variety of forms. This is, in fact, what we see with the 10 top programs. Public Management curricula is in most cases embedded within established curricula, degrees, and institutions. From business schools to public administration institutions, MBA and Master of Management degrees to Master of Public Administration and MS in Public Policy and Management, Public Management is intertwined with most Business and Public Administration disciplines. The following table summarizes the length of program and degree obtained in the 10 top Public Management programs.

Table 61

CURRICULA LENGTH AND DEGREE EARNED IN 10 TOP PUBLIC MANAGEMENT PROGRAMS

Institution	Length	Semester or Quarter	Degree
Harvard-JFK	16 mo.	Sem	Master of Public Administration
Yale University	18 mo.	Sem	Master of Public and Private Management
Stanford University	21 mo.	Sem	Master of Business Administration - Certificate in Public Management
Berkeley	15 mo.	Qtr	Master of Business Administration - Public and Nonprofit Concentration
Carnegie Mellon	12 mo. 21 mo.	Sem Sem	Master of Public Management Master of Science in Public Policy and Management
U. of Maryland	21 mo.	Sem	Master of Public Management
Syracuse University	16 mo.	Sem	Master of Public Administration
Willamette University	12-18 mo.	Sem	Master of Management
USC	12-16 mo.	Sem	Master of Public Administration
GWU	16 mo.	Sem	Master of Public Administration

To evaluate the curricula, Table 62 provides the number of total and core courses required at each institution.

Table 62

PUBLIC MANAGEMENT PROGRAM TOTAL AND CORE COURSES REQUIRED

	Total Courses	Core Courses	% Core/Total Courses
JFK	16	5	31
Yale	18	14	78
Stanford	25	19	76
Berkeley	20	12	60
Carnegie Mellon			
MPM	12	5	42
MS	17	10	59
Maryland	16	7	44
Syracuse	14*	7	50
Willamette	20	10	50
USC	10	4	40
GWU	14	8	57

* Approximate number of courses due to varying lengths of electives.

The range of total courses among the Public Management programs is 10 (USC) to 25

(Stanford), with a mean of 17. The core required courses have a range of 4 (USC) to 19 (Stanford), with a mean of 9. Some of this variability is due to the dissimilar degrees awarded. The business schools (Stanford, Berkeley and Willamette) require more total and core courses to meet business administration requirements as well as public management concentration requirements. The average percentage of the total courses that the core makes up is 53%. This ranges from a low of 31% (JFK) to a high of 78% (Yale).

The review of the 10 top Public Management programs from Chapter IV indicate core course coverage in the following functional areas: management/organizational behavior, finance/economics, quantitative skills, public policy, information skills, and marketing. Table 63 presents each school's core courses under each of the above functional areas.

Table 63

PUBLIC MANAGEMENT REQUIRED CORE COURSE COMPARISON

	Management and Organizational Behavior	Finance and Economics	Quantitative Skills	Public Policy	Information Systems	Marketing
JFK	Managing Public Organizations Strategic Human Resource Management Negotiation Analysis Governing in a Democracy: Political Management and Organizational Strategy Exercising Leadership: Mobilizing Group Resources Organizing: People Power and Change	Public and Nonprofit Management Applied Economic Analysis	Analytic Methods for Public Managers Program Evaluation Empirical Analysis	Public Policy (2)		
Yale	The Politics of Strategic Managment The Strategic Environment of Management Designing and Managing Organizations Foundations of Leadership and Teams	Fundamentals in Accounting Financial Reporting (or) Managerial Accounting Valuation and Capital Markets (and) Corporate Finance and Options Economic Analysis	Data Analysis and Statistics Decision Analysis and Game Theory Operations Management I Program Evaluation	Urban Policy Regulation		Marketing Management

Table 63 (continued)

	Management and Organizational Behavior	Finance and Economics	Quantitative Skills	Public Policy	Information Systems	Marketing
Stanford	Human Resource Management Management in Nonmarket Environments Organizational Behavior Strategic Managment	Financial Accounting Cost Accounting Finance Economic Analysis and Policy Information Economics Public Sector Economics International Economics and Policy Analysis Performance and Growth in Emerging Markets U.S. Economy at the End of the 20th Century	Operations Data and Decisions Modeling and Analysis		Information Systems and Technology Systems	Marketing Management
Berkeley	Marketing Organization and Management Organizational Behavior Special Topics in Business Administration Selective Strategy Courses Managing Business Ethics in the Global Economy	Financial Accounting Managerial Accounting Introduction to Finance Economic Analysis for Business Decisions Macroeconomics in the Global Economy	Introduction to Operations Management	Business and Public Policy	Information Technology Managmement	
Carnegie Mellon (MPM)	Organizational Management	Financial Analysis for Managers Economic Principles of Policy Analysis	Data Analysis for Managers		Computer Applications for Public Managers	

Table 63 (continued)

	Management and Organizational Behavior	Finance and Economics	Quantitative Skills	Public Policy	Information Systems	Marketing
Carnegie Mellon (MS)	Managing in a Multicultural Society Organizational Design and Implementation Professional Writing Professional Speaking	Financial Analysis Applied Economic Analysis (or) Intermediate Economic Analysis	Empirical Methods for Public Policy Analysis (or) Intermediate Empirical Methods Management Science	Public Policy Issue Seminar Policy and Politics	Management Information Systems	
Maryland	Management Strategies in Public Organizations	Finance Microeconomic Theory and Policy Analysis	Quantitative Methods Normative Analysis	Political Analysis Policy Workshop		
Syracuse	Organization and Theory Public Management Workshop	Public Budgeting Economics	Quantitative Methods	Public Administration and Democracy	Computer Workshops	
Willamette	Human Resource Management Organization Theory and Behavior Professional Communication Workshops	Budget and Control Systems Financial Accounting, Private and Public Finance International Political Economy I: Markets International Political Economy II: Government	Foundations of Quantitative Analysis Statistical Inference and Model Formulation			

Table 63 (continued)

	Management and Organizational Behavior	Finance and Economics	Quantitative Skills	Public Policy	Information Systems	Marketing
USC	Profession Practice of Public Administration Public Organization and Management Theory	Public Sector Economics		Public Administration and Society		
GWU	Introduction to Public Administration Public Management and Policy Theory and Practice of Public Management Administration in the Federal Government (or) Intergovernmental Relations	Public Expenditure and Revenue Analysis	Statistical Applications in Public Administration Research Methods	Policy Analysis in Public Administration		

After reviewing Table 63, a representative list of required core courses for Public Management can be established. Table 64 presents this list of courses.

Table 64

PUBLIC MANAGEMENT REPRESENTATIVE CORE COURSE REQUIREMENTS

Management and Organization	Finance/Economics	Quantitative
Public Management	Financial Accounting	Quantitative Skills
Human Resource Management	Managerial Accounting	Statistics
Organizational Behavior Theory	Microeconomics	
Organizational Theory	Public Budgeting Systems	
Leadership Skills		
Public Policy	**Information Skills**	**Marketing**
Public Policy Analysis	Management Information Systems	Marketing

In addition to the core requirements, eight of the ten programs require or offer an internship, project or thesis. Schools offering internships are JFK, Yale (required), Maryland (required), Syracuse, Willamette (required), and USC (required for students with less than two years experience). At Stanford, a Public Management Initiative requires students to coordinate speakers, events and workshops that address specific management issues. George Washington University is the lone program that offers an optional thesis.

Program length of the Public Management programs range from 12 months to 21, with a mean of 17 months. Three programs offer 12 month programs (Carnegie Mellon-MPM, Willamette, USC). The MPM program offered at Carnegie Mellon is directed toward mid-career executives. Willamette offers its 12-month program only to students holding an

undergraduate degree in business, with a 3.5+ GPA, and with two years experience.

2. Students

In the analysis of students selected, similarities and differences in program prerequisites, enrollment, rejection rate, average GMAT and age will be presented.

Table 65

1997 FULL-TIME PUBLIC MANAGEMENT STUDENT DATA

	Enrollment	Average GMAT	Rejection Rate	Average Age	Tuition
JFK	100	*	45	29	$39,540
Yale	425	675	76	28	$41,980
Stanford	720	644	90	27	$42,378
Berkeley	496	675	89	28	$23,102
Carnegie Mellon					
MPM	*	*	*	*	$26,352
MS	236	545	22	25	$40,550
Maryland	80	600	52	28	$18,800
Syracuse	118	*	*	*	$34,000
Willamette	149	550	18	28	$29,800
USC	238	548	28	*	$26,650
GWU	52	*	67	*	$26,250

* Data not available
Source: The Guide to Graduate Education in Public Affairs and Public Administration, Donovan, C. (ed.), NASPAA, 1997.

As a prerequisite for all ten programs, an undergraduate degree is required. Also, GMAT or GRE test results are required for all programs, except Carnegie Mellon's MPM degree. Three programs (JFK, Yale and Carnegie Mellon-MPM) require professional work experience and two programs (Carnegie Mellon-MS, USC) require a calculus or statistical

background.

Enrollment of the top ten Public Management programs range from 52 (GWU) to 720 (Stanford), with a mean of 261. Rejection rates varied substantially, from 18% (Willamette) to 90% (Stanford). The mean rejection rate of the top ten Public Management programs was 54%.

Data on the average GMAT scores of enrolled students was available from six of the ten programs. The mean GMAT score of the top ten Public Management programs was 606.

Average age of the students enrolled in the top ten Public Management programs was 28 years.

3. Faculty

For the assessment of faculty within the Public Management programs, we will examine the number of full-time faculty within each program, the percentage of senior faculty that are teaching in the program and the student/faculty ratio.

Table 66

1997 FULL-TIME PUBLIC MANAGEMENT FACULTY STATISTICS

	# of Full Time Faculty	% of Senior Faculty Teaching	Student/Faculty Ratio
JFK	115	57	1:1
Yale	39	95	11:1
Stanford	*	70	9:1
Berkeley	*	*	8:1
Carnegie Mellon			
MPM	*	*	*
MS	37	75	6:1
Maryland	15	*	5:1
Syracuse	15	95	8:1
Willamette	11	85	8:1
USC	28	60	9:1
GWU	13	90	4:1

* Data not available

Source: The Guide to Graduate Education in Public Affairs and Public Administration, Donovan, C. (ed.), NASPAA, 1997.

The number of full-time faculty range from a low of 11 (Willamette) to a high of 115 (JFK). The mean full-time faculty was 34.

The mean percentage of senior faculty teaching in the program was 79%. This ranged from 60% (USC) to 95% (Yale, Syracuse).

The student/faculty ratio averaged 7:1 and ranged from 1:1 (JFK) to 11:1 (Yale).

E. COMPARISON OF THE TOP TEN PUBLIC MANAGEMENT PROGRAMS WITH NPS MS IN MANAGEMENT

How does the MS in Management at the Naval Postgraduate School compare to the top ten Public Management programs? For the comparison, the catagories used are program, students selected and faculty.

1. Program

The total course and core course mix for the MS in Management at NPS requires 21-26 quarter length courses of which 14 are core courses and 7-11 are subspecialty courses. The core, therefore, makes up 54-67% of the total required. The number of core courses for the MS in Management (14) is more than the average of the top ten Public Management programs (9). The only program with a core requirement surpassing the MS in Management is Stanford (19). The percentage of the total courses which are core courses in the MS in Management (54-67%) is slightly higher than the average percentage within the Public Management programs (53%). Five of the programs are equivalent to, or exceed the percentage of the MS in Management at NPS (Yale, Stanford, Berkeley, Carnegie Mellon-MS, GWU).

The comparison of the Public Management representative core requirements in Table 64 with the core requirement of the MS in Management from NPS shows a very similar picture. The MS in Management covers all the representative core courses. In addition, the MS in Management requires a second core course in economics (MN3140) and the basic-level math course (MA2300).

As with the MBA programs, the internships offered in the majority of the Public Management programs is offset by the thesis requirement in the Systems Management

Department. The experience and knowledge gained through this research is, as with the internship, a valuable tool used in the graduate management education process.

The length of the MS in Management program at NPS (18-21 months) is longer than the top ten Public Management programs which averages 17 months.

2. Students

In comparing the program prerequisites, we see a similar trend. An undergraduate degree is required by all programs. Where the Public Management programs require GMAT or GRE test scores, the MS in Management at NPS assesses APCs. All officers in the MS in Management program arrive with prior professional work experience and are required to have a mathematics background. This is similar to the professional work experience required by JFK, Yale and Carnegie Mellon-MPM, and the mathematics background required by Carnegie Mellon-MS and USC.

Enrollment in the MS in Management (251) is similar to the average enrollment in the top ten Public Management programs (261). As with the MBA programs, the average age is equivalent to that in the MS in Management at NPS.

3. Faculty

The total faculty teaching in the MS in Management program, 56, exceeds the average number of full-time faculty in the Public Management programs (34).

The student/faculty ratio in the MS in Management program at NPS, 4.5:1 differs from the top ten Public Management program ratio average of 7:1. The two programs that match or exceed the MS in Management ratio are JFK (1:1) and GWU (4:1).

F. SUMMARY

As seen from their top ten programs, the long established MBA discipline and the new and evolving Public Management programs exhibit many similarities as well as differences.

The MBA programs tend to require more total and core courses, yet the percentage of the total that the core represents is higher for the Public Management programs (53%) than for the top ten MBA programs (47%).

The average program length of the two disciplines is 17 months. The Public Management programs average less total courses (16) than the top ten MBA programs (22), but four of the Public Management programs require summer internships. Though Stanford (MBA) requires an internship, the trend in the MBA programs is to require in-semester business projects.

With enrollment three and a half times that of the Public Management average, MBA programs tend to be more selective of their applicants. In addition to their GMAT scores averaging 39 points higher, the top ten MBA programs rejection rate averages 79%, 25 points higher than the average of the top ten Public Management programs.

Both disciplines place an emphasis on senior faculty and the involvement of this group in the teaching process. The student/faculty ratios average 13:1 for the top ten MBA programs and 7:1 for the top ten Public Management.

One of the most striking features when viewing these sets of top ten programs is the variety of degrees offered in the top ten Public Management programs. As stated earlier, it is the belief of this author that this is due to the new and evolving discipline whose professional education is evolving along with it.

VI. CONCLUSION

The previous chapter has defined quality in graduate management education in terms of the programs offered, students selected and faculty. The top ten MBA and top ten Public Management programs in the United States have been compared to the management programs in the Systems Management Department. Additionally, information on mission and purpose, degree requirements, concentrations and electives, and prerequisites for each program has been analyzed. With these comparative data in hand, we find some basic similarities and differences between the NPS and other programs.

A. SIMILARITIES

For application of theory and experience, the majority of programs reviewed (MBA-6, Public Management-8) have a required or optional project, internship or thesis as part of their degree requirements. This element is present in the MS in Management at NPS which requires all students to complete a thesis. As with the business project, internship and thesis offered in the MBA and Public Management programs, the required thesis at NPS is viewed as a valuable graduate management education tool which provides useful research for the Department of the Navy and valuable experience for the student.

Selectivity of the students for the top ten MBA and Public Management programs was high. This quality of student was indicated by the high GMAT scores and rejection rates. Additionally, the data showed that practically all MBA students had, in their resume, professional work experience while three of the Public Management programs required

professional work experience.

Navy officers selected for the MS in Management at NPS all have work experience within their professional field. To ensure quality, Academic Profile Code requirements and detailor screening ensures quality in the selection of applicants who bring with them experience, past professional performance and future promotion potential.

The professional work experience the student brings to the program, in both the civilian institution and NPS, adds to the quality of the program. Additionally, the past professional work experience implies a higher maturity level among students.

The team approach to graduate management education is also prevalent throughout our sample. Students are separated into clusters and groups when addressing business case studies or performing policy analysis. This approach is also used within the MS in Management program at NPS. This team concept, used by all the institutions, provides experience at a real world approach to analyzing and solving business and management issues. It also provides students with exposure to the differing mind-sets to these management issues.

Also appearing in the top programs is the introduction of ethics and leadership programs. Though not specifically addressed in the MS in Management program at NPS, all Naval officers receive leadership training early in their professional careers. Society, in today's world, is demanding quality in its leaders. This could not be more true than with today's military leaders. Integrity, fiscal responsibility and ethics in management are key qualities required of aur military leaders and managers.

B. DIFFERENCES

It has been established that the MS in Management from NPS is a longer program requiring more total and core courses than the top ten programs in both MBA and Public Management. Additionally, the core within the MS in Management is a higher percentage of the total. The explanation is straightforward: the MS in Management is longer because it addresses both MBA and Public Management requirements. It also requires all students to complete course requirements to earn their subspecialty. The analysis and comparison has shown that **all** core requirements, except Marketing, are taught within the core of the MS in Management at NPS.

It is clear from the data that the top graduate management education programs place great emphasis on the faculty employed at their institutions. This is illustrated by the high percentages of senior and doctorate faculty within the MBA programs, and in the large percentage of senior faculty teaching in the Public Management programs. It is this faculty that adds quality and prestige to the institution through their research, publications and teaching.

The MS in Management program at NPS does not have as high a percentage of senior and doctorate faculty, but the faculty is structured to support the mission and needs of the Navy. The MS in Management provides this through a civilian/military faculty mix of 4:1, a smaller student/faculty ratio and smaller core class size in comparison to both the MBA and Public Management programs. Though the faculty faces many of the same requirements as the faculty of the civilian institutions, the primary goal of NPS is to produce Naval officers who are highly trained at the graduate level to perform in a specific subspecialty.

Another difference from the top programs in the United States is the global emphasis in business schools. As economies expand internationally, business schools, in order to meet the needs of corporate customers, must produce graduates with a solid foundation in the globalization of these economies. Nine of the programs reviewed have core courses established with this trend in mind. The development of programs, such as Wharton's Global Immersion Program, trains students in language and culture and then sends them to work in-country for several weeks. In the pairing of globalization and information technology, the Fuqua School of Business at Duke University offers a mid-career executive program called the Global Executive MBA (GEMBA). This one and a half year program required five weeks of training at Duke and one week a piece on satellite campuses in Salzburg, Prague, Shanghai, Hong Kong, Sao Paulo, and Buenos Aires. The remainder of the course work is conducted using CD-ROM lectures, internet chat sessions for group projects and e-mail.[118]

The MS in Management is not oriented toward global business as are the corporations to which the graduates of the top ten MBA are being employed. As stated earlier, the students of the MS in Management at NPS are educated in a curriculum specifically designed to prepare them to perform in subspecialty billets that meet the needs of the Navy.

C. FUTURE ISSUES FOR NPS

With Public Management programs in their early stages and the more established MBA programs experiencing change, what can be said of the future of graduate management

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[118] Kaplan Newsweek, Newsweek, Inc. and Kaplan Educational Centers, Inc., 1998. p. 38.

education at NPS? The most notable issue is the length of program. To be competitive with other graduate programs of management and business, the NPS must look for ways to shorten its MS in Management while maintaining its effectiveness. One answer is the use of distance learning. In providing off-site training for prerequisites and fundamentals required of the MS in Management, the Navy can substantially reduce the time students are required to physically spend at NPS.

The benefits obtained through distance learning are two-fold. One, this approach provides a flexibility to Naval officers whose careers are already tightly packed with requirements including operational command, staff and joint duty. Second, by taking this training to the fleet, graduate management education would be reaching more officers, thus providing the Navy with more management trained officers.

Distance learning also opens the door to two other concepts: part-time, and continuous education. With access to distance learning, those officers whose schedule permits a part-time commitment to graduate management education will be accommodated. The concept of continuous learning is an essential one. The changing requirements mentioned earlier in this chapter, can be addressed for managers in the field, thus increasing and updating the tools available to them when addressing the Navy's needs.

Technologies currently being used in this new field are audioconferencing, audiographics, broadcast television, cable television, computer courses (CD-ROM, internet), satellite courses, videoconferencing, and videotape delivery.[119] Though in its infancy, this

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[119]Miller, I. And Schlosberg, J., "Going the Distance," Kaplan Newsweek, Newsweek, Inc. and Kaplan educational Centers, Inc., 1998, pp. 84-85.

trend can provide the technology and flexibility many students require in obtaining a graduate management degree.

Distance learning, though, is not without its limits. Given that the fleets are located throughout the world, costs of shipping materials and required resources will be high. Additionally, educators will be challenged in incorporating their training with busy operational tempos. The issue of time differentials must be addressed for real-time interactive courses as well as the comparability of computer systems at each end, and the availability of mentors.[120]

Another issue in NPS graduate management education is lifelong learning. With both the public and private business worlds evolving, graduates of these programs will need to continuously update their management skills and tools to remain competitive and productive. Information technology and distance learning can be applied to address this problem. Cutting down on the time away from work and reaching more clients, this new technology will assist managers in continuing to grow professionally with management education. This is just as important for the Naval officer/manager as it is for the corporate manager.

A final issue is the reaching out and bridging of the gap between non-business degree undergraduates students and the graduate management education programs. The officers selected for admission to the MS in Management program at NPS come from a variety of undergraduate educational backgrounds. Those officers admitted, who do not have a business undergraduate degree, could benefit from a program designed to transition them into management education. An example of this is the Tuck Business Bridge Program offered at

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[120]Distance Learning Graduate Degrees (on-line) http://www.amideast.org/pubs/aq/aqdstins.htm (accessed December 1997).

Dartmouth College's Amos Tuck School of Business Administration. This "immersion in business thinking" provides an introduction into the business skills required for those individuals considering advanced training in business.[121]

In light of the current standing and future trends of graduate management education, how can the MS in Management at NPS be improved? The degree program should continue its commitment to a curriculum that prepares our graduates to perform public management skills with solid business fundamentals. This is increasingly important in downsizing, decentralizing organizations. As Navy managers address corporate specific needs, such as recruiting and procurement issues, the bottom-line business skills learned become essential tools in a public sector setting. This convergence of both public and private sector philosophy[122] at the Naval Postgraduate School provides its management students with the valuable skills they need to perform successfully on the job.

The Naval Postgraduate School, must continue to focus on the needs of the Navy and the student to establish its niche in graduate management education. A willingness to address the issues mentioned in this chapter, commitment to new and innovative learning delivery methods[123] and mission oriented focus will solidify the Naval Postgraduate School as one of the top graduate management schools in the country.

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[121]Danos, P., "A Bridge to Business: The New Tuck Program," Selections, 1998, p.1.

[122]Longman, P. "Traveling Through the Revolving Door, Maryland Prepares Students for Dual Careers," U.S. News and World Report, March 2. 1998. p. 97.

[123]Cavalluzzo. L. and Cymrot, D. A Bottom-Up Assessment of Navy Flagship Schools, Center for Naval Analysis, CRM 97-0024.09, 1997.

Quality once defined by the quantity of an institution's research, grants and prestige is now redefined in terms of mission obtainment.

APPENDIX A. AACSB BUSINESS ACCREDITATION STANDARDS[125]

MISSION AND OBJECTIVES

The school should articulate its mission as a guide to its view of the future, its planned evolution and its infrastructure and use of resources. The accreditation evaluation process for a school is linked to its mission.

Each business school is faced with choices as a result of a wide range of opportunities and inevitable resource limitations. The development of a mission requires decisions regarding these alternatives, and the mission embodies these choices. Within each school, decisions must be made regarding the relative emphasis across a number of dimensions. To satisfy the Mission and Objectives Standards, these choices must be documented.

M. MISSION

M.1: The school must have a clear and published mission statement that is subjected to periodic review and revised as needed.

M.2: The school's mission must be appropriate to higher education for business and management and consonant with the mission of the institution of which it is a part.

M.3: The school must specify the educational objectives of each degree program offered and identify the characteristics of students and other constituents served by each of those degree programs.

M.4: The school must specify its relative emphasis on teaching, intellectual contributions, and service.

M.5: The school's activities must be consistent with its mission.

CURRICULUM CONTENT AND EVALUATION

Curricula are central to the implementation of degree programs. Creating and delivering high quality curricula requires planning and evaluation. Similar academic objectives may be

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[125]AACSB Accreditation, Business Accreditation Standards (on-line) http://www.aacsb.edu/stand3.html (accessed Jan 1998).

achieved through curricula with different structures and approaches.

Undergraduate business curricula provide a broad context within which education for business is set. These curricula combine general education and basic study of business.

Master's curricula in business provide a distinctly professional perspective. Master's of Business Administration (MBA) degree programs prepare students with a general managerial perspective. Specialized master's curricula prepare students who seek specialized roles in business, management, and related professions.

Doctoral education in business prepares scholars to create and transmit knowledge and to advance managerial and professional practice.

C.1 CURRICULUM CONTENT

C.1.1 Perspectives: Undergraduate and MBA

C.1.1: Both undergraduate and MBA curricula should provide an understanding of perspectives that form the context for business. Coverage should include:

ethical and global issues,

the influence of political, social, legal and regulatory, environmental and technological issues, and

the impact of demographic diversity on organizations.

C.1.2 Undergraduate

C.1.2.a: Each undergraduate curriculum should have a general education component that normally comprises at least 50 percent of the student's four-year program.

C.1.2.b: The curriculum should include foundation knowledge for business in the following areas:

accounting,

behavioral science,

economics, and

mathematics and statistics.

C.1.2.c: The business curriculum should include written and oral communication as an important characteristic.

C.1.2.d: The school should state additional requirements for completion of the undergraduate business degree consistent with its mission. Majors or specializations should be consistent with the institutional mission and the availability of resources.

C.1.2.e: The school should require that at least 50 percent of the business credit hours required for the business degree be earned at the degree-awarding institution.

C.1.3 MBA and Other General Management Master's Programs

C.1.3.a: The curriculum should include instruction in the following core areas:

financial reporting, analysis and markets,

domestic and global economic environments of organizations,

creation and distribution of goods and services, and

human behavior in organizations.

Normally, these MBA core areas should require a minimum of 18 semester hours if taken at the graduate level. Part or all of this requirement may be completed at the undergraduate level.

C.1.3.b: The MBA curriculum normally should require a minimum of 30 semester hours beyond the MBA core areas (C.1.3.a). A minimum of 18 hours is required in courses outside the area of specialization, if any.

C.1.3.c: Basic skills in written and oral communication, quantitative analysis, and computer usage should be achieved either by prior experience and education, or as part of the MBA curriculum.

C.1.3.d: Each school's curriculum planning process should set additional requirements consistent with its mission and goals. The program also should allow adequate elective material for reasonable breadth.

C.1.3.e: The curriculum should integrate the core areas and apply cross-functional approaches to organizational issues.

C.1.4 Specialized Master's Programs

C.1.4.a: Specialized master's programs should prepare students who seek specialized roles in

business, management and related professions.

C.1.4.b: Normally, each specialized master's program should require a minimum of 30 semester hours, of which at least 12 should be in the area of specialization.

C.1.5 Doctoral Programs

C.1.5: The education of students in doctoral programs in business should include:

the acquisition of advanced knowledge in the student's area of specialization,

the development of advanced research skills for the area of specialization,

explicit attention to the role of the area of specialization in managerial and organizational contexts, and

experiences that prepare the student for teaching responsibilities in higher education for those students who expect to enter teaching careers.

C.2 CURRICULUM PLANNING AND EVALUATION

C.2.1 Curriculum Planning

C.2.1: The curriculum for each degree program should be the result of a curriculum planning process and should be consistent with the school's mission.

C.2.2 Monitoring of Programs for Effectiveness

C.2.2: Each degree program should be systematically monitored to assess its effectiveness and should be revised to reflect new objectives and to incorporate improvements based on contemporary theory and practice.

STUDENTS

A direct link exists between a school's mission and the characteristics of the students served by the educational programs. Thus, program design and student selection are interdependent processes. Careful planning and execution of these processes are necessary.

S.1 STUDENT SELECTION

S.1.a: The school should select students consistent with its mission.

S.1.b: The school should demonstrate continuous efforts to achieve demographic diversity in its student enrollment.

S.1.c: The policies for admission to business degree programs at the baccalaureate level should be clear. Retention policies for baccalaureate students should be consistent with an objective of producing high quality graduates.

S.1.d: Admission policies at the graduate level normally limit selection of students to holders of the baccalaureate degree. Candidates admitted must be qualified for the program to which they are admitted. Retention policies for graduate students should be consistent with an objective of producing high quality graduates.

S.2. CAREER PLANNING AND PLACEMENT

S.2: Students should receive assistance in making career decisions and in seeking employment to follow completion of their degree program.

PRECONDITIONS

Characteristics of the institution in which degree programs are offered have a bearing on the quality of those programs and on the educational value created for its students. These conditions deal, in part, with organization and governance. They also encompass the manner in which multiple degree programs offered within an institution will be considered for accreditation.
They are presented here under the heading of Preconditions for accreditation.

P.1. ELIGIBILITY

P.1.a: A school seeking accreditation by the American Assembly of Collegiate Schools of Business (AACSB) should be authorized to grant degrees either in the United States or Canada.

P.1.b: The school should be part of an institution accredited by an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation or authorized by the appropriate Canadian Province.

P.1.c: Degree programs in business should be offered through an administrative unit supported by a continuing budget and towhich full-time faculty appointments are made.

P.1.d: The institution should demonstrate continuous efforts to achieve demographic diversity among students, faculty and staff.

P.1.e: The educational environment should be free of external interference or diversion of

effort that would prevent achieving the objectives of these standards.

P.2. PROGRAMS WITHIN THE SCOPE OF REVIEW FOR AACSB ACCREDITATION

P.2.a: All degree programs in business at the baccalaureate, master's, or doctoral level will be reviewed simultaneously.

P.2.b: All programs in business administration or management offered by an institution shall be reviewed to determine whether they should be considered in the accreditation process.

P.2.c: All degree programs in business offered by the institution at multiple locations will be reviewed.

P.3. READINESS FOR ACCREDITATION REVIEW

P.3.a: Some programs in business shall have been in operation for a sufficient period of time to make possible an evaluation of their quality.

P.3.b: Programs in business shall satisfy the business standards during the year of self-evaluation and the year of visit, and must demonstrate continuing adherence to the standards.

P.4. ACCOUNTING ACCREDITATION

P.4: Separate accreditation for accounting is elective.

NOTE: Accounting units seeking accreditation of their accounting programs should refer to the Guidance for Self-Evaluation Report included in the accounting standards.

FACULTY COMPOSITION AND DEVELOPMENT

The faculty's composition and qualifications are essential to the school's educational programs. These qualifications are key to creating and delivering high quality degree programs.

Each school recruits, develops, and maintains a faculty to accomplish its mission with respect to instruction, intellectual contributions, and service. A variety of faculty skills is needed to meet any school's mission and individual faculty members may be appointed to meet specific aspects of the mission.

Faculty resources and faculty management should be consonant with the school's stated mission. The aspirations of individual institutions may create circumstances unforeseen in these more general statements. It is the visit team's responsibility to judge the reasonableness of any deviations from the standards.

FD.l FACULTY PLANNING

FD.1: Faculty size, composition, qualifications, and development activities should result from a comprehensive planning process. The process must consider the school's teaching, intellectual contributions, and professional service responsibilities.

FD.2 FACULTY RECRUITMENT, SELECTION, AND ORIENTATION

FD.2.a: Recruitment and selection practices should be consistent with the school's mission and degree programs.

FD.2.b: The school should have appropriate practices for the orientation of new faculty to the school.

FD.2.c: The school should demonstrate continuous efforts to achieve demographic diversity in its faculty.

FD.3 FACULTY DEVELOPMENT, PROMOTION, RETENTION, AND RENEWAL

Development, promotion, retention, and renewal of business school faculty should reflect both the school's mission and the demanding competitive and technological challenges faced by businesses. To gain understanding of these challenges, faculty should interact with people in organizations on subjects related to the phenomena about which they teach, perform research, and publish.

Business schools need mechanisms through which faculty observe business practices in action so they may learn the applicability and relevance of the ideas and concepts developed through their intellectual activities. Moreover, this improves the content of instructional development and teaching. Faculty whose primary emphasis is theory development can benefit by efforts to integrate theory with practice.

FD.3.a: Processes should be in place to determine appropriate teaching assignments and service workloads, to guide and mentor faculty, and to provide adequate support for activities that implement the school's mission.

FD.3.b: A formal, periodic review process should exist for reappointment, promotion, and tenure decisions that produces results consistent with the school's mission and objectives. Within the total criteria used for evaluation, attention should be given to course development, effective teaching, and instructional innovations.

FD.3.c: The school should support continuing faculty intellectual development and renewal.

FD.3.d: The school should support faculty participation in academic and professional

organizations.

FD.3.e: The school should have clear policies concerning outside faculty activities, both paid and unpaid, consistent with the school's mission and with other institutional policies.

FD.4 FACULTY SIZE, COMPOSITION, AND DEPLOYMENT

FD.4.a: The school should maintain a full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.

FD.4.b: The deployment of faculty resources should reflect the school's mission and degree programs. Students in all programs, majors, areas of emphasis, and locations should have the opportunity to receive instruction from appropriately qualified faculty.

FD.5 FACULTY QUALIFICATIONS

FD.5: The faculty, in aggregate, should have sufficient academic and professional qualifications to accomplish the school's mission.

INSTRUCTIONAL RESOURCES AND RESPONSIBILITIES

As a central activity of a business school or program, the instructional program must be effective. This effectiveness is influenced by the availability of resources and by the way the instructional program is managed, delivered, and evaluated by the academic unit.

Learning by students as they prepare for business, management, or teaching reflects the quality of instruction offered to them. The school's faculty must assume the primary responsibility for the relevance of what is taught and the means by which it is delivered to students. Faculty should be involved in activities that improve course content and teaching quality.

IN.l INSTRUCTIONAL RESOURCES

IN.1: The school should provide and manage resources to meet the instructional responsibilities created by the programs offered.

IN.2 COLLECTIVE FACULTY INSTRUCTIONAL RESPONSIBILITIES

IN.2: The school's faculty in aggregate and the faculty's sub-units are responsible for:

effective creation and delivery of instruction,
evaluation of instructional effectiveness and student achievement,
continued improvement of instructional programs, and
innovation in instructional processes.

IN.3. INDIVIDUAL FACULTY INSTRUCTIONAL RESPONSIBILITIES

IN.3: Individual members of the faculty are responsible for:

currency in their instructional field(s),
delivery of effective instruction, and
accessibility to students consistent with the school's expectations.

INTELLECTUAL CONTRIBUTIONS

Producing intellectual contributions represents a core set of responsibilities of higher education for business. Such contributions improve management theory and practice, and support the present and future quality of instruction at all institutions.

A wide variety of intellectual contributions is appropriate in academic institutions. For purposes of this standard, contributions have been grouped as follows: basic scholarship, applied scholarship, and instructional development. The school's mission influences the relative emphases among the types of intellectual contributions. All schools should have some of their intellectual contributions committed to instructional development.

IC.1 INTELLECTUAL CONTRIBUTIONS

IC.1: Faculty members should make intellectual contributions on a continuing basis appropriate to the school's mission. The outputs from intellectual contributions should be available for public scrutiny by academic peers or practitioners.

APPENDIX B. NASPAA STANDARDS FOR PROFESSIONAL MASTER'S DEGREE PROGRAMS IN PUBLIC AFFAIRS/POLICY/ADMINISTRATION[125]

INTRODUCTION

Purpose. The purpose of these standards for professional masters degree programs in public affairs/policy/administration is to promote and maintain educational quality. These standards are used in NASPAA's peer review and accreditation process conducted by the Commission on Peer Review and Accreditation. NASPAA is recognized by the Commission on Recognition of Postsecondary Accreditation (formerly known as the Council on Postsecondary Accreditation) as a specialized accrediting agency to accredit masters degree programs in public affairs/policy/administration.

Applicability. These standards apply to individual masters degree programs whose purpose is to provide professional education for leadership in public affairs/policy/administration. All versions of the degree program seeking accreditation or re-accreditation are covered by these standards.

Flexibility and Innovation. The primary concern of these standards is to achieve high quality professional education for persons entering public service. Flexibility and innovation in curriculum design and means of delivery are necessary in order to meet the diverse educational needs of full-time and part-time students, pre-entry and in-career students, students who are changing careers and students with interests in different career specialties in public affairs/policy/administration.

Overall Evaluation of Program. NASPAA recognizes that programs will have differing missions and approaches to achieving excellence in public affairs education. Deviations from the standards must be justified in light of a program's mission and success in fulfilling its mission. In arriving at an overall judgment on accreditation, COPRA shall balance consideration of substantial conformance with the standards and its assessment of overall program quality and the unique mission of that program.

1.0 ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION

1.1 Eligibility.
These standards assume a commitment to the use of peer review procedures to assess

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[125]Standards for Professional Master's Degree Programs in Public Affairs/Policy/Administration (on-line) http://cid.unomaha.edu/~wwwpa/nastand.html (accessed November 1997).

educational quality. Formal peer review and accreditation processes of NASPAA are open to programs which meet the following criteria;

1.2 Institutional Accreditation.
The parent institution is accredited by its regional association;

1.3 Professional Education.
The primary objective is professional education preparing persons for leadership and management roles in public affairs/policy/administration;

1.4 Program Length.
The program must have been in operation at least four years to provide adequate data for evaluating program policies, procedures, and placement of graduates.

2.0 PROGRAM MISSION

2.1 Mission Statement.
The program shall state clearly its educational philosophy and mission and have an orderly process for developing appropriate strategies and objectives consistent with its mission, resources, and constituencies.

2.2 Assessment.
The program shall assess its students' performance and the accomplishment of its objectives. Assessment procedures and measures may take any form appropriate to the program and its circumstances, but each program shall develop and use procedures for determining how well it carries out its mission.

2.3 Guiding Performance.
The program shall use information about its performance in directing and revising program objectives, strategies, and operations.

3.0 PROGRAM JURISDICTION

3.1 Administrative Organization.
Effective public policy and public administration programs may exist in several forms - sometimes as an autonomous department or school, sometimes as an accountable portion of some larger unit such as a school of administration or a department of political science. Within the framework of university organization, responsibility for the professional masters degree program in public affairs and administration should rest with an identifiable component of faculty and an administrative organization capable of conducting the program effectively. Recognizing wide variations in university structures, the intent is to achieve an appropriate focus of attention, direction, and accountability for the program without prescribing any particular form

of organization.

3.2 Identifiable Faculty.
There is a public affairs and administration program with identifiable faculty membership, whose primary responsibility for the program is recognized at the next higher level of university organization.

3.3 Program Administration.
Responsibility for program administration is assigned to a dean, chairperson, director, or other single administrator who is appointed after appropriate consultation with the program faculty.

3.4 Scope of Influence.
Within the framework of organization and process peculiar to the institution, the public affairs and administration faculty and/or administrator exercises initiative, and substantial determining influence with respect to:

-general program policy and planning
-degree requirements
-new courses and curriculum changes
-admissions
-certification of degree candidates
-course scheduling and teaching assignment
-use of financial and other resources
-appointment, promotion, and tenuring of program faculty.

4.0 CURRICULUM

4.1 Purpose of Curriculum.
The purpose of the curriculum shall be to prepare students for professional leadership in public service.

4.2 Curriculum Components.
The curriculum components are designed to produce professionals capable of intelligent, creative analysis and communication, and action in public service. Courses taken to fulfill the common curriculum components shall be primarily for graduate students. Both the common and the additional curriculum components need to be assessed as to their quality and consistency with the stated mission of the program.

4.21 Common Curriculum Components.

The common curriculum components shall enhance the student's values, knowledge, and skills to act ethically and effectively:

In the Management of Public Service Organizations, the components of which include:

- Human resources
- Budgeting and financial processes
- Information, including computer literacy and applications

In the Application of Quantitative and Qualitative Techniques of Analysis, the components of which include:

- Policy and program formulation, implementation and evaluation
- Decision-making and problem-solving

With an Understanding of the Public Policy and Organizational Environment, the components of which include:

- Political and legal institutions and processes
- Economic and social institutions and processes
- Organization and management concepts and behavior

These area requirements do not prescribe specific courses. Neither do they imply that equal time should be spent on each area or that courses must all be offered by the public affairs, public policy or public administration programs. Nor should they be interpreted in a manner that might impede the development of special strengths in each program.

4.22 Additional Curriculum Components.

Each program shall clearly define its objectives for additional work and the rationale for the objectives, and shall explain how the curriculum is designed to achieve those objectives. The statement of objectives shall include any program specializations or concentrations and the main categories of students to be served (e.g., pre-service, in-service, full-time, part-time).

If a program advertises its ability to provide preparation for a specialization or concentration in its catalog, bulletin, brochures, and/or posters, evidence shall be given that key courses in the specialization or concentration are offered on a regular basis by qualified faculty. Specialization or concentration courses may be offered by units other than the public affairs or administration program. The specialization and concentration courses shall not be substitutes for the common curriculum components.

4.23 General Competencies.

The common and additional curriculum components shall develop in students general competencies that are consistent with the program mission.

4.3 Minimum Degree Requirements.
Students with little or no educational background or professional experience in the common and additional curriculum components are expected to devote the equivalent of two academic years of full-time study to complete the professional masters degree program. Where students have had strong undergraduate preparation in the common curriculum requirements or have been engaged in significant managerial activities, some of the subject matter requirements might be appropriately waived or reduced. Even in such cases, students ordinarily must spend the equivalent of a calendar year of full-time study in formal academic work, exclusive of an internship, to obtain the professional masters degree. A calendar year is defined as two semesters and a summer session at least eight weeks in duration or four quarters (exclusive of internship) of full-time academic work.

4.4 Internships.
A carefully planned internship experience shall be made available by the program and students who lack a significant professional work background shall be strongly encouraged to take advantage of it. The program shall provide on-going academic supervision. Internship programs shall generally reflect NASPAA's internship guidelines.

5.0 THE FACULTY

5.1 Faculty Nucleus.
There must be a faculty nucleus that accepts primary responsibility for the professional graduate program. This regular faculty should consist of a sufficient number of full-time faculty significantly involved with the program to support the set of teaching, research and service responsibilities appropriate to the size and structure of the program. In no case should this faculty nucleus be fewer than five (5) full-time persons. The institution should specify how each regular faculty member is involved in the teaching and related research and service aspects of the program. At least 50 percent of the courses offered in the curriculum as well as at least 50 percent of the courses covering the common curriculum components shall be taught by full-time faculty of the institution.

5.2 Professional Qualifications.
At least 75 percent of the professional graduate program's full-time faculty should hold an earned doctorate or other equivalent terminal professional degree in their field. Any full-time faculty member lacking the terminal degree must have a record or outstanding professional or academic experience directly relevant to the faculty member's assigned responsibilities. Full-time faculty actively pursuing appropriate terminal degree are to be included in the 25 percent not holding a terminal degree.

5.3 Practitioner Involvement.
The involvement of practitioners is integral to the activities of a professional masters degree program. The institution shall specify how it involves practitioners in its program. Where practitioners teach courses, there shall be satisfactory evidence of the quality of their academic

qualifications, professional experience, and teaching ability.

5.4 Faculty Quality.
In addition to the above, the qualitative adequacy of faculty members shall be demonstrated by their previous and current:

5.41 Instruction.

Efforts to improve the instructional program, including student advisement, teaching methods, course content, and innovative curricula development;

5.42 Research.

Research, writing, and publications;

5.43 Experience and Service.

Professional experience and public service with government, industry, non-profit agencies, or consulting assignments.

5.5 Faculty Diversity.
There should be evidence that specific plans are being implemented to assure the diversity of the composition of the faculty with respect to the representation of minorities, women, and persons with disabilities. Programs and plan to insure faculty diversity shall generally reflect NASPAA's Diversity Guidelines.

6.0 ADMISSION OF STUDENTS

6.1 Admission Goals and Standards.
Admission goals, policy and standards, including academic prerequisites, should be clearly and publicly stated, specifying any differences for pre-service, in-service or other categories of students, and reflecting specific concern for the representation of minorities, women, and persons with disabilities. Programs and plans designed to insure student diversity shall generally reflect NASPAA's Diversity Guidelines.

6.2 Baccalaureate Requirement.
Admission shall normally be limited to applicants with a baccalaureate degree from a regionally accredited institution and appropriately evaluated applicants from non-U.S. universities.

6.3 Admission Factors.
Admission shall be limited to applicants showing good potential for success in professional

graduate study and public service. Admission standards shall include several of the following factors about each applicant: (a) performance on the aptitude part of the Graduate Record Exam or the Graduate Management Admissions Test, or equivalent tests; (b) undergraduate grade point average and trend of grades; (c) rank in graduating class; and (d) biographical and career interest data and essays; and (e) evaluation of the quality of professional experience. These admissions standards should recognize the need for different measures to establish the criteria of excellence between pre-service and in-service students. Final judgment on admission shall be based on a combination of several of the above indicators rather than on a single criterion in order to increase the quality of professional personnel entering the public service.

7.0 STUDENT SERVICES

7.1 Advisement and Appraisal.
Strong and continuous program advisement, career guidance, and progress appraisal shall be available for all students from the point of admission through graduation.

7.2 Placement Service.
The program and/or the institution shall provide an adequate placement service oriented to public affairs and administration.

8.0 SUPPORTIVE SERVICES AND FACILITIES

8.1 Budget.
The program shall have financial resources sufficient to support its stated objectives.

8.2 Library Services.
All students and faculty shall have reasonable access to library facilities and services that are recognized as adequate for master's level study in public affairs and administration. This would normally include texts, monographs, periodicals, serials, pamphlets, and research reports. The program faculty should have a major role in selecting library acquisitions for its program.

8.3 Supportive Personnel.
Adequate secretarial and clerical personnel should be available to enable the program to meet its educational objectives.

8.4 Instructional Equipment.
Program faculty and students should have access to appropriate equipment for coursework and research, including computer facilities, visual aid devices, audio and video tapes and films.

8.5 Faculty Offices.
The offices for faculty should provide adequate space and privacy for student counseling,

course preparation, and other faculty responsibilities.

8.6 Classrooms.
Appropriate classrooms should be available for the courses being offered. This would normally include rooms suitable for seminars, case discussions, simulation exercises, and lectures.

8.7 Meeting Area.
An appropriate area should be available for students and faculty to meet informally and discuss class projects, internship experiences, and other program matters.

9.0 OFF-CAMPUS PROGRAMS

9.1 Definition.
Off-campus programs are defined as ones which are located a substantial geographic distance from the parent campus, and at which the student can complete at least two-thirds of the degree program. Such programs can satisfy a legitimate educational need in bringing professional graduate education to full-time employees of government and non-profit organizations. However, off-campus programs require special planning and control in order to insure that they are offered under the same quality standards as are maintained at the parent campus.

9.2 Authorization.
Authorization must be obtained from the appropriate state agencies and regional accrediting associations.

9.3 Faculty Involvement.
The full-time parent-program faculty must be continuously involved in and committed to the off-campus programs. This involvement must be specified with respect to planning, teaching, advising, admissions, and the other elements of the academic program.

9.4 Program Equivalency.
The curriculum requirements, admission practices, student counseling and qualifications of faculty must be equivalent to the parent program.

9.5 Academic Support Services.
Students in off-campus programs should have reasonable access to a graduate level collection of books and journals in public affairs and administration, computer facilities, and other appropriate academic support services.

9.6 Quality of Work.
The parent-campus program must demonstrate how the quality of the work offered at each site meets the NASPAA standards for professional masters degree programs in public affairs and

administration.

APPENDIX C. CORE COURSE DESCRIPTIONS OF THE WHARTON SCHOOL[127]

ACCT 620 Financial Accounting
Description: The role of accounting is the accumulation, analysis, and presentation of relevant financial data of an enterprise to serve the needs of decision makers. The provision of multiple-purpose information to serve the needs of interested parties outside the firm's management is referred to as financial accounting. The objective of this course is to introduce the student to the basic concepts, standards, and practices of financial reporting.

The course is devoted to the basic financial statements, the analysis and recording of transactions, and the underlying concepts and procedures. In addition, a more detailed study of some aspects of financial accounting that have widespread significance is undertaken, such as inventories, long-term productive assets, bonds and other liabilities, stockholders equity, and the statement of changes in financial position.

ACCT 621 Financial Accounting
Description: The intended audience for this course is students with prior knowledge of financial accounting who understand: (1) the recording of economic transactions in the accounting records; (2) the basic financial statements that summarize a firm's economic transactions (the balance sheet, the income statement and the statement of cash flows) and (3) the fundamental concepts needed to prepare or understand published financial statements (e.g. use of accrual accounting). Exploiting prior knowledge, the course aims in six weeks to help students become effective users of financial statements.

The first day of the course covers the preparation of the balance sheet, income statement and statement of cash flows. Students in ACCT 621 should find this material a refresher of their existing knowledge. The remainder of the course examines the major asset accounts, long-term liabilities and shareholders' equity, using examples and problems extracted directly from published financial statements to allow students to familiarize themselves with interpreting real statements.

ACCT 622 Fundamentals of Managerial Accounting
Description: This course emphasizes the use of accounting information for internal planning and control purposes. This orientation contrasts with financial accounting where the focus is on accounting disclosures for parties external to the firm. This course is intended as an introduction for individuals who will make business decisions and evaluate the performance of business units using data obtained from the accounting system. The course will cover the basic vocabulary and mechanics of cost accounting, basic issues involved in the design of a cost accounting system, and the role of management accounting in decisions concerning

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[127]Wharton, Core Courses (on-line) http://www.wharton.upenn/mba/core.html (accessed Jan 1998).

resource allocation and performance evaluation.

FNCE 601 Financial Analysis
Description: This course serves as an introduction to business finance (corporate financial management and investments) for both non-majors and majors preparing for upper-level course work. The primary objective is to provide a framework, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial theory. The approach is rigorous and analytical. Topics covered include discounted cash flow techniques; corporate capital budgeting and valuation; investment decisions under uncertainty; capital asset pricing; options and market efficiency. The course will also analyze corporate financial policy, including capital structure, cost of capital, dividend policy, and related issues. Additional topics will differ, according to individual instructors.

FNCE 602 Macroeconomic Analysis and Public Policy
Description: This course is required of all students except those who, having prior training in macroeconomics, money and banking, and stabilization policy at an intermediate or advanced level, can obtain a waiver either by credentials or by passing an examination. The purpose of FNCE 602 is to train the student to think systematically about the current state of the economy and macroeconomic policy, and to be able to evaluate the economic environment within which business and financial decisions are made. The course emphasizes the use of economic theory to understand the workings of financial markets and the operation and impact of government policies. Specifically, the course studies the determinants of the level of national income, employment, investment, interest rates, the supply of money, inflation, exchange rates, and the formulation and operation of stabilization policies.

LGST 621/PPMT 621The Governmental and Legal Environment of Business
Description: This course is intended to provide students with a basic understanding of how the law, public policy analysis and the political process affect business decision making. The topics covered include contracts, intellectual property, insider trading, political interest group analysis, and regulatory politics. These and other areas of study provide students with frameworks that will help them to manage more effectively in a business world heavily influenced by legal concerns and governmental forces.

MGEC 621 Managerial Economics
Description: This course deals with applying microeconomic theory to the management of the firm in markets where the firm possesses market/monopoly power. Sophisticated pricing policies, transfer pricing, strategies in dealing with competitor firms, cooperation strategies, managing under uncertainty, asymmetric information, auctions and externalities will be covered. The course will concentrate on the way that microeconomics may be utilized to enhance decision making within the manager's organization. The student will develop an understanding of the economic environment in which the firm operates and how to think strategically within it. Students who have earned a B or better in an intermediate microeconomics and/or managerial economics course in the last five to seven years may

request a waiver by credentials. Others who have taken a large number of economics courses are encouraged to take the waiver exam.

MGMT 621 Management of People at Work
Description: Work is a dominant theme in the lives of most people. The way people are managed at work affects the quality of their lives as individuals, the effectiveness of organizations, and the competitiveness of nations. This course explores central themes in the management of people, drawing on conceptual material, cases, and the organizational experiences of class members. These themes include motivation and job satisfaction, the design of jobs, incentive and "fairness" issues involved in compensation systems, work teams and employee empowerment, and social influences on individual behavior, including power and authority, group pressures and organizational culture. By the end, the course integrates these themes through a discussion of alternative models or systems for managing employees, both in the U.S. and internationally. Readings focus in part on concepts that transcend the workplace, such as the psychology of individual behavior and of small groups, and in part on concepts developed specifically for understanding organizational behavior and human resource systems. Cases span a range of industries and time periods; some examine cross-cultural issues in managing people and in transferring management policies to different country contexts. Class discussion, in-class exercises, and assignments provide students with a chance to reassess their own work experience in light of what they learn from course material.

MGMT 652 Foundations of Leadership and Teamwork
Description: Only first-year MBAs are permitted to take this course. Its main goal is to enhance one's capacity to lead effectively and responsibly in getting things done with others in the contemporary global business environment. Class sessions are highly interactive and action learning is emphasized. Learning teams of five or six students, which work on projects in this and other courses throughout the core curriculum, are established and developed in MGMT 652. Individuals and teams learn through a variety of methods, including peer and team feedback. Format: After a two-day Leadership Retreat in Pre-Term, the Leadership Program component of the class meets once per week in half-cohort groups for 12 sessions in Quarters 1 and 2. The Ethics Program component meets for six such sessions for a total of 18 class sessions. The course also includes some out-of-class activities, including team projects, lectures by business leaders, etc.

MGMT 653 Field Application Project
Description: The course is intended to help students frame unstructured business problems. Student teams must identify what the central issues are and determine the most appropriate tools and concepts from the core curriculum to apply in order to provide insight into these issues. This approach helps develop a cross-functional approach to business issues. As part of the course, there is also a module to enhance the students' communications skills.
Format: There is a mix of traditional class sessions and individual team meetings with faculty. This course is clinical in its orientation. The students are engaged in a project with an outside organization of their own choosing and receive extensive feedback from the faculty as they

carry out the project.

MGMT 654 Competitive Strategy
Description: This course focuses on the competitive strategy of the firm, examining issues central to its long- and short-term competitive position. Students are placed in the role of key decision makers and asked to address questions related to the creation or reinforcement of competitive advantage. The initial focus is on industry analysis and competitive advantage as it derives from the firm's strategic investments. We then focus on the development of firm-specific capabilities that contribute to competitive advantage. The process through which strategic decisions are made is then examined. We then address the logic of resource allocation in the diversified firm to enhance competitive advantage in each market. We discuss the role of organizational coalitions in influencing resource allocation in the firm.

MGMT 655 Global Strategic Management
Description: This course is an introductory course on the strategic management of multinational corporations (MNCs), focusing on the creation of competitive advantage in a global context. It examines three levels of analysis: trends in the competitive environment in which MNCs operate, changing ways MNCs organize and conduct global operations, and the changing roles of MNC management. The course also introduces examples of operating challenges facing MNCs. Some of these challenges have included strategic alliances, regional and country management, and competing from emerging economies.

MKTG 621 Marketing Management: Program Design
Description: This course addresses the management challenge of designing and implementing the best combination of marketing variables to carry out a firm's strategy in its target markets. Specifically, this course seeks to develop the student's skills in applying the analytic perspectives, decision tools, and concepts of marketing to such decisions as product offering (including the breadth of product line, features, quality level, and customer service), communications programs (with an emphasis on advertising, sales promotion, and the sales force), distribution channels (the role of distributors, retailers, and other intermediaries), and pricing to capture the value created for the customer. The student's basic objective is to develop his/her own understanding and management skills in this critical aspect of general management. The instructors' primary objective is to stimulate and guide this process. The course uses lectures and case discussions, a five-page case analysis, and a final examination to achieve these joint objectives.

MKTG 622 Marketing Management: Strategy
Description: In common with Marketing 621, the primary objective of this course is to introduce you to the concepts and theories underlying marketing decision making. Marketing 622 builds upon Marketing 621 with a stronger emphasis on the strategic considerations that drive and integrate the decisions made for each element of the marketing mix. Principal topics include resource allocation, market entry/exit decisions, and competitive analysis. In addition to a mix of cases and lectures, the course relies on a comprehensive computer simulation game

that helps highlight these issues and provides the class with a rich set of realistic examples for discussion and analysis. This game allows students to appreciate the real power and value of marketing concepts, develop a disciplined approach to the analysis of marketing situations, and to further enhance their abilities to communicate and interact with peers in solving problems. Prerequisites: MKTG 621.

OPIM 621 Management Science
Description: The applicability and use of management science models have increased dramatically in recent years due to the extraordinary improvements in computer, information, and communication technologies. Personal computers and friendly interfaces have become effective "delivery vehicles" for powerful decision models that were once the exclusive province of experts. This core course in management science has a twofold purpose. First, it seeks to introduce simple models and ideas that provide powerful (and oftentimes surprising) qualitative insights about a large spectrum of managerial problems. Its main topics include linear and integer programming, decision making under uncertainty, and simulation. Second, it aims to give a feeling for the kinds of problems that can be tackled quantitatively, the methods and software available for doing so and the difficulties involved in gathering the relevant data. The emphasis is on models that are widely used in diverse industries and functional area, including finance, operations, accounting and marketing involved in gathering the relevant data.

OPIM 631 Operations Management: Quality and Productivity (formerly OPIM 622)
Description: This mini course emphasizes processes. A process is a set of interrelated work activities characterized by specific inputs and value-adding tasks that produce specific outputs. In the first part of the course we will see examples of a number of processes and learn how to describe a process with a flow diagram. We will also learn to measure key process parameters like capacity and lead time, and to improve a process through approaches like finding and removing bottlenecks or better division of the work among the people involved in the process. The second part of the course focuses on process improvement and will examine some classic ideas in quality management as well as recent ideas about restructuring processes for increased performance.

OPIM 632 Operations Management: Strategy and Technology (formerly OPIM 623)
Description: This course considers the operations function of the firm from a strategic point of view. It is the second segment of the operations management strategy core course. The first segment introduced concepts and methods for improving the effectiveness of a single-site operation (e.g., quality, productivity, service, time-based competition). This course focuses on improving the performance of the firm and its supply chain by coordination among a multi-site operation, other functions in its firm, its suppliers and its customers. The course is concerned with designing and implementing strategies for structure and coordination, both cross-functionally and across a value chain. These include forecasting and coordinating material flows, restructuring supply chains, managing supplier relations, and designing new products. The theme of this course is integration, especially how operations managers can lead

in achieving the cross-functional and cross-business integration increasingly important for business success. Through this course students will (a) recognize salient strategic challenges and opportunities for operations; (b) learn to use several basic analytical tools, and (c) become familiar with several approaches to these challenges which managers have recently pioneered. Analytical tools from this course can be used to manage inventory and product flow in supply chains and to evaluate the structure and performance of supply chains. Emerging practices discussed in the course often include: global manufacturing and sourcing strategies, efficient consumer response, information technology applications, and adapting operations to accommodate environmental concerns.

STAT 621 Statistical Analysis for Management

Description: This course considers the use of two key statistical methodologies: regression analysis and experimentation. Regression analysis is a ubiquitous tool that permeates most of applied statistics. This course considers the application of regression in various contexts. The use of regression diagnostics and various graphical displays supplements the basic numerical summaries and provides insight into the validity of the modeling approach.

The coverage of experimentation introduces the notion of a statistical experiment. It is shown how a manager can design an experiment that will yield reliable, appropriate answers to various business questions, such as how to combine factors to produce the highest quality manufacturing scheme. The course also introduces the statistical methods used in the analysis of data from experiments. These methods, collectively known as the analysis of varience, provide an important addition to the standard suite of regression techniques.

Specific important topics covered include least squares estimation, residuals and outliers, tests and confidence intervals, correlation and autocorrelation, collinearity, and randomization. The presentation relies upon computer software for most of the needed calculations, and the resulting style focuses on construction of models, interpretation of results, and critical evaluation of assumptions.

APPENDIX D. CORE COURSE DESCRIPTIONS OF UNIVERSITY OF MICHIGAN BUSINESS SCHOOL[127]

First Year Courses-Fall Term

A501 FINANCIAL ACCOUNTING
Introduces the basic concepts and methods used in financial statements. Readings, problems and cases are used. Major topics included are: The Accrual Model, Analysis of Transactions, Balance Sheet, Income Statement, and Cash Flow Statement. The course also emphasizes analysis of cases and actual financial reports and concerns the applications of the basic concepts and methods of financial accounting to issues such as: long-term assets, inventory, sales, receivables, debt securities, corporate ownership, international operations, and analysis of financial statements. (14 week course)

BE501 APPLIED MICROECONOMICS
Applies microeconomic analysis to business decision-making and public policy evaluation. Topics include the theory of the firm, consumer theory, the functioning of markets, international trade, pricing strategies, decision making with risk and asymmetric information, and the theory and practice of government intervention. (14 week course)

M501 MARKETING MANAGEMENT
Provides an understanding of customers and competitors--both existing and potential--as a basis for developing, pricing, promoting and distributing goods and services that satisfy customer and organizational objectives. Efficiency and effectiveness in decision-making from this "marketing perspective" is an important foundation for creating, achieving and maintaining competitive advantage. The objectives of this course are to: 1) provide a systematic approach tot marketing decision-making; 2) familiarize students with the practice of marketing and the role of marketing in an organization; and 3) develop problem-solving skills in a market context. the course is primarily case-oriented, but also relies on lectures, readings, and a simulation exercise to provide an appropriate mix of theory and hands-on problem-solving that is intended to provide a variety of perspectives on marketing management issues. (14 week course)

SMS502 APPLIED BUSINESS STATISTICS
Examines statistical tools for business. Topics include statistical quality control and quality management, correlation and regression analysis for interpretation of multivariate datasets, quantitative forecasting methods, and an emphasis on business applications through

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[127]The Michigan MBA, Core Curriculum (on-line) http://www.bus.umich.edu/prostudents/mba/academics/core.html (accessed Jan. 1998).

computer-based projects. (7 week course)

CS502 CORPORATE STRATEGY I
Focuses on the job, perspective, and skills of the general manager in diagnosing what is critical in complex business situations and finding realistic solutions to strategic and organizational problems. Provides a foundation on which to build expertise in various functional areas. (7 week course)

F552 PRINCIPLES OF FINANCE
Focuses on basic financial concepts: valuation techniques, the relation between risk and return, and the working of U.S. capital markets. Specific topics include net present value, the capital asset pricing model, option pricing theory, and the efficient market hypothesis. Students who waive Finance prerequisites may take Principles of Finance in the first segment of the Fall Term. (7 week course)

IB503 THE WORLD ECONOMY
Provides students with concepts, analytical tools and institutional knowledge needed to understand the impact of international and comparative politics, economic systems, and culture and the contemporary business environment. (7 week course)

First Year Courses-Winter Term

A552 MANAGERIAL ACCOUNTING
Introduces basic concepts of managerial accounting for internal decision-making. Topics include product costing, relevant costs for decision analysis, variance analysis, divisional performance evaluation, and transfer pricing. (7 week course)

OBHRM552 HUMAN BEHAVIOR AND ORGANIZATION
Provides the conceptual tools to analyze the behavioral and organizational influences on systemic outputs such as quality, profitability, and employee well-being. Focuses on macro-organizational issues including organizational design, culture, power and politics, strategic leadership and reward systems. Also covers individual level issues such as motivation, decision-making, socialization, and diversity. (7 week course)

OM552 OPERATIONS MANAGEMENT
Introduces basic concepts and issues in managing production systems. Major topics include quality assurance, line balancing, project management, production planning and scheduling, and inventory control. (7 week course)

F553 PRINCIPLES OF CORPORATE FINANCE
Focuses on concepts of corporate finance, including the investment decision, issuing new securities, dividend policy, share repurchases and capital structure decisions. A capstone case illustrates the interaction between investment and financing decisions. (7 week course)

BUSINESS ELECTIVE
Students also take a 7-week business elective in the Winter Term.

BA553 MULTI-DISCIPLINARY ACTION PROJECT (MAP)
MAP is a 7.5-credit hour field study project in which teams of students apply process analysis techniques to examine operational and administrative processes of business organizations. Focuses on how organizations use people, operations management, information systems and financial measurements to achieve operational effectiveness. Students analyze the structures and processes by which businesses apply and integrate functional expertise as they work to meet their business challenges.

Second Year Courses

CS602 CORPORATE STRATEGY II
Builds on the first year corporate strategy course and deals with more complex situations including global competition, diversified firms, strategy implementation, and inter-organizational linkages. (7 week course)

DESIGNATED ELECTIVE
Students must elect either an Ethics or Business Law course at some time during the MBA program.

LHC522 MANAGERIAL WRITING
To help develop writing skills, which are key to managerial success, all entering students take the Managerial Writing Assessment. Based on the results, some students will be required to enroll in the Managerial Writing course or to work with consultants in the Management Writing Program. (14 week course)

BUSINESS ELECTIVES
The full-time MBA degree program requires successful completion of 60 graduate credit hours. Of these, at least 28.5 may be taken as free electives. Students may focus on one functional area or may select a more broad-based general management curriculum.

ELECTIVES IN OTHER UNITS OF THE UNIVERSITY
MBA students may broaden their training by electing up to ten hours of graduate study in other units of the University of Michigan in Ann Arbor.

APPENDIX E. CORE COURSE DESCRIPTIONS OF NORTHWESTERN UNIVERSITY J.L. KELLOGG GRADUATE SCHOOL OF MANAGEMENT[128]

D-30 ACCOUNTING FOR DECISION MAKING
A course designed to acquaint students with accounting conventions and issues and to develop the ability to evaluate and use accounting data. The mechanics of financial accounting and the overall effect of alternative accounting procedures on published financial reports are examined in detail. Emphasis is placed on the linkages between accounting information and management planning, decision making, and control. 1.0 CREDIT

D-33 MATHEMATICAL METHODS FOR MANAGEMENT DECISIONS
The basic concepts and tools of probability and statistics, used throughout the Kellogg program, are introduced in this course. The first part covers sample spaces, elementary probability laws, probability revision, and decision trees. Probability distributions, measures of central tendency and dispersion, and correlation are covered in the second part. The last part introduces the statistical notions of point estimation, interval estimation and hypothesis testing. 1.0 CREDIT

D-31 MANAGEMENT STRATEGY
This course is concerned with strategic management of organizations, and an exploration of the general manager's role in organizations. Emphasis is placed on the diagnosis of issues and evaluation of strategies, development and evaluation of alternatives, choice of action, and the management of coordinated programs that fit the firm's resources to its competitive position and the conditions of its external environment. Topics to be covered include the boundaries of the firm, industry and competitor analysis, strategic positioning, and sustaining competitive advantage. 1.0 CREDIT

D-30 STRATEGIES FOR MANAGING ORGANIZATIONS
This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change. This will be accomplished through a knowledge of competitive decision making, reward system design, team building, strategic negotiation, political dynamics, corporate culture, and strategic organizational design. 1.0 CREDIT

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[128]Kellogg Course Catalog (on-line) http://www5.kellogg.nwu.edu/websss/scriptsk/catalog.idc? (accessed December 1998).

D-30 MICROECONOMIC ANALYSIS
Among the topics this course addresses are economic analysis and optimal decisions, consumer choice and the demand for products, production functions and cost curves, market structures, pricing and nonprice concepts. Cases and problems are used for an understanding of the economic tools and their potential use for solving real-world problems. 1.0 CREDIT

D-34 STATISTICAL METHODS FOR MANAGEMENT DECISIONS
This sequel to Decision Sciences D33 extends the statistical techniques learned in D33 to allow the exploration of relationships between variables. Topics include two population hypothesis testing, correlation, simple and multiple regression analysis, and qualitative variables. Extensive use of statistical analysis software is required. Applications of the material as well as several case studies requiring the techniques of Decision Sciences 33 and 34 will be covered. 1.0 CREDIT

D-30 MARKETING I
This course takes an analytical approach to the study of marketing problems of business firms and other types of organizations. Attention focuses on the influence of the marketplace and the marketing environment on marketing decision making; the determination of the organizations products, prices, channels, and communication strategies; and the organizations system for planning and controlling its marketing effort. 1.0 CREDIT

D-30 FINANCE I
This course studies the effects of time and uncertainty on decision making. Topics include basic discounting techniques, stock and bond valuation, capital budgeting under certainty and uncertainty, asset pricing models, and efficient markets. 1.0 CREDIT

D-30 OPERATIONS MANAGEMENT
This course aims to provide you with a framework for understanding how to gain competitive advantage through operations by establishing a link between business strategy, operational capabilities and operations structure. A process view of operations is developed during the course and used to analyze key operational decisions in the management of capacity, cycle time, supple chain, and quality. The course also cover developments such as lean operations, time based competition, and business process reengineering. 1.0 CREDIT

APPENDIX F. CORE COURSE DESCRIPTIONS OF THE HARVARD UNIVERSITY GRADUATE SCHOOL OF BUSINESS ADMINISTRATION[130]

Financial Reporting and Control (FRC)
Financial Reporting and Control is not a comprehensive course in accounting, rather it provides a broad view of how accounting contributes to an organization and how managers can make optimal use of accounting information, accounting records and systems, and accountants as internal resources.

Leadership and Organizational Behavior (LEAD)
This course addresses the human side of the enterprise and how managing relationships becomes more important than performing tasks as managers gain responsibility for leadership: The course first explores what it means to be a manager in the current business environment. It looks carefully at the transition from individual contributor to manager and how first-time managers can gain self-knowledge and cope with stress and emotions.
The second module examines teams, individuals, and networks:

The determinants of group culture
Management of individual subordinates as formal authority is eroding
Establishment of productive relationships with the peers and seniors over whom the manager has no formal authority.

The course then looks at leaders in action to see how they cope with change, develop a vision of the future, align the organization behind that vision, and motivate people to achieve it. The final module introduces a model for strategic career management.

Marketing
Is a customer orientation an essential driving force behind any successful business? Yes -- but the implications of that positive answer reverberate throughout the organization, affecting each and every functional area. This course:

Demonstrates the role of marketing in the company
Explores the relationship of marketing to other functions
Helps students learn to make marketing decisions in the context of general management.

The course examines elements within the marketing mix, including:

Buying behavior
Product positioning
Marketing research
Distribution
Pricing

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[130]Harvard, MBA Curriculum, Required Curriculum (on-line) http://www.hbs.edu/mba/program/required.html (accessed Dec. 1997).

A brand management simulation exercise then provides hands-on practice in the design and execution of a marketing strategy. To demonstrate how closely marketing must work with other functional areas to address critical business issues, the course examines new-product development from an interdisciplinary perspective in a module taught jointly by faculty from Marketing and Technology and Operations Management. The course culminates in a marketing strategy module that hones skills in selecting strategies for sustaining value in dynamic and sometimes intensely competitive situations.

Technology and Operations Management (TOM)

Managing the effective integration of technology, people, and operating systems presents critical challenges to business leaders. To achieve competitive advantage, managers must thoroughly understand the complex process underlying the development and manufacture of products as well as the creation and delivery of services. At the same time, the systems creating distinctive competencies for the firm today require continuous improvement.

Technology and Operations Management enables managers to develop the skills and concepts needed to ensure the ongoing contribution of a firm's operations to its competitive position. Topics encompass all elements of coherent operating systems:

Process analysis
Coordination inside and outside the firm
Product development
Technology and operations strategy

Current cases that illustrate performance drivers of quality, cost, speed, and flexibility include:

Braun's emergence as a worldwide design, production, and marketing company
Johnson Control's creation of just-in-time capabilities for automotive components
Barilla's efforts to decrease supply-channel costs by increasing coordination with its distributors and retailers
Changes in employee behavior at Alcoa that have increased quality and workplace safety

Business, Government, and the International Economy (BGIE)

What does a country look like when it undergoes the analysis commonly applied to a company? Business, Government, and the International Economy takes an integrated, conceptual approach to the analysis of the international environment and national economic decision making. The management frameworks and analytical tools taught in this class are particularly valuable to managers striving to understand the implications for their companies of the economic strategies of countries as diverse as Japan, Mexico, India, and the United States.

The course opens by introducing the tools for studying national strategies and concepts for economic development, including:

National income and balance of payment accounting
Exchange rate theory
Concepts of financial and monetary policy
Ideology
Culture

Political regimes

Next, the course examines the tradeoffs of increased economic integration, addressing international trade, foreign direct investment, portfolio capital flows, and global environment issues. Students also examine various approaches to international integration.

The course concludes with a look at contemporary national strategies, particularly how countries address increasing constraints resulting from accelerating integration of the world economy.

Competition and Strategy (C&S)

To succeed, a firm must create and sustain competitive advantage, and understand the environment within which it operates. Not all industries offer equal opportunities for sustained profitability, and individual industry structures evolve over time. A company obtains competitive position within its industry when the configuration of its product mix and functional activities generate superior value for customers. The challenge of formulating effective competitive strategy is to balance the opportunities and risks associated with dynamic and uncertain changes in industry attractiveness and competitive position.

This course helps students develop skills for formulating strategy. The strategy process demands the mastery of a body of analytical tools and the ability to take an integrative point of view. Students develop these skills through:

In-depth analysis of industries and competitors

Prediction of competitive behavior

Techniques for analyzing how firms can develop and sustain competitive advantage over time.

Topics with particular emphasis include competitive positioning, understanding comparative costs, and solving problems such as cannibalization, network externalities, and globalization.

Finance

How does a company ensure that it has enough money to operate and grow? How do managers make sound investment and financing decisions? This course examines the role of finance in supporting the marketing, production, and other functional areas of the firm, while also fostering an understanding of the diverse participants in capital markets.

Through case studies, lectures, and readings, students learn the basic concepts and how to apply them in implementing financial strategy. As the course progresses, new knowledge and skills are integrated into a more sophisticated framework of financial understanding. Students develop standard techniques of analysis, such as:

Capital budgeting

Pro forma statements

Ratio analysis

Discounted cash flow valuation

Risk analysis

The course also addresses sources and forms of external financing, as well as trends and changes in financial markets.

General Management

This course examines the multiple roles, tasks, and skills the general manager needs in order to:

Ensure an effective strategic planning process
Set ambitious goals
Marshal and allocate resources
Stimulate innovation
Develop and maintain a strong culture

Students examine the often paradoxical nature of these challenges, given the often conflicting need to balance long- and short-term objectives.

New general managers often remark that "Things look different from here." To help explain this difference in perception, the course observes managers in organizations with varying objectives, sizes, and levels of maturity, under the assumption that their behaviors follow certain patterns and are replicable.

General Management seeks to build on the knowledge and methods studied in other courses during the first two terms. Exercises are often conducted jointly with other courses, such as Competition and Strategy. Course materials and activities include cases, readings, videos, team-oriented projects, and visits by protagonists in selected cases.

Negotiation

Traditionally, negotiation has served as a useful skill for managers in resolving disputes and making deals. Today, internal and external negotiation is a way of life for effective managers, given a business climate characterized by:

An increasing number of influential stakeholders
Authority and hierarchy as necessary, but increasingly less sufficient for gaining cooperation and commitment
Flatter and more fluid organizational forms
An increased pace of change
Greater diversity and global reach

This course develops a systematic approach -- involving the interplay of structure, people, and context -- to analyzing negotiations and how to carry them out productively.

While the course uses cases, readings, and videos, at its core are carefully structured, progressively more complex negotiation exercises. Over the term, students negotiate these exercises with classmates and analyze techniques, determining why they work well or poorly. As the logic unfolds, students develop individual social, psychological, cultural, and contextual concepts.

Ethics are also emphasized throughout the course.

APPENDIX G. CORE COURSE DESCRIPTIONS OF THE DARDEN GRADUATE SCHOOL OF BUSINESS ADMINISTRATION[131]

Accounting, with financial statement literacy as its goal, enables students to learn the use of accounting information for analysis and decision making by examining basic accounting concepts, development of financial statements, cash flow analysis, cost accounting, management control systems and financial accounting policies within a broad management perspective. The underlying theme of the course is that accounting is not divorced from the world it is supposed to portray or from the behavior it measures and influences.

Business and the Political Economy helps students analyze, appraise and predict the international environment of business using social science concepts and techniques. They develop a solid understanding of the global political economy and expertise in macroeconomic analysis of industrialized and developing countries, international trade and finance, and money and capital markets. Students also employ a comparative approach to examine the macro and industrial policies of nation-states at various junctures in history as well as the global strategies of corporations.

Ethics enables students to reason about the role of ethics in business in a complex, dynamic and global environment. Key frameworks and concepts of moral reasoning include the morality of the marketplace, the social contract, stakeholder analysis, harms and benefits analysis, rights and duties analysis, principles and rules, the process of reflective equilibrium, and moral and institutional leadership.

Finance provides insights into the challenges senior managers face in creating value for shareholders and other stakeholders in the firm by focusing on the wise investment of the firm's capital and the selection of financial policies in support of the firm's long-term strategy. This course emphasizes and develops the key skill of valuation-of projects, securities, whole firms and of the incremental effect of new policies. In support of this goal, students master tools and concepts in the structure of capital markets, cost of capital, financial analysis and forecasting, working capital management, capital budgeting, resource allocation, dividend policy, long-term debt policy, selection of specific financial tactics, and corporate restructuring.

Management Communication engages the pragmatic topic of communicating effectively in organization from the individual to the corporate level. Through cases and innovative experiential exercises students analyze the components of effective communication in terms of

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[131]The Darden MBA, Courses (on-line) http://www.darden.virginia.edu/mba/course/index.html (accessed Dec. 1997).

style, clarity, structure and organization in both oral and written communication as well as in new modes presented by changing technology. From memos and reports to computer graphic-generated presentations, e-mail and press conferences, this course illustrates how core concepts of communication strategy inform the various channels of managerial communication.

Marketing helps develop the skills and insights required to build an integrated marketing program by focusing on the major forces- consumer, trade, competitive and regulatory behavior-in marketing decision making. Students consider product policy, channels of distribution, pricing, direct selling, advertising, and sales promotion with an emphasis on shaping these marketing elements into an effective, efficient and responsible marketing program.

Operations examines the management of the processes by which inputs such as labor, materials and equipment are converted to output products or services. It helps develop skill in analysis and decision making in a variety of operations situations by focusing on what the general manager needs to know about managing in an operating environment. Students consider facilities and equipment, productivity, scheduling and planning, quality, inventory and product/process technology management in both service and manufacturing industries.

Organizational Behavior challenges students to greater levels of personal effectiveness by engaging them in topics of leadership, individual behavior, interpersonal behavior, group behavior, organizational structure, systems, culture and other current topics relating to organizational behavior and management. This course considers ethics and diversity issues throughout and includes a brief introduction to managing change.

Quantitative Analysis affords students the opportunity to learn when and how to use quantitative techniques skillfully to gain insights into the resolution of practical business problems. Students design analyses to fit circumstances and interpret results in the context of action choices. The most widely applicable methodologies in decision and risk analysis, probability and statistics, competitive analysis, and management science are studied and applied in realistic case situations.

Strategy equips students with the framework, concepts and tools required to think strategically about the total enterprise. This entails analyzing the firm's industry and position, as well as crafting strategies that will create future economic value. The course examines industry structure, sources of competitive advantage, the role of functional strategies in guiding and sustaining this advantage, diversification, and internal corporate venturing.

APPENDIX H. CORE COURSE DESCRIPTIONS OF THE COLUMBIA UNIVERSITY GRADUATE SCHOOL OF BUSINESS[131]

B6005 The Global Economic Environment
Discusses the main features of world economy as they affect the economic performance of regions, countries and businesses. Focuses on the interaction of historical events, social institutions and economic factors in shaping the international competitive environment. Topics include the debate on the determinants of productivity and international competitiveness, the determinants of long-run growth and exchange rates, the effects of short-run government stabilization policies and the complex interactions of government and the private sector.

B6006 Managerial Economics
Designed to train managers in the use of economic reasoning to solve managerial problems. Students review basic demand and cost/supply theory and pricing strategies. The course also looks at industrial organization, strategic market behavior and decision trees.

B6012 Managing Human Behavior In Organizations
Provides an introduction to and an overview of the major concepts and theories of management. Emphasis on the application of management concepts to specific organizational problems. Develops an awareness and understanding of human behavior within an organization.

B6013 Accounting I
Designed to develop an understanding of accounting principles for users of accounting information. The course looks at how users of financial information interpret accounting reports when making business decisions. The emphasis is on profitability concept s and performance evaluation. Coverage is not restricted to the existing U.S. model but includes a broad discussion of measurement issues and alternative country practices.

B6014 Managerial Statistics
Introduces students to basic concepts in probability and statistics of relevance to managerial decision making. Topics include basic data analysis, random variables and probability distributions, sampling distributions, interval estimation, hypothesis testing and regression. Numerous examples are chosen from quality control applications, finance, marketing and management.

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[131]The Core Curriculum, Columbia Business School (on-line) http://www.columbia.edu/cu/business/courses/core.html (accessed Jan. 1998).

B6015 Decision Models
This half-term (six-week) 1.5-credit course offers a brief introduction to computer-based models and their use in structuring information and supporting managerial decisions. Conveys an appreciation for the extraordinary scale and complexity of the inform ation needed to manage effectively and demonstrates how decision models can serve to organize this information and provide tools for analyzing and improving the decision process. Specific topics include linear programming, multiperiod planning models unde r uncertainty, nonlinear programs and Monte Carlo simulation.

B6016 Accounting II
This half-term (six-week) 1.5-credit course focuses on the relevance and use of accounting information for management decision making. Discussion and cases present alternative tools for planning, control and evaluation of the firm's operations and resourc es. Topics such as budgeting, product costing, performance evaluation and transfer pricing are covered, with emphasis on related incentive, multinational and tax considerations.

B6301 Business Finance
Designed around the needs of corporate financial managers. Topics include the pro forma projections of income statements and balance sheets and the forecasting of external fund needs; issues in the acquisition of required capital--i.e., debt versus equity , long-term versus short-term debt, institutional private placements versus public offerings of debt and equity securities; and project evaluation analysis (capital budgeting) and working capital management.

B6601 Marketing
Introduces students to the role of marketing in the modern corporation, both at the general manager level and at the level of the marketing function. Provides tools and frameworks for evaluating and selecting marketing opportunities and for assessing comp etitive advantage; identifies key elements in developing marketing strategy and implementation programs; and develops an awareness of the importance of different strategic approaches across various stages of the product life cycle. Students develop a methodology for approaching marketing problems, developing a marketing strategy and implementing a marketing program in a variety of contexts: domestic/international, products/services, industrial/consumer and private sector/public and not-for-profit.

B6801 Operations Management
Provides a fundamental understanding of manufacturing and service operations and their role in the organization. Surveys a wide range of operations topics, including process flow analysis, inventory management, capacity planning, facilities location, tota l quality management, human resource management, technology management and manufacturing and service strategy. Deals with these topics through a managerial, applications-oriented perspective. Special emphasis is placed on the international dimensions of o perations. The course is integrative in nature, emphasizing the fit and relationship of operations with other

functions of the firm.

B8001 Strategic Management Of The Enterprise
Considers the roles and responsibilities of the general manager, with special emphasis on the strategic management of the business unit. Provides a set of concepts and frameworks for formulating and implementing business strategy. For multibusiness firms, problems of corporate organization and strategy are discussed. Issues of corporate governance and social responsibility are also considered. Students grapple (using cases and projects) with diverse managerial situations: large and small organizations, ma nufacturing and service industries, growing and mature firms and U.S. and international settings.

APPENDIX I. CORE COURSE DESCRIPTIONS OF THE STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS[133]

A210. Financial Accounting A210 develops students' ability to read, understand, and use corporate financial statements. The course is oriented toward the user of financial accounting data (rather than the preparer) and emphasizes the reconstruction of economic events from published accounting reports.

A211. Cost Accounting A211 examines the use and preparation of cost and other data for management planning, decision making, and control. Emphasis is placed on the diverse context (e.g., product costing, pricing, product emphasis, and performance evaluation) in which managers use accounting information. Illustrations are drawn from around the globe to show how pervasive is the role of accounting information in managing all functions of a business.

E200. Economic Analysis and Policy E200 examines business decision making within the firm; markets reacting to supply and demand forces; the consequences of alternative market structures; and interactions between the public and private sectors. Specific topics include supply and demand analysis, consumer behavior, the theory of cost and production pricing and nonprice modes of competition, market structure, economic efficiency, and policy responses to market failure.

E205. Information Economics E205 concerns the economic analysis of markets in which uncertainty and information play a crucial role. Building from tools developed in E200 and T265, the following topics are introduced: risk aversion and expected utility; risk sharing, risk spreading, and insurance; adverse selection and market signaling; moral hazard, incentives, and contracting; transaction cost economics and organizational structure, and reputation.

F220. Finance This course covers the foundations of corporate finance and uses these foundations to analyze many of the important financial decisions made within firms and other institutions. Some of the topics covered include the valuation of fixed-income securities and stocks, capital budgeting and the choice of investment projects, the optimal capital structure of the firm and how it is affected by taxes, the notion of market efficiency, the valuation of options and other derivative securities and the use of these securities in corporate finance.

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[133]Stanford GSB MBA Program, Required Courses (on-line) http://www-gsb.stanford.edu (accessed Dec. 1997).

H280. Human Resource Management This course provides a framework for understanding and thinking strategically about employment relations and the management of human resources in organizations. The course draws on insights from the social sciences to explore how employment relations are influenced by economic, social, psychological, legal, and cultural forces. Specific topics include: recruitment and selection; performance evaluation; compensation and benefits; promotion; job design; training; outsourcing; retention and turnover; the human resource implications of various strategies; and selected public policy issues pertaining to employment (e.g., discrimination and affirmative action).

M240. Marketing Management The objectives of this course are to introduce students to the substantive and procedural aspects of marketing management, and to sharpen skills for critical analytical thinking and effective communication. Specifically, the goals are to introduce students to marketing strategy and to the elements of marketing analysis: customer analysis, competitor analysis, and company analysis; to familiarize students with the elements of the marketing mix (product strategy, pricing, advertising and promotion, and distribution), and to enhance problem-solving and decision-making abilities in these operational areas of marketing; and to provide students withe a forum (both written and verbal) for presenting and defending their own recommendations, and for critically examining and discussing the recommendations of others.

P230. Management in Nonmarket Environments The subject of this course is the nonmarket environment of business and the issues, interests, and institutions that characterize that environment. The course focuses on the formulation of business strategies for addressing issues and interacting with the nonmarket environment. The principal topics considered in the course are the origins and development of nonmarket issues, nonmarket strategies in governmental arenas, operation in government-regulated markets, international business and the nonmarket environment, and business ethics and corporate responsibility. The disciplinary foundations of the course are economics, political science, and moral philosophy.

R270. Organizational Behavior This course relates existing theory and research to organizational problems by reviewing basic concepts in the following areas: individual behavior, inter personal communication and influence, small group behavior, intergroup conflict and cooperation, complex organizational structure and behavior, and relations between organizations and environments. The course focuses on the ways in which organizations and their members affect one another and exposes students to conflicting frameworks for diagnosing and dealing with problems in organizational settings.

S250. Strategic Management This course is concerned with the long-term strategy of the business organization. It deals with identifying and analyzing past and current strategies and with formulating and implementing new ones. Our perspective is that of the general manager who has overall responsibility for the performance of the firm or of a business unit within the firm. Areas of general management examined include strategy identification and evaluation, industry and competitor analysis, strategic alliances and joint ventures, innovation in

multidivisional organizations, globalization, diversification strategy, and managing multibusiness organizations.

T255. Information Systems and Technology Information systems and technology information technology is transforming firms, markets, products, and processes with remarkable speed. This provides managers with new challenges and valuable opportunities. Firms are turning to information technology not just as a way to solve isolated problems, but also as a catalyst for organizational change and as an integrating force that can span functions, time, and space. This course is designed to give students an appreciation for the management issues surrounding the development and use of information technology in organizations and to turn them into more intelligent consumers of the technology.

T260. Systems This is a course on the systems approach to management, focusing upon: (1) the use of computer-based systems to support management decision making, including explicit modeling and analysis to solve problems, and (2) the practical aspects of designing and implementing an organization-wide management information system that integrates people, tools, technology, and data. The course emphasizes learning by doing, and its assignments require significant hands-on work. Students are required to have prior working knowledge of the Excel spreadsheet package. Importantly, software is used only as a vehicle for accomplishing the course objectives.

T262. Operations This course focuses on basic managerial issues arising in the operations of both manufacturing and service industries. The objectives of the course are to familiarize students with the problems and issues confronting operations managers, and to introduce language, conceptual models, and analytical techniques that are broadly applicable in confronting such problems. The spectrum of different process types used in the provision of goods and services is developed, and specific examples and case studies are analyzed in detail.

T265. Data and Decisions This course introduces concepts and tools for analyzing complex business decisions and for interpreting and analyzing data. The course covers analytic tools such as decision trees, probability theory, expected value and expect utility decision criteria, and the value of information. Also included are the statistical tools related to the evaluation of samples, statistical testing procedures, and quality control. Heavy emphasis is placed on multiple regression analysis.

T275. Modeling and Analysis The objective of this course is to provide understanding of the use of quantitative models in business decision making. This includes building such models and interpreting the analyses of them. Included are concepts of deterministic and simulation modeling, optimization and sensitivity analysis. Students are required to have prior working knowledge of the Excel spreadsheet package.

APPENDIX J. CORE COURSE DESCRIPTIONS OF THE UNIVERSITY OF CHICAGO GRADUATE SCHOOL OF BUSINESS[133]

310 Financial Accounting
The course deals with the analysis and communication of economic events through the accounting process. Primary emphasisis placed on an understanding of the financial reports that are the end products of that process. Attention is given to questionsof how different interpretations of accounting concepts would affect the final reports.

The first several sessions deal with the cycle of accounting operations that culminate in the financial statements. There followsan analysis of the accounting for specific major components of financial statements: inventories, depreciation, long-termobligations, and corporate capital. The course closes with a group of sessions on analysis of published financial statements.Throughout the course published financial statements are used for illustrative material. A review session will be offered each week.

311 Managerial Accounting
This course focuses on firms' internal accounting information systems and their use in decision making, planning and control, and performance evaluation. The objectives are threefold: to increase your understanding of the data accumulation and allocation processes; to illustrate the proper application of these accounting data to solving managerial problems; and to expose you to the strategic implications and limitations of the accounting systems and data. Applications considered include pricing, activity based costing, cost reduction efforts, asset acquisition programs, economic value-added analysis and multinational transfer pricing. As such, the course attempts to integrate knowledge of firms' internal accounting systems with problems confronting managers and consultants in the areas of finance, accounting, marketing, production and human resources.

300 Microeconomics
This course will provide students with an understanding of the basics of microeconomic theory and with examples of its application. The course will study the determinants of consumer demand, firm supply and industry behavior. We will study optimal pricing policies and, if time allows, selected topics in the areas of the economics of uncertainty (e.g., insurance), natural resources, and capital theory (e.g., interest rates).

303 Macroeconomics

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[133]University of Chicago, Graduate School of Business, Curriculum, Fields of Study (on-line) http://gsbwww.uchicago.edu/curriculum/fieldstudy/index.html (accessed Dec. 1998).

303 Macroeconomics

The point of this course is to develop an understanding of how macroeconomic variables (e.g., GDP and its components, employment, interest rates, exchange rates and inflation) are jointly determined over periods of time that correspond to the business cycle. Of particular interest will be the response of these variables to changes in fiscal and monetary policy, supply shocks, and changing economic conditions in the rest of the world.

The basic material will be theoretical. However, practical use will be emphasized in a group project designed around a mock meeting of the Federal Reserve's Federal Open Market Committee. Thus, familiarity with current economic conditions and empirical evidence will be stressed throughout the course.

320 Statistics for Managers

This course is designed to teach the basic concepts and tools needed for business applications and the GSB curriculum. It is intended for students who have no prior background in statistics.

We will start by looking at the types of data that are typically encountered in practice and learning ways to display the information graphically. For example, we shall consider time series and categorical data. The practical problems of prediction and inference then lead us to the study of random variables and their distributions. Basic properties of random variables such as conditional and marginal distributions are covered as well as basic properties of expectation. Next, basic inference methods are covered: confidence intervals, hypothesis tests, and p-values with applications to times series and categorical data. The remainder of the course covers the regression model which is the most widely used statistical tool. We first learn the basic concepts in "simple" linear regression in which we try to relate one variable to another. We then move on to multiple regression in which a single variable is related to several others.

350 Marketing Management

This course introduces the substantive and functional aspects of marketing management. Specific course goals are as follows: (1) to introduce students to marketing strategy and the elements of marketing analysis: customer analysis, competitor analysis, and company analysis; (2) to familiarize students with the elements of the marketing mix (product strategy, pricing, advertising and promotion, and distribution), and to enhance their problem-solving and decision-making abilities in these operational areas of marketing; (3) to use marketing case studies to provide an opportunity (both written and oral) to develop, present, and defend a student's own recommendations, and to examine and discuss the recommendations of others critically.

The course employs a balanced mix of case discussions and lectures/class discussions. Class lectures and discussions provide an exposition of key concepts, and wherever possible are supported by research on current marketing practices. The case studies provide an opportunity to apply the theories, concepts, and analytical devices developed in the lectures.

APPENDIX K. CORE COURSE DESCRIPTIONS OF THE MASSACHUETTS INSTITUTE OF TECHNOLOGY SLOAN SCHOOL OF MANAGEMENT[134]

15.010 Economic Analysis for Business Decisions
Introduces students to principles of microeconomic analysis used in managerial decision making. Topics include demand analysis, cost and production functions, the behavior of competitive and non-competitive markets, sources and uses of market power, and game theory and competitive strategy, with applications to various business and public policy decisions. Antitrust policy and other government regulations are also discussed.

15.060 Data, Models, and Decisions
Introduces students to the basic tools in using data to make informed management decisions. Covers introductory probability, decision analysis, basic statistics, regression, simulation, linear and nonlinear optimization, and optimization under uncertainty. Computer spreadsheet exercises and examples drawn from marketing, finance, operations management, and other management functions. Fall term restricted to first-year Sloan Master's students.

15.311 Organizational Processes
Focuses on the organization of the future, identifies its characteristics, and explores the implications for living in, managing, and leading such an organization. Also focuses on skills such as organizational diagnosis, teamwork, and process analysis. Examines the creation of the structures, rewards, career paths, and cultures needed within the firm, and the alliances, learning, and change practices needed to maintain global performance. Restricted to first-year Sloan Master's students.

15.515 Financial and Managerial Accounting
An intensive introduction to the preparation and interpretation of financial information for investors (external users) and managers (internal users). Adopts a decision-maker perspective of accounting by emphasizing the relation between accounting data and the underlying economic events that generated them. Assignments include textbook problems, analysis of financial statements, and cases. Restricted to first-year Sloan Master's students.

15.280 Communication for Managers
Writing and speaking skills necessary for a career in management. Students polish communication strategies and methods through discussion of principles, examples, and cases. Several written and oral assignments, many of which are based on material from other subjects. Restricted to first-year Sloan School of Management graduate students.

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[134]MIT Sloan, Course Information (on-line) http://web.mit.edu/sloan/www/courseinfo (accessed Dec. 1998).

15.930 Strategic Management
Deals with approaches to strategic management problems affecting all facets of the enterprise. Discussions, cases, readings, and a project trace strategy practice, methodology, and theory. Focus on both strategic formulation and implementation. 15.930 useful as a broad introduction to the corporate strategy field and is restricted to Sloan School of Management graduate students.

APPENDIX L. CORE COURSE DESCRIPTIONS OF THE DARTMOUTH COLLEGE AMOS TUCK SCHOOL OF BUSINESS ADMINISTRATION[136]

Applied Statistics
Statistics is a field that deals with methods for handling decision problems in the face of uncertainty. There is no area of business activity in which statistical methods are not important. In this course, our aim is not so much to turn students into accomplished statisticians as to start a process of development through which students become informed and intelligent consumers of statistics and thus are better able to make decisions based on statistical data. Topics include statistical estimation, hypothesis testing, chi-squared tests, and regression analysis.

Corporate Finance
Corporate Finance is the second course in the finance sequence. This course applies the institutional knowledge and valuation theory developed in Capital Markets to corporate financial decision making. The focus of the course is on capital budgeting or, more generally, the evaluation of a company's alternative investment projects. Corporate Finance also includes topics in short-term financial management, capital structure theory and practice, dividend policy, and mergers and acquisitions.

Capital Markets
Capital Markets is the first of a two-course sequence on the modern theory and practice of finance. Using a mix of cases and lecture/discussion, this course looks at capital markets from the dual perspective of investors and corporate financial managers. Capital Markets introduces students to the nature and role of today's international financial markets; the pricing of securities that are traded on those markets, such as bonds, stocks, futures, and options; the relationship between risk and return; and the valuation of financial assets.

Business Policy
The objectives of this course are to (1) acquaint students with the viewpoint of top managers in complex organizations; (2) give students significant exposure to the major issues involved in planning, organizing, and controlling complex organizations; (3) help them integrate the specific analytical apparatus and viewpoints of functional fields into the larger view of the overall organization's purpose; and (4) introduce students to certain strategic activities uniquely located at the top managerial level, including long-range planning, research and development, corporate development, and acquisition and merger activities.

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[136]Amos Tuck School of Business Administration, First Year Course Descriptions 1997-98 (on-line) http://www.dartmouth.edu/tuck/mba/courses1.html (accessed Dec. 1998).

Decision Science
This course introduces the basic concepts of model building and its role in rational decision making. In this course, the student acquires knowledge of specific modeling techniques, such as linear programming, decision analysis, and simulation, along with some insight into their practical application. In addition, the student is encouraged to take an analytic view of decision making by formalizing trade-offs, specifying constraints, providing for uncertainty, and performing sensitivity analyses.

Financial Accounting
This course develops the basic concepts and procedures underlying corporate financial statements and introduces tools for analyzing profitability and risk. We explore the impact of alternative, generally accepted accounting principles on financial statements, especially considering management's financial reporting strategy.

Global Economic Environment
Today's successful manager cannot ignore the effects of international competition and globalization of economic activity. This course develops the analytical capability and perspectives to manage a firm's interaction with its international environment. Topics include global capital markets, monetary policy and the determination of interest rates and foreign exchange rates, economic growth and development, country risk analysis, international trade and investment, pricing in international markets, hedging economic exposure, and trade and industrial policy. The course is designed from the perspective of the general manager of a multinational enterprise who must deal with such international issues.

International Leadership
International Leadership covers selected topics on the changing international world of business and government that would not be covered by other core courses, and it does so in an innovative pedagogical style. Each year a committee of senior Tuck faculty and the director of Tuck's Center for Asia and the Emerging Economies choose several critical international issues and invite prominent individuals from business and government to discuss with students how they are leading their organizations to effect desired changes. Outside speakers are complemented by case discussions led by Tuck and Dartmouth faculty. Students' learning is supplemented by library research and individual/group written analyses of the issues being covered. In 1996-97, the three issues covered were privatization in Bolivia, the return of Hong Kong to China, and economic development in Ghana.

Management Communication
This course teaches students to communicate effectively as managers. It includes the examination and practice of communication theories, techniques, strategies, and skills that are essential for success in business. Specific topics include communication strategy and analysis, managerial presentation skills, managerial writing, corporate communication, and cross-cultural communication.

Managerial Accounting
This course is an introduction to the concepts of cost analysis and management control with a heavy emphasis on using the concepts in a managerial sense. A central focus is the relationship between the concepts and the business setting in which they are applied. Topics include cost analysis for decision making, cost analysis for performance evaluation, strategic cost analysis, and management control systems.

Managerial Economics
Managerial Economics provides an approach to analyzing the firm's immediate economic environment. The course applies the concepts and models of microeconomic theory and the measurement techniques of econometrics to understand industry demand, the firm's production and cost functions, and the nature of industry rivalry. Although the course is primarily concerned with techniques for understanding and measuring firm behavior, Managerial Economics also devotes attention to strategic decision making, especially the pricing decision.

Marketing
This course introduces students to the role of marketing within business firms and nonprofit organizations. Assigned readings, occasional lectures, and case studies apply analytical concepts and techniques developed from economics, quantitative analysis, accounting, and finance to the definition and analysis of marketing decision problems. Specific topics include buyer behavior, market segmentation, market research, product policy and strategy, pricing, interactive marketing, distribution channel policy, advertising, and sales force management. The course stresses oral and written expression.

Operations Management
Operations management is the systematic direction and control of the processes that transform inputs into finished goods or services. This course provides an introduction to the concepts and analytic methods that are useful in understanding the management of a firm's operations. The level of analysis varies considerably from operations strategy to daily control of production processes and inventory.

Organizational Behavior
In this course, students learn to analyze human factors of management and to make responsible recommendations in problem settings. Students explore the literature of behavioral science and management, along with class use of cases, simulations, problems, and exercises of various kinds. The course treats such topics as individual and group behavior, organizational design, leadership, and the formulation and implementation of change strategies. It emphasizes current issues in human resource management, as well as questions of personal values as these relate to executive life.

APPENDIX M. CORE COURSE DESCRIPTIONS OF THE JOHN F. KENNEDY SCHOOL OF GOVERNMENT-MASTER OF PUBLIC ADMINISTRATION[136]

PAL-101 Exercising Leadership: Mobilizing Group Resources
This course explores the exercise of leadership in the midst of the conflicting forces that arise within political and organizational systems when faced with adaptive challenges. Taking a prescriptive and practical approach, the course: (1) distinguishes between authority and leadership, (2) provides a diagnostic framework for assessing the typical mechanisms by which social systems avoid work on critical issues, and (3) explores strategies and tactics of intervention to mobilize adaptive work. The course consists primarily of discussion and case work. Participants investigate the applicability of the concepts presented in the course by analyzing cases from their own professional experience. Numerous large and small group exercises, written analyses, and a major paper are required.

PAL-177 Organizing: People, Power and Change
"In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge: on its progress depends that of all others," De Tocqueville stated. To meet the challenges of equity, accountability, and responsiveness, democracy requires an "organized" citizenry with the power to articulate and assert its interests effectively. Organizers revitalize old democratic institutions and create new ones. Yet as new democracies struggle to make effective citizen participation possible, citizen participation in the United States continues to decline. Course addresses three questions: why people organize, how organizing works, and how to be a good organizer. Students learn to view social, economic and political problems from an organizer's perspective, and to act on these problems using a "praxis" of organizing: "mapping" power, developing leadership, motivating participation, and devising strategies to build relationships, share understandings and mobilize resources with which organizers create organizations and conduct campaigns. Principles common to community, electoral, union and issue organizing are emphasized.

API-102 Economic Analysis of Public Policy
This advanced course in theoretical and applied welfare economics explores the analytical foundations of the use of economic arguments in normative policy analysis. Under what conditions can we use economics to say that a given policy is "better" than another, and, what exactly do we mean when we say "better?" Applies this analysis to a number of policy areas, including evaluation of public investments, externalities, public utility regulation, risk and insurance, safety regulation, and technology policy. Note: Course uses a fairly high level of mathematics and theoretical rigor. In particular, facility with multivariable calculus will be

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[136]Courses of Instruction: 1997-1998 (on-line) http://ksgwww.harvard.edu/~ksgpress/coure1.htm (accessed February 1998).

assumed. Any students unsure of the adequacy of their preparation should talk with the instructor.

API-225 Program Evaluation: Improving Program Effectiveness with Empirical Analysis

Governments, educational institutions, and non-profit organizations devote considerable resources to programs meant to benefit the public. Whether such programs achieve the desired benefits is the question posed by evaluators. Evaluation of programs is a rigorous process through which programs are evaluated against their own goals (whether stated or implicit). This course will examine the work done by evaluators. Emphasis will be on the practical issues in planning and carrying out an evaluation. The focus will be primarily on quantitative approaches to evaluation. Students will work with case studies representing programs from government, education, and the non-profit sectors. Topics covered will include framing the evaluation, selection of design sampling, measurement, data collection, data analysis and reporting. There will be frequent, short written assignments. Familiarity with the concepts of quantitative reasoning and a knowledge of statistics at the introductory level are prerequisites (e.g. API-205 or API-201).

API-602 Ethics in Government

Examines the moral obligations of public officials in a representative democracy. Explores such topics as the appeal to personal conscience in public decision making; the management of conflicts of values; the problem of "dirty hands;" and the ethics of loyalty, dissent, and responsiveness in administrative agencies. A special concern is the way institutional arrangements promote or inhibit moral choices. Readings are drawn mainly from contemporary sources and include selected case studies, both national and international, which form the basis of class discussion.

STM-101 The Strategic Management of Public Organizations

Course helps students learn and apply analytic and managerial techniques to enhance the delivery of public value to citizens. "Strategic management" has three conceptual components: the definition of public value, the mobilization of legitimacy and support for a particular conception of value, and the development and deployment of operational capabilities required to produce and deliver public value. Strategic management relies on both the techniques of leadership and of management. Readings and class discussions will focus on learning and applying analytical techniques (often adapted from the private sector) to: 1) diagnose an organization's strategic position and develop a strategy for the future; 2) assess the fit between an organization's structure and its overall strategy; 3) describe and evaluate its production processes; 4) measure organizational performance; and 5) use human resource management systems to build strong organizational cultures. Heavy emphasis will be placed on a fieldwork exercise in which teams of students work to provide strategic advice to an existing, operating organization.

STM-221 Introduction to Negotiation Analysis
The course introduces students to the theory and practice of negotiation. The ability to successfully negotiate rests on a combination of analytical and interpersonal skills. Analysis is important because negotiators cannot develop promising strategies without a deep understanding of the context of the situation. the interests of the other parties, and the range of possible moves and countermoves. Interpersonal skills are important because negotiation is essentially a process of communication, trust building (or breaking) and mutual persuasion. This course will develop a set of conceptual frameworks that should help students analyze future negotiation situations and prepare more effectively. Through participation in negotiation simulations, students will have the opportunity to exercise powers of communication and persuasion, and to experiment with a variety of negotiation tactics and strategies.

STM-400 Financial Management for Public and Nonprofit Organization
This module-length course provides a fast-paced, rigorous grounding in basic accounting and financial management concepts, utilizing a case study approach. The purpose of the course is to develop and apply the concepts and techniques that are necessary for more advanced study of budgeting, managerial accounting, financial analysis, and theoretical and applied finance. The course is intended to be "nuts-and-bolts" in structure and substance. It provides students with the basic language that will allow them to read a corporate or public sector annual report and understand what is going on and what questions to ask about reported results.
Prerequisites: Basic familiarity with any spreadsheet software package.

STM-501 Strategic Human Resource Management: Preparing for the 21st Century
Throughout the world governments have undertaken substantial reform efforts, business and industry structures and systems are changing radically, information-based processes are quickly becoming the norm, and managers are racing, cognitively and psychologically, to keep up. This course challenges participants to examine the management of people and organizations in the context of dramatic structural and cultural change. Covers topics critical to public managers and others who plan to lead or otherwise be involved in significant organizational change. Examines information-based organizations, re-engineering, government reform, networks within and across organizations, and managerial skills for the new workplace.

APPENDIX N. CORE COURSE DESCRIPTION OF THE YALE SCHOOL OF MANAGEMENT-MASTER OF PUBLIC AND PRIVATE MANAGEMENT[137]

Fundamentals of Accounting
Examines concepts and techniques used in preparing and interpreting primary financial reports: balance sheets, income statements, and statements of cash flow.

Valuation and Investment
Students apply the principles of finance to decisions faced by corporate managers as well as by individual and institutional investors.

Corporate Finance and Options
Introduces students to use and pricing of options, and discusses capital structure and dividend policies of firms.

Decision Analysis and Game Theory
An introduction to methods of quantitative and qualitative decision making.

Managerial Accounting
Provides the basics of managerial accounting, which is the accounting done by firms for their internal use.

Financial Reporting
Explores the generally accepted accounting principles used in preparing financial statements.

Economic Analysis
Concentrates on the role of markets and other forms of organizations in determining the opportunities facing individuals and business firms.

Operations Management I
An introduction to the management of operating systems.

Foundations of Leadership and Teams
Experiential course that deals with the skills involved in team leadership and membership.

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[137]Yale School of Management, Curriculum (on-line) http://www.yale.edu/som/programs.html (accessed February 1998).

Designing and Managing Organizations
Helps future managers develop the skills necessary to assess, analyze, and act upon organizational challenges.

Marketing Management
Presents the basic concepts of marketing required to formulate sound marketing strategies and understand the many marketing functions in the organization.

Data Analysis and Statistics
Develops students' technical skills and intuition for extracting information from data sets with emphasis on the use of this information for structuring managerial decisions.

The Strategic Environment of Management
Surveys government, civil, and economic institutions that define the major opportunities and risk available to senior management.

APPENDIX O. CORE COURSE DESCRIPTIONS FOR THE STANFORD GRADUATE SCHOOL OF BUSINESS-PUBLIC MANAGEMENT PROGRAM[138]

E309 Public-Sector Economics
This course investigates the role of the public sector in addressing market failures due to such factors as monopoly, externalities, and public goods. Particular attention will be given to the relative strengths of taxation, administrative regulation, and the courts in correcting different types of market failures. Both the efficiency implications and distributional impact of these government policies will be discussed. The application of general principles of economic analysis to specific industries and public policy problems will be emphasized.

E301 International Economics and Realpolitik
This course analyzes the source of a country's comparative and competitive advantage in international trade in a variety of industries and how government intervention fosters or hinders those advantages. Specific topics to be discussed are country-specific productivity effects in selected industries, the economics and the realpolitik of trade policy, the multinational firm, trading blocks, and strategic trade policy. This course will emphasize the synergistic relationship among industrial performance, trade, and trade policy.

International Development Management
This course will combine analytical models with decision-oriented policy studies to illuminate the following four key problems of economic development: (1) investment criteria and project appraisal, (2) private and public transfers of capital and technology, (3) export promotion, and (4) country creditworthiness. From this course, students should acquire facility in the preparation of a country economic report, country risk analysis, and project appraisal.

E305 Europe in the World Economy
This course examines modern advanced industrial economies of Europe from the viewpoint of economic structure, planning policy, and performance. France, Germany, and the United Kingdom will be taken as major case studies. The structure and operations of the European Community also will be covered, as will recent events concerning both the Single Europe Act and German unification. The course concludes with an examination of the political-economic interrelationships of Western Europe, the former Soviet Union, Japan, and the United States.

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[138]Stanford GSB, MBA Program Course Listings (on-line) http://www~gsb.stanford.edu/academics/catalog/mbach.html#req (accessed February 1998).

E332 Analysis of Costs, Risks, and Benefits in Health Care
This course examines cost-benefit analysis when the "output" is difficult or impossible to measure. How can society (consumers, employers, government) get value for money in health care? The course will begin with study and discussion of the main literature on the principles of cost-benefit analysis applied to health care. It will focus on a critical review of a number of actual studies. The emphasis will be on insights into the art of practical application and the state of the art in research on this issue. Topics will also include how MBA analytical tools can be applied in health services and to health care technologies as well as principles and methods also applicable to other areas in which evaluation is based on "soft science" and "soft endpoints." Lecture/discussion format. Guest lectures by Medical School faculty. Interdisciplinary (MD-MBA) team projects with student presentations.

E331 Political Economy of Health Care in the United States
This course informs students interested in health care management about the financial and public policy contexts in which the health care system operates and informs students about public policy issues in controlling one of the largest and fastest-growing items of public expenditure. The course examines the main issues relating to financing and organization for delivery of health care in the United States, how various existing and proposed financing and organizational arrangements affect the allocation of resources, fee-for-service practice and health maintenance organizations, the Medicare prospective payment system, hospital investment decisions, medical ethics in a cost-contained system, health care costs, and national health insurance. Lecture/discussion format with visiting lectures by industry leaders, team research projects.

E333 Quality Management in Health Care
This is a new field. Quality measurement and quality assurance in medical care are in their infancy. It is still controversial whether quality can be measured meaningfully. The course will examine questions such as these: What do modern industrial quality theories have to offer health care? How can quality be measured? What are the tools of quality improvement? What are the costs of poor quality in health care? How can high quality lower costs? Students will read recent literature and meet with Bay Area professionals concerned with health care quality. The course will require an unusual degree of individual initiative. Lecture/discussion format. Each student joins a local quality improvement project. Prerequisites: the first two quarters of MBA core courses or equivalent and permission of professor.

G308 Financial Management of Nonprofit and Public Sector Organizations
Organizations The practice of financial management in nonprofit and public sector organizations is significantly different from that in for-profit businesses. Many of the differences stem from the difficulty of measuring and valuing outputs, from legal restrictions imposed by government, and from restrictions imposed by donors and grant-making agencies. This course considers accounting, budgeting, financing, investment, and other financial management activities in nonprofit and public sector organizations, including fund accounting, form and interpretation of financial statements, endowment management issues, Internal

Revenue Service and state regulation, measurement and evaluation of organizational performance, and control systems design.

G334 Environmental Management: Strategic Decisions in a Regulated World
The purpose of this course is to acquaint students with some of the major strategic issues facing business and the investment community with respect to environmental obligations and opportunities. The course will provide an overview of the political history and major requirements of the most important U.S. environmental laws -- the Clean Air Act, Superfund, Resource Conservation and Recovery Act, and the Clean Water Act. Through case studies and discussion the course will analyze the implications of these key environmental laws -- in terms of compliance strategies, financing, liability, and other issues that senior managers will encounter. Topics to be covered include: pollution prevention, voluntary reduction strategies, using market mechanisms to protect the environment, lender liability, and investing in the environment.

G333 State and Local Government
This course guides the business executive dealing with the unfamiliar world of state and local government. Topics include hazards of neglecting government action; differences between government and business in mission, organization, and practices; theories of, and especially insights into, political and administrative behavior; interaction between layers of government; and opportunities to influence outcomes.

G336 Strategic Management in the Nonprofit Environment
Nonprofit organizations play a significant economic, political, social, and cultural role in the United States. The environment in which nonprofits operate is both similar to and quite different from that of the proprietary organization. It is increasingly important that good management skills be available to nonprofits through trustees, executive management, consultants, and government officials. For effective leadership, one must understand the differences in structure, values, behavior, and constraints that are inherent in the nonprofit form. The goal of this course is to integrate skills in organizational behavior, marketing, finance, and analytic disciplines into strategic decision making in the nonprofit context.

M358 Social and Nonprofit Marketing
This course is designed to develop knowledge, skills, and perspectives to support the application of traditional marketing concepts (e.g., developing a customer orientation; segmentation) to nonprofit and public sector organizations. Additionally, the course addresses social marketing and the use of private sector marketing (e.g., cause-related marketing) to improve social welfare. The course aims to provide an understanding of the specific workings, issues, and dynamics of these organizations and their unique marketing challenges. The course also intends to develop the student's abilities to analyze problems and create effective strategies for the marketing of social products, services, organizations, ideas, and places. Finally, the course attempts to create an understanding of specific marketing resources and tools, including audience development, fundraising, corporate alliances, and public relations.

M358 is for students interested in understanding the role and application of marketing beyond private and commercial gain.

R360 Genius and Folly in Organizations
This course explores the causes and consequences of brilliant and foolish behavior in organizations. A primary goal of this course is to help students develop a useful framework for analyzing the sources of intelligent and unintelligent decision making within organizations. To do so, a major focus and emphasis of the course will be on exploring the impact of organizational leaders on organizational processes and outcomes. The course will examine recent ideas about leadership behaviors that enhance organizational performance and those that hinder it. However, the course also explores the critical role that the collective behavior of both leaders and organizational members play in organizational decision making. It will thus explore a host of relevant and provocative ideas about collective learning and decision making, cooperation, trust, constructive and destructive forms of conflict, effective impression management, and crisis management in organizations.

R371 Organizational Learning
This course is about learning in and by organizations. The fundamental premises of the course are (1) most private and public organizations today face task environments of considerable complexity, and (2) in the face of such complexity, optimal behavior is difficult to achieve. What is therefore crucial is that organizations figure out how to improve their performance (i.e., to learn ‹ even if learning rarely produces optimal results). The course will focus primarily on fundamental processes that drive organizational learning; patterns of decision making, communication, conflict-resolution, and the like. The analysis of these processes will be drawn primarily from the behavioral sciences (e.g., social psychology, cognitive sciences, sociology). A particular area of interest will be learning under conflict of interest, i.e., in situations where decision makers have different preferences about outcomes and hence what constitutes learning. (Learning in public organizations and nonprofits often falls into this category.) Overall, the course will spend an approximately equal amount of time on public and private sector organizations.

R377 Power and Politics in Organizations
Power and influence processes are pervasive and important in organizations. The course has as its objectives enhancing the understanding of these processes and increasing the student's skill in using them. Topics covered include the conditions under which power and politics are more likely to dominate decision processes, assessing the relative power of various actors, understanding the bases for their positions on issues, the sources of both individual and departmental power, power and influence strategies and tactics, and some functional and dysfunctional aspects of organizational politics for both individuals and the organizations involved.

APPENDIX P. CORE COURSE DESCRIPTIONS OF BERKELEY'S HAAS SCHOOL OF BUSINESS- MASTER OF BUSINESS ADMINISTRATION[139]

200 Professional Skills
This course is designed to introduce first-year students to skills required of all successful managers. The course consists of three distinct modules (with five distinct instructors):

200S Statistics Module. The objective of this module is to make students critical consumers of statistical analysis using available software packages. Key concepts include interpretation of regression analysis, model formation and testing, and diagnostic checking. This module meets for the first seven weeks of the fall semester.

200Q Spreadsheet Methods Module. This module introduces students to quantitative concepts, techniques, and software with which all successful managers should be familiar. It meets for the last seven weeks of the fall semester.

200C Management Communications Module. This module covers topics in written and oral communication, negotiations, and interpersonal dynamics. It is divided into three submodules -- Writing, Speaking, and Interpersonal Skills -- each of which occurs in five-week blocks over the fall semester.

201A Economic Analysis for Business Decisions
This course uses the tools and concepts of microeconomics to analyze decision problems within a business firm. Particular emphasis is placed on the firm's choice of policies in determining prices and outputs. The basic tools of competitive strategy analysis are developed and students are expected to apply these tools to several cases.

201B Macroeconomics in the Global Economy
This course covers the determination of long-run productivity and growth, short-run economic fluctuations (in both closed and open economies), exchange rates and the balance of payments, the natural rate of unemployment, and the causes and consequences of inflation. Examples drawn from a variety of countries are used to illustrate theoretical concepts.

202A Financial Accounting
This course is designed to acquaint students with the concepts of financial accounting and to provide a working knowledge of the construction of financial statements and the uses that others such as investors and creditors make of them.

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[139]Haas School of Business, Degree Requirements and MBA Courses (on-line) http://haas.berkeley.edu/MBA/guide9899/degree_requirements_mba_courses.htm (accessed February 1998).

202B Managerial Accounting
This course emphasizes the use of accounting information throughout the planning, operation, and control stages of managing an organization. The course is divided into three sections to reflect the three stages of management: 1) information for planning and decision making; 2) information received during operations (cost accounting); and 3) information for control and performance evaluation.

203 Introduction to Finance
This course examines the wide menu of available assets, the institutional structure of US and international financial markets, and the market mechanisms for trading securities. Among topics to be covered are discounting, capital budgeting, the historical behavior of asset returns, and diversification and portfolio theory. The course also provides introductions to asset-pricing theory for primary and derivative assets and to the principles governing corporate financial arrangements and contracting.

204 Introduction to Operations Management
This course provides students with an understanding of the basic issues involved in managing a manufacturing-based business and introduces the tools available to deal with these issues. In this context, students also learn pertinent fundamental concepts in management science that are also applicable to other functional areas.

205 Organizational Behavior
A survey of behavior in and of organizations. Covers issues of individual behavior, group functioning, and the actions of organizations in their environments. Problems of work motivation, task design, leadership, communication, organizational design, and innovation will be analyzed from multiple theoretical perspectives. Implications for the management of organizations is illustrated through examples, cases, and exercises.

206 Marketing Organization and Management
Topics include an overview of the marketing system and the marketing concept, buyer behavior, market research, segmentation and marketing decision making, marketing structures, and evaluation of marketing performance in the economy and society.

207A Managing Business Ethics in the Global Economy
This course provides students with an opportunity to analyze critically and discuss a wide range of ethical issues that confront individual managers and corporations in the US and other countries. Its objectives are to make students more sensitive to the ethical dimensions of both domestic and global business activity and to provide them with a framework for making management decisions in a more responsible manner.

207B Business and Public Policy
Introduction to political economy, the role of government in a mixed economy, business-government relations, the public policy process, regulation of business, corporate

political activity, and corporate governance. Compares US corporate governance systems, public policies, and political system to those of Western Europe and Japan.

208 Information Technology Management
An intensive overview of key issues that general managers deal with concerning the management of information technology. Topics include decisions regarding technology evaluation, selection and investment, managing technology development and deployment, and "big picture" issues such as business reengineering through technology and linking technology to business strategy.

296 Special Topics in Business Administration
During the eighth week of the fall semester, instead of their regular classes students participate in a set of classes and activities designed to assist them in preparing for their job searches, both for summer internships and career positions. These include industry and company research, job search techniques, interviewing skills, and presentation skills. This one-week module provides one unit of credit and is graded on an S/U basis. In the spring of each year, a group of students, selected on a competitive basis, organize a school-wide conference on a specific theme chosen by the student body and faculty. Instead of their regular classes, students participate in a variety of lectures, seminars, workshops, and other activities focused on this theme. Each of these modules will provide half a unit of credit and will be graded on a S/U basis.

299 Selected Strategy Courses
In either semester of their second year, students take a strategy course from a set of courses that have been approved by the faculty to fulfill the strategy requirement. The courses available vary from year to year and provide the student with either two or three units of credit depending upon the course taken.

APPENDIX Q. CORE COURSE DESCRIPTIONS FOR THE H. JOHN HEINZ III SCHOOL OF PUBLIC POLICY AND MANAGEMENT-MASTER OF PUBLIC MANAGEMENT PROGRAM[140]

Organization Management: Theory and Practice
This course focuses on concepts and methods of organizational management. The overall course objective is to identify, apply, and evaluate techniques for structuring and resolving managerial problems in for-profit, not-for-profit, and government organizations. The course will draw upon the collective experience of the students as well as various management theories and schools of thought. Case studies will be used to identify salient problems and specific techniques to their resolution. Topics will include: the evolution of management thought; management style; leadership; employee motivation; the impact of social, political, economic, and technological factors on managing; decision-making, strategic planning, controlling and organizing within an organization; and personnel management. Examinations, written assignments, and a group project and presentation are required.

Data Analysis for Managers
With the advent of widespread use of personal computers, managers are increasingly being called upon to interpret and perform statistical analyses. The purpose of this introductory course is to make the tools of data analysis accessible to individuals in management and (nonstatistical) management support positions. The course is divided into three distinct components: descriptive statistics, (weeks 1 and 2), fundamentals of statistical inference, (weeks 3-8) and regression analysis (weeks 9-14). The emphasis of the classes on descriptive statistics is the calculation and interpretation of summary statistical measures for describing raw data. The sessions on fundamentals of statistical inference are designed to provide you with the background for executing and interpreting hypothesis tests and confidence intervals in order to evaluate the reliability of sample estimates. The latter half of the course focuses on regression analysis, a widely used statistical method. At this juncture in the course we will begin to make regular use of Excel. Objectives: Provide managers with the ability to:

1.use statistical analysis capabilities of pc-based Excel computer software;
2.summarize raw data and identify and interpret patterns in those data;
3.make and interpret elementary statistical inferences; (included here are the capabilities to compute and interpret confidence intervals and hypotheses tests);
4.execute and interpret rudimentary regression analyses;
5.recognize limitations of statistical analyses and identify pitfalls in their interpretation.

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[140]Master of Public Management, Core Courses and Areas of Concentration (on-line) http://www.heinz.cmu.edu/heinz/mpm/mpmcourses.htm (accessed February 1998).

Computer Applications for Public Managers
Computer-based information systems are ubiquitous in today's society, and managers can expect to have frequent contact with them. Skill in using information systems - understanding their capabilities and limitations, knowing how to effectively use the information they provide, and facility in specifying new systems and unique applications - is an advantage today and will become a necessity in the future. Databases are central to most organizations' information systems strategies, and will therefore be the focus of this course. We will thoroughly cover the modern relational database model, using a 50-50 mix of lectures and "hands-on" lab work. Throughout the course, we will use the Microsoft Access database package. We start by introducing file-based systems and spreadsheets, and discuss their limitations. Then the relational database is introduced, along with the entity-relationship modeling technique. Standard query methods are covered, as is the process of normalization. A complete design case, from initial interviews to finished product, is presented. Finally, students will complete a small database design and implementation project, working in teams.

Economic Principles of Policy Analysis
The course will introduce you to the basic concepts and tools of economics. With these tools we will first attempt to understand how market economics work (and when and where they might not). In so doing, we will also discuss applications of these tools and concepts to public policy issues in topics such as regulation (should the cables rates be regulated?), and employment (why do markets economies have recessions and what can the government do about it?). By the end of the term you should have:
1. Developed an understanding of basic economic concepts and tools such as opportunity cost, comparative advantage, supply and demand, GNP, and fiscal & monetary policy.
2. Developed an ability to apply these tools to public policy problems
3. Developed an ability to critically analyze economic arguments put forward in public policy debates. For instance, you should be able to read and understand the more general material in the economics section of the New York Times, Wall Street Journal, or a comparable publication.

Financial Analysis for Managers
This course is designed to meet several objectives. First, Financial Analysis for Managers provides an overview of financial reporting for both, the private and public sector. The private sector accounting statements are prepared based on accounting standards promulgated by the Financial Accounting Standards Board (FASB) and the Securities and Exchange Commission (SEC). Public sector entities also prepare financial reports using the private sector format. However, in addition to these statements, they publish financial data that is decomposed into fund accounts. The differences between the two forms of financial reporting include 1) the method of recording transactions (accrual, modified accrual or cash basis) 2) the management of fixed assets on the financial statements (directly written off or capitalized and then depreciated) and 3) the use of various fund accounts by the nonprofit organization. There is a need to grasp the concepts that underlie both types of financial reports because they affect the interpretation of the performance of the entity. This course also provides students with the

tools to interpret an organization's financial data. For the private sector, this information is fairly standardized. However, the interpretation of the financial data for a public sector concern is more complicated. Like the private sector, the analyst evaluates the standard financial characteristics such as liquidity and debt coverage. Additionally, the analysis must provide information regarding the performance of the specific programs of the organization. Users of the financial data for hospitals, for example, need to know if the transplant unit is operating efficiently and effectively. A third and final objective of the course is to introduce the techniques used to prepare an operating budget. This budget is then used to evaluate an entity's performance by comparing the budgeted data with the actual data for the year and accounting for significant variances.

APPENDIX R. CORE COURSE DESCRIPTIONS FOR THE H. JOHN HEINZ III SCHOOL OF PUBLIC POLICY AND MANAGEMENT-MASTER OF SCIENCE[141]

Applied Economic Analysis
This course is an introduction to economics presented at a fairly advanced level. The content and theoretical development of the course is similar to a standard intermediate microeconomics course. Included are such standard topics as consumer choice, the theory of the firm and market structure. The course has a special focus, however, on topics related to public policy issues. For example, particular attention is placed on market efficiency, welfare economics, and the economic rationale of government. Also included is a brief discussion of macroeconomic issues. A major goal of the course is to foster the ability among students to apply economic reasoning to the analysis of public policy. Applications may include, for instance, the effect of sales or excise taxes, antitrust and merger policy, labor market discrimination, and issues concerning government programs of income redistribution.

Intermediate Economic Analysis
This course is ambitious in its scope, covering both microeconomics, as well as basic macroeconomics. The first part deals with standard topics such as consumer choice, market demand, production theory, and market structure. We shall apply these tools of analysis to policy topics such as environmental protection, technological change, industrial policy, and strategic trade policy. The choice of topics depends in part on your interests. Macroeconomics is concerned with topics such as GDP, economic growth, and aggregate unemployment. The objective of this part of the course is to help you understand and appreciate ongoing economic policy debates. By the end of this course you should be able to read, understand, and critically evaluate the economics sections of the Wall Street Journal, and New York Times, as well as more specialized policy oriented scholarly publications. How is this course different from the basic economics course also offered? This course differs from its companion course, 90-710, in two respects. First and foremost, it covers macroeconomics. Second, it is aimed at students who have had some exposure to economics already. Even though the course will review all the basic material, the pace will be somewhat quicker than in 90-710 in order to make room for macroeconomics. Who should take this course? As the title suggests, this course is intermediate between an introduction to economics, and an advanced course in economics. Therefore, it you have taken some economics course(s) earlier, and would like to learn more about applying economic analysis to policy problems, you should consider this course. You should also consider this course if you are interested in an introduction to macroeconomic policy issues.

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[141]Master of Science, Curriculum (on-line) http://www.heinz.cmu.edu/heinz/ms/core.html (accessed February 1998).

Empirical Methods for Public Policy Analysis
Policy development and administrative decision making often require the collection and analysis of quantitative data. This course quickly reviews basic probability and statistics and then proceeds to introduce a variety of statistical methods in the context of public management and policy analysis. By the end of the semester, you should be able to complete the following tasks:
1. Identify populations and random samples. Explain the relationship between the sampling distribution and the population distribution.
2. Use sample characteristics, such as the mean, median, standard deviation, etc., to estimate and summarize the distribution of the population.
3. Execute and interpret hypothesis tests, confidence intervals, and other measures of estimation precision and model specification. You should be able to explain the purpose and results of such procedures in layperson's terms.
4. Use correlation, conditional means, simple regression, and multiple regression to describe the statistical relationship among two or more random variables.
5. Develop a modeling strategy that correctly distinguishes between predetermined variables and outcome variables.
6. Identify violations of the classical regression model and explain the implied impact on the reliability of the estimates.
7. Introduce yourself to an unfamiliar statistical software package on a personal computer, read a data set, and perform the necessary statistical operations.
8. Read the statistical analysis of others and determine whether the methods and results support the conclusions.
The most important goal of the course is to help you obtain the knowledge and confidence to perform rapid "back of the envelope" analysis, and to help you obtain the references and other intellectual resources to undertake more rigorous analysis, and to help you obtain wisdom to know when each is appropriate.

Intermediate Empirical Methods
Application of statistical tools to public policy and management problems at an intermediate level. Topics include basic probability through Bayes rule, probability distributions (binomial, normal, Poisson, exponential), sample survey methods, Bayesian analysis, linear regression with one explanatory variable (fitting, inference, diagnostics), and multiple regression (indicator variables, multicollinearity, selection of explanatory variables), design of policy and management experiments. Case studies are addressed requiring written reports and use of statistical software.

Public Policy Issues Seminar

Section A -- Criminal Justice Policy
(first mini) Criminal justice problems are among the most important and most difficult our society faces; they also present abundant opportunities for applying policy analytic skills. Hence, this topic serves well the objectives of a policy mini: (1) to expand substantive

knowledge of an important issue, (2) to demonstrate how policy analysis tools and paradigms can be used to identify, structure, and address important policy problems, and (3) to show how to bridge the gap between methodologically oriented courses and messy, real-world problems. By joining this class, you are also accepting a temporary position on the (pseudo) Mayor of Pittsburgh's staff. In particular, you will serve on an ad hoc committee the Mayor has formed to address the problems of crime and violence in Pittsburgh. The committee will review a variety of crime control strategies (e.g., economic development, policing, gun control, community corrections, etc.), identify the most promising, design a specific policy initiative, and prepare for hearings on that initiative.

Section B -- Illicit Drugs: The Challenge to Policy
(first mini) This course surveys a variety of issues surrounding the distribution and consumption of illicit drugs. Discussion will include arguments for and against various proposed "solutions" such as promoting intensive local enforcement operations ("crackdowns"), distributing clean needles to injection drug users, drug testing, expanding methadone maintenance facilities, interdicting drugs at the border, increasing the role of the military, and legalizing current illicit drugs. The principal objectives of the course are to (1) expand students' substantive knowledge of drug issues, (2) encourage students to begin thinking now about drug-related policy issues they may face in their careers, and (3) to show how a variety of policy analysis tools and paradigms can be brought to bear on unstructured real-world problems.

Section C - The Workplace of the Future: An Introduction to Human Resource Studies
(second mini) In recent years it is becoming apparent that the pattern of human resource management and participation in the nation's economy will be a major factor in determining the shape and strengths of America's economy. Will the decline in living standards be reversed? Will the economy grow for the people who depend for their employment on the production and distribution of goods and services? Much of the answer could well depend on how effectively enterprises perform in a fiercely competitive global market place, and how employee performance and organization contribute to that goal. This course will deal with the background and patterns of labor input in the nation's workplaces. Effective strategies in this field are highly dependent on what is learned from the past and what is required to effectuate essential comprehensive changes. An extensive syllabus will be used as a basic text for the course. An in-class quiz reflecting the material covered in that text will be given and serve as a major factor in grading.

Section D - The Impact on America's Living Standards of Declining Work Force Participation
(second mini) Recently the International Labor Organization (ILO) published the results of a world-wide study and concluded that the viability of the major advanced economies was threatened by the growing ratio of retirees to active work force participants, thanks to an aging work force which is reducing its participation in the active work force and resorting to ever earlier retirement. Leading members of the U.S. Senate insist that they know that the situation will worsen during the next 20 or 30 years, creating a social security crisis. Many insist that

medical care for older people must be curtailed and that other benefits be reduced. There is a lack of discussion of the key element -- the public and private policies that lead to declining participation of older people in the active work force. Nor is there ongoing examination of the assumptions being used for the projected scenarios.

This course will deal with the underlying the historical background, the nature of existing programs and strategies, and the public and private policy approaches that are under consideration. These are matters that will dominate much of the agenda for budgetary policy, work place patterns and living standard potentials for decades to come. The students will be given a variety of papers on the subject; each will prepare a paper reflecting some research and policy speculation for submission at the conclusion of the mini.

Section E - The Technology Policy Debate: What Roles for Government in the Post-Cold War Global Economic System (second mini) From 1984 to 1993, new initiatives in technology policy were launched with bi-partisan support of the U.S. Congress. These included: defense-related "dual use" initiatives directed to meet government missions and commercial objectives; technology development programs aimed at enhancing knowledge spillovers across technical specialties and across organizational boundaries of business enterprises; and industrial modernization programs that provide opportunities for enterprises in the same industry or sector to address collective action problems in assessing and learning about new methods of manufacture. In the past two years, these initiatives have come under attack by the Republican leadership of the U.S. Congress who view the new developments as an unwarranted expansion of government into activities best left to the private sector.

The course will examine the arguments for/against the new directions in technology policy. We will consider how technological change contributes tot he competitive advantage (and disadvantage) of firms, industries, regions and countries. Through readings and class discussion, students will assess the problems that lie at the heart of present-day rationales for expanding the scope of technology policy. These include the information problems affecting inter-firm technology transfer and learning, the economic advantages from technology spillovers, and difficulties for business and workers in adjusting to shifts in technological trajectories.

Class discussions will focus on such questions as: How do government policies and non-market institutions address these problems? What are the limitations of past policies and concerns about new directions?

Course Requirements: Students are expected to prepare for and participate in class discussions. Two short memos on policy issues based on the readings will be required.

Section F - The Technology Policy Debate: What Roles for Government in the Post-Cold War Global Economic System (first mini) See above description for 90-712 Policy Issues I - Section E.

Section G - Measuring Government's Performance: Strengthening the Bonds of Citizenship? (first mini) In 1993 President Clinton signed into law the Government Performance and Results Act (GPRA). The President stated that the law was important because it would

"restore the confidence of the American people in their government" and "strengthen the American economy as well as the bonds of citizenship." The new law's purpose is to "provide for the establishment of strategic planning and performance measurement in the Federal government." Throughout the Federal government - in research laboratories, enforcement agencies, and service delivery offices alike - employees are drafting strategic and performance plans in an attempt to comply with GPRA. Congress and the Administration intend to use these plans in their preparation of upcoming Federal budgets.

This course will examine the implementation of GPRA, as it is happening, and explore questions including:

Can we measure the performance of government?

What impact will performance measures and strategic planning have on the development of policy?

What impact will GPRA have on the development of the Federal budget?

Was Congress within its authority in demanding these plans and measures?

Will we adhere to GPRA or will we ignore it eventually?

This course will utilize original documents including strategic and performance plans, OMB directives, government sites, Congressional testimony and hearing records, and GAO reports.

Section H

(second mini) Description not available at this time. Section I - Money & Campaign Finance Reform (first mini) In 1996 a record $2.2 billion was raised by national political parties and candidates seeking election to the U.S. Congress and Presidency. Millions are spend each year by companies, unions and special interest groups to lobby and otherwise affect decision-making at all levels of government. Raising and spending money - by elected officials and those who seek to influence them - has become in indelible part of the American governmental process.

This "mini" course will examine the role that money plays in both election to public office and subsequent policy-making, the current rules that govern the actions of those who want to affect governmental outcomes, and the various proposals to reform the effect of money on the political and governmental process.

Management Information Systems

Government and nonprofit organizations are data intensive, service-oriented entities that rely increasingly on computerized databases. The first part of this course provides a grounding in the relational database model and an introduction to microcomputer database management systems. Students will gain experience using Microsoft's Windows-Based Access DBMS for design of data entry forms, files, reports, and queries; and for programming custom features. The second part of the course provides a framework and methods for project design and management, with a focus on information systems. The framework is the well-established life cycle for systems analysis and design including feasibility studies, analysis of user requirements, systems design, implementation, and maintenance. Corresponding tools include various flowcharts, work breakdown structures, data dictionaries, etc. Students will analyze and design systems in a project, and build Access prototypes for the systems.

Organizational Design and Implementation
This course draws on insights and knowledge about organizational behavior with an eye toward using such information for managing in complex organizations. It is intended to provide managers with skills and perspectives that will enable them to work successfully in organizations. Specific topics will include work motivation, leadership, job design, biases in managerial decision making, understanding group processes, building bases of power in organizations, managing conflict, and the relationship between the organization and its environment.

Managing in a Multicultural Society
As American society becomes more culturally diverse, its ability to function will depend on how well the nation's professionals and leaders can communicate with and manage people who are culturally different. This course will provide students with skills in these areas through a combination of lectures, discussions, and guest speakers.

The course will first develop the conceptual framework for understanding intercultural interactions by examining the aspects of culture that influence the communication process. Small group interactions will be used to help students become more aware of their dependence on their own culture as a framework for human interaction and why this framework may not serve them well when communicating across cultures. The second part of the course will study the origins, traditions, and experiences of some of the many cultures that are represented in American society. By adding specific factual information about different cultures to the skills, knowledge, and sensitivities developed in the first part of the class, students should find themselves less anxious and more effective communicators in intercultural interactions. The final part of the course will complement the material taught in other organizational management courses through discussion of cases involving such management problems as motivation, discrimination, and harassment.

Professional Writing
It is widely acknowledged that successful managers in both the public and private sectors must possess effective written communications skills. In particular, managers and consultants need to communicate their ideas in clear, well-organized memos, letters, and reports. As the workplace becomes increasingly more diverse, and as professional careers span numerous institutions and organizations, adaptive writing strategies become central to producing effective writing.

This course is designed to introduce students to a variety of standard forms; however, the overarching goal is to provide students with a heuristic for analyzing and adapting effective writing strategies from situation to situation, and from organization to organization. Objectives for the course are:

To introduce students to basic communication principles.

To help students gain a working knowledge of the factors affecting written communication, including the interrelationships between audience, purpose, information, language, form and the social/organizational context.

To help students understand the dynamics of collaborative writing.

To give students practice writing in a variety of situations, both individually and in a group. This course takes a situation-based approach towards writing. Assignments include a memo, good news and bad news letters, an analytical report, and a formal report.

Professional Speaking

As a manager, you will make many kinds of presentations. You will speak to co-workers, employees, and employers. You will explain, advocate and persuade. Sometimes your audience will be large. More often it will be small. Whatever the occasion, your audience will listen best when you are talking about something you understand, know why these ideas are important for you and your listeners, and use language clearly and creatively. The purpose of Professional Speaking, 90-718 is to help you improve your ability to explain quantitative and qualitative ideas to a given audience within a specified period of time.

You will give six speeches in this class:

1. An introduction (extemporaneous, 4-5 minutes, with outline).
2. An analysis of one of the following topics addressed by the 1990 GAO REPORT ON CENSUS REFORM: a. problems with questions eliciting data on race and ethnicity; b. the policy implications of these problems; or c. ways of dealing with these problems (extemporaneous, 6-8 minutes, with outline and visuals).
3. Explanation of a quantitative tool used in problem analysis (extemporaneous, 6-8 minutes, with outline and visuals).
4. Explanation of a controversial point of view (extemporaneous, 6-8 minutes, with outline and visuals).
5. Ceremonial speech (extemporaneous or manuscript, 4-5 minutes, outline, visuals optional, delivered in two languages if possible).
6. Revision of speech #2, #3, or #4 (extemporaneous, 6-8 minutes, with outline and visuals).

Every speech you give will be videotaped. You will review and evaluate your own tapes during weekly meetings with your teaching assistant before you receive the evaluations written by the instructor or other members of the class. The weekly meetings with the TA are required.

APPENDIX S. CORE COURSE DESCRIPTIONS FOR THE UNIVERSITY OF MARYLAND-MASTER OF PUBLIC MANAGEMENT[142]

PUAF 610 Quantitative Methods
Introduces statistical methods needed for evaluating and choosing among policy options. Topics include probability; decision making under uncertainty; the organization, interpretation, and visual display of complex data; prediction and inferences about causality; hypothesis testing; and linear and multiple regression. Develops analytical skills and the ability to apply theory to complex, real-world problems. Prerequisites: College level algebra, Math Immersion Course or equivalent.

PUAF 620 Political Analysis
Examines politics as a collective process for distributing public and private goods: What is distinctively rational about politics and alternative modes of rationality; how major national institutions and rules affect political decisions; and the political process and the distribution of social costs and benefits.

PUAF 640 Microeconomic Theory & Policy Analysis
Intermediate microeconomic theory and its application to public policy issues: resource allocation by firms and consumers; the response of economic agents to changes in incentives; market allocations in competitive and non-competitive environments; and market failures and government interventions to remedy them. Uses extended case studies of particular issues in such areas as the environment (acid rain), international trade (tariffs), industry regulation (cable TV), and the provision of public goods (highways). Prerequisites: College level algebra (college level calculus recommended), Math Immersion Course or equivalent.

PUAF 660 Policy Workshop
Introduces the practice of policy analysis through work on complex current issues. Emphasizes the development of oral and written communication skills and an understanding of the political and bureaucratic contexts within which policy analysts work. Separate sections of the course focus on environmental, social or international policy.

PUAF 670 Finance
Introduces the key aspects of capital investment, including valuation over time and under uncertainty; net present value analysis; internal rate of return; risk analysis; changing financial markets; debt issuance; and valuation of securities, leasing, and cash management.

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[142]School of Public Affairs, Core Courses (on-line) http://www.puaf.umd.edu/courses/corecors.html (accessed February 1998).

PUAF 711 Management Strategies in Public Organizations
A review of the managerial, political, and ethical problems faced by public sector managers, including setting an organization's goals, obtaining and protecting a mandate for a new program, designing a service delivery system and implementing a new program. New managerial philosophies --such as Total Quality Management and Reinventing Government-- are carefully analyzed.

PUAF 650 Normative Analysis
The normative or philosophical issues involved in public policy questions: the limits and usefulness of decision-making tools; problems of choosing, justifying and using criteria to judge a program's success and suitability; ethical issues involving the welfare state and income distribution; and possible obligations beyond one's political community and generation.

APPENDIX T. CORE COURSE DESCRIPTIONS OF SYRACUSE UNIVERSITY MAXWELL SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS-MASTER OF PUBLIC ADMINISTRATION[143]

PPA 755 Public Administration and Democracy
Public policy and administration in the context of a constitutional democracy. Relationships between administrative and constitutional values.

PPA 709 Organization Theory
Behavioral systems in the modern organization. Functions and dysfunctions of the modern bureaucratic organization in relation to personal, social, and cultural values. Logic and illogic in modern organizational structures.

PPA 724 Computer Applications for Public Managers
Introduction to effective use of the computer to manage complex and voluminous data found in public sector organizations. Focus on information management issues and productivity enhancement.

PPA 734 Public Budgeting
Role of the modern budget in determination of policy, administrative integration, control of government operations and intergovernmental relations, and in relation to private economy.

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[143]Maxwell School of Citizenship, Public Administration (on-line)

http://gradsch.syr.edu/Gprograms/maxcourses4.htm#ppa (accessed February 1998).

APPENDIX U. CORE COURSE DESCRIPTIONS FOR WILLAMETTE UNIVERSITY ATKINSON SCHOOL OF MANAGEMENT-MASTER OF MANAGEMENT[144]

International Political Economy I: Markets
Provides the initial set of tools and perspectives needed to understand the functioning of a market economy in an international setting. Half of the course is devoted to microeconomics and explores how the economic behavior of consumers and firms interact to determine equilibrium prices and quantities of goods and services. The second half emphasizes macroeconomics, in particular the role of monetary policy in influencing economic activity. The manner in which global markets and international finance influence domestic economic activity is analyzed: exchange rates, balance of trade, and international capital flows are emphasized. The course concentrates on economic analysis as distinguished from economic description.

International Political Economy II: Government
Explores how public policies affect business performance, how public policies are formulated and implemented, and how mangers can influence policy outcomes. Reviews the legislative, judicial, executive, and administrative processes by which policies are made and carried out, distinguishing the divided governments in the U.S. from the unitary governments of most other nation states. Explains how businesses can manage the outcomes of those processes and identify the limits of business influence. Introduces theoretical tools such as game theory, spatial models, and agenda models, used in political analysis, bargaining, and negotiating.

Finance
Introduces investment and finance decisions made by managers within an environment characterized by risk. Focuses on how financial markets place a value on the expected consequences of managerial decisions in the areas of capital structure, dividend policy, capital budgeting, and working capital management.

Foundations of Quantitative Analysis
Develops mathematical and statistical frameworks for dealing with problems in subject areas such as accounting, economics, and finance. Topics include linear equations, linear programming, matrix algebra, elementary concepts of differential and integral calculus, descriptive statistics, and data analysis. Probability and risk are introduced as they apply to decision-making under uncertain conditions.

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[144]Willamette University, Atkinson School of Management Catalog, 1997-1998, pp. 39-40.

Statistical Inference and Model Formulation
Concerns the generation of useful information from sample data. Incorporates real-world examples from finance, accounting, marketing, production, and human resource management to clarify concepts and issues and demonstrate their value to decision-making. Sampling and sampling distributions; hypothesis testing and confidence interval estimation; simple and multiple regression analysis; parametric analysis of regression models. A team project using real data to analyze a significant management problem is a course requirement.

Human Resource Management
Introduces human resource management(HRM). Topics include job design and analysis, recruitment, selection and placement, performance appraisal, compensation, conflict management, negotiation, and equal employment opportunity law and issues. Course format emphasizes development of technical knowledge of HRM practices and the ability to apply that knowledge to managerial problems.

Organization theory and Behavior
Provides a conceptual framework for making decisions about the structural characteristics of organizations, as well as the interrelationships among an organizations's mission, technology, environment, and form. Examines how variables such as leadership style, job characteristics, performance goals, and work groups influence individual morale and performance. Emphasis is given to international dimensions of these subjects.

Marketing for Private and Public Organizations
Introduces marketing as a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products, services, ideas, and value with others. The course develops an understanding of creating, pricing, promoting, and distributing ideas, goods, and services to facilitate these exchanges. Focus is placed on marketing as an organizational philosophy with the goal of creating customer satisfaction by building value-laden relationships.

Financial Accounting: Private and Public
Examines external financial reporting requirements imposed on an organization from a management perspective. Introduces GAAP (generally accepted accounting principles) and principal financial statements (financial position, income, and cash flow) in private, public, and not-for-profit settings. The course uses a lecture format with a number of short accounting exercises assigned.

Budget and Control Systems
Examines accounting information for managerial purposes and addresses creation of goods and services from a costing perspective. Focuses on the internal usefulness of information and reports. Topics include cost and revenue behavior, including cost-volume-profit analysis, the budgeting process for public and private organizations, capital investment, pricing and capacity decisions. Course format includes discussion, lecture, and assignment review. A

management focus is emphasized.

Professional Communication Workshops
Workshops are competency based and designed to enhance professional communication and job search skills. Professional Communication Workshops include Written Communication, Word Processing, Job Search Skills, Oral Presentations, and Spreadsheets. Satisfactory completion or waiver of each of the five workshops is required for graduation.

APPENDIX V. CORE AND MANAGEMENT COMPETENCY COURSE DESCRIPTIONS FOR USC SCHOOL OF PUBLIC ADMINISTRATION-MASTER OF PUBLIC ADMINISTRATION[145]

PUAD 500 Public Administration and Society
Administrative concepts, institutions, legal systems, and practices; values; facilitation of responsibilities and rights; professional applications for personal, private sector, and public achievement.

PUAD 512 Public Sector Economics
Microeconomic theory applied to issues in public and non-profit sectors, including organizational models, market failures and policy instruments, and macroeconomic issues.

PUAD 595 Public Organization and Management Theory
Nature and management of public organizations; examination of organizational characteristics, forms, and processes, including the relationship with the broader environment.

PUAD 597 Professional Practice of Public Administration
Constitutionally accountable and ethical practice, individually and organizationally; applications of core competencies; practical inquiry, analysis, systems; comparative frameworks; citizenship and public service.

PUAD 525 Policy and Program Evaluation
Methods and models for policy and program evaluation; methods of collecting and analyzing evaluation data; processes for linking evaluation to policy formulation and program management.

PUAD 558 Quantitative Analysis I
Various quantitative methods, including multivariate analysis, linear programming, and decision theory. Research design and causal modeling in management and policy analysis; use of computer packages.

PUAD 506 Administrative Research and Analysis
Theory and methods for study of administrative effectiveness: problem solving, performance measurement, administrative and organizational research, quality improvement, and change implementation.

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[145]USC, School of Public Administration, Courses of Instruction (on-line) http://www.usc.edu/dept/puad (accessed February 1998).

PUAD 585 Human Behavior in Public Organization
Behavior in organizations; focus on personal, interpersonal, and group level factors that influence such behavior.

PUAD 514 Public Financial Management and Budgeting
Financial management applied to public and nonprofit organizations; financial valuation, financial markets, budgeting, tax administration, debt financing, cost-benefit analysis and financial analysis.

APPENDIX W. CORE COURSE DESCRIPTIONS FOR GEORGE WASHINGTON UNIVERSITY-MASTER OF PUBLIC ADMINISTRATION[146]

PAd 205 Introduction to Public Administration
Provides frame of reference for study of public administration. Historical development, contemporary approaches, roles of the public manager. Ethics and norms, administrative responsibility, and public interest. Management in the public sector.

PAd 295 Research Methods
Theory and practice in research methodology. Data sources and gathering, research models and designs. Critical evaluation of research studies. Emphasis on application of research methods to policy questions.

PAd 296 Statistical Applications in Public Administration
Use of statistics, computers, and SPSS in research and program evaluations. Emphasis on interpretation and use of statistics. Development of basic statistical competency; frequency distribution, sampling, central tendency, variability, correlation, probability, regression.

PAd 261 Policy Analysis in Public Administration
Current issues in public policy analysis. Conceptual problems encountered in policy analysis. The role and limits of analytic techniques in the development, implementation, and evaluation of public policy.

PAd 220 Theory and Practice of Public Management
Introduction to issues of public management. Cases are used to analyze the relation of organization theory to practice and to illustrate the direct practical relevance or theoretical models to management action.

PAd 252 Public Expenditure and Revenue Analysis
Intensive analysis of the concepts and principles of economics as applied to the public sector and the analytic techniques used by government agencies for planning, allocating, and managing scarce resources in the implementation of public programs. Topics include benefit-cost analysis and tax and expenditure analysis.

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[146]Master of Public Administration, Public Administration Course Listing (on-line) http://sbpm.gwu.edu/programs/G_COURSE/G_PUBADM.HTM#205 (accessed February 1998).

PAd 289 Public Management and Policy
Review of the diverse concepts and issues in public administration; analysis and integration of ethical, political, economic, managerial, and personal values and issues in the field. Open only to M.P.A. degree candidates in their final semester of study; serves as a capstone seminar to the M.P.A. program.

PAd 213 Administration in the Federal Government
Critical analysis of the structure and administration of the federal government from both a managerial and political perspective. Emphasis on executive branch organization, integration, and coordination, as well as current trends in government regulation, accountability, and effectiveness.

PAd 245 Intergovernmental Relations
Assessment of the impacts and consequences of changes in the administration of intergovernmental policies and programs in the federal system. Legislation, roles, and responsibilities of federal, state, regional, and local systems are examined from both theoretical and practical vantage points.

APPENDIX X. EDUCATIONAL SKILL REQUIREMENTS - MANPOWER SYSTEMS ANALYSIS CURRICULUM (847)[147]

1. MANAGEMENT FUNDAMENTALS - ORGANIZATION AND MANAGEMENT: The graduate will have the ability to apply contemporary management principles, organizational theory, and social science methodology to the development, implementation, and management of effective MPT polices and programs throughout DoN/DoD. The graduate will have the ability to use and understand computer systems in problem solving and will have a basic understanding of management information systems.

2. MANAGEMENT FUNDAMENTALS - QUANTITATIVE ANALYSIS: The graduate will be able to apply mathematical, statistical, accounting, economic and other quantitative techniques and concepts to day-to-day military management issues. The graduate will also be able to use these techniques and concepts as a participant in the long range strategic planning efforts of the Navy and DoD.

3. ADVANCED QUANTITATIVE ANALYSIS: The graduate will have the avility to apply a wide range of advanced economic, statistical, and mathematical techniques and concepts to manpower and personnel policies and issues. These include complex econometric techniques in the quantitative analysis of large-scale DoN/DoD manpower and personnel databases and Markov models in the analysis of force structure and manpower planning, forecasting and flow models.

4. BUDGETING AND FINANCIAL CONTROLS: The graduate will have an understanding of basic financial management practices of DoN/DoD and will be able to conduct cost benefit analyses and participate in the budgetary planning of commands and/or DoN programs. The graduate will have an understanding of the Planning, Programming, and Budgeting System (PPBS) and the ability to analyze the impact of budgetary changes on DoN/DoD manpower and personnel programs and policies.

5. AUTOMATED DATA ANALYSIS: The graduate will possess the skills in data manipulation, statistics, and exploratory data analysis to be able to formulate and execute analyses of a wide variety of manpower, personnel and training issues. The graduate will have proficiency in computing with mainframe and microcomputer systems to interactively apply a variety of methods to large-scale DoN and DoD databases.

6. MANPOWER SYSTEMS ANALYSIS - FUNDAMENTAL CONCEPTS: The graduate will have an understanding of the fundamental concepts and basic functional areas of

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[147]Naval Postgraduate School Catalog, Academic Year 1998, pp. 141-142.

manpower, personnel and training (MPT) within DoN/DoD including topics such as:

MANPOWER: Requirements determination; billet authorizations; billet costs; end strength planning; and total force planning and programming.

PERSONNEL: Recruiting; accession plans and policies; officer and enlisted community management; attrition; retention; compensation; and readiness.

TRAINING: Applications of theories of learning; instructional technologies; the systems approach to training; evaluation of training effectiveness and cost; and the relationship between training and fleet readiness.

7. MANPOWER SYSTEMS ANALYSIS - POLICY ANALYSIS: The graduate will have the ability to analyze critically the strengths and weaknesses of proposed MPT policies and to suggest alternatives that recognize the potential impact on DoN/DoD program planning, resources and objectives.

8. JOINT MILITARY STRATEGIC PLANNING: The graduate will have an understanding of the development and execution of military strategy, the effects of technical developments on warfare, the processes for formulation U.S. policy, the roles of military forces, joint planning, and current issues in the defense organization.

9. EVALUATION, INNOVATION AND CREATIVITY: The graduate will demonstrate individual initiative and creativity in the application of the skills and knowledge gained from the Manpower Systems Analysis program. The graduate will select a manpower, personnel, or training policy or management issue of importance to DoN/DoD, develop a plan to investigate the issue, analyze all of its aspects, suggest a solution as appropriate, and report the significant findings and recommendations in writing by means of a thesis.

APPENDIX Y. MANAGEMENT FUNDAMENTALS COURSE DESCRIPTIONS FOR THE NAVAL POSTGRADUATE SCHOOL-MS IN MANAGEMENT[148]

MN2150 FINANCIAL ACCOUNTING
Study of basic accounting concepts and standards for reporting an organization's results of operations, financial position and cash flows. Specific topics include the accounting cycle, asset valuation, recording of liabilities and capital structure, and financial statement analysis. Includes discussion of the Defense Finance and Accounting Service and the Federal Accounting Standards Advisory Board.

MN3161 MANAGEMENT ACCOUNTING
Introduction to the concepts and systems of cost determination. Attention is placed on translating cost concepts into a military environment and relating them to the Defense Business Operations Fund, pertinent OMB Circulars and Defense Instruction on Economic Analysis. Topics covered include job costing systems, overhead accounting and allocation, standard costs for control, flexible budgeting, cost-volume-profit analysis, performance analysis, cost analysis for structured and unstructured decision-making, and long-term investment analysis. PREREQUISITE: MN2150.

MN2031 ECONOMIC DECISION MAKING
This a course in macroeconomics. It starts with a brief introduction to microeconomics--scarcity, production possibility curves, and supply and demand. It then proceeds to topics in macroeconomics: which include national income determination, inflation, unemployment, deficits, and the banking system. Also covered are the various schools of thought in macroeconomics: Keynesian, monetarist, rational expectations, and supply side. PREREQUISITE: MA2300 (taken concurrently).

MN3140 MICROECONOMIC THEORY
This course reviews traditional microeconomics concepts, including demand, cost, perfect and imperfect competition public goods, externalities, and factor markets. Emphasis focuses on several themes underlying these concepts, including optimization, incentives, efficiency, problem solving and strategic thinking. Defense applications are stressed. PREREQUISITES: MA2300 or MN2039 and MN2031.

MN3105 ORGANIZATION AND MANAGEMENT
This course gives students a knowledge of key concepts from management theory, organization theory, organizational behavior and organizational development. Special

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[148]Naval Postgraduate School, Course Descriptions (on-line) http://web.nps.navy.mil/~ofcinst/frame.htm (accessed February 1998).

emphasis is given to the ability to apply these concepts in an integrated fashion to management situations in DoD/DoN. Towards that end, the course makes extensive use of multiple theoretical frames, open-systems models, and DoD/DoN case studies.

MN3333 MANAGERIAL COMMUNICATION SKILLS IN THE DOD ENVIRONMENT

This course provides DoD and International military officers and civilians with the communication strategies and skills needed to manage and lead in the dynamic DoD environment. Instruction focuses on writing informative and persuasive documents, giving succinct, easy-to-understand briefings, managing team communication processes, developing associates' communication competencies through various feedback roles and strategies, and listening analytically and empathetically. DoD cases, scenarios, and readings are used to analyze complex communication situations unique to the military.

MA2300 MATHEMATICS FOR MANAGEMENT.

Mathematical basis for modern managerial tools and techniques. Elements of functions and algebra; differential calculus of single- and multi-variable functions; integration (antidifferentiation) of single-variable functions. Applications of the derivative to rates of change, curve sketching, and optimization, including the method of Lagrange multipliers. PREREQUISITE: College algebra.

OS3101 STATISTICAL ANALYSIS FOR MANAGEMENT

A specialized course covering the basic methods of probability and statistics with emphasis on managerial applications. The course includes applications of probability models, statistical inference and regression analysis. Computation for these applications are carried out on a computer, using commercial software packages. Topics in probability include the binomial, geometric, Poisson and normal distributions, risk and expected value. Parametric statistical techniques include significance testing and confidence intervals, together with point estimation of model parameters. Regression analysis includes simple linear regression and multiple regression, with stimation of parameters and tests of hypothesis and confidence intervals for regression coefficients and the variance of the error term. PREREQUISITE: College algebra.

APPENDIX Z. GRADUATE LEVEL CORE COURSE DESCRIPTIONS FOR THE NAVAL POSTGRADUATE SCHOOL-MS IN MANAGEMENT[149]

MN3172 PUBLIC POLICY AND BUDGETING

This course analyzes federal policy-making with emphasis on resource decision making for national defense. The roles of principal budget process participants are examined. Executive, especially in DoD and OMB, and congressional budget processes are assessed to indicate how national security policy is implemented through resource allocation. Spending for national security policy is tracked from budget submission through resolution, authorization and appropriation. Budget formulation, negotiation, and execution strategies are evaluated to indicate the dynamics of executive-legislative competition over resource allocation priorities.

MN4145 POLICY ANALYSIS

The course continues MN3140. It introduces advanced microeconomics concepts, including cost benefit analysis, risk, strategic interactions and imperfect information. These concepts are used to analyze public policy issues, stressing defense-related resource allocation problems. These applications emphasize optimization, incentives, efficiency, problem solving and strategic thinking. PREREQUISITES: MN3140, MN3161, and OS3101 or equivalent.

MN4105 STRATEGIC MANAGEMENT

Study and analysis of complex managerial situations requiring comprehensive integrated decision making. Topics include operational and strategic planning, policy formulation, executive control, environmental adaptation and management of change. Case studies in both the public and private sectors are used. Particular attention is given to strategic management in the military context, and in the challenging DoD, DoN organizations. PREREQUISITE: Open only to students in the final quarter of a Systems Management curriculum, or Information Technology Management, or permission of instructor.

IS3183 MANAGEMENT FOR INFORMATION TECHNOLOGY

A survey study of what constitutes information technology and the management aspects of developing and maintaining systems in support of the Department of Defense and Joint Services. Technology aspects of hardware, operating system software, application software languages, database management, telecommunications and networking, system development processes, system integration, end-user computing, IT acquisition, IT organization and staffing issues, information privacy and security issues, and IT planning and strategies form the basis for management discussions. The course considers the IT management challenge: (1) Young technology, (2) Sustained and dramatic growth, (3) Growing complexity, (4) A number of

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[149]Naval Postgraduate School, Course Descriptions (on-line) http://web.nps.navy.mil/~ofcinst/frame.htm (accessed February 1998).

fragmented sub-specialties (5) Downsizing and Re-engineering emphasis shifts the focus of applications being developed from transaction based systems to decision based systems. Issues are discussed from the perspective of the user of information systems and not that of the technologist. PREREQUISITES: MN3105 and IS0123.

OS3006 OPERATIONS RESEARCH FOR MANAGEMENT
A survey of problem solving techniques for operations research. Topics include decision theory, linear programming, models, project scheduling, inventory, queuing and simulation. PREREQUISITES: MA2300, OS3101 or OS3105.

NS3252 JOINT AND MARITIME STRATEGY
This course provides students with a graduate level understanding of defense strategy in general, and joint and maritime strategy in particular. Major themes include: the development of strategic theory in modern times and its influence on contemporary military organization, force planning, and operations; the roles and missions of land, sea, aerospace and special operation forces; joint organization and doctrine; the interaction between military strategy, foreign policy, and alliance systems; the impact of technological developments on warfare; domestic policy-making processes affecting the armed forces of the United States; joint planning for acquisitions (PPBS) and operations; current defense reform and reorganization issues. Primary strategic planning documents are introduced and discussed. Required for all U.S. officer students at NPS. This course covers various learning objectives specified by CJCS Phase One Program for Joint Education (PJE) criteria. PREREQUISITES: U.S. citizen holding a SECRET clearance. CLASSIFICATION: SECRET.

MN4163 DECISION, COST AND POLICY ANALYSIS
Study of quantitative methods most useful for DoD resource management decision making and risk analysis. Emphasis is on developing quantitative methods as decision support tools, with available computer software as computational aids. Covered are pertinent segments of DoD Instruction 7041.3, "Economic Analysis and Program Evaluation for Resource Management," relevant quantitative techniques for decision analysis, the conditions for successful applications, data needed for applications, and the use of computational aids for problem solving. The goal is to provide sufficient competency for students to apply sophisticated analytical techniques to various cost and policy analysis environments in DoD. PREREQUISITES: MN3161 and OS3101.

MN4106 MANPOWER/PERSONNEL POLICY ANALYSIS
Study and analysis of military manpower/personnel policy alternatives with emphasis on identifying the trade-offs involved, the dynamic impact of major policy decisions and the short-term and long-term consequences of decisions. Review, use and evaluation of tools to aid in selecting policy alternatives. Study of representative cases in the DoD and military services.

LIST OF REFERENCES

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