

BA/MGT 101
Introduction to Management

- n. Career Development
 - o. What Is Change?
 - p. Forces for Change
 - q. Two Views of the Change Process
 - r. Managing Change
 - s. Stimulating Innovation
5. LEADING, Aug 27, Sep 3\
- a. Foundations of Behavior
 - b. Understanding Group Behavior
 - c. Turning Groups into Effective Teams
 - d. Developing and Managing Effective Teams
 - e. What Is Motivation?
 - f. Early Theories of Motivation
 - g. Contemporary Theories of Motivation
 - h. From Theory to Practice: Suggestions for Motivating Employees
 - i. Managers among Leaders
 - j. Early Leadership Theories
 - k. Contingency Theories of Leadership
 - l. Cutting-Edge Approaches to Leadership

6. CONTROLLING, Sep 10, 17
- a. What Is Control?
 - b. Why Is Control Important?
 - c. The Control Process
 - d. Types of Control
 - e. Implications for Managers
 - f. What Is Operations Management and Why Is It Important?
 - g. Value Chain Management
 - h. Organizational Performance
 - i. Tools for Monitoring and Measuring Organizational Performance
 - j. A Manager's Role in Helping Organizations Achieve Performance Levels

TESTING 123...

These are questions related to the topic just presented and discussed. These questions will be posed individually to members of the class usually one week after a topic presentation. When your turn comes, you will sit opposite the instructor who will ask you a question taken from the topic just presented. These questions are posted in your CMS website. Your instructor will tell you how well you have answered the question immediately after you give your answer.

FOCUSED GROUP DISCUSSION

While testing 123... is going on, class managers will organize three focused group discussions (FGDs). Each FGD will be composed of two groups. Groups will be paired at random through drawing of lots. The FGD topic is posted in your website.

CASE ANALYSIS

[Individual Activity] This activity requires you to apply what you have learned in the

topic to a real managerial situation. The situation or case is followed by a series of questions. Unlike in a full case analysis, here you need answer only the questions. Be concise and focused in your answers. Address directly each question with your very first sentence. If possible, limit your answer to one paragraph of one to five sentences. Your grammar and composition weigh as much as the substance of your answer. The cases are posted as forum discussion topic in your website.

In a forum discussion, you can see the answers of your classmates. Judging from the result of the first case, you may have to submit your subsequent analysis as an assignment. With this mode of submission, you will not be able to see the answer of your classmates.

Do not type answer directly in the forum text input box. Write your answers using a text editor, e.g., *Windows Notepad*, *MS Word*, or *Open Office Writer*. Once you have finished answering the questions, go to the CMS website, open the case forum, then cut and paste your work into the forum text input box. To open the text input box, click [Reply](#) located at the bottom of the text of the case.

IMPORTANT

This is a paperless course and requires the use of a computer with Internet connection. Should you find this requirement objectionable, contact your instructor immediately. You can access course resources at the Course Management System (CMS) website: <http://cms.ilahas.com>. The use of the CMS requires an active email address, valid username and password, and basic skill in the use of the computer and in web navigation.



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DESCRIPTION

The history, principles, theory and practice of management as science and as art.

COURSE OBJECTIVES

Students are expected to: Demonstrate basic knowledge of the theory and practice of management; show appreciation for the science and art of management; and, become aware of ethical problems and choices in management.

COURSE REQUIREMENTS

1. Long examinations, 30%
2. Cases and reaction papers, 40%
3. Class participation and attendance, 30%
4. If failing at the end of the semester, final exam, 100%

TEXT

Robbins, Stephen P., Mary Coulter. *Management*. 7th ed., Upper Saddle River, N.J. : Prentice Hall, 2003 (Electronic Edition)



CLASS GROUPING

Some course activities require that you form groups. To make the groups equitable in terms of membership, form groups of not more than the class size divided by 6. Register your group immediately in your course management system (CMS) website. The URL is at the back of this flyer.

TOPIC PRESENTATION

At least once during the semester, you are required to do a presentation on a topic of your choice. Choose a topic from the list under TOPIC SCHEDULE. Although an LCD projector would make your topic presentation vivid and bring home your points with clarity, it is not required. However, your effort to secure one for your own use will be recognized and given generous credit. The class is encouraged to ask questions at any point during the presentation. Class managers should take charge during the topic presentation. Among the things they can do is monitor audience attention span and introduce ice-breakers and games, if necessary, to break the monotony and awaken the class.

Remember to register your choice of topic in the CMS website. Your choice is not official until it is registered in the website. This means your topic will be taken by the group that registers it in the website.

CLASS MANAGERS

All groups gets a chance to act as class manager. Your role as class manager begins on the day the group that chose you as class manager presents their topic. You act as class manager for the duration of their topic presentation and in the succeeding days until a new class manager takes over. As class manager you are expected to **TAKE CHARGE** of the class and exercise your role as manager.

As class manager, your duty is to (1) check the attendance upon the start of class and before class ends and submit the attendance list to the instructor; (2) present the opening vignette; (3) monitor the class attention span and keep everyone awake and alert through energizers, jokes, and breaks; (3) ensure that everyone gets back inside the classroom on time after a break; (4) strictly observe schedules and impose time limits, if necessary, in order that presentations are finished

on time; and (5) serve as MC for the entire duration of the class meeting or meetings until a new set of class managers take over.

As class manager, observe this sequence of activities during a class meeting: opening prayer (optional), brief welcome to set the tone and allow everyone to settle down, present the opening vignette, introduce the topic presenters, moderate and monitor the class during the topic presentation, introduce ice-breakers if the class seem sleepy or inattentive, declare the start of the Testing 123... period (one week later, during the next class meeting), declare a break at the middle of the 3-hour period, recap the class activities and make announcements regarding next meeting's activities, introduce the next topic presenters and class managers (if they will take over the following meeting), and closing prayer (optional).

ATTENDANCE

You should not be absent more than 20% of total semester class hours. That's equivalent to three (3) Wednesdays. If you exceed this limit you will be dropped from the course without warning. You may be allowed to attend classes until the end of the semester, but if your total unexcused absences goes over the maximum allowable your grade will still be **DRP**. To avoid this, inform your instructor of your plan to be absent prior to your absence. Excusable absence is when you are ill, there is death in the family, and similar landmark events that require your attendance. School-related absence may be excused if the reason is deemed important.

Your absence will be unexcused if you fail to inform your instructor ahead of time through text or call (Mobile no. 09189245580). After your absence, bring to class a document or photo about the event as proof that it happened and you were there.

TARDINESS

Your instructor sees tardiness as lack of interest in the course. Most of your work are subjectively rated and this can have a negative effect on your overall grade. Three times tardy (or cutting class) is counted as an absence.

SELF-ASSESSMENT TEST

This is an instrument to assess your natural predisposition to manage and take on the role of manager. Nobody is born a manager, but some through nurture acquire certain behavioral traits and psychological drives that uniquely prepare them for the role. Nevertheless, whether one becomes an effective manager or not depends largely on head knowledge about the science (or art) of managing.

The ancient Chinese warrior Sun Tzu taught his men to "know your enemy" before going into battle. For if "you know your enemy and know yourself," he wrote, "you need not fear the result of a hundred battles." But, Sun Tzu warned, "If you know yourself but not the enemy, for every victory gained you will also suffer a defeat."

Sun Tzu suggests that you first know yourself before going to battle. Any strategy starts with knowing oneself, one's strengths and weaknesses. This test series will gradually allow you to know yourself, your strengths and weaknesses vis-à-vis your future role as manager. Thus, it is in your interest to pause and consider whether your answer reflects the real you. [This is a non-graded exercise.]

TOPIC SCHEDULE

1. INTRODUCTION, July 2, 9
 - a. Who Are Managers?
 - b. What Is Management?
 - c. What Do Managers Do?
 - d. What Is Organization?
 - e. Why Study Management?
 - f. Management's Connection to Other Fields of Study

- g. Historical Background of Management
- h. Scientific Management
- i. General Administrative Theorists
- j. Quantitative Approach to Management
- k. Toward Understand Organizational Behavior

2. DEFINING THE MANAGER'S TERRAIN, July 16, 23
 - a. Organizational Culture and the Environment: The Constraints
 - b. The Manager: Omnipotent or Symbolic?
 - c. The Organization's Culture
 - d. The Environment
 - e. Social Responsibility and Managerial Ethics
 - f. What Is Social Responsibility?
 - g. Social Responsibility and Economic Performance
 - h. Values-Based Management
 - i. The "Greening" of Management
 - j. Managerial Ethics
3. PLANNING, July 30, Aug 6
 - a. The Decision-Making Process
 - b. The Manager as Decision Maker/What Is Planning?
 - c. Why Do Managers Plan?
 - d. How Do Managers Plan?
 - e. The Importance of Strategic Management
 - f. The Strategic Management Process
 - g. Types of Organizational Strategies
 - h. Techniques for Assessing the Environment
 - i. Techniques for Allocating Resources
 - j. Contemporary Planning Techniques
4. ORGANIZING, Aug 13, 20
 - a. Defining Organizational Structure
 - b. Organizational Design Decisions
 - c. Common Organizational Designs
 - d. Understanding Managerial Communication
 - e. The Process of Interpersonal Communication
 - f. Organizational Communication
 - g. Human Resource Planning
 - h. Recruitment and Decruitment
 - i. Selection
 - j. Orientation
 - k. Employee Training
 - l. Employee Performance Management
 - m. Compensation and Benefits