



**ATENEO DE MANILA  
UNIVERSITY**  
Loyola Schools

**SYLLABUS FOR UNDERGRADUATE COURSES  
MAJOR, CORE CURRICULUM and ELECTIVES**

**A. COURSE INFORMATION**

<b>COURSE NUMBER</b>	LAS 21			<b>NO. OF UNITS</b>	3
<b>COURSE TITLE</b>	Principles of Management				
<b>PREREQUISITE/S</b>	None				
<b>DEPARTMENT/ PROGRAM</b>	Leadership and Strategy			<b>SCHOOL</b>	John Gokongwei School of Management
<b>SCHOOL YEAR</b>	2023 - 2024			<b>SEMESTER</b>	1 <sup>st</sup> Semester
<b>INSTRUCTOR</b>	Jyro B. Triviño				
<b>LMS</b>	Canvas	<b>SECTION</b>	S	<b>SCHEDULE</b>	Wednesday 9:00 - 12:00
			T		Wednesday 12:00 - 15:00

**B. COURSE DESCRIPTION**

This course introduces you to the basic principles of effective management in relation to the four managerial functions of planning, organizing, leading, and controlling. It provides you with experiential activities of planning and setting objectives, designing effective organizations, leading and motivating employees, and controlling resources.

<b>WHERE IS THE COURSE SITUATED WITHIN THE FORMATION STAGES IN THE FRAMEWORK OF THE LOYOLA SCHOOLS CURRICULA</b>	
✓	FOUNDATIONS: Exploring and Equipping the Self
	ROOTEDNESS: Investigating and Knowing the World
	DEEPENING: Defining the Self in the World
	LEADERSHIP: Engaging and Transforming the World

## C. COURSE LEARNING OUTCOMES

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

COURSE LEARNING OUTCOMES
CLO1: Analyze situations using the four managerial functions of planning, organizing, leading and controlling (S)
CLO2: Illustrate how the four managerial functions of planning, organizing, leading and controlling can be executed in a variety of circumstances (S)
CLO3: Compare and contrast various theories of management, leadership, and motivation and how these can influence employee behavior in the work place (K)
CLO4: Evaluate how features of the organization systems such as organizational structure and culture influence employee behavior in the work place (S)
CLO5: Explain the effect of personality, perceptions, and motivations and how these could impact employee behavior (K)

## D. COURSE OUTLINE and LEARNING HOURS

Course Outline	CLOs	Estimated Contact or Learning Hours
<b>MODULE 0: INTRODUCTION TO THE COURSE</b> 1. Course Overview 2. Course Materials 3. Course Requirements 4. Academic Policies Adapted to Onsite and Online Learning 5. Guidelines for Online Learning 6. Meet your Instructor and Your Community		
<b>MODULE 1: MANAGER AS A MEMBER OF A MANAGEMENT TEAM</b> 1. Management 2. Managers 3. Managers' Work 4. Managers' Environment 5. Quiz 1	CLO 1, 2, 3	10 hours
<b>MODULE 2: MANAGER AS A PLANNER</b> 1. What is the Planning Function? 2. Strategy 3. Case Analysis on Planning	CLO 1, 2, 3	8 hours
<b>MODULE 3: MANAGER AS AN ORGANIZER</b> 1. Organizational Structures and Designs 2. Human Resource Management 3. Contemporary HRM Issues Facing Managers 4. Reaction Paper on Organizing	CLO 1, 2, 3,4	8 hours

5. Conducting Interviews for LAS 21 Paper		
<b>MODULE 4: MANAGER AS A LEADER</b> 1. Leadership and Management 2. Leadership & Leaders 3. Traditional Leadership Theories 4. Modern Leadership Views 5. Leadership Skills 6. Analyzing Interview Data for LAS 21 Paper	CLO 1, 2, 3,5	10 hours
<b>MODULE 5: MANAGER AS A MOTIVATOR</b> 1. Why Motivation is Important 2. Motivation Theories 3. Motivating Employees 4. More Motivation Tips 5. Case Analysis on Leading 6. Preparing LAS 21 Paper Presentation	CLO 1, 2, 3,5	10 hours
<b>MODULE 6: MANAGER AS A CONTROLLER</b> 1. What is the Controlling Function? 2. Controlling Process in Action 3. Types of Control 4. Appraising Performance 5. Managing Change and Innovation 6. Reaction Paper on Controlling 7. Quiz 2 8. Presentation of LAS 21 Paper	CLO 1, 2, 3	10 hours

## E. ASSESSMENT AND RUBRICS

Assessment Tasks	Assessment Weight	CLOs
<b>GROUP Mission</b>		
2 Case Analysis (Group) – with peer evaluation <i>(Planning and Leading)</i>	20%	CLO 1, 2, 3, 4, 5
Group Project LAS 21 Paper & Presentation <i>(25% for the Paper &amp; 5% for Presentation / Defense)</i>	30%	CLO 1, 2, 3, 4, 5
<b>INDIVIDUAL Mission</b>		
2 Reaction Papers (Individual) <i>(Organizing and Controlling)</i>	15%	CLO 1, 2, 3, 4, 5
2 Quizzes (Individual) <i>(First Quiz Coverage – Module 1)</i> <i>(Second Quiz Coverage – Modules 4 and 5)</i>	25%	CLO 1, 2, 3, 4, 5
Onsite Class Participation / Online, Canvas Discussion Board	10%	CLO 1, 2, 3, 4, 5
<b>TOTAL</b>	100%	

## Schedule of modules, onsite and asynchronous sessions

	<b>Onsite Sessions (50%)</b>	<b>Asynchronous Sessions (50%)</b>
Modules	<i>Section S &amp; T (Wed)</i>	<i>Section S &amp; T (Wed)</i>
Module 0 – Introduction (Canvas)		Aug 9
Module 1- Manager as a Member of a Management Team	Aug 16, 23	Aug 30
Module 2 - Manager as a Planner	Sep 6	Sep 13
Module 3 - Manager as an Organizer	Sep 20	Sep 27, Oct 4
Module 4 - Manager as a Leader	Oct 11	Oct 18
Module 5 - Manager as a Motivator	Oct 25	Nov 1
Module 6 - Manager as a Controller	Nov 8	Nov 15
Course Integration / Group Consultation	Nov 22 ( <i>online</i> )	Nov 29
Final presentation	Dec 6	

## Schedule of assessment

	<b>Submission Dates</b>
<b>Assessment Tasks</b>	<i>Section S &amp; T (Wed)</i>
Quiz 1 - Module 1	Aug 30
Case Analysis on Planning Function	Sep 13
Reaction Paper on Organizing Function	Sep 27
Case Analysis on Leading Function	Oct 18
Quiz 2 - Modules 4 and 5	Nov 15
Reaction Paper on Controlling Function	Nov 15
Group Project Paper Submission	Nov 29
Group Project Paper Presentation	Dec 6

## RUBRIC:

### Group Project Paper Rubric (100 points)

Criteria	Unsatisfactory	Developing	Accomplished	Exemplary	Total
<b>Executive Summary</b>	<b>0-2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>	
- Effective Executive Summary (did not waste space summarizing information already found in the case)	Executive summary missing or poorly constructed	Inadequate executive summary	Adequate executive summary	Effective Executive Summary	/5
<b>Company Background</b>	<b>0-2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>	

<ul style="list-style-type: none"> <li>- VMV</li> <li>- Founders</li> <li>- Timeline and historical highlights</li> <li>- Products &amp; services</li> <li>- Updated Financial Performance (if possible)</li> </ul>	Company background is not clear and not updated.	The facts stated are essential to the study but are merely copied from what has been provided by the company.	Some facts about the company that are essential to the study are not updated.	All facts about the company that are essential to the study are presented and updated.	/5
<b>Focus of the Paper</b>	<b>0-13 points</b>	<b>14-15 points</b>	<b>16-17 points</b>	<b>18-20 points</b>	
<ul style="list-style-type: none"> <li>- Purpose and objective of the paper</li> <li>- Scope and Limitations</li> </ul>	The topic is not clearly defined.	The topic is too broad.	The topic is focused but lacks direction. The paper is about a specific topic but the writers have not established a position.	The topic is focused narrowly enough for the scope of this project paper. A thesis statement provides direction for the paper, either by statement of a position or hypothesis. .	/20

## F. TEACHING and LEARNING METHODS and ACTIVITIES

TEACHING and LEARNING METHODS and ACTIVITIES	CLOs
Class Discussions	CLO 1, 2, 3, 4, 5
Experiential Learning through Case Application and Group Project Paper	CLO 1, 2, 3, 4, 5
Cooperative Learning through Group Activities	CLO 1, 2, 3, 4, 5

## G. MAIN TEXTBOOK REFERENCES

Robbins, S. P. & Coulter, M. (2021) *Management, 15<sup>th</sup> Edition*, Pearson Education

Daft, R. L. (2021) *Management, 14<sup>th</sup> Edition*, Cengage Learning

## H. SUGGESTED SUPPLEMENTAL READINGS

Ceruto, S. (2019, April 30). The psychology of smarter leadership: principles executives and managers must understand. *Forbes*. Retrieved September 4, 2020, from <https://www.forbes.com/sites/forbescoachescouncil/2019/04/30/the-psychology-of-smarter-leadership-principles-executives-and-managers-must-understand/>

Davey, L. (2018). How to manage morale when a well-liked employee leaves. HBS No. HO4NW7. Harvard Business School Publishing Corporation.

Gallo, C. (2019). The art of persuasion hasn't changed in 2,000 years. HBS No. HO51OC. Harvard Business School Publishing Corporation.

Porter, J. (2019). To improve your team, first work on yourself. HBS No. HO4RGC. Harvard Business School Publishing Corporation.

## I. GRADING SYSTEM

Final Mark	Numerical Equivalent	Quality Point Equivalent For a 3-unit course
A	92 to 100	3.76 to 4.00
B+	87 to 91	3.31 to 3.75
B	83 to 86	2.81 to 3.30
C+	79 to 82	2.31 to 2.80
C	76 to 78	1.81 to 2.30
D	70 to 75	1.00 to 1.80
F	Below 70	Below 1.00
W	Overcut	Overcut

## J. CLASS POLICIES

1. **Primary Mode.** The fully onsite meeting is the primary mode of learning and teaching. The official learning management system for this course will still be Canvas for purposes of graded asynchronous activities. Only students who are officially enrolled will be included in the Canvas class and will be allowed to take assessments.
2. **Canvas Technical Requirements.** Students are responsible for meeting the minimum technical requirements for using Canvas as it will still be used to manage course activities and assessments. Students with very unstable or no internet connection, or those requiring support for Canvas, are advised to immediately inform by email: (a) the Teacher, (b) ls.one@ateneo.edu, or (c) their Chair/Program Director so that the appropriate university-prescribed measures and/or interventions can be implemented. Students can also chat with LS-One using their OBF email.
3. **Canvas Access.** Student access to the Canvas course will be closed a week after the electronic release of grades for the semester. Students may download the course materials as well as the records of their grades before the Canvas course closes.
4. **Final Grades.** Scores reflected on Canvas, and the computations therein, are not necessarily the only basis for a student's official grades for the class. Other grading components, as reflected in the syllabus, may not be viewed on Canvas.
5. **Tools for Understanding and Learning.** Onsite or synchronous sessions and asynchronous activities whenever merited, including the learning or presentation handouts or materials that may be provided, are not meant to replace or substitute the primary and secondary sources on the subject, but will simply serve as tools to augment learning and understanding. As such, the students shall remain personally and individually responsible in covering and studying the subject matter and topics, but always with proper guidance from the Teacher.
6. **Participation in Class Discussions.** Class participation is an important component of a student's grade as it serves as a good gauge of the student's interest in the subject. Therefore, students are strongly encouraged to participate in class discussions or recitations, whether conducted onsite or synchronously online. Participation in class discussions is included in the computation of the final grade.
7. **Attendance.** Regular attendance in all classes is one of the most important obligations of students (2022 LS Undergraduate Academic Regulations Section III.1.2). Students are expected to attend and fully participate in all class activities and sessions, both onsite and synchronous so that they enjoy

the full benefits of learning. Accordingly, attendance will be checked every class session by the Teacher, or by the class beadle, both for onsite and synchronous sessions.

As per Academic Regulations III.4.1: **“There is no distinction between excused and unexcused absences.”**

The allowable number of absences for this subject is no more than 20% of the total number of meetings – onsite and synchronous class meetings – for the semester. For this class, you are allowed a **maximum of 2 absences**.

As per University policy, cuts/absences shall not be a factor against the grades of the student unless the student overcuts, which shall consequently merit a “W (Withdrawal)” under the university’s academic rules and regulations.

8. **Tardiness.** Class attendance should not only be regular, but it should also be punctual. Recording lateness as an absence has been left by the University to the instructor’s discretion under the 2022 LS Undergraduate Academic Regulations Section III.3. The teacher will accordingly determine and communicate to the class his/her class policy as regards tardiness.
9. **Timely Submission of Assessments.** All students are expected to keep up with the course materials and submit assessments as required. Punctuality is required for the submission of requirements that are subject to deadlines. As such, the Teacher reserves the academic right and discretion to impose the appropriate penalty deductions for any late submission of graded requirements.
10. **Class Materials and Recordings.** Class lectures conducted during online synchronous sessions (if any) may be recorded for reference purposes. A recording of the online synchronous session will be uploaded to a cloud drive (Google Drive or OneDrive) after the synchronous session. Class materials and recordings of synchronous sessions may not be reproduced, shared, or reposted by students without the express written consent of the Teacher.
11. **Use of Electronic Gadgets and/or Devices.** During class sessions, *unless allowed by the Teacher*, students are prohibited from using electronic gadgets and/or devices except if the same is necessary to complete a graded activity or assessment exercise. **All electronic gadgets and/or devices not needed during the class should be turned off.** Should it be urgently necessary for a student to send a message or answer a call, he/she should step out of the classroom as discreetly as possible, so as not to disturb the rest of the class. The Teacher reserves the right to provide an appropriate penalty for any violation of this policy (*discretion of the teacher*).
12. **Responsible Use of Personal Data and Social Media.** Personal data collected for class or any other official activity must not be used for any personal benefit. Students should be mindful in posting or sharing on their personal social media accounts any media involving the class or any of its members, including the Teacher, which must be taken down when prompted and asked to do so. Posting or sharing, whenever not objected to, should never be done for any unethical or unlawful purpose. All materials with personal information, sensitive or otherwise, are subject to the provisions of the Data Privacy Act.
13. **Intellectual Honesty and Academic Integrity.** Students are required to uphold intellectual honesty and academic integrity in all class requirements and activities, as well as adhere to the Loyola Schools Undergraduate Student Handbook.
  - a. Cheating or any form of intellectual dishonesty will not be tolerated. Cheating in any requirement will result in a failing mark and be subject to disciplinary proceedings as provided for by the Student Code of Conduct.
  - b. Each piece of assessable work must demonstrably be the student/s’ own. Unauthorized copying, borrowing, or the unacknowledged use of another person’s ideas or written language as one’s own whether published or unpublished will be penalized. Any piece of work that is plagiarized in whole or in part will not be assessed and will be marked with a failing mark. Should that

particular requirement constitute more than 20% of the final grade, the failing mark will result in the student failing the whole course.

- c. For group work, the members are expected to review the final paper before submission to ensure that violations have not been incurred. This includes the need to use quotation marks for verbatim statements lifted from another work and to cite all sources in research work through footnotes and/or bibliographies.
- d. Another problem with respect to academic integrity is collusion. Collusion is working together in answering quizzes or individual assignments/exercises in ways not authorized by the Teacher. This shall likewise be subject to disciplinary action.

**14. Use of Artificial Intelligence.** Pending the issuance of the university guidelines and protocol in the use of Artificial Intelligence (AI) in academic requirements, it is still fundamental that any written work, paper submission, or oral presentation must be the product of the student's own effort, diligence, thinking, and reflection. Thus, students are expected to uphold the responsible and ethical use of external and/or artificial aid (e.g. apps, editors, or AI in all its forms) in any graded written and/or oral requirement. Students are likewise expected to disclose the use of AI, and to attribute its use accordingly, to preserve the integrity of the academic exercise.

**15. Additional Policies.** Additional policies to adapt to the class environment may be implemented by the Teacher after due consultation and agreement with the students. Students are advised to be cognizant of such updates.

**16. Communications Protocol.** For any question, clarification, or concern regarding the subject matter, the students may contact the Teacher through his/her official Ateneo email address indicated or via Canvas messaging during work hours (8:00 AM-6:00 PM). Given that the Teacher is not on-call/online all the time and maybe attending to other academic, professional, and personal responsibilities, response or feedback on the queries will be given through Canvas or email no later than one (1) to two (2) days from receipt thereof. Communications should be coursed through University-issued (i.e., official) email accounts: @obf.ateneo.edu accounts for students and @ateneo.edu accounts for faculty.

**17. Consultation Hours.** Students are encouraged to use the consultation hours as an opportunity for discussion about the content and requirements of the course, as well as to inquire about their academic standing. Consultation hours are also used to solicit or give feedback on performance in assessments. This is also a venue for the students to inform the Teacher if there are any current or emergent circumstances that make learning difficult.

Consultation hours will be announced individually by the Teacher. The students are encouraged to regularly seek the advice of their respective Faculty. You may check their availability with the Secretary (Ms. Ghing Lopez) of the Leadership and Strategy Department. You may also email them directly to request an appointment.

NAME OF FACULTY	EMAIL	DAY/S	TIME
Jyro B. Triviño	<a href="mailto:jtrivino@ateneo.edu">jtrivino@ateneo.edu</a>	Wednesday and Saturday	(3:00 - 5:00pm) by appointment
		Thursday	(9:00 - 12:00) by appointment

**18. Student Handbook.** The Loyola Schools Undergraduate Student Handbook (2022 Edition) will serve as a guide for all class policies. The policies issued by the Loyola Schools and/or the University shall form part of and are deemed incorporated in the class policies. Individual faculty may issue additional guidelines for their respective classes.

**19. Gender Inclusivity and Safe Spaces.** We want a safe and inclusive environment for all members of the Ateneo de Manila community. Our goal is to build a culture of trust, respect, and inclusivity within our community. As such, the Teacher and the Department strongly support and strictly adhere to the [Loyola Schools Policy Statement for a Gender-Inclusive, Gender-Responsive, and Gender-Safe Community](#). Accordingly, please also be informed and guided by the Ateneo de Manila



University's [\*Code of Decorum and Administrative Rules on Sexual Harassment, Other Forms of Sexual Misconduct, and Inappropriate Behavior.\*](#)