



ATENEO DE MANILA UNIVERSITY  
GRADUATE SCHOOL OF BUSINESS

# PROGRAM CATALOGUE

## 2022 EDITION

### MBA Middle Manager Program



# PROGRAM CATALOGUE

ATENEO GRADUATE SCHOOL OF BUSINESS  
MBA MIDDLE MANAGER PROGRAM

2022 EDITION

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## I. A BRIEF HISTORY

### Ateneo De Manila University

The Ateneo de Manila University traces its roots back to 1859 when, at the request of the City of Manila endorsed by Governor Norzagaray, the Jesuits took over the Escuela Municipal in Intramuros, the walled city of Manila. A primary school originally intended for the sons of Spaniards, it was opened by the Jesuits to native Filipinos as well. In 1865, the Jesuits received government approval to add a five-year program leading to the degree of Bachelor of Arts. In keeping with its new academic status, the school was renamed the Ateneo Municipal de Manila. Among the graduates in those early decades was Jose Protacio Rizal, A.B. 1877, who would later be named the Philippines' national hero.

With the withdrawal of city subsidies in 1901, the Ateneo became a private institution, dropping the word "Municipal" from its official name. In 1921, the American Jesuits of the Maryland-New York Province replaced the Spanish Jesuits as teachers and administrators of the Ateneo.

The Intramuros fire of 1932 completely destroyed the Ateneo buildings, forcing the school to move to a new location on Padre Faura Street, Ermita. During the battle for the liberation of Manila, the Padre Faura complex of buildings was razed. Temporary structures were quickly built, but in 1952, the Ateneo moved to its present spacious campus in Loyola Heights, Quezon City.

In 1958, the Society of Jesus in the Philippines was raised to the status of a full province. Administration of the Ateneo passed from New York to the Philippine Province of the Society of Jesus, and shortly after, the first Filipino Rector/President of the Ateneo was named. Since the growth of the Ateneo demanded a new status, the school obtained its charter as a university in 1959.

Today the Ateneo de Manila is a 155-year-old institution comprised of basic, higher, and professional education units. The units of higher education—the School of Humanities, the John Gokongwei School of Management, the School of Science and Engineering, and the School of Social Sciences—are collectively known as the Loyola Schools. The Graduate School of Business, the Law School, the School of Government, and the School of Medicine and Public Health comprise the Professional Schools. Like most Philippine universities, the Ateneo has a grade school and high school noted for high educational standards.

The Loyola Schools, basic education units, and the School of Government are located in the Loyola Heights campus in Quezon City. The Graduate School of Business and Law School are based in the Rockwell Center campus in Makati City. Finally, the School of Medicine and Public Health is based in Pasig City.

The Ateneo's identity is as a Filipino, Catholic, and Jesuit university is known for producing professionals- for-others who excel in their fields and aim to serve the community through their work. It has recently identified four strategic thrusts for the coming years: mission and identity, nation-building, sustainable development, and internationalization. The Ateneo, as an academic community, seeks to fulfill its mission through the exercise of the functions proper to a university, namely, teaching, research, and service to the community.

### **Ateneo Graduate School of Business**

The Graduate School of the Ateneo de Manila was first established in 1948, with Master of Arts programs in Education and English as its initial offerings. Over time, other fields of study were introduced, among them Sociology, Economics, Philosophy, and Business Administration.

As its offerings grew in size and complexity, the Graduate School eventually found it necessary to split into two separate entities, and in 1960 the Graduate School of Arts and Sciences, and the Graduate School of Economics and Business Administration were born.

The Graduate School of Economics and Business Administration initially offered only two part-time evening programs: a Master of Arts in Economics, and a Master in Business Administration. A full-time MBA was added to its program portfolio in 1964. Two years later, the Master of Arts in Economics was transferred to the Graduate School of Arts and Sciences, and the school was reorganized into the present-day Ateneo Graduate School of Business, or AGSB.

In 1968, the Ateneo de Manila University, De La Salle College, the Ford Foundation, and Harvard University collaborated to set up the Asian Institute of Management (AIM), with the agreement that AIM was to concentrate on offering full-time MBA programs, while Ateneo and La Salle would focus exclusively on part-time programs. As a result of this collaboration, AGSB seconded many of its faculty to the AIM, and discontinued its full-time MBA program. Now focused exclusively on working students, and wishing to move closer to its target clientele, AGSB moved to a new campus on H.V. de la Costa St., Salcedo Village, Makati, in 1977.

The 1990s were a period of rapid growth and revitalization for AGSB under the leadership of its new Dean, former Secretary of Health, Dr. Alfredo R.A. Bengzon, who took its helm in 1993. The period was characterized by the introduction of many innovative new degree as well as non-degree programs, and a boom in student enrollment.

Under his leadership, the AGSB continued its special focus on health care management and public health. The Master in Hospital Administration, launched in 1978, was reinvented as the Master in Health Service Administration in 1998, and eventually, in 2002, renamed the MBA in Health. Many new non-degree programs were launched, including the award-winning Leaders for Health program.

In 1998, the Ateneo Professional Schools, made up of AGSB and the Ateneo Law School, moved to its new state-of-the-art campus at the Rockwell Center, in Makati City. The Ateneo-Regis MBA program was launched that same year, in partnership with Regis University (Denver, Colorado), a pioneer and leader in adult and workplace-based learning.

In 2003, the Commission on Higher Education granted AGSB full autonomy status, in recognition of its pace-setting innovations in management training and leadership development, and its continuous commitment to quality education. In 2004, CHED rated AGSB as the number one business school in the country out of the 199 schools it evaluated that year. In August, 2010, the school received full accreditation from the Philippine Accrediting Association of Schools, College and Universities, or PAASCU.

To make its brand of business education more accessible to a wider public, the AGSB operates satellite campuses all over the country, including in Santa Rosa, Laguna; Clark Field, Pampanga; Cebu City, and Iloilo City.

Staying true to the Jesuit tradition of magis and excellence in service to others, and constantly spurred by its passionate desire to provide its students with the best quality education in the service of the nation, the AGSB today remains ever more committed to its value proposition that business is not only for profit but also for nation building, and that “our country is our business”.

## II. Vision and Mission

### THE ATENEO DE MANILA UNIVERSITY

#### **Vision**

In the spirit of being Lux in Domino, Light in the Lord, Ateneo de Manila University will be a force for good in seeking innovative and sustainable solutions to society's most pressing challenges. Rooted in its Filipino, Catholic, and Jesuit values, Ateneo will be a collaborative and engaged leader in the work of social transformation through education, formation, research, and social engagement.

#### **Mission**

As a University, Ateneo de Manila seeks to uphold, preserve, and communicate truth and apply it to human development and the preservation of the Earth.

As a Filipino University, Ateneo de Manila seeks to identify, enrich, and embody Philippine culture and contribute to the development of the nation and the upliftment of Filipinos as part of the global community.

As a Catholic University, Ateneo de Manila seeks to form persons-for-and-with-others who, following the teachings and example of Christ, will devote their lives to promotion of service and justice, especially for those who are most in need of help, the poor, and the powerless.

As a Jesuit University, Ateneo de Manila seeks the goals of Jesuit liberal education through the harmonious development of moral and intellectual virtues. Imbued with the Ignatian spirit, the University aims to lead its students to see God in all things and to strive for the greater glory of God and the greater service of mankind.

Ateneo de Manila University seeks all these through excellence in teaching, learning, and formation; creation and advancement of knowledge through cutting-edge research and creative work; cultivation of an inclusive, diverse, and sustainable institution and community; and an expansive and immersive engagement with society.



## **AGSB Vision, Mission and Values**

### **Our Vision**

To be a leading management learning institution that develops responsible business leaders with the integrity and conviction to advance a sustainable society founded on human dignity

### **Our Mission**

As a Jesuit learning institution, we are committed to:

- Fostering a community of leaders for others grounded on the principles of Cura Personalis and Magis, and passionate in their belief in the interdependence of integrity, service, and expertise
- Developing relevant program offerings that equip our learners with the competences for leading and managing in the digital era, and mastery of self to succeed in their chosen endeavor
- Enhancing the personal and professional growth of our faculty and staff as they are crucial partners in the fulfillment of our mission

### **Our Core Values**

The pursuit of our Vision and Mission is grounded on:

- Love of country and responsible citizenship
- Care for the planet, care of the environment
- Expertise, service, and integrity
- Inclusiveness and respect for each other's differences
- A safe, nurturing, and caring environment for our learners, alumni, faculty, and staff

### III. Our Students and Graduates

Our students are workplace-based, practitioner adult learners who are well on their way to managerial careers and wish to take advanced studies to equip them with the concepts, theoretical models, skills, principles, and values needed by today's managers and leaders. We seek to produce professionals, who can manage and lead in a changing environment, with fundamental skills steeped in unwavering principles and values. We strive to produce graduates who can:

- Critically analyze information, situations, systems and issues.
- Make strategic and innovative decisions in an unpredictable environment and in a global context.
- Integrate concepts from various disciplines and arrive at a synthesis and/or new knowledge applying these to business situations and other realities.
- Integrate the use of information and cost-efficient technologies.
- Manage stakeholder relationships and issues.
- Demonstrate high proficiency in written and oral communication in a business context.
- Utilize effective teams in performing tasks and managing activities.
- Demonstrate effective personal and organizational leadership skills.
- Make business decisions according to solid, appropriate and defensible moral principles and address business ethical questions and dilemmas with reason and integrity.
- Promote social responsibility and work towards making a contribution to nation -building.

Thus, a graduate of the Ateneo Graduate School of Business, is a product of an Ateneo education – technically competent, and socially committed.

## IV. OUR COMPETENCE

**Faculty.** Our faculty members are workplace-based and experience-driven management practitioners occupying senior executive positions in their respective organizations or entrepreneurs managing their own businesses.

**Programs and Course Offerings.** The AGSB addresses the need for the management and business education of individuals and institutional clients, from both the private and public sectors. The AGSB assesses and defines the training needs and designs the most appropriate programs and course offerings to meet these needs. The customizing of courses provides the strength and relevance of the programs and offerings of the AGSB.

**Teaching Methods and Resources.** The teaching methods employed in the courses, seminars, and workshops are imbued with the following elements.

- Bias for research and critical thinking
- Human resource focus and orientation
- Information technology-driven

AGSB invests in teaching and learning resources, such as computers and internet services, state-of-the-art audiovisual equipment, up-to-date teaching materials, both local and foreign case materials, and particularly cases prepared and submitted by our faculty.

The AGSB uses the adult learner methodology of facilitative learning wherein both students and faculty are simultaneously teachers and students who leverage their practical experiences in an interactive manner. Through this methodology, the theories and concepts learned are immediately applied, validated, improved, and enhanced in a real business setting, and complementarily, practical insights and knowledge of practitioners are brought into the classroom for enhanced learning.

**Workplace-based & Experience-driven Pedagogy.** Theory and practice come together naturally at the AGSB. Theories and principles are enlivened by being situated in the concrete management experiences of the teachers. At the same time, the work experience of the students are better understood and made more meaningful when contextualized within management theories and principles.

**Technology-driven.** Today's society is an information-driven society. The AGSB emphasizes information as an asset and the technology that is made available to access, process, and utilize this information.

## I. DISTINCTIVE FEATURES

The Middle Managers Program is designed for senior managers and staff members who occupy supervisory and/or managerial positions within their respective organizations. The quality of their work experience allows a richer and deeper discussion of the management challenge, and the program's interactive design enables students to learn from each other, and not just from the instructor. The curriculum is designed to enable students to immediately make high-quality decisions for maximum impact in an increasingly complex and fast-paced competitive environment.

## II. THE MBA MIDDLE MANAGER PROGRAM CURRICULUM

### GENERAL DESCRIPTION

- a. The MBA Middle Manager Program is a non-thesis program offered on a trimestral basis with fifteen (15) weeks of classes. Students participate in class one (1) night per week, from 6:00 p.m. to 9:15 p.m. except for STRAMA. The maximum number of students per class is thirty (30).
- b. The degree can be completed in two (2) years and one (1) trimester or seven (7) trimesters.
- c. The maximum load per trimester is two (2) courses. Additional load per trimester requires approval from the cluster chair and the faculty member assigned to handle the class.
- d. The MBA Middle Manager Program consists of the following courses:

Core Course	30 units
Electives	9 units
Integrating Course	3 units
<b>Total</b>	<b>42 units</b>

- e. Each course has a detailed learning guide (module) for the entire course, as well as for every class meeting. The module serves as the road map for both the students and their professors. Each meeting has a well-defined goal and objective.
- f. The reading materials and cases for each session are provided prior to the start of the classes. Thus, on the first day of the class, students are expected to have read the reading assignments and to be ready for discussion.

### **PROGRAM DELIVERY: FACILITATION AND STUDENT PARTICIPATION**

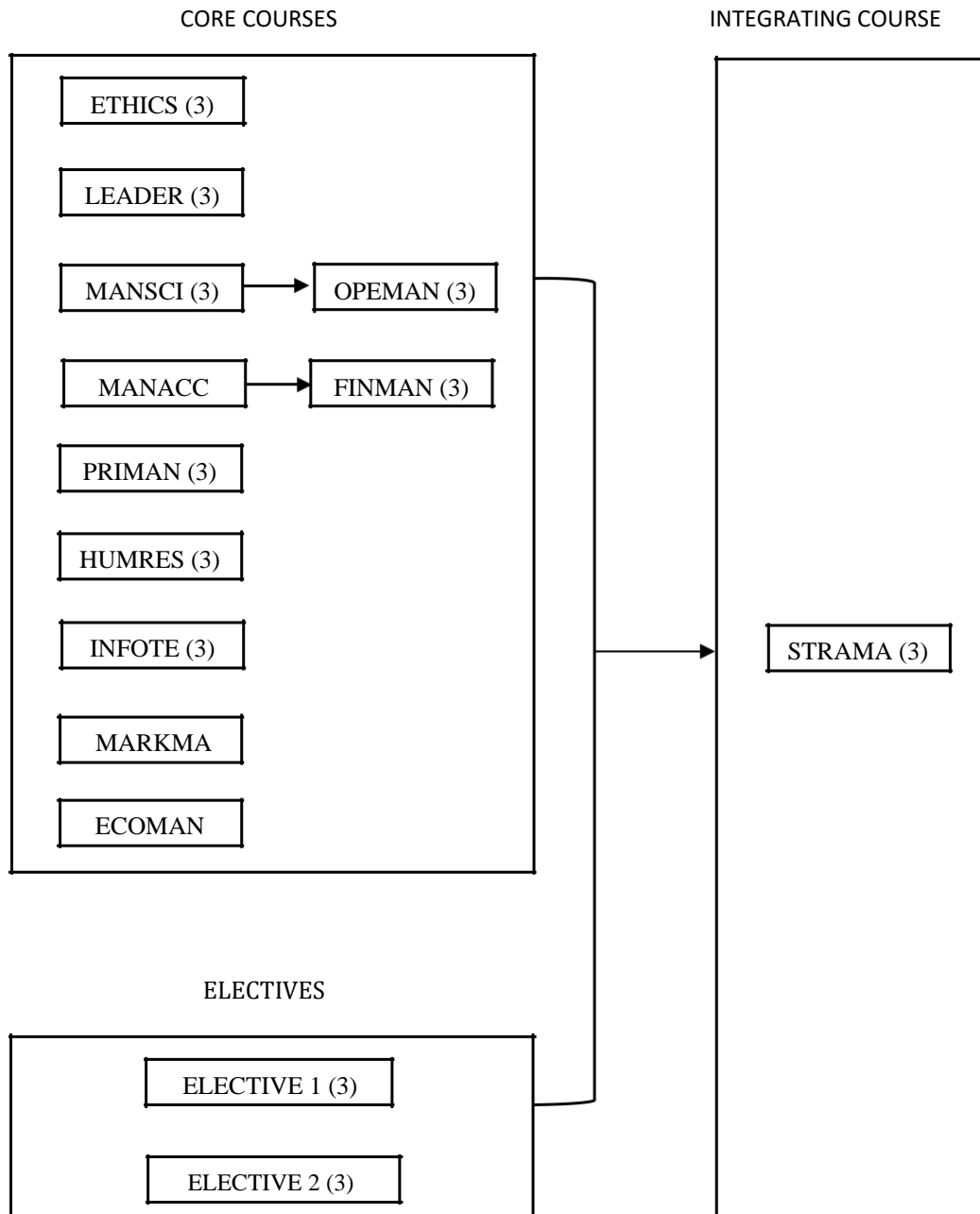
The curriculum for the MBA Middle Manager Program includes analytical learning through time intensive courses designed specifically for working adults. The design of the courses recognizes that adults learn most effectively and most rapidly through a process of self-learning, bringing both life and work experiences that can be a learning resource for the other students in the class.

Self-learning occurs before class so that each participant can contribute in a meaningful way to group discussions and be an effective resource in shared-learning. Shared-learning occurs in the classroom, where each participant learns from the life and professional experiences of others.

Each adult learner must be an active participant in the learning process. The principal responsibility of the facilitator is to assist in this process, not to teach the technical content of the course. The facilitator is a technical expert in the field and will answer questions beyond the competence of the participants, but the primary responsibility for learning belongs to the student. Ordinarily, the facilitator will not lecture for extended periods of time.

The level of learning to meet the learning objectives of the courses is quite high. Students will need to think at the creating and evaluating levels. They operate at the evaluation level when they form judgments and assessments by combining their own medley of experiences and learning with disparate conflicting and complex facts. They operate at the creating level when they originate, integrate, and combine ideas into a product plan or proposal that is new. They will find that all elements of these courses will focus on learning outcomes primarily at the creating and evaluating levels.

COURSE	CODE	UNITS
<b>1. Core Courses</b>		
Business Ethics	MMETHICS	3
The Call to Leadership	MMLEADER	3
Applied Management Science	MMMANSKI	3
Operations Management	MMOPEMAN	3
Managerial Accounting	MMMANACC	3
Financial Management	MMFINMAN	3
Principles and Dynamics of Management	MMPRIMAN	3
Human Resource Management	MMHUMRES	3
Management Concepts for Information Technology	MMINFOTE	3
Marketing Management	MMMARKMA	3
Economics for Managers	MMECOMAN	3
<b>2. Electives</b>		
Brand Management	MMBRANMA	3
Controllershship	MMCONTRO	3
Demand Management	MMDEMMAN	3
Economic Development	MMECODEV	3
Electronic Commerce	MME-COMME	3
Entrepreneurship	MMENTREP	3
Financial Engineering	MMFINENG	3
Global Marketing	MMGLOBMA	3
Investment Management	MMINVEMA	3
<b>3. Integrating Course</b>		
Strategic Management	TSSTRAMA	3

**MBA MIDDLE MANAGER PROGRAM COURSE SEQUENCE**

## COURSE DESCRIPTIONS

### 1. Core Courses

#### *Business Ethics (MMETHICS)*

Many business schools in the world today require Business Ethics courses in order to develop business students' sense of moral and social responsibilities. There is a growing recognition that managers have a tremendous power to shape not only business organizations but the surrounding community as well. Recognizing this, the public is increasingly demanding that managers use this power responsibly and that business be accountable not only to its stockholders and internal stakeholders but to society at large.

It has been said that business is good for society since it creates wealth, products and services benefiting human beings. But white-collar crimes, wrongdoings and excesses committed by both individuals and business organizations, often overshadow these goals.

The course will discuss the foundation of ethics in general and of business ethics in particular. It will attempt to help students critically examine moral values and principles. The course will help students understand how moral character is developed. It aims to improve their ethical decision-making by presenting a model for ethical reasoning to analyze dilemmas involving employee relations, employee-organization relations and corporate-employee, corporation-community relations.

Through this course, students will be taught that business should not be purely driven by profit but that it should contribute to the well being of employees and the community in which it operates.

#### *The Call to Leadership (MMLEADER)*

The course aims to introduce the students to a depth of thinking about individuals and collective patterns of leadership practices. Designed as an interactive and reflective course, the learning interventions will focus on guiding the students to reflectively process or understand leadership patterns and dynamics as applied in their personal and



professional lives. Reflective/critical thinking and ethics-based reasoning and decision making are emphasized.

#### *Applied Management Science (MMMANSI)*

The course is designed for graduate students that provide formal training on the use of quantitative tools or techniques in analyzing and/or solving management problems encountered in finance, marketing, production/operations, human resources, and other functional areas. The approach is conceptual and problem-oriented using EXCEL to derive solutions to mathematical models. The students are expected to formulate decision problems mathematically, derive computer solutions, interpret solutions/results, perform sensitivity analysis (analyze impact of various “what if” scenarios on model solutions) and most importantly, be able to draw managerial insights from quantitative solutions.

#### *Operations Management (MMOPEMAN)*

The course is designed to provide students with a comprehensive understanding of the operations management (OM) concepts, techniques, and applications in contemporary setting. It is a practical course that covers strategic, tactical and operational issues involved in both manufacturing and service sectors. It is about the creation of competitive advantage through the use of appropriate operational skills and tools. While providing students with technical and quantitative methodologies, it will focus more on the managerial aspect of operations, as well as on the ethical and social implications of OM decisions.

In addition to the traditional OM topics, the course shall give special attention to the study of project management and supply chain fundamentals. This is for the purpose of giving the students the opportunity to see how projects can best be managed within time and budget constraints. The supply chain concepts on the other hand shall expand the

students focus on the entire distribution system from material sourcing to product and/or service distribution.

The first part of the course will require a lot of classroom work; while the second part will involve hands-on application of project management principles by way of the organization of an operations forum seminar.

### *Managerial Accounting (MMMANACC)*

Managers need information in their planning and control functions. Financial information is provided not only to report the firm's financial position and operating results but to guide managers in optimizing the resources entrusted to the firm by its many stakeholders.

The course introduces a business-management approach to the development and use of accounting information particularly for internal reporting and decision making. Topics include the analysis of financial reports, cost concepts and cost accumulation methods, CVP analysis, standard costing, operational and capital budgeting, segment reporting, relevant costing, and cost management and pricing strategies. In discussing the various topics emphasis will be given on how cost and profit information can guide managers in making operational and strategic decisions. Ethics, corporate governance, enterprise risk management and corporate social responsibility will also be discussed in relation to accounting practices by firms.

### *Financial Management (MMFINMAN)*

The course deals with the application of contemporary finance theory to the solution of management problems. The focus is on policy formulation and decision making under uncertainty. Critical evaluation of concepts is emphasized to assess their usefulness in practical business situations. Problem-solving methodology is used to illustrate the theories and tools in financial decision-making.

The course likewise tackles the ethical issues and dilemmas faced by the finance manager in his day-to-day work and how these are solved. The learners will be taught how to resolve these issues using an ethical decision analysis framework. The course also discusses the implications of financial management decisions in the life of the enterprise and how such impacts the national economy as a whole.

Learners attending this course are expected to have completed the prerequisite Managerial Accounting course.

### *Principles and Dynamics of Management (MMPRIMAN)*

The course provides an introduction to management and the knowledge and skills to competently cope with the challenges facing today's management. Business enterprises and nonprofit organizations operate within a complex and rapidly changing global environment. The field of management is undergoing a revolution. Globalization, economic deregulation, trade liberalization, technological advancement and the widening growth of the urban poor have created new opportunities and threats confronting managers. The course is designed to familiarize learners with the accepted management standards, procedures and techniques employed by corporate, business and functional level managers.

### *Human Resource Management (MMHUMRES)*

The course emphasizes the alignment of Human Resource Management practices and programs with the goals and strategies and values of the organization. This course presents powerful tools for analyzing strategic alignment to enabling the learner to understand the most vital resource of the organization – its human resources.

It provides a fresh perspective on the role of HR and its function as a change agent in partnership with top management and how together, they can build one of the most critical sources of sustainable competitive advantage – an organization whose design, culture, and people are aligned with strategy and values.

It addresses human resource topics such as reward systems, performance management, high-performance human resource systems, training and development, recruitment, retention, workforce relationships from a strategic perspective.

### *Management Concepts for Information Technology (MMINFOTE)*

Information systems and technologies are vital components of successful businesses and organizations. They constitute an essential field of study in business administration and management.

This course presents management concepts that lead to an understanding of information technology and its role within the enterprise as well as in building a nation. It includes enhancing awareness of the digital and economic divide within a nation and how a business performs its economic activities while at the same time investing in marginalized sectors and communities.

Building consensus among business and technology professionals using modern approaches to strategic planning, business process re-engineering and systems development are discussed highlighting the ethical and legal principles that impact this environment.

The goal is to help students learn how to use and manage information technologies to revitalize business processes, improve decision making and gain competitive advantage. Major emphasis is placed on up-to-date coverage of the essential role of the IT in providing a platform for business, commerce and collaboration processes among all business stakeholders in today's networked enterprises and global markets.

### *Marketing Management (MMMARKMA)*

The course is designed to provide learners with knowledge of the fundamental concepts and practices of Marketing in the context of the new economy. It will focus on the formulation and implementation of marketing strategies in the areas of brand equity,

products and services, pricing, distribution, advertising and promotion, and competition. These strategies will be discussed considering the current business environment including realities such as hyper-competition, digitalized technologies and the empowered consumer. The course will also help learners gain a good understanding of administrative processes where Marketing plays a central role in the game of demand creation, customer satisfaction and customer relationship management. Furthermore, it will also show how ethical and socially responsible Marketing practices can help in nation-building.

### *Economics for Managers (MMECOMAN)*

This 3-unit course in Economics for Managers has been designed to give MBA students a working knowledge of Economics, the social science that deals with the optimal use of scarce resources to maximize the satisfaction of human material needs and wants. It consists of two parts:

- **First half (pre-midterms):** Microeconomics, the use of the analytical tools and techniques to enable the managers of an enterprise to make sound decisions that maximize the productivity of scarce organizational resources and the attainment of organizational goals; and
- **Second half (post-midterms):** Macroeconomics with a business perspective, focusing on basic concepts and models concerning the nature and workings of a modern free-enterprise, market-based economy, particularly the key variables that affect the business environment, both national and global

The course provides students with a working knowledge of the most critical aspect of the business environment in which their organizations operate, and a familiarity with the tools of analysis that will help them navigate successfully through its turbulence.

## 2. Electives

### *Brand Management (MMBRANMA)*

The course will enable students to analyze and evaluate brands and identify strategies to manage them effectively. It will present principles of branding and brand management that will be useful in appraising the range of theories and frameworks that help create a strong, differentiated brand. It will equip students with skills that will make them leverage branding to sustain competitive advantage, increase customer loyalty and increase profitability.

### *Controllership (MMCONTRO)*

The course is an elective course for those who wish to deepen and widen their knowledge, understanding, application, and analysis of the role of controllership in the organizations. It integrates the concepts, principles and tools of controls gained by the student from the foundation and core courses involving planning, controlling and providing reliable information for corporate decision-making.

As this is an elective course that utilizes knowledge and understanding gained from previous courses, the student is brought to the level of integration and synthesis by performing an actual management control analysis paper of a chosen company and submitting this paper as a major requirement of the course.

The course largely makes use of the dynamics of management control to achieve corporate objectives.

The student should have already taken up Accounting and Finance courses and the other core functional disciplines to be able to understand and integrate the role of controllership in the organization.

*Demand Management (MMDEMMAN)*

Demand Management is an approach employed by supply chain managers to see to it that business needs are appropriately satisfied and resources are utilized in optimal ways. This elective course is designed to study the operational and strategic management of demand and to examine the role of supply chain practitioners in this area with the objective of improving an organization's competitiveness. The course will tackle the crucial and practical elements associated with specifying requirements and planning supply, and will present tools that supply chain managers can use in performing their functions.

*Economic Development (MMECODEV)*

The course deals with the economics of long-term growth and development. It focuses on areas and issues of policy-making that are likely to remain of primary concern in the efforts of underdeveloped and developing countries to achieve economic growth and development.

*Electronic Commerce (MME-COMME)*

The course is designed to guide managers through the process of overcoming the fear of change and embracing the benefits of e-commerce for customers, employees and shareholders. The economic evidence of the growth of e-commerce and its benefits for streamlining the business relationships between a company and its customers, suppliers, and employees are examined. The highest pay-off e-commerce applications and principles of using e-commerce to create competitive advantage are identified.

How companies are getting CEOs on board, how they are managing their change process to create effective e-commerce strategies, and how they create cultures that can sustain the benefits of change in the future are discussed.

The role of senior management in translating the vision of e-strategy into a concrete reality is explored. This course also discusses how managers should participate in the

design of e-commerce architectures; handle the most effective techniques for evaluating e-commerce suppliers and negotiating contracts; and manage e-commerce projects to enjoy the benefits of e-commerce.

### *Entrepreneurship (MMENTREP)*

Entrepreneurship is the ability to see business opportunities, to turn those opportunities into an actual business venture and to manage that venture into a growing and viable enterprise. Entrepreneurship is for those who seek an alternative to employment and are not daunted by the challenges of setting up their own businesses.

This course will strive primarily to inspire and to encourage entrepreneurship, through the examination, discussion and analysis of contemporary entrepreneurs.

The course provides sound principles, concepts and evaluation techniques to assess entrepreneurial capability, resource requirements and risks for increased likelihood of strategic success.

### *Financial Engineering (MMFINENG)*

Financial Engineering is a course on the basic concepts and the application of the principles of financial innovation. This process seeks to adapt existing financial instruments and processes and to develop new ones so as to enable financial market participants to cope more effectively with the changing world.

### *Global Marketing (MMGLOBMA)*

This course covers concepts and practices relating to global marketing and addresses various issues faced by international marketers. It highlights the emerging trends in most companies in the design of strategies pertaining to their products and services, pricing, promotion and distribution. It will touch on the contemporary



environmental forces that impact on their marketing mix strategies and programs and their implementation and control. The following specific areas will be covered:

1. Overview of global marketing
2. The global marketing environment
3. The global strategy in entering foreign markets
4. Design of the global marketing mix
5. Organization, implementation and control of the global marketing effort
6. Impact of information technology in global marketing
7. Ethical and social dimensions in global marketing
8. Integration of global marketing with finance, production and human resources.

This course is open only to students who have completed the core course of Marketing Management.

### *Investment Management (MMINVEMA)*

The course deals with the application of the principles of investment analysis and portfolio management to corporate and personal finances. The steps and procedures involved in the investment process are discussed and simulated by the students to provide them the skills at creating their own corporate or personal investment portfolios in the future. Risk and return management strategies are discussed and analyzed as they particularly apply not only to the global investment setting but also to the specific investment situations in the Philippine market.

An actual visit of the local exchange bourse will be required of the students to be arranged by the faculty member in consultation with the Cluster.

At the end of the course, the students will be required to submit a final report of their own investment programs for their own companies or personal finances. The mechanics of this report will be discussed by the faculty member at the start of the session. The ethical dimensions of investment decisions will be tackled as part of this course.

### 3. Integrating Course

#### *Strategic Management (MMSTRAMA)*

The course serves as the capstone course for the MBA program. It aims to enable the learners develop and implement strategic cross-functional decisions towards the attainment of their organizations' vision, mission and objectives using strategic management principles and integrating knowledge and skills acquired by the learners from the other MBA courses.

The learners will apply the strategic management process consisting of strategy formulation, strategy implementation and strategy evaluation, as well as the various analytical frameworks and strategy formulation tools that can aid them in strategic decision making. Through this course, the learners' strategic thinking capability is expected to be strengthened as they are made to critically analyze and integrate information about their companies' external and internal environment in the local and global context, and to use this in formulating and implementing innovative strategies that can help their companies build a sustainable competitive advantage. The learners will likewise be made to understand the different strategy choices and to evaluate strategic management issues and concepts that are important to managing in today's global environment. This course also aims to promote among its learners ethical business decisions, the practice of corporate social responsibility and making a contribution towards nation building.

## I. Requirements

To qualify for the MBA Standard Program, an applicant must have:

1. A bachelor's degree from a recognized college or university.
2. A copy of the applicant's CV attesting to at least 5 years of work experience, 4 of which must be in supervisory and/or managerial positions.
3. A COPY of the official transcript of records (TOR) from the last school attended. Applicants who are in a post-bachelors' program but have not graduated yet are required to submit a copy of their bachelors' degree TOR.
4. Fully accomplished online application
5. Accomplished recommendation form from the current employer or from the last school attended.

In addition to the above-mentioned requirements, a foreign applicants must submit:

1. Transcript of records or documents showing academic accomplishments from the country of origin, translated into English and authenticated by the Philippine Embassy or Philippine Consular Office in the country of origin.
2. If the applicant is from a non-English speaking country, working English proficiency, both oral and written evidenced by IELTS Band 7 or higher.
3. Copy of passport
4. An approved visa valid for study in the Philippines. As a rule, foreigners in the Philippines under a 9(a) visa cannot study in the Philippines. That visa must be converted to more commonly a student visa (9(f). Other visas valid for study include:  
9(f) – Student  
9(g) – Working, Missionary  
13(a-g) - Immigrant  
47(a)(2) – Special Non-Immigrant  
Diplomatic Visa – extend to dependents  
SRRV – Retirees  
SIRV – Investors
5. Alien Certificate of Registration (ACR-I Card) issued by the Bureau of Immigration.
6. Certificate of Employment – for those under a 9(g) visa.