



ATENEOD DE MANILA UNIVERSITY  
GRADUATE SCHOOL OF BUSINESS

# PROGRAM CATALOGUE 2022 EDITION

## Ateneo - Regis MBA Program



# PROGRAM CATALOGUE

ATENEO GRADUATE SCHOOL OF BUSINESS

ATENEO-REGIS MBA PROGRAM

2022 EDITION

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The Ateneo-Regis MBA Program Catalogue is published by  
**Office of the Registrar**  
**Ateneo de Manila University**  
**Graduate School of Business**

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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 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

### 1. Partnership between Ateneo de Manila University and Regis University

Ateneo de Manila University and Regis University, a recognized Center for Adult Learning in Denver, Colorado, in the United States, entered into a Program Development and License Agreement in October 1997. Under the agreement, the two Jesuit institutions, through the Ateneo Graduate School of Business and Regis University's International Studies Program and its Graduate School of Business, committed to developing an MBA program designed specifically for adult learners.

### 2. Student-Centered Learning

The program is student-centered rather than teacher-dependent. Although the teacher may still deliver lectures, his facilitation skills are essential to bringing out the experiences of his adult students. For this reason, individuals undergo a faculty assessment process to determine qualifications to teach in the Regis program.

### 3. Faculty Assessment Process

The assessment process includes a twenty-minute presentation on an assigned topic in a facilitative mode, an interview, a leaderless group activity, an essay on value-centered education, and a test on evaluating and grading student papers. The assessment process and the training of facilitators were designed by Regis University.

### 4. "Accelerated" Aspect

The program is commonly referred to as "accelerated" because each course is taken in an eight (8) week term with four (4) hours each session rather than the usual fifteen (15) week term with three (3) hours each session.

## II. THE ATENEO-REGIS MBA PROGRAM CURRICULUM

### GENERAL DESCRIPTION

- a. The Ateneo-Regis MBA Program is a non-thesis program designed for senior managers and executives whose corporate responsibilities limit their time for pursuing graduate degrees and are thus compelled to complete the program as quickly as possible through accelerated methods. The program is also designed for senior practitioners whose learning styles and outcomes are achieved through their own direct participation in learning activities without too much classroom interface.
- b. Each term of the Ateneo-Regis MBA Program lasts for eight (8) weeks. Each course meets once a week for four (4) hours from 6:00pm to 10:00pm. The maximum number of students per class is twenty-five (25) except for Strategic Management and Quantitative Methods in Management where the maximum number of students per class is twenty (20).
- c. The regular load is one (1) subject per term, but a maximum of two (2) courses is allowed.
- d. The program can be completed in two (2) years and two (2) terms if one (1) course is taken per term. If two (2) courses are taken per term, the program can be completed in fourteen (14) months, or one (1) year and one (1) term.
- e. The Ateneo-Regis MBA Program consists of the following courses:

Core Course	33 units
Electives	6 units
Integrating Course	3 units
<b>Total</b>	<b>42 units</b>

- f. Each course has a detailed learning guide (module) for the entire course. The module serves as the road map for both the students and their professors. Each meeting has well-defined goals and objectives. The reading materials and cases for each session are provided prior to the start of each class session.

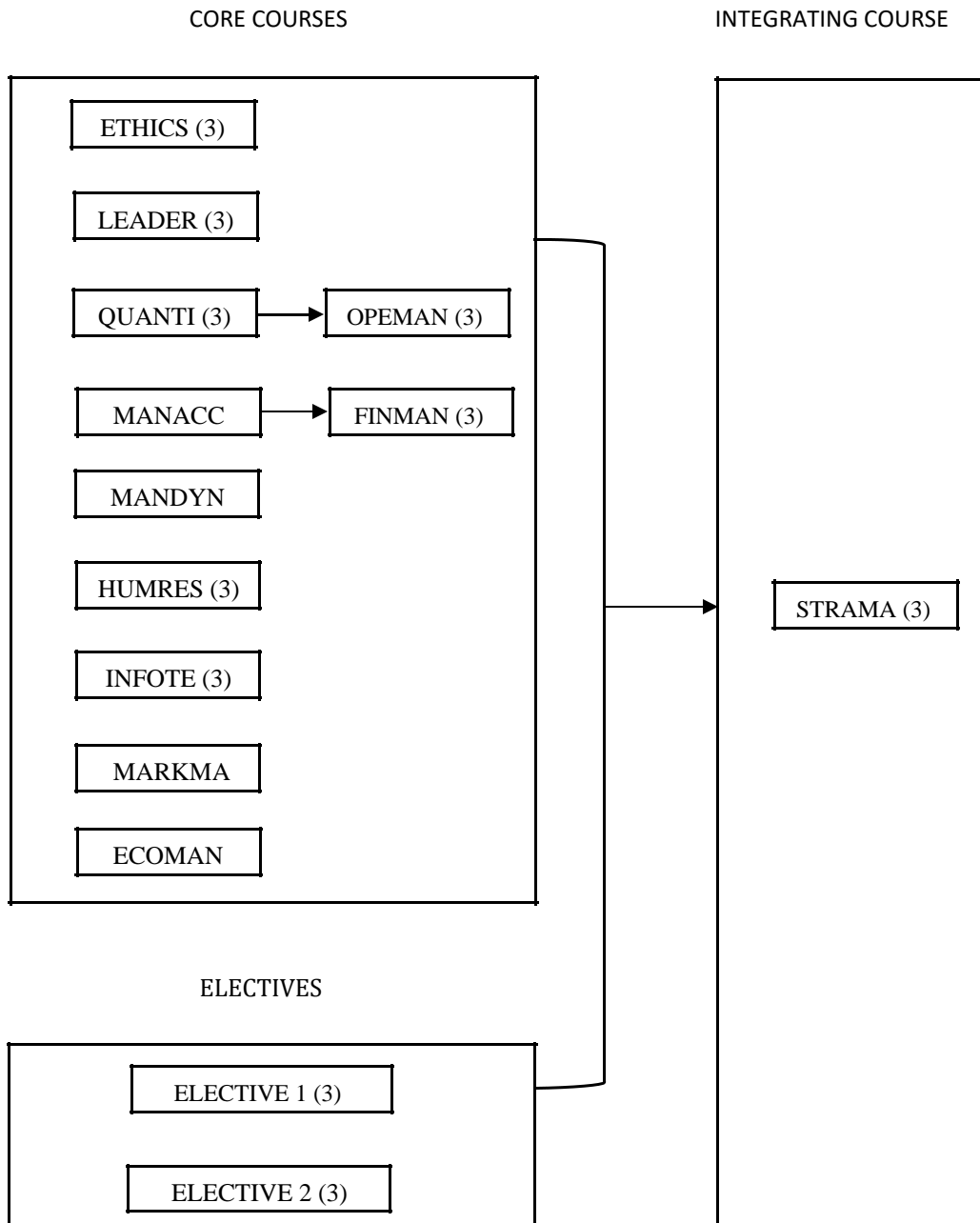
**PROGRAM DELIVERY: FACILITATION AND STUDENT PARTICIPATION**

The curriculum for the Ateneo-Regis MBA 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 learning resources 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 an extended period of time.

COURSE	CODE	UNITS
<b>1. Core Courses</b>		
Business Ethics	TSETHICS	3
Leadership Effectiveness	TSLEADER	3
Quantitative Methods for Managers	TSQUANTI	3
Operations Management	TSOPEMAN	3
Managerial Accounting	TSMANACC	3
Financial Management	TSFINMAN	3
Management Dynamics	TSMANDYN	3
Human Resource Management	TSHUMRES	3
Managing Concepts for Information Technology	TSINFOTE	3
Marketing Management	TSMARKMA	3
Economics for Managers	TSECOMAN	3
<b>2. Electives</b>		
Demand Management	TSDEMMAN	3
Economic Development	TSECODEV	3
Electronic Commerce	TSE-COMME	3
Entrepreneurship	TSENTREP	3
Family Business Management	TSFAMBUS	3
Financial Analysis for Decision-Making	TSFINDEM	3
Financial Engineering	TSFINENG	3
Global Market Analysis and International Trade	TSGLOBMA	3
Marketing Communications	TSMARCOM	3
Investment Analysis and Portfolio Management	TSINVEMA	3
Law in the Business Environment	TSLAWBUS	3
Leading Organizational Change	TSLEADOC	3
Project Management	TSPROJMA	3
Lean Six Sigma	TS6-SIGMA	3
Supply Chain Management	TSSUPMAN	3
<b>3. Integrating Course</b>		
Strategic Management	TSSTRAMA	3

**THE ATENEO-REGIS MBA PROGRAM COURSE SEQUENCE**



## COURSE DESCRIPTIONS

### 1. Core Courses

#### *Business Ethics (TSETHICS)*

Many business schools in the world today require Business Ethics courses in order to develop the students' sense of moral and social responsibility. There is a growing recognition that managers have a tremendous power to shape not only business organizations, but the 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 is said that business is good for society since it creates wealth, products, and services benefiting human beings. But white-collar crimes, wrongdoing, and excesses committed by both individuals and business organizations often overshadow these goals.

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

Through this course, students will learn 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.

#### *Leadership Effectiveness (TSLEADER)*

The course introduces the students to a depth of thinking about individuals and collective patterns of leadership practices. The course will guide students to reflectively process or understand leadership patterns and dynamics as applied in their personal and

professional lives. Critical thinking and ethics-based reasoning and decision making are emphasized.

#### *Quantitative Methods for Managers (TSQUANTI)*

The course introduces the students to quantitative and statistical methods and models that will enhance business decision-making processes. Topics include mathematical modeling, linear programming, probability, decision theory, PERT/CPM, forecasting, inventory management, queuing theory, and *monte-carlo* simulation techniques.

#### *Operations Management (TSOPEMAN)*

The course is designed to provide students with an understanding of the concepts, techniques, and applications of contemporary production and operations management (OM). It is a practical course that covers strategic, tactical and operational issues involved in both manufacturing and service operations. In addition to the traditional OM topics, the course also includes quality management, supply chain management and e-Commerce.

While providing students with technical and quantitative tools, it will focus more on the managerial aspect of operations, as well as on the ethical and social implications of OM decisions.

#### *Managerial Accounting (TSMANACC)*

Managers need information in their planning and control functions. Financial information is necessary not only to determine the financial position and operating results of a firm but also to help managers make decisions on how best to optimize the resources entrusted to it by its many stakeholders. Resources are measured in terms of cost, and effective cost management is vital to ensure the best possible profit and return to the firm.

The course is a study of accounting and cost management concepts. The topics include the analysis of financial statements, cost constructs and cost accumulation methods, the relationship of cost, volume, price and mix and how they can increase margins, variable costing, standard costing, operational and capital budgeting, segment reporting, relevant costing, and cost control strategies. In discussing the various topics emphasis will be given on decision making, its ethical implications especially on the quality and reliability of information, and its impact on business and national development.

#### *Financial Management (TSFINMAN)*

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.

#### *Management Dynamics (TSMANDYN)*

The course is designed to provide the foundation for the development of knowledge and skills in professional management in different organizational settings. It focuses on the key management functions of planning, organizing, leading and controlling in building a dynamic business portfolio. It will develop skills in integrating technology, ethics and social responsibility, in responding to the transforming situations and challenges of the real world.

*Human Resource Management (TSHUMRES)*

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 that will enable 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 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, work-force relationships from a strategic standpoints.

*Managing Concepts for Information Technology (TSINFOTE)*

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

The course presents management concepts that lead to an understanding of information technology and its role within the enterprise. 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 (TSMARKMA)*

The course is designed to provide learners with knowledge on 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 such 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 relation management. Furthermore, it will also show how ethical and socially responsible Marketing practices can help in nation-building.

### *Economics for Managers (TSECOMAN)*

The course focuses on the basic economic concepts and principles as applied to business situations. Microeconomic concepts such as scarcity, opportunity costs, marginalism, and efficiency will never lose their central role in economics as long as scarcity itself exists. Macroeconomic concepts like GDP and GNP, employment and unemployment, inflation and deflation, balance of payments and foreign exchange rates will remain to be the primary concerns of all economies. These micro and macro concepts are integrated into a framework that will assist business leaders and managers in coping with the challenges arising from changes in a competitive business environment.

The course will provide students with a working knowledge and skills of how consumers, firms and industries behave in a complex macroeconomic environment, thus helping them arrive at rational, optimal, and efficient choices. These informed choices when added up to the choices that other people make, translate into better societal choices.

## **2. Electives**

### *Demand Management (TSDEMMAN)*

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 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 (TSECODEV)*

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 (TSE-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.

### *Entrepreneurship (TSENTREP)*

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

This course will strive primarily to inspire and to encourage entrepreneurship, through the examination, discussion and analysis of contemporary entrepreneurs. Furthermore, to ensure the viability of any entrepreneurial venture, this course will provide a framework of evaluation techniques to apply and pertinent issues to consider, when investigating business opportunities.

The focus on this course is on relatively small businesses, from inception to start-up to early establishment.

### *Family Business Management (TSFAMBUS)*

Family businesses compose most of enterprises operating in the country. Their success contributes to its over-all economic health. Understanding how they are managed, including the dynamics of the family within the business, adds to help maintain the healthiness of the enterprise.

The course will expose the students on the dynamics and communication issues in a family. They will learn leadership and relationships inherent in the business and how these are intertwined in the ownership, governance and management of the same. Ownership legacy, sibling rivalries, professionalism, succession, and strategic planning are

some of the topics that will be covered in this course. Family businesses in the Asian context will be discussed in line with their successes and failures.

#### *Financial Analysis for Decision-Making (TSFINDEM)*

The course deals with the understanding and analysis of financial information for decision-making. The importance of financial information has never been emphasized until the issues of transparency, good corporate governance, and investor relations cropped up as corporate scandals. Because of the uncertainty brought about by the chaotic environment, there is need for more accurate financial information on a timely basis so that corporate financial management decisions and investor decisions will be guided.

Critical analysis, diagnosis, and evaluation of financial information are emphasized in this course as applied in practical business situations. Problem-solving methodology is used to illustrate the theories and tools in financial decision-making including the use of technologies to help with the analysis.

Because of the impact of transparency in corporate and investor relations, this course will tackle the ethical issues and dilemmas involving financial information and reporting.

#### *Financial Engineering (TSFINENG)*

Financial Engineering is a course on the basic concepts and the application of the principles of financial innovation - the process that 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 Market Analysis and International Trade (TSGLOBMA)*

This course presents the challenges of marketing goods and services in foreign markets. The cultural, political, geographic, technological, and economic influences on international marketing will be discussed. This course also covers international market



research and the application of the four P's in an international setting. Students are expected to assimilate this new knowledge in analyzing international marketing management problems, using techniques and strategies necessary to incorporate and apply "the market concept" into the framework of the global marketplace.

### *Marketing Communication (TSMARCOM)*

The course introduces the concept of Integrated Marketing Communications (IMC), which is the approach that more and more marketing and communications professionals are using to face the rapid growth of internet, the biggest challenges in the contemporary market place. An increased rate of advertising clutter in most traditional media, a more product knowledgeable and demanding consumer, higher pressures from manufacturers to retail chains and a global economy are only a few characteristics of today's ever-evolving business environment.

The course will provide a review of the basic concepts of marketing, communications, segment marketing, positioning, and target market or to apply the most common consumer behavior techniques. It will also provide an opportunity for students to understand the target market(s) and, design an IMC campaign.

### *Investment Analysis and Portfolio Management (TSINVEMA)*

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 with skills at creating their own corporate or personal investment portfolios in the future. Risk and return management strategies are discussed and analyzed as they apply not only to the global investment setting but also to the specific investment situations in the Philippine market.

The ethical dimensions of investment decisions will also be tackled as part of this course.

*Law in the Business Environment (TSLAWBUS)*

The course introduces the learner to the various laws that are relevant in the business environment. The course equips the student with an understanding of how business decisions and operations are directly influenced by law.

In the first half of the course, the student will study the law on Contracts, Credit Transactions, Labor-Management Relations as well as Partnerships and Corporations for the purpose of attaining a working familiarity with basic legal concepts and principles.

For the rest of the course, the emphasis will be on Good Corporate Governance. Here, the student will study the recent issuance of the SEC regarding corporate governance and how it impacts on the way corporations are run.

*Leading Organizational Change (TSLEADOC)*

.The course will provide students with competence on how to lead change. The course will explore the dynamics of organizational change as well as models of leading organizational change in business and management. Various concepts will be learned including the forces and the conditions behind organizational change, the types and levels of change, the resistance to change and the constructive strategies necessary to manage the uncertainties of change in organizations.

*Project Management (TSPROJMA)*

The course takes the view of the project manager as a leader who manages projects effectively using appropriate tools and concepts in project management. It provides a framework for managerial and leadership effectiveness leading to the acquisition of professional skills to handle complex problems frequently encountered in project management. It involves the study and understanding of the core processes for initiating, planning, executing, controlling and closing projects under various circumstances. The course also includes the human side of project leadership and its strategic perspectives

as applied in various types of organizations. The conceptual framework, the methodologies and the issues that will be highlighted in this course can be applied to a number of business decisions and change management situations. Both the theoretical and practical aspects of such applications will be covered.

The project environment is a team environment and a significant component of this course is team-based. With the guided learning offered in this course, the students are expected to be able to tackle projects in a controlled and coordinated manner and be aware of how to align their projects to achieve maximum benefits during execution.

### *Lean Six Sigma (TS6-SIGMA)*

The course covers the concepts of Lean and Six Sigma for both manufacturing and service businesses. Lean Six Sigma is a business and data-driven, process-oriented, benefit-driven, disciplined-based approach to reducing waste and minimizing defects in any type of process. Lean Six Sigma focuses on the reduction of waste, on increasing profitability, breakthrough improvement, and customer satisfaction.

Students are provided an overview of Lean, Six Sigma and the DMAIC problem-solving methodologies. Included are both statistical and non-statistical techniques used for continuous process improvement such as process definition, SIPOC, process flow diagrams, data collection techniques, measurement techniques, causes of process variation, pareto diagrams, histograms, cause and effect diagrams, DOE (Design Of Experiments), ANOVA Gage R&R, FMEA control charts and process capability analysis, collectively called QC Tools.

### *Supply Chain Management (TSSUPMAN)*

The course covers concepts, trends, processes and techniques involved in the management of activities from the procurement of materials and services, to their transformation into intermediate goods or final products, and ultimately to their distribution and delivery to customers. The course will discuss procurement, inbound

logistics, supply chain strategies, electronic procurement and warehousing and distribution. It will deal with managerial processes that span across functional areas within individual firms and links suppliers, trading partners, distributors, and customers across organizational boundaries. The course will also consider logistics, technology, network design, and administration of supply chains from the standpoint of business strategy and global competition.

### **3. Integrating Course**

#### *Strategic Management (TSSTRAMA)*

The course serves as the capstone course for the MBA program. It aims to enable the learners to develop and implement cross-functional decisions towards the attainment of their organizations' vision, mission and objectives using strategic management principles and integrating knowledge and skills learned 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 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, all of which must be in high supervisory, highly professional, and/or managerial positions. Applicants who have established careers in their company (3 or more promotions over 10 years), or growth within the same industry (i.e 10 years or more in the banking, insurance or health industry) may be considered for the Regis program.
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.

For any further inquiries, please contact

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