ACM Electives

Management and Organization Department

Ramon V. del Rosario College of Business

De La Salle University

1.0   COURSE OVERVIEW

    1.1   Leadership in Organization (LEADORG). This course is a 3-unit elective offered
           to any business student who has the interest to know more about evolving
           philosophies on leadership. It is taught at DLSU because we recognize that our
           students are destined to become leaders in their organizations whether these are
           profit, non-profit, or governmental institutions operating within a community,
           region or nation. We find that it is our moral obligation to help our future leaders
           to understand what it means to lead in the 21st century.

           Prerequisite: MANAORG

    1.2   Sustainable Organizations (SUSTORG). Corporate Sustainability, as an integral
           part of Corporate Social Responsiveness, is the 21st century leaders' competitive
           edge. Deep concern has gripped many business leaders with the unquestionable
           truth that all of us are currently consuming the earth's resources in such rapid and
           irresponsible manner that we are leaving nothing to our future generations. The
           move to arrest ecological deterioration is beyond governments. Thus, industry has
           taken part of the cudgel to abate, if not reverse, the consequences of economic
           development. This course prepares young minds to be at the forefront of
           inescapable leadership issues. It takes the basics of Leadership in Organization
           with the basics of Corporate Social Responsiveness in the light of the Green
           economy. Thus, the course integrates the concepts of ecological sustainability,
           economic sustainability, and social sustainability

           Prerequisite: MANAORG

    1.3   International Business (INTERBU). This course enables students to develop
           critical thinking in the analysis of the international business environment and
           various aspects of international businesses. IT fosters social responsibility in the
           pursuit of international business.

           Prerequisite: STRATEG

2.0   LEARNING OUTCOMES

2.1   Leadership in Organization

This course aims to familiarize students with several approaches to leadership. It aims to describe the different leadership theories and philosophies. Consequently, students are expected to critically analyze leadership cases based on theory and experience. By the end of the course, students shall present their final project in class.

This course is reflective by design. Students shall be exposed to several tests and self-assessments to help them determine where they are. They are then introduced to the various leadership styles that culminate in the description of an ethical leader. The build-up hopefully convinces the student that the only way to lead is to consciously transform organizations into one that genuinely serves society.

2.2   Sustainable Organizations

This course aims first to raise the level of awareness of students to the unmistakable realities of irresponsible living. Then it aims to make students comfortable in the discussion of sustainable issues. It pushes them to be creative about developing innovative solutions that address current and future predicaments brought by humankind's desire to live safely and prosperously. Ultimately, exposure to the course content would give students a competitive edge and may help them establish careers in corporate sustainability, a career path that did not exist less than a decade ago.

By the end of the course, students would have altered their outlook about the objectives of corporation. Instead of profitability alone, students would realize that an organization's responsibility is the restoration of environmental quality and the building of the social equity while maintaining profits. Students will be trained to apply systems thinking, creativity, and critical analysis to see opportunity in the world problems and consider how businesses can respond to this while adding value to the organization. Consequently, the aim is that thinking sustainably becomes second nature to the student so that the only way to do business is to do business for the environment, for society, and for profits.

Throughout the course, the course will challenge students in their understanding of sustainability concepts and their role in making the planet a livable and lovable environment as envisioned by our creator. They would also have hands-on exposure by conceptualizing and participating in projects that would make a

difference to society. Their oral and written presentation skills will likewise be honed as students present their work output in class and in public.

2.3   International Business.

By the end of the course, students are expected to understand the concept of globalization as well as appreciate its impact on business and government policies and strategies. It is also envision that students gain appreciation for and develop a genuine concern for the human and environmental factors in international business. The course is meant to reinforce social responsibility and concern for others, thus making the value of service to God and country a reality.

3.0   COURSE COVERAGE

3.1   Leadership in Organization

3.1.1   Foundations in Leadership. This module sets the tone for the course. It provides the background on leadership theory. Students first define leadership and discuss time old debates of whether leaders are born or made. Students then see how management and leadership theory has evolved over time, bringing the question – what is the difference between managers and leaders?

3.1.2   Students then enter the world of noted leaders who have shaped leadership views. One starts with Greek philosophers, Socrates, Plato, and Aristotle, and moves on to the controversial views of Machiavelli. Then students study the role of spirituality in leadership. They later review the lives of noted war leaders and determine whether they can be called heroes.

3.1.3   Great Man Theory, Traits Theory, and Skills Approach. Leader-centered theories on leadership attribute leader effectiveness and success to the individual. These theories have governed thinking over the last century and have been the subject of numerous research studies.

3.1.4   In this module, students explore three approaches to understanding leadership. The great-man theorists claim that there are only few, elite individuals who are destined to become great leaders. The theory is sometimes interchangeably referred to as the traits approach that zero in on identifiable traits that distinguish effective leaders from non-effective leaders as well as leaders from followers. But if traits are innate to

humans, this does not leave room for all others who would like to become leaders. From this emerged the skills approach suggesting that skills can be learned and leaders can be made.

3.1.5 Behavioral, Situational, and Motivational Theories. Building on the concepts of traits and skills, this module brings students to leadership behavior. Researchers have concluded there are two basic behaviors of leaders: one that works towards the accomplishment of goals and the other towards maintaining group harmony. Thus, leaders begin to show their inclinations that would aptly describe their leadership style.

3.1.6 Style however is situational. While each leader would have a dominant style, situations may call for using one versus another. It considers the type of relationship and task, thus studies presented four possible leadership styles. This then brings students to the concept of work delegation to address the concerns of task, and motivation to address the concerns of relationships, and lead to the accomplishment of the task.

3.1.7 Contingency Leadership. Unlike situational leadership, contingency leadership is a leader-match theory that espouse that it is a certain type of leader that is necessary for a particular type of situation. Where a mismatch exists, ineffective leadership follows. A component of the contingency leadership model is power. This module thus introduces students to the taxonomy of social power.

3.1.8 Relational Leadership. Leadership has many components. How effective we become is determined by our knowledge, beliefs, and skills. This module introduces us to several models that aid in our understanding of leadership. We will then look closely at the relationship between leaders and followers

3.1.9 Understanding Leadership Abilities. To understand others, one must understand themselves first. This module focuses on self-awareness. Students determine how they fair in self-leadership, how they use their thinking capacity, their personality profile on four dimensions, and their degree of emotional intelligence. All these they use as they look towards serving others in an ethical first.

3.1.10 Charismatic, Transformational, and Team Leadership. While most leadership theories are transactional in their approach, transformational leadership speaks of a spontaneity that arises from having a very charismatic leader. In situations that require change, the visionaries are seen as saviors of organizations. Thus, it is an exceptional leader that can

succeed in transforming others. While most leadership theories are transactional in their approach, transformational leadership speaks of a spontaneity that arises from having a very charismatic leader. In situations that require change, the visionaries are seen as saviors of organizations. Thus, it is an exceptional leader that can succeed in transforming others.

3.1.11 Servant Leadership. This is a bottom-up approach to leadership. It is a concept familiar to Christians who have read the life story of Jesus Christ. The scene that is reflective most of the essence of servant leadership is Jesus' washing of the apostles' feet

3.1.12 Ethical Leadership. Before a student understands what ethical leadership is, they first understand what ethics is. While there is now an elective on ethics known as Corporate Social Responsiveness, it is important that each course that a student takes emphasize the ethical component. In this module, students take an overview of ethics. They will learn about the different ethical principles as well as the different stages of moral development. From here, they will see how relevant ethical leadership becomes.

3.1.13 Sustainable Leadership. Students finally reach the last module that reflects the current thoughts on leadership. As there is a pressing need to consider the environment in all decision making, a new kind of leader is required. The move to take the sustainable path can be quite expensive and may need to be directed by the organizations' leaders. Thus, the new breed of sustainable leaders.

3.2 Sustainable Organizations

3.2.1 Why Think Sustainability. Progress encourages individuals, communities, and nations to invest in infrastructures to spur the cycle of development. To do so, one necessarily converts natural resources. Nature by itself can regenerate but the rate of consumption has far exceeded the rate of reproduction. Consequently, economic development has tampered with nature. As a result, the world has experienced more natural disasters than it should have if the appropriate precautions were undertaken.

Governments cannot be left alone to find solutions to a problem that affects all of mankind. Industry and civil society must do their part in ensuring that the concern for the environment is paramount. It is inevitable that in doing so, one considers the needs not only of those who have but those who have not.

3.2.2   Striking the Balance. There are natural resources that can be renewed and there are those with limited life. Regardless, mankind must determine whether to allocate these resources for animals or humans. Mankind must determine whether resources should go to energy, water, or food. It is not an easy decision and thus the theme was one of four major areas for discussion at the 21st World Energy Congress held at Montreal in 2010.

3.2.3   Response to Unsustainable Living. There is greater awareness in this generation than there was in the 20th century. Some claim that the global warming theory of Al Gore is a lot of propaganda. Yet, propaganda or not, we should be cognizant of the effects of how we live so that we can ensure a brighter future for future generations.

That cry to arrest unsustainable living is not unheeded. International organizations have made it their main agenda either address environmental issues frontally or to address the drivers of environmental degradation. Each region has also come out with their own agenda as did each country. However, governments alone can singly solve the problem. Industry players must do their share in shifting to greener practices, though initially expensive. Civic society must also flex their muscles and insist that governments as well as industries implement change, and then cooperate in its implementation. Finally, each of us, as consumers and users, must do our part.

3.2.4   Corporate Sustainability. Governments rely on corporations to spur economic development. While governments are responsible for public policy that may the business environment, it is really the businessmen who will have to find ways within the given parameters to make money. In some countries, policies may be anti-business, that managers feel compelled to cut corners in whatever manner just to gain profit. Yet there are those who insist on managing their businesses responsibly.

3.2.5   Sustainability Reports. International organizations have begun to measure the impact of sustainable business practices that corporations have adapted. For instance, there are efforts made to measure carbon footprints and greenhouse gas emissions. Organizations have thus become more conscious of the need to determine whether there have been improvements at least within the community they work within. Some industries are more organized; they have arrived at uniform sustainability metrics and reporting systems. Others are still muddling through.

3.2.6 Responsible management of organization looks at internal and external stakeholders. Taking from the course on Corporate Social Responsiveness, businessmen have responsibility towards their employees, their suppliers, their consumers, their community, their government, and the environment. In the past, businessmen were influenced by the philosophy of Milton Friedman who believed that "the business of business is business". More and more however, businessmen have learned to look beyond themselves and have come to realize that their existence is dependent on a sustained environment. When one takes too much, there is less for the future.

3.3 International Business

3.3.1 An overview of globalization and international business. In this module, students will be given the background for international business and will become familiar with the means of engaging in international business. The history of international business shall likewise be discussed.

3.3.2 Cultural environments. A course in international business obviously necessitates appreciation of different cultures. The difference accounts for the relationship dynamics in international business.

3.3.3 Political and legal environments facing business. This module describes the political environment affecting international operations. Basic political ideologies will be discussed.

3.3.4 Economic environment. Covered in this module are international economic analysis, elements of the economic environment, features of an economy as well as types of economic systems. Particular focus shall be given on the Philippine economic situationer.

3.3.5 International trade and factory mobility theory. This module will cover topics of mercantilism, comparative advantage and trade patterns. It will then move towards Philippine trade and review select regional trade agreements.

3.3.6 Governmental influence on trade. Students are expected to learn the rationale for government intervention in trade. Thus this will be exposed to the different forms of trade control.

3.3.7 Global foreign exchange and capital markets. This module presents how the foreign exchange market works, thus introducing students to foreign

exchange instruments, trading process, and exchange restrictions. There will be lessons as well on exchange rate determination.

3.3.8   Direct investment and collaborative strategies. Students will learn the meaning of foreign direct investment as well as the motivations for investment. Covered also is the relationship of trade and factor mobility.

3.3.9   Export and import strategies. This module looks into the export/import process including the role of intermediaries, financing, and counter trade. Also covered in this module is how to start an international business and what it entails to establish an export/import business in the country.

3.3.10   Strategy of international business. This module covers industry, strategy, and firm performance. Global integration versus local responsiveness as well as other strategies available to international businesses shall be discussed.

3.3.11   Marketing globally. Marketing locally and marketing globally are quite different not only because the market base is bigger but because marketing strategies in countries also differ. This final module explores marketing strategies, product policy, pricing, promotions, branding, and distribution when competing globally.