

DM 220: PUBLIC POLICY AND PROGRAM ADMINISTRATION

COURSE DESCRIPTION

Overview, significance and scope of public policy and program administration; disciplinary foundations of policy science and analysis; concepts, methods, processes and institutional framework for policy making and analysis; program management; citizen participation and practical issues and problems of public policy and program administration.

COURSE DESCRIPTION

After completing the course, it is expected that students would be able to:

1. Describe different political and governance structure;
2. define and discuss the field of policy science and analysis;
3. Critically discuss the steps. Practical issues and problems in public policy and program administration;
4. Formulate policy issue paper (for Agriculture, biotechnology and environment)
5. Analyze the policy directions of the present government
6. Design the evaluation of a public policy (food policy, decentralization policy, etc.)

COURSE REQUIREMENT

1. Attendance and participation
(Comprehension and discussion of readings - 20%)
2. Policy issue paper for a particular client (oral and written report - 50%)
1. Written examination (30%)

TOPIC/ACTIVITY

- I. Overview of course: Content, Expectation and Requirements
- II. Political and Governance Structure/System for policy making
- III. Approaches and types of public policy and program administration
- IV. Actors/stakeholders in the policy-making process: official
 - a. Legislative
 - b. The executive and administrative agencies
 - c. The courts/judicative
- V- Actors/stakeholders in the policy-making process: unofficial
 - a. Interest groups
 - b. Political parties
 - b. Communication media
 - d. The individual citizens
 - e. Academe, research organization and think tanks
- VI. Policy making in the Legislative Branch: How a Bill becomes a Law.
- VII. Policy Making Process

- a. Types of policy analysis
- b. Ethical considerations and professional conduct
- c. Basic policy analysis process

Step one - verify, define and detail the problem

Step two - establish evaluation criteria

Step three - identify alternative policy

Step four - evaluate alternative policy

Step five - display and distinguish among alternative policies

Step six - monitor and evaluate the implemented policy

- d. Writing policy issue paper

VIII. Policy Transfer

- a. Voluntary
- b. Coercive
- c. Middleground

IX. Policy advocacy

Deadline: Policy issue paper: Background, scope and severity of policy problem/issue paper

VIII. Policy process: Adoption

- a. Options analysis and decision-making
- b. Decision criteria
- c. Styles of decision-making

Deadline: Policy issue paper: policy alternatives and policy recommendations

IX. Budgeting and public policy: The national budgetary process and the General Appropriations

X. Policy process: implementation, monitoring and control

- a. Administrative organization and policy-making
- b. Program administration
- c. Leadership and leadership style
- d. Monitoring and control

XI. Policy process: policy maintenance, succession, or termination

XII. Engaging Citizens in Policy Making: Information, Consultation and Public Participation.

XIII. Integrity in Public Policy Making

XIV. Report presentation

XV. Course integration

REFERENCE

- Wayne Parsons (1995) *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*. Edward Elgar Publishing company
- Carl V. Putton and David S. Sawicki. *Basic Methods of Policy Analysis and Planning*. Prentice Hall, Englewood Cliffs, New Jersey
- Maria Fe Villmayor - Mendoza (1998). PM 41. *Introduction to Public Policy and Program Administration*. UP Open University. National College of Public Administration and Governance, UP Diliman
- James E. Anderson (1990). *Public Policy Making: An Introduction*
- Martin Minogue, Charles Polidano and David Holme (2000) *Beyond the Public Management: Changing Ideas and Practices in Governance*.
- Helen Bullock, Juliet Mountford and Rebecca Stanley (2001) *Better Policy-Making Center for Management and Policy Studies*
- Guidance Notes for Policy Evaluation and Analysis (2003). *The Magenta Book*
- The Green Book: *Appraisal and Evaluation in Central Government*, Treasury Guidance, London. TSO

Outline of Policy Issue Paper

Letter of Transmittal

Executive Summary

Housebill

Explanatory Note
Draft bill

- I. Background of the problem
 - A. Description of problem situation
 - B. Outcomes of prior efforts to solve problem
- II. Scope and severity of problem
 - A. Assessment of past policy performance
 - B. Significance of problem situation
 - C. Need for analysis
- III. Problem statement
 - A. Definition of problem
 - B. Major stakeholder
 - C. Goals and objectives
 - D. Measures of effectiveness
 - E. Potential solutions
- IV. Policy alternatives
 - A. Description of alternatives
 - B. Comparison of future consequences
 - C. Spillovers and externalities
 - D. Constraints and political feasibility
- V. Policy recommendations
 - A. Criteria for recommending alternatives
 - B. Description of preferred alternative(s)
 - C. Outline of implementation strategy
 - D. Provisions for monitoring and evaluation
 - E. Limitations and unanticipated consequences

References

Appendices

AGRICULTURAL SYSTEMS CLUSTER

AERS 282 SOCIAL RESEARCH DESIGN

10-11:30 TTH
First Semester, 2005-2006
ASC Building Room 107

Dr. Blanda R. Sumayao
ASC Building Room 106
536-2548; 0198-7931851

COURSE DESCRIPTION:

Methods of social research with emphasis on the major steps in design and conduct of social research from problem formulation to analysis, interpretation, and write-up of research report.

COURSE OBJECTIVES:

At the end of the course, the students should be able to:

1. explain the fundamental concepts and principles in the design and conduct of social research and write-up of its report;
2. apply social research concepts and principles through a social research outline prepared for possible approval by guidance/advisory committee; and
3. evaluate social research design to reflect cognitive capabilities developed in the course

TOPICAL OUTLINE:

- I. THE SCIENTIFIC APPROACH
 1. The Meaning of Science
 2. Methods of Knowing
 3. Basic Assumptions of Science
 4. Aims of Science
 5. The Roles of Methodology
 6. The Research Process
- II. CONCEPTUAL FOUNDATIONS OF RESEARCH
 1. Concepts
 - a. Functions
 - b. Definitions
 - c. Issues
 2. Theory
 - a. Definitions
 - b. Functions
 - c. Types
 3. Models
 - a. Definitions
 - b. Functions
 - c. Examples

4. Theory, Models and Empirical Research
- III. BASIC ELEMENTS OF RESEARCH
 1. Research Problems
 2. Variables
 3. Hypotheses and Relations
 4. The Review of Literature: Source of Research and Hypotheses
- IV. RESEARCH DESIGN
 1. Definition
 2. Experimental Designs
 3. Cross-Section and Quasi-Experimental Designs
- V. MEASUREMENT
 1. Nature
 2. Levels
 3. Concerns
 - a. Measurement Error
 - b. Validity
 - c. Reliability
- VI. SAMPLING AND SAMPLING DESIGNS
 1. Aims of Sampling
 2. Population
 3. Sample Designs
- VII. DATA COLLECTION
 1. Observational Methods
 - a. Roles of Observation
 - b. Types of Behavior
 - c. Types of Observation
 2. Survey Research
 - a. Mail Questionnaire
 - a.1 Questionnaire Construction
 - b. Personal Interview
 - b.1 Types
 - b.2 Advantages and Disadvantages
 - b.3 Principles of Interviewing
 - c. Telephone Interview
 3. Secondary Data
 - a. Rationale
 - b. Limitations
 - c. Types
 - d. Analysis

VIII. DATA PROCESSING AND ANALYSIS

1. Data Preparation
2. Using Computers in Social Science Research
3. The Role of Statistics
4. Testing Hypotheses
5. Preparing Dummy Tables, Charts, Graphs, etc.

IX. WRITING THE RESEARCH MANUSCRIPT

1. Writing for Whom?
 - a. Rules to Follow
 - b. Language and Style
 - c. The UPLB GS Manual
2. Writing the Thesis/Dissertation
 - a. Results and Discussions
 - b. Conclusions
 - c. Implications and recommendations

X. ETHICAL CONSIDERATIONS IN RESEARCH

REFERENCES: THE LIBRARY

DM 201 DEVELOPMENT PERSPECTIVES

Nelson J.V.B. Querijero

Course Description:

Theoretical foundations, assumptions, perspectives and approaches to development. An analysis of poverty and underdevelopment with its nuances. Recent trends influencing development trajectories and comparative development approaches in developing countries. Introduction to development management.

Course Objectives:

1. Describe and familiarize ourselves with poverty, its measurement, and underdevelopment.
2. Compare different approaches, narratives and stories of development
3. Assess different perspectives of development
4. Familiarize with recent development trajectories influencing Southern development.
5. Familiarize with origins and domains of development management.

Topical Outline

Week	Module	Suggested References
	Introduction of the course	
	A. Understanding Poverty and Underdevelopment <ul style="list-style-type: none">• Concepts, theories and nuances• Measures of Poverty• Anti-Poverty Policies	<p>Sachs, Jeffrey. 2005. The End of Poverty. How we can make it happen in our lifetime. London: Penguin.</p> <p>Easterly, William. 2006. The White Man's Burden. Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good. New York: Penguin Books.</p> <p>Robert Chambers, 2006. Poverty Unperceived: Traps, Biases and Agenda. IDS Working Paper 270 (compilation of readings, Green Folder)</p> <p>Yujiro Hayami. 2006 Globalization and Rural Poverty. A Perspective from a Social Observatory in the Philippines. UNU-WIDER Research Paper No. 2006/44 (compilation of readings, Green Folder)</p> <p>Jordan, Bill . 1996. A Theory of Poverty and Social Exclusion. Cambridge: Polity Press</p> <p>Balisacan, Arsenio M. 2007. 'Local Growth and Poverty Reduction' in Arsenio M.</p>

		<p>Balisacan and Hal Hill (eds.). The Dynamics of Regional Development. The Philippines in East Asia. Quezon City: Ateneo de Manila University Press.</p> <p>_____ and Nobuhiko Fuwa. 2007. 'Poverty and Vulnerability' in Arsenio M. Balisacan and Nobuhiko Fuwa (eds.) Reasserting the Rural Development Agenda. Lessons Learned and Emerging Challenges in Asia. Singapore: ISEAS Publishing.</p> <p>http://www.ted.com/talks/view/id/270 for dev perspective – bring up the bottom billion</p> <p>http://www.ted.com/talks/view/id/140 for dev perspective – poverty</p> <p>http://www.ted.com/talks/view/id/92 for dev perspective 3rd world myths. Stats</p> <p>http://www.ted.com/index.php/themes/list/page/2 rethinking poverty</p> <p>http://zunia.org</p>
	Country Cases – brief social, economic, political historical development, poverty scenarios (measures and indicators), anti-poverty measures, progress towards MDGs Philippines, Vietnam	<p>B. Development</p> <ul style="list-style-type: none"> • Concepts • Indicators and Poverty Profiling– Quality of Life Index, Minimum Basic Needs, Human Development Index, Annual Poverty Indicators Survey, Family and Income Expenditures Survey, Human Poverty Index
	C. Meta-narratives of	

	<p>Development</p> <p>1. Modernization Stream From Adam Smith, David Ricardo, Max Weber, Walt Rostow, Talcott Parson to Structural Adjustment Programs on to the Washington Consensus... the Neoliberal capitalist development ... new institutional economics World Economic Forum vs. World Social Forum: Davos vs. Porto Alegre Climate Change and Development</p>	<p>Willis, Katie. Theories and Practices of Development. 2005. UK: Routledge. Ebook</p> <p>Giddens, Anthony. 1971. Capitalism and modern social theory. An analysis of the writings of Marx, Durkheim and Max Weber. Cambridge:Cambridge University Press.</p> <p>Kothari, Uma and Martin Minogue. 2002. Development Theory and Practice. Critical Perspectives. Hampshire: PALGRAVE.</p> <p>Pieterse, Jan Nederveen. 2001. Development Theory. Deconstructions/Reconstructions. London: SAGE Publications.</p> <p>Stiglitz, Joseph. 1998. Towards a New Paradigm for Development: Strategies, Policies and Processes.</p> <p>Sourcebook DM201.</p>
	<p>What now Globalization? The failure of liberal capitalism and the way forward</p>	<p>Stiglitz, Joseph E. 2002. Globalization and Its Discontents, Chapters 1, 2, 3, 4 and 9</p> <p>Stiglitz, Joseph E. 2007 (ed). Making Globalization Work, Chapters 1,2, 6,8,9 and 10</p>
	<p>2. Conflict – Karl Marx and Engels, Paolo Freire's Pedagogy of the Oppressed, Andre G. Frank's Underdevelopment of Development and Dependencia, Philippine Society and Revolution</p>	<p>Chew, Sing C. and Robert A. Denemark (ed.)1996. The Underdevelopment of Development. Essays in honor of Andre Gunder Frank. California: SAGE Publications.</p> <p>Freire, Paulo. 1984. Pedagogy of the Oppressed. New York:CONTINUUM.</p> <p>Guerrero, Amado. Philippine Society and Revolution.</p>
	<p>3. Reform/Cross-over to Transition economies – Crossover of planned economies to liberal economies, Eastern</p>	<p>Sachs, Jeffrey. 2005. The End of Poverty. Chapter 6 Poland's Return to Europe Chapter 7 Reaping the Whirlwind: Russia's struggle for normalcy Chapter 8 China: Catching up after a millennium</p>

	bloc cross-over to neo-liberal capitalism, China, Vietnam, Russia	Besley, Timothy and Roberto Zagha (eds.) 2005. Development Challenges in the 1990s. Leading Policymakers Speak from Experience. Washington, DC and New York: IBRD-WB and Oxford University Press. Chapters 4, 6, 10 and 11.
	<p>4. Civil Society articulation – “Alternative” perspective – barefoot revolution/grassroots movement, people first movements, new commons</p> <p>5. Corporate Social Responsibility</p>	<p>Cariño, Ledivina V. (ed). 2003. Between the State and the Market. The nonprofit sector and civil society in the Philippines. Quezon City: NCPAG</p> <p>www.civicus.org</p> <p>Doing Good in Business Matters Asian Institute of Management and De La Salle Professional Schools Ramon V. Del Rosario, Sr. Graduate School of Business Copyright 2007</p> <p>Harvard Business Review on COrporate Responsibility Harvard Business Shcool Publishing Company Copyright 2003</p>
	6. Communitarianism – Amitai Etzioni and the new communitarians	<p>Etzioni, Amitai (ed.) 1998. The Essential Communitarian Reader. Maryland: Rowman & Littlefield Publishers, Inc.</p> <p>Frohen, Bruce, 1996. The New Communitarians and the Crisis of Modern Liberalism. Kansas: the University Press of Kansas.</p> <p>Mulhall, Stephen and Adam Swift. 1996. Liberals and Communitarians (2e). Massachusetts: Blackwell Publishers Ltd.</p>
	D. Introduction to Development Management – Origins, Nuances and Practices	<p>Managing the Neo-Liberalization of the Third World: The Case of Development Administration and Management (compilation of readings, Green Folder)</p> <p>Dudley Seers. 1968. From Colonial Economics to Development Studies. IDS Bulletin 1.1. 1968 (compilation of readings, Green Folder)</p> <p>B. Cooke. 2001. From Colonial Administration</p>

		<p>to Development Management. IDPM Discussion Paper Series. Working Paper No. 63 (compilation of readings, Green Folder)</p> <p>O.P. Dwivedi. 2002. 'From Development Administration to Development Management: An overview' in Colin Kirkpatrick, et.al. (eds.) Handbook on Development Policy and Management Cheltenham, UK: Edward Elgar.</p> <p>Romeo B. Ocampo. 2003. 'Models of Public Administration Reform: 'New Public Management (NPM)'' in Victoria A. Bautista, et.al. (eds.) Introduction to Public Administration in the Philippines: A Reader. Quezon City: National College of Public Administration and Governance</p> <p>Danilo R. Reyes. 2003. 'Public Sector Reengineering: Practice, Problems and Prospects' in Victoria A. Bautista, et.al. (eds.) Introduction to Public Administration in the Philippines: A Reader. Quezon City: National College of Public Administration and Governance</p> <p>Ma. Oliva Z. Domingo. 2003. 'Globalization, Organizations and Public Administration' in Victoria A. Bautista, et.al. (eds.) Introduction to Public Administration in the Philippines: A Reader. Quezon City: National College of Public Administration and Governance</p>
	Integration of Course	
	Final Exam	

DM 204

(Management Dimension in Development Organization)

Rationale

Development goals and objectives are the reasons for any development organization's being. The proliferation and diversity of Development Organization (DO) should therefore reflect the varied needs of developing communities as well as schemes of development efforts. Seeking for more appropriate, relevant and effective form of organization deserves conscious efforts thus prompting the need for historical consideration and drawing of lessons and experiences from the past. However, the more important concern is how the goal achievement could be carried out effectively and efficiently by DOs. This basically is a management issue.

Management on the other hand, being rooted with time should always be regarded in the light of a new day as it pursues fast changing objectives defined/inspired by highly dynamic environment and shifting development paradigms of major stakeholders.

This course challenges the Development Management student to strengthen the grip on basic management and development capacity for adaptive approaches in managing DO.

LEARNING OBJECTIVES:

At the end of the course, students should be able to:

1. Discuss the basic and emerging concepts and principles of management and the application to development organization;
2. Understand how management influences the performance of development organizations;
3. Contextual the application of management in particular development organization's setting and/or;
4. Identify, develop, formulate or design appropriate management approaches/strategies for betterment of Dos performance and contribution to development.

COURSE OUTLINE

- | | | |
|----|---|------|
| I. | Management, Organization and Development (An Overview) | (18) |
| | A. Introduction and Overview | |
| | B. Organization | |
| | 1. Nature, Typologies, Significance, Properties | |
| | 2. DOs, characteristics and functions | |
| | C. Development | |
| | 1. Development and Rural Development Concepts, Components & Perspective | |
| | 2. Approaches/Strategies | |
| | 3. Development Objectives and Critical Issues | |

- D. Management
 - 1. Definition, Functions and Processes
 - 2. The Management Levers (7S)
 - 3. Managing Development Organization – Case Approach

- II. Development Organization as Vehicle for Development (12)
 - A. The Asian Experiences
 - 1. Development Organizations throughout the period

< 1950	1986-1992
1950-1972	1992-1988
1972-1986	
 - 2. Factors that brought about the proliferation of RO in RD.
 - 3. Roles and Functions of DOs
 - B. Determinants of DOs/ROs Performance (Lessons and Experiences)
 - 1. The Manager and the Manager Performance
 - 2. Trends and Patterns of Development
 - 3. Environment
 - 4. Organizational Dynamics
 - 5. Others

- III. Contemporary Issues in Managing DO
 - A. People Centered Development Vision and the Growing Dependence on Voluntary Action (6)
 - B. Development Organization as Venue for Transformation
 - C. GO and NGO Partnership
 - D. Decentralization
 - E. The 7S Framework in a Changing Environment
 - F. Hypercompetition and Global Competitiveness
 - G. The New Social Movement and the Civil Society
 - H. Others

- IV. Towards Effective Management of Development Organization (9)
 - Managing Organizational Growth/Re-engineering/Management/ Principle Centered Leadership

- V. Integration (3)

- VI. Examination

48 hours

Reference Code
(Book References)

- BR 1 Po. Blondie and Cristina Montiel: M.S. Fernandez, ed. 1980. Rural Organizations in the Philippines. Inst. Of Phil. Culture, Ateneo de Manila University, Quezon City, Philippines.
- BR2 Inayatulah, ed. 1978. Rural Organizations and Rural Development: Some Asian Experiences. Asian and Pacific Development Administration Center. Malaysia.
- BR3 Korten, David C. 1990. Getting to the 21st Century: Voluntary Action and the Global Agenda. Kumarian Press Inc. Presented in the Philippines by Bookmark Inc. 264 Vito Cruz Ext., Makati, Metro Manila.
- BR 4 Franco, Ernesto E., ed. 1988. Management in the Philippine Setting. Published by National Bookstore, Inc. Metro Manila, Philippines.
- BR5 Leveriza, J.P. 1986. The Management of Organization. Published by National Bookstore, Metro Manila, Philippines.
- BR6 Pascale, R. T. and A. T Athos 1981. The Art of Japanese Management. Warner Book Edition. Published by arrangement with Simon and Schustri, 1230 Avenue New York, New York.
- BR7 Quizon, A. B. and Reyes, U. ed. 1989. A Strategic Assessment of Non-Governmental Organization in the Philippine Asian Non-Governmental Coalition (ANGOC) for Agrarian Reform and Rural Development. Metro Manila, Philippines.
- BR8 Castillo, G. T. 1983. How Participatory is Participatory Development. A Review of the Philippine Experience. Philippine Institution for Development Studies. Philippines.
- BR9 Andres, T. D. 1985. Management by Filipino Values. New Day Publishers. Quezon City.
- BR10 Siy, R.V. Jr. 1982. Community Resource Management: Lessons from the Zanjira. U.P. Press, Quezon City.
- BR11 Champy, Janus, 1996. Reengineering Management. Happer Business Division, Harper Collins Publishers. Inc. 10 East, 53 St. New York, NY 10022.

- BR12 Convey, Stephen R. 1992. Principle Centered Leadership. Simon and Schuster Ltd. West Garden Place Kindal St. London W22AQ.
- BR13 (_____). KASARINLAN, Philippine Quarterly of Third World Studies. Vol. 12. No. 4. Vol. 11. No. 1, Second and third Quarter. 1997.
- BR14 Osborne, Stephen P. (1996). Managing in the Voluntary Sector. International Thomas Business Press. Berkshire House, 168-193. High Holborn, London., WCIV 7AA. UK.

READING MATERIALS

- RM1 Fredericks, L. J. Concepts and Approaches to Rural Development Xeroxed material.
- RM2 Department of Agriculture. A Strategy for Rural Development Philippine Journal of Public Administration. Vol. 33. No. 4. Pp. 341-359.
- RM3 Valera, J. B. Rural Development and Concepts and Components. Philippine Journal of Public Administration. Vol. 33. No. 4pp. 305-326.
- RM4 Paterno V. T. 1998 *"Perspective of Rural Development"* Philippine Journal and Public Administration. Vol. 33. No. 4. Pp. 327-340.
- RM5 Community Organization and Rural Development: The Learning Process Approach. 1980. Ford Foundation and Asian Institute of Management.
- RM6 Uphoff, N. and M. Esman. 1975, *"Local Organizations and Rural Development in Asia."* Development Digest. Volume XII. No. 3. Pp 31-46.
- RM7 Constantino, Karina D. *"Issues on Community Organizations"*.
- RM8 Caayupan R. B. "The Community as a Social System" (Reading Material) DDM, CEM, UP Los Baños.
- RM9 Cernea, Michael M. 1978. Farmers Organization and Institution Building for Sustainable Development Dialogue, Volume 8, No. 2.
- RM10 Korten, Francis F. Community Participation: A Management Perspective on Obstacles and Options. Source: Korten and Alfonso (eds) Bureaucracy and the Poor: Closing the Gap. Singapore: McGraw Hill (Published for AIM) 1981. pp. 181-200.

- RM11 Korten, David C. Towards A Technology for Managing Social Development for Population and Social Development Management: A Challenge for Management School. Caracas, Venezuela, Instituto de Estudios Surp Flores de Administration, 1979, pp. 20-45.
- RM12 Adizes, Ichak 1979, "*Organizational Passages: Diagnosing and Treating Lifecycle Problems of Organization*", Organizational Dynamics, Volume No. 1. 1979, published by AMACOM D, a division of American Management Associations.
- RM13 Dumagat, F.L. 1982. Studies of Factors Determining Institutional Effectiveness and Viability: The Series of Rural Associations Laguna, ACCI-UPLB.

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- RM10 Korten, Francis F. Community Participation: A Management Perspective on Obstacles and Options. Source: Korten and Alfonso (eds) Bureaucracy and the Poor: Closing the Gap. Singapore: McGraw Hill (Published for AIM) 1981. pp. 181-200.

- RM11 Korten, David C. Towards A Technology for Managing Social Development for Population and Social Development Management: A Challenge for Management School. Caracas, Venezuela, Instituto de Estudios Surp Flores de Administration, 1979, pp. 20-45.
- RM12 Adizes, Ichak 1979, "*Organizational Passages: Diagnosing and Treating Lifecycle Problems of Organization*", Organizational Dynamics, Volume No. 1. 1979, published by AMACOM D, a division of American Management Associations.
- RM13 Dumagat, F.L. 1982. Studies of Factors Determining Institutional Effectiveness and Viability: The Series of Rural Associations Laguna, ACCI-UPLB.

University of the Philippines
Graduate School

Course Guide

DM 210

Research Management

1st Semester 2010-2011

JAINÉ CADOC- REYES, *DPA*
Affiliate Faculty
College of Public Affairs
UP Los Baños



WELCOME

Welcome to DM210, a 3-unit course on **Research Management** (Section WX). We will meet every Thursday for three hours, from 1 -4 pm (you may want to bring your snack with you since we may have a working break).

I have thought of preparing a Course Guide instead of the usual syllabus so that we can cover all the modules and avoid make up classes. Likewise, for the first two meetings, not all students usually attend, and some are still registering. In this case, with the Course Guide, I need not repeat the course orientation to those who are absent or to the late registrants.

This course guide contains rationale, objectives, content and schedule, course requirements, grading system, academic integrity, materials and delivery.

I have placed some information resources for this course in the CPAf library. Although there is no prescribed materials or books, you may want to read in advance so that our discussion on will be productive. Always prepare for a recitation each meeting.

I am also interested in getting acquainted with you so that we can make this course enriching and appropriate to your needs. Kindly detach and accomplish the **Student Information Form** found at the end of this Course Guide. Make sure that you answer all items. Please return this form in our next meeting.

Should you need to contact me after class hours, you may visit me at the CPAf ISPPS (9-11 am except Thursday) or send email to: jcreyes@uplb.edu.ph or jcr_upstuds@yahoo.com.ph.

I hope you will find this course both substantial and interesting. Looking forward to an enjoyable and fulfilling semester with you.

JAINÉ CADOC-REYES

Affiliate Faculty



RATIONALE

Nowadays, most research executives and managers reach their present positions as a reward or recognition for scientific achievement. Once they are there, they learn to cope with the demands of the position with the job itself as the teacher.

At present, science and technology (S&T) institutions face tremendous complexities due to environmental and internal changes in the workplace. The exclusive nature of the scientific system demands leaders and managers of research systems who are practicing scientists to be effective research managers. All these require the present-day research executives and managers to be proficient in the tools, principles and practices of sound management. A systematic preparation of research leaders on management is, therefore, crucial.

In a scientific organization, manpower, structure, system and procedure, policies, strategies, programs, funding and facilities are important for goal attainment. All these, however, can be directly shaped by the hand, mind and will of management. Hence, the leader-manager is the most important factor for high organizational performance.

For both incumbent and potential research and development (R&D) managers in the S&T system, what is needed is a course that will enhance their experience in research management – a course that will include management tools, perspectives, principles, insights and values.



OBJECTIVES

The long-range aim of the course is to develop and improve the proficiency of the students in bringing the performance of and to create an impact on the S&T system to a level of productivity, dynamism, relevance, accountability, and excellence of research and technology systems.

Specifically, this course intends the students to:

1. Acquire, internalize, disseminate and promote concepts, ideas, principles, tools, concerns and perspectives in R&D management; and
2. Analyze and apply concepts and principles in R&D management to existing S&T systems.



COURSE CONTENT AND SCHEDULE

This course consists of 4 modules spread in 17 weeks with about 48-51 hours of face-to-face interaction. In a week, you will be spending about 3 hours in the classroom and another 3-6 hours for your independent study (reading, research and writing). In the average, the course requires about 6- 9 hours per week of your time.

The course is designed like an inverted pyramid – from broad/general concepts to specific issues, although the approach is not necessarily deductive. The first module on *Overview of Research Management* provides you with the historical and contextual perspectives, which distinguish research management from the other field of management.

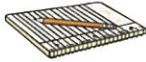
The second module looks into the *Research Policy and Program Formulation* where you will learn the process of planning and factors that influence decisions in the context of research.

You will know how to operationalize a research policy once it is formulated in the third module which deals with *Research Project Implementation Management*. Closer to the grindstone is the fourth module, which focuses on the world and expected skills of the research manager who will implement the research program.

The R&D organization does not exist in a vacuum and concepts must be practiced. Hence, the fourth module on *Current Issues in Research Management* deals with the latest issues affecting research organizations and how application of concepts could help in dealing with these issues.

Please take time to study the schedule below which will guide you on the module/topic that will be covered in each meeting. The date of class project report and examination are also indicated.

Modules/Topics	Meeting	Date
COURSE ORIENTATION	1	June 10
Module I. Overview of Research Management		
A. Historical Perspective	2	June 17
B. Contextual Perspective		
1. Uniqueness of research organization	3 & 4	June 24 & July 1
* Science and management dichotomy		
* Creativity and productivity		
* Behavior of research organization		
2. Organizational development and management of organizational change	5	July 8
3. Bureaucracy and principles of administration	5&6	July 8 & July 15
* Interdependence of research and support personnel		
* Technical, finance, general administrative support services and other research support systems		
Module II. Research Policy and Program Formulation		
A. Research Policy Environment	7 & 8	Jul 22 & Jul 29
B. R&D Planning Process and Framework		
1. Key areas of concern in prioritization		
2. Goal setting and decision making		
3. Strategic and operational planning		
WRITTEN MID-TERM EXAM		Aug 5
Module III. Research Project/Program Implementation Management		
A. Project system	10,11 & 12	Aug 12, Aug 19, & Aug 26
B. Coordination and networking (intra-and inter-agency)		
C. Managing interdisciplinary team (group and people)		
D. Technology assessment and utilization		
Module IV. The Research Manager		
A. Tasks, responsibilities, demands, expectations, and Problems of a Research Manager	13 & 14	Sep 2 & Sep 9
B. Skills And Tools For The Research Manager: Leadership, Delegation, Motivation, Communication, Conflict Management		
PRESENTATION OF PAPER/PROJECT	15	Sep 16
Module V. Current Issues in Research Management	16	Sep 23
WRITTEN FINAL EXAM	17	Sep 30
SYNOPSIS: Integrating The Concepts and Principles In Research Management	18	Oct 7

**Other Dates to Remember**

August 6	Mid Semester and last day for dropping of subjects without evaluation of student performance
September 3	Deadline for dropping of subjects with "Pass" or "Fail" evaluation of student performance
September 13	Last day for holding of activities
October 7	End of classes
October 11-18	Final Examinations
October 25	Last day for submitting grades (graduating/other students)

COURSE REQUIREMENTS

In this three-unit course, you will submit two reaction papers, present one topic report, conduct one class project, and take at least one written examination (midterm and/or final exam). It is expected that you attend the class regularly, observe punctuality, and participate in class activities. Based on UP policy, absences should not exceed 20% of total meetings for students not to get a grade of "DRP" or "5".

You will choose two articles from the list of articles to work on for your reaction paper. A reaction paper is an essay, an exposition of a particular subject matter that incorporates hypothetical as well as practical situations. You put your opinions, viewpoints, perceptions and judgments on the subject matter as well as your experiences in developing your essay. It may also include works or opinions of other authors which could supplement your point of view.

Likewise, you will have an opportunity to master a topic in the research management by reviewing related literature on that topic and presenting what you have reviewed orally in class. I suggest that you provide us an outline of your presentation. If your presentation has novelty (newness of information I have never read/heard before), it is only then that I may require you to submit a written report and credit you with additional points. We will discuss the topic you will present during our first face-to-face meeting.

Management should be practiced in groups. A manager should not only be good performer as an individual but as a leader/member of the organization. Hence, how well you can work in group will be tested in your class project. A class project can be field visit/study to a research organization, a seminar or colloquium, an empirical case study or a policy or concept paper (which will contribute to the field of research management). Before you conduct your project, as a group/class, you will submit to me a 3-page abstract containing the type and title of project, its rationale and objective, methodology and at least five references. Your class project report will serve as your term paper.

Reaction papers/topic reports (5-10 pages) and class project report (up to 30 pages) to be assessed should be printed on only one side of the paper, single-spaced, and preferably in 12-point type font. All references quoted or not, should be documented properly in footnotes, endnotes or bibliography.

Submit an e-copy and two (2) hard copies of your paper/report, one will be returned to you and the other will be filed at the CPAf Library.

Please submit your assignment in understandable English or Filipino. Grammatically correct language will be highly appreciated. I suggest that you use the ABC in writing which stands for **A**ccuracy, **B**revity and **C**larity. What you can say clearly in one sentence, please don't make a paragraph of it.



GRADING SYSTEM

The UP grading system (i.e., 96-100 points=1.0; 60 points =3.0) will be used in the assessment. Your final grade will be based on your individual performance in your reaction papers, topic report and written examination as well as your performance in a group through your class project.

I believe in democratic procedures where you will determine how you should be assessed. Hence, except for class participation and attendance, you and your classmates will decide the weights (grade proportion) for each course requirement (as means of evaluation) during our first meeting. Refer to the table below where I also placed the due dates for the submission of course requirements.

Means of Evaluation	Weight (%)	Due Date
1. Written Exam (s) (1-2)		Aug 5/Sep 30
2. Reaction Papers (2)		July 1 & Aug 5
3. Individual Topic Report (1)		a week after reporting
4. Class Project/Paper (1)		October 14
5. Class participation and Attendance (20 % allowable absences)	10 <hr/> 100	

Please be prompt in submitting your course requirements (papers/reports). Those who submit earlier than the due date will get +5 points while those who will submit late will get a demerit of –1 point for every day late including weekends.

I will also be using these criteria for assessment: (a) application of concepts and principles learned, 40%; (b) depth of analysis, 25%; (c) accuracy of facts, 25%; and (d) presentation, 10%.



ACADEMIC INTEGRITY

May I emphasize that UP strictly upholds Intellectual Property Rights (IPR). You are reminded to observe IPR; violation of which is subject to University rules and regulations. Hence, all papers and reports should contain proper citation of materials used.

Specifically, UP is rigid in violations relating to plagiarism. Any reference material should be acknowledged in your assignments or paper. Likewise, it is required that you personally do the assignments. Any violation of academic integrity may result in a student's **expulsion**. I hope no student of this course will be charged with academic dishonesty.



COURSE MATERIALS

Some reading materials for this course can be found at the CPAf Library including the journal on **Research-Technology Management** and the **Research Management Components**. You may also visit the UPOU library for additional references as well as browse the internet for other information resources. Articles for reaction paper will be given separately.

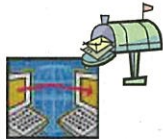


COURSE DELIVERY

The course will use mixed techniques in teaching/learning. Aside from the usual Q& A (question and answer) and “talk and text” lecture (where professor will flash transparencies, write on the board, read with the students an article or case), individual and group study and analysis of cases in print and video will also be done. Likewise, you have a chance to role-play in a game simulation to make learning fun and enjoyable aside from participatory.

Contact Information

Should you need further inquiry, below are my coordinates:



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Alternate E-mail: jcr_upstuds@yahoo.com.ph ; jcreyes333@gmail.com

STUDENT INFORMATION FORM

1st Semester 2010- 11

I am _____ (First Name, Middle Initial & Surname)
fondly called by friends as _____ (nickname), (underline whether)
male/female, single/married/widower/widow.

I was born on (month-day-year) _____ at _____ (place).

I can be contacted at (address including post code) _____

or you can call me by phone _____ or fax _____
or send me an e-mail _____.

I am working as (position) _____ with
(agency) _____

located at _____

with the following phone _____, fax _____

and e-mail _____.

Briefly, my present work entails:

I obtained by education at:

Course/Degree

Year

School/Institution/Address

I belong to the following professional societies/associations/organizations:

Organization

Position

My professional fields of interest are in _____

I have also professional skills in _____

I expect this Course (DM 210) will: _____

Date

This is my signature.

If you need to tell me more about yourself, please feel free to write them down at the back of this page.

DM 221 (Fiscal Administration in Development)

ASER B. JAVIER
Assistant Professor

Course Title: DM 221 (Fiscal Administration in Development)

Course Objectives:

1. To introduce the understanding and importance of fiscal administration – its function and scope in the development context;
2. To develop among the students an awareness, appreciation and understanding of basic fiscal administration for management decision making as used in the both public and private worlds

Course Methodology:

My DM 221 course is organized and conducted with two major points emphasized throughout the semester:

1. Fiscal administration as a field of study is a manifestation of concern for people and money;
2. And to be able to administer both people and money effectively, there should be a conscious and deliberate effort on the part of fiscal administrators to be skilled and allow this managerial skills for decision making process for his/her organization to achieve results.

Lecture discussions, individual reporting (oral and written), case analysis and application of fiscal administration through community visits would be the major teaching methodologies used in this course.

Course Requirements:

1. Midterm Examinations
2. A Course Integration Paper which will describe, analyze and assess the specific aspects of fiscal administration as taken up in the class.
3. Class Participation and Attendance
4. Individual Reports (oral and Written), a written draft of the report is expected to be submitted one week before the scheduled date of reporting
5. Community Visits. The exposure to the barangay as a public fiscal institution is a way of enhancing the students ability to apply what is imbibed in the classroom. A group paper is expected to be submitted to describe the group experience in the community exposure in answer for the barangay for an effective fiscal administration.

It is suggested that an equal weights of 20% be assigned for the requirements. However, I will be providing the liberty for the class to decide on the weights for each of the requirements.

Submission of identical papers to meet course requirements of two separate courses is not allowed.

Course Outline

- | | | |
|------|---|-----------------|
| I. | Introduction | |
| | • Introduction to the Course/Methodology | |
| | • What is Fiscal Administration? | 2 hours L/D |
| | • Goals and Activities of a Fiscal Administrator | |
| | • Relationships to Accounting and Economics | |
| | • Development of Finance Institutions | 1 hours L/D |
| | • Beginning of Double Entry Bookkeeping | |
| | • Luca Pacioli's Summa de Arithmetica | |
| II. | Financial Accounting | |
| | • Basic Accounting Concepts | 3 hours IR, L/D |
| | • The Accounting Cycle | |
| | • Commercial and Government Accounting | |
| | • Financial and Management Accounting | |
| | • Basic Financial Statement | 6 hours IR, L/D |
| | • Income Statement | |
| | • Balance Sheet | |
| | • Equities | |
| | • Accounting and Auditing Control Systems | 1 hour IR, L/D |
| | • Financial Statement Analysis | 2 hours IR, LD |
| III. | Public Fiscal Administration | 12 hours IR, LD |
| | • History of Public Finance | IR, L/D |
| | • The Philippine Public Fiscal Administration | |
| | • The National Government Budgeting | L/D |
| | • Budgeting Process | |
| | • Line Item Budgeting vs. Performance Budgeting | IR, L/D |
| | • Capital Budgeting System | IR, L/D |
| | • The General Appropriation | L/D |
| | • The Local Government Finance | IR, L/D |
| | • Public Expenditures and Revenues | IR, L/D |
| | • The General Accounting and Auditing Manual (GAAM) | IR, L/D |
| IV. | Examination | 3 hours |
| V. | Issues in Fiscal Administration* | 9 hours, IR, D |
| VI. | Applications through Barangay Visits | 6 hours |
| VII. | Class Integration | |

*Specific topics will be deliberated in class

References:

1. Anthony, R. N., Reece, J. S., Hertenstein, J.H., 1994: Text and cases. Richard D. Irwin, Inc.
2. Briones, JM. 1983. Philippine Public Fiscal Administration. COA Research and Development Foundation, Manila.
3. Gitman, LJ. 1987. Basic Managerial Finance, Harper and Row Publishers. New York. USA.

Other readings and references may be assigned from time to time.

Course Description

The project – this is where development practitioners locate all their development activities. The perspectives they espouse, the policies they pursue, the sectors they prioritize, the strategies they experiment with, their praxis – all converge and find operational expression in the “project”. Yet, to many of them, especially the conscientized hands-on-kind, at times it seems like energies have been dissipated for nothing. Failed projects abound all around, so much so that in literature, projects have moved from being “*the cutting edge of development*” to being “*isolated islands of success*” and even “*failed policy experiments*”. This downturn begs the question: “*have development practitioners been doing it right?*” This course is about providing an avenue for such praxis. The whys, along with the whats and hows of the practice of the project approach to development will be taken up.

In this course, the paradox unraveled by the changing labels ascribed to development projects will be critically reflected upon. This will entail unpacking the various paradigmatic principles and assumptions that have been informing the various periods of Project Cycle Management (PCM) practice since the first development decade up to the present time. These paradigmatic shifts will be unpacked using mainly the bipolar framework of traditional/conventional/top-down/bureaucratic vs. participatory/learning process-based/post-bureaucratic PCM. The reflections will be triggered by surfacing practical issues encountered in the employment of the various PCM tools from the two competing camps. Necessarily then, the course will also provide the hands-on-avenue for acquiring tool-based PCM skills. In the minimum, experience based sharing on the various PCM tools will be done. In the maximum, skills-based PCM tool exercises will be undertaken.

The course will cover the theoretical review of PDM frameworks, approaches, strategies and models, tracing how both conventional and participatory PDM have arrived historically and pointing out the competing critique of each, by each other. A comparison and contrast of internalized values, principles, core features and key management tools will also be discussed here along with the extension of the traditional-participatory dichotomy into the qualitative-quantitative methods debate, i.e., the preference for, and affinity to, the conventional perspective for quantitative research methods and tools to inform its management practice, and conversely for the participatory school. The exploration of the four core functions of PCM; planning or project development and appraisal to include feasibility study preparation, proposal packaging and fund sourcing, project implementation and organizing, monitoring and evaluation will be tool-based. It is targeted that theoretically-informed but empirically-grounded skills acquisition will be achieved.

The theoretical review should bring the students at the foots of the steps to the 21st century challenges and imperatives articulated at the recently concluded Johannesburg Sustainable Development Summit, i.e., developing project interventions on water and sanitation, climate change natural resources management and agriculture and biodiversity with poverty as a cross-cutting concern. These areas should provide the application context within which the PCM functions tools will be enacted.

In sum, this course is firstly intended to be conscientizing and provocative. The foray into theory will provide the students with the theoretical frameworks and conceptual handles to prop their empirical analysis and critiques of PCM practice and ground their normative alternative theorizing and/or strategizing. They will be enabled to construct and deconstruct what a pro-poor, relevant, sustainable and efficient project is. Secondly, the course is intended to be practitioner-oriented, intensive and skill-based.

Course Objectives

On completion of the course, the students should have:

1. arrived at an informed understanding of how the project approach to development has been theorized, conceptualized and strategized from the first development decade up to the present time;
2. explore the ways of project cycle management has been understood, experienced, practiced and resisted by key actors within and across the arenas of development engagement, global national and local;
3. demonstrated ability and skills in at least one of the PCM functions using at least one of the PCM tools taken-up;
4. developed key conceptual, analytical, interpretive, and written and oral presentation and facilitation skills.

Course Guide

Introductions, Course Overview and Leveling of Expectations

1. The project approach to development
 - 1.1 Project, defined
 - 1.2 The need orientation of projects
 - 1.3 The place of projects in the hierarchy of development objectives
 - 1.4 The project as a management system

The project's underlying development hypothesis or intervention logic
2. The Conventional and Participatory Project Development and Management Cycle
 - 2.1 PCM functions, their distinctiveness and continuities
 - 2.2 Basic Conceptual Differences between Conventional and Participatory PDM
 - 2.2.1 North and South, Uppers and Loweres, Whose Reality Counts, Who Counts Reality Dynamics
 - 2.2.2 Multi-stakeholdership
 - 2.2.3 Scaling up participation
 - 2.2.4 Social inclusivity
 - 2.2.5 Mainstreaming Participation
3. The Historical Evolution of PDM frameworks
 - 3.1 Paradigmatic Context Shifts
 - 3.2 Approaches and Strategy Adjustments
 - 3.3 Quantitative and Qualitative PCM methods and debate
4. Summarizing the Conventional vs. Participatory PDM discourse: The Learning process approach to PDM as an Alternative to Blueprint Programming
5. Frameworks, Approaches, Tools and Techniques in Conventional and Participatory Project Planning
 - 5.1 Conventional training vs. Adult Learning Approaches and Visualization in Participatory Programmes (VIPP)
 - 5.2 The Logical Framework Approach/GOPP
 - 5.3 RRA/PRA/PAR
 - 5.4 Gender analysis and gender responsive planning
 - 5.5 Environmental impact assessment

5.6 Financial and economic analysis

5.7 Risk Management

6. Feasibility study preparation, proposal packaging and resource generation

7. Organizing the Project system and management Structure: The Local Institutional development requirements of development projects.

7.1 the project as a structure of accepted roles or collection of related work

7.2 sectoral development as a structure of functions

7.3 allocation of functions across development organizations vis-à-vis the challenge of democratized governance

7.3.1 privatization/marketization

7.3.2 philanthropy

7.3.3 intermediation

7.3.4 convergence and tripartism

8. Frameworks, approaches, tools and techniques in Conventional and Participatory Project Monitoring and Evaluation

8.1 Steps in the Design and Installation of PME

8.1.1 Clarification of Stakeholder Interest and Objectives of Stakeholders participating in PME

8.1.2 Review of project objectives

8.1.3 Indicator negotiation

8.1.4 Methods negotiation

8.1.5 M&E plan and calendar preparation

8.1.6 Designing the monitoring and evaluating the evaluation mechanism

8.2 Using the vertical logic of projects and Korten's fit requirements of efficient, effective and relevant development projects as evaluation framework

9. Integration

Requirements

Weights

Options:

Project proposal preparation, detailed implementation plan, communication plan, M&E – Rice Action Plan

Project 57-75 Campaign – analysis of project, preparation of M&E – with field exposure to projects site

Preparation of 4 key documents describing and critiquing one's PCM routines

Suggested References:

Available at the Open University

Schwalbe, Kathy, 2006. Introduction to Project Management. Massachusetts: Thomson-Course Technology. See also the Project Management Simulation Software.

Heldman, Kim. 2005. Project Management Jump Start. (2e). California: SYBEX, Inc.

Verzuh, Eric. 2005. The Fast Forward MBA in Project Management (2e). New Jersey: John Wiley and Sons, Inc.

There are other titles available there. You may wish to go and see those too:

Available CDs (c/o Sony Querijero) – you can request for your own copy from ADBI.

Asian Development Bank Institute Lecture Series on Stakeholder Participation:

1. Key Concepts and Approaches of Participatory Development
2. Participatory Poverty Reduction through Public Private Partnerships
3. Logical Framework Analysis in Participatory Project Planning
4. Evaluation of ADB Projects
5. Partnership with Stakeholders

Available at the CPAf Library

Kezsborn, Deborah S. and Katherine A. Edward 2001. The New Dynamic Project Management. Winning Through the Competitive Advantage. (2e) New York: John Wiley and Sons, Inc.

Thomsett, Rob. 2002. Radical Project Management. New Jersey: Prentice Hall PTR.

<http://www.ted.com/index.php/themes/list/page/2> rethinking poverty for both perspective and projects

<http://www.cpe.unc.edu/measure/training/MENTOR> mentor measuring resources projects

<http://www.ted.com/talks/view/id/270> for dev perspective - bring up the bottom billion

<http://www.ted.com/talks/view/id/140> for dev perspective - poverty

<http://www.ted.com/talks/view/id/92> for dev perspective 3rd world myths. Stats

<http://www.developmentgateway.org/>

DM 224 Public Affairs Management

Instructor: Aser B. Javier
Email: aserjavier@yahoo.com
Telefax: (49) 536-3382

Consultation Hours: Fridays 9-12 am and by appointment or just drop in anytime I am in the office. Feel free to contact me via-e-mail for appointments or for conversations or questions

Course Description: Frame condition, theories and practices of public affairs management (PAM)

Credit: 3 units

No. of hours: 3 hours/mtg.

Course Objectives

Using a diverse set of learning experiences, this course present a general introduction to historical antecedents principal concepts and practices of PAM. The completion of the course will provide the students with key insights and explore the role of government (both politics and administration) and familiarize students with the concept and models of PAM. Further, completion of this course provides the student with a general understanding of the complex environment within which governance occurs as well as the duties, responsibilities, challenges and problems of public service professionals and the management of public sector reforms.

Course Requirements and Grading

1. Open book exam; 25%

There will be only one exam and will an "open book" final exam. It will be comprised of an essay and a case study. They are designed to reinforce key concepts and allow the individual student to expand his or her knowledge base via introduction to materials obtained by personal research work.

2. Mock academic presentation; 20%

The student will present an oral report simulating a mock academic presentation with a set of critique. Presentations are given on assigned dates. Students will also serve as critique to the mock presentations. Pick any topics enumerated in the course content.

3. Class Participation; 15%

Students are expected to share their knowledge and opinions on class activities and are expected to attend all classes. Students who fail to attend class sessions will miss important information and opportunities to interact and will therefore receive lower grades. Please keep me informed if you will be unable to attend classes.

4. Research Paper; 40%

An original research paper on public sector reform program or an innovative public program will be the hallmark of the course and subsequently the largest part of your evaluation. The research paper required would be approximately fifteen pages double-spaced. The paper will cover a research and analysis essay about a significant reform effort/intervention of a government

institution. The paper should be of professional quality. Draft or outlines may be submitted during the term and students are encouraged to discuss their topic with the professor. Papers will be graded on content, material research and analysis related to the issues on public affairs management.

The paper should address the following aspects: It is appreciated if the paper will be structured by these sub-themes: (if you do not have access to an agency that undertook or is undertaking reform, then you can diagnose a problematic one and recommended an organizational reform/innovation roadmap)

1. Background and History of Organization/agency

- ✓ Nature of product, industry
- ✓ Age of organization and history
- ✓ Financial data, budget and performance
- ✓ Scope of organization, local international, regional
- ✓ Mission of organization
- ✓ Any other pertinent information

2. Description of problem and reform effort/innovations in governance

- ✓ What was the problem as defined by the organization? (what was the driving force that pushed the agency to undertake reform)
- ✓ Was an internal/external change agent used?
- ✓ Describe the phases of reform/innovations
- ✓ What interventions were used? What techniques, tools of analysis, or methods are employed by the organization to answer the problem?
- ✓ What managing reform activities that were used?
- ✓ How was the reform movement communicated and implemented?

3. Analysis of reform efforts

- ✓ Was the problem defined by the organization the real problem?
- ✓ In your opinion how effective was the reform effort in terms of different phases of reform and interventions and managing reform activities that were used?
- ✓ If they have not completed all the phases what else do you think they should do?

4. Conclusions and Recommendations

- ✓ What does the author conclude? What suggestions are made?
- ✓ What recommendations would you make to the organization?
- ✓ What is the relevance of the paper to theory or practice of PAM?

Course Grading Scale:

95-100%	=	1.00	Excellent
85-89%	=	1.50	Very Good
75-79%	=	2.00	Good
65-69%	=	2.50	Satisfactory
55-59%	=	3.00	Pass

Course Content

Course Overview

Part I - Introduction to Public Affairs Management (Frame conditions, structure and process)

Unit I - Frame condition

- A. Society, Economy and Philippine Development
- B. State of the Philippine Competitiveness
- C. State of Philippine Integrity

Unit II - Political and Public Affairs Structure

- A. Political Parties and Process
- B. Branches of Public Affairs Management
 - 1. Executive
 - 2. Legislative
 - 3. Judiciary
- C. Public Affairs Reforms
 - 1. Decentralization of 1991 (including privatization)
 - 2. Movement towards Federalism
 - 3. Change Management in Philippine Bureaucracies

Unit III - Public Affairs Management: Functions/processes (cover national and local)

- A. Planning
- B. Budgeting (Resource Generation, Allocation, Utilization and Accountability)
- C. Planning and Expenditure Management Linkages
- D. Human Resource Management and Philippine Civil Service
- E. Service Delivery System
- F. Regulatory Functions
- G. Procurement Functions
- H. Program/Project Cycle Management

Part II

Unit IV- Public Affairs Management: Concepts, Theories and Models

Shafritz and Hyde:

- Politics and Administration" by Goodnow
- "Administrative Decentralization and Political Power" by Kaufman
- "Democracy and the Public Service" by Mosher
- "The End of Liberalism: The Indictment" by Lowi

- Unit V - Understanding the Complex Environment of PAM
- Christopher Hood:**
The Hierarchist Way
Individualist Way
Fatalist Way
- Unit VI - The Changing Role of the State in PAM
- The Anti-Government Era
King and Stivers
The Slimming of the State
Peter Self, James Ford
Market Failures as Rationale for State Intervention
Peter Self
Perception of Organizational Incompetence
Halachimi A. and Geert Bouckaert
- Unit VII- Approaches to PAM
- Managing Schools of Thoughts
Managerialist Approaches
Osborne and Gaebler
Public Entrepreneurship
Javier, Van Mierlo, Sadler
- Unit VIII - The Management of Reforms, Innovation: Organizational and Bureaucratic Factors
- Balk Walter in Halachmie and Bouckaert
Metcalf, Pinto
- Unit IX - Towards a Transformative Practice of PAM
- State and Civil Society
Citizen participation
Towards Better Government
Peter Self
Information Technology System and public sector reforms
- Unit X - Internationalization of PAM
- Reinventing the Third World State: Service delivery and the civic realm
Hulme
Exportation of Flawed Models of PAM
Minogue
New Public Management
Barzelay

References:

Papers and academic journals and other references deemed necessary will be distributed and prescribed occasionally.

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Caiden, Gerald. 1991. *"Administrative Reforms Comes of Age"*. New York.

Halachmi A. and Geert Bouckaert. 1995. *The Enduring Challenges of Public Management*. Josey-Bass Publishers.

Eggers, William and John Leary. 1995. *"Revolution at the Roots: Making Our Government Smaller, Better and More Closer at Home"*. Free Press.

Ford, James. 1999. *Rationale for Decentralization in Decentralization Briefing Notes*. World Bank Institute.

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King, Cherryl Simrell and Camilla Stivers. 1998. *Government is Us: Public Administration in an Anti-Government Era*. Sage Publications. USA

Metacalfe, Les. 1994. *Public Management: from Imitation to Innovation in Kooiman, Jan 1994. Modern Governance, New Government-Society Interaction*. Sage Publication: p.174.

McCourt, Willy and Martin Minogue. 2001. *The Internationalization of Public Management: Re-inventing the Third World State*. Edward Elgar, Northampton MA, USA

Osborne, David and Gaebler, Ted. 1992. *Re-inventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*. New York: Addison Wesley: p19.

Osborne, David and Peter Plastrik 1998. *Banishing Bureucracy: Five Strategies for Reinventing Government*. Plume.

Pinto, Rogerio F. 1998. *"Innovations in the Provision of Public Goods and Services."* *Public Administration and Development*. 18, p.387-397.

Pollitt, Christopher and Geert Bouckaert. 2000. *Public Management Reforms: A Comparative Analysis*. Oxford University Press. NY

Sadler, Robert, J. 2000. *"Corporate Entrepreneurship in the Public Sector: The Dance of the Chameleon."* *Australian Journal of Public Administration*. Vol. 59 (Issue 2): 25-41.

Self, Peter. 1993. *Government by the Market: The Politics of Public Choice*. McMillan Press Ltd. London.

Shafritz, Jay M. and Albert C. Hyde (eds.) 1992. *Classics of Public Administration*. Pacific Groove, CA: Brooks Cole Publishing Co.

Turner, Mark and David Hume. 1997. *Governance, Administration and Development, Making the State Work*. MacMillan Press LTD.

Van Mierlo, J.G.A. 1996. *Public Entrepreneurship as Innovative Management Strategy in the Public Sector: A Public Choice Approach*. Paper presented at the 65th Annual Conference of the Southern Economic Association. New Orleans, Louisiana USA.

Zifcak, S. 1994. *New Managerialism: Administrative Reform in Whitehall and Canberra*. Buckingham, Open University Press in Pollitt, Christopher and Geert Bouckaert. 2000. *Public Management Reforms: A Comparative Analysis*. Oxford University Press. NY:

DM 230: Planned Change in Development)
(Course Outline improved/prepared by Mimosa C. Ocampo, PhD)

A. Rationale

Change is inevitable and universal. It occurs in all facets of any human endeavor. Evolutionary or unplanned change/unmanaged change occurs but it could be traumatic, subjecting the system to unnecessary stress, pain and disruption. This can result in inefficiency and ineffectiveness of development interventions /programs.

Directed or planned change/managed change in development is more desirable. It is purposive, more systematic and precise. Hence, to achieve this end, the need for planned change or a managed change in development becomes important.

Planned change, a rubric under the broader change management, is not a distinct discipline with rigid or defined boundaries. Like other courses in Development Management, it draws on a number of social science disciplines and traditions. Thus, the need for interdisciplinary and /or multidisciplinary perspectives to meet the challenge of ranging wide enough to capture the theoretical foundations of planned change/change management without straying so far, into other possible related disciplines. Also, there is the need for the delicate balance of theory and practice in the study of planned change/managed change in development.

This course will help the students develop appropriate strategies in affecting change given a particular situation, especially in the increasing world's globalization and other pressing development issues.

B. Course Description

1. Course No.: DM 230
2. Course Title: Planned Change in Development
3. Description of the Course: Concepts, models, strategies and issues on planned change amidst the changing world's order and development.
4. Prerequisite: Consent of Instructor
5. Semester Offered: Every semester
6. Credit: 3 units
7. No. of hours: 48 hours

C. Course Outline

1. Course Objectives

- 1.1. understand the conceptual and theoretical underpinnings of change and the dynamics of the various forces operating in planned change.
- 1.2. analyze the nature of the community and its environment and the requirements of the development process;
- 1.3. analyze the demands of understanding cultural and intercultural differences, know how and perspectives in the planning, introduction and management of change, in the light of globalized world.

- 1.4. articulate different strategies, approaches and methods of inducing change in communities, institutions, organizations and groups involved in development activities;
- 1.5 analyze cases in planned change and community organizations; and
- 1.6 formulate/implement class project(s) using planned change concepts and strategies (practicum)

2. Course Content

2.1 Introduction

2.1.1 The Instructional System: our Asset Base (KAVS, talents, abilities, strengths) and our course goals

2.1.2 Surfacing and Leveling of meanings: Planned Change, Managed Change; Planning of Change, Managing of Change

2.2 The dynamics of Planned Change: Concepts, Practices and Variables of Planned Change

2.2.1 The community environment (by levels: international, national, local)

- Culture and inter-cultural dimensions in Planned Change:
- Culture and change management
- Different cultural patterns
- Tips and taboos for various countries

2.2.2 The clientele system

- rural, urban, rural

2.2.3 The change agent/agency system (GOs, NGOs, Pos etc.)

2.2.4 General change strategies

2.3 Specific Planned Change Strategies and Models

2.3.1 Social Work

2.3.2 Community Development

2.3.3 Training-Extension (Non-Formal Education)

2.3.4 Technology Transfer (and Research Utilization)

2.3.5 Community Organizing (concepts, process and issues)

2.3.6 Community Health Programs (e.g., Primary Health Care)

2.3.7 Microfinance/Microenterprises

2.3.8 Disaster and Rehabilitation Management

2.3.9 Peace Building and Conflict/Crisis Management

2.3.10 Community Management Concepts and Approaches (e.g., CBRM, CRM, etc.)

2.4 Issues in Planned Change

- 2.4.1 Project Approach vs. Agency's Regular Functions
- 2.4.2 Organization Development
- 2.4.3 Institution Building
- 2.4.4 Networks and Alliances
- 2.4.5 People's Participation and Empowerment
- 2.4.6 Sustainable Development

2.5 Wrap-Up and Integration

3. Course Requirements

3.1	Examination	30%
3.1.1	Written Exam	
3.1.2	Oral Exam	
3.2	Papers	30%
3.2.1	Concept Papers	
3.2.2	Reactions Paper	
3.2.3	Topic Reports	
3.3	Attendance and Class Participation	10%
3.4	Class-initiated Project (Practicum)	30%

4. References

- 4.1. *The Planning of Change* (2nd Edition). Warren G. Bennis, Kenneth D. Benne, and Robert Chin (Eds). Holt, Rinehart and Winston, New York: 1969.
- 4.2. *Managing Change* (2nd Edition) A Strategic Approach to organizational Dynamics. Bernard Burnes. Financial Times Management, London: 1996
- 4.3. *Managing in a Time of Great Change*. Peter F. Drucker. Butterworth-Heinemann Ltd., Oxford: 1995
- 4.4. *Change Management: An Overview of Current Initiatives*. Troy, K. New York: The Conference Board, 1994.
- 4.5 Internet/Web Materials

DM 241 – MANAGERIAL LEADERSHIP

Nelson J.V.B. Querijero

Course Description: Key concepts of leadership, management supervision, administration, approaches in the study of leadership, leadership roles, styles and skills. Contemporary issues on Leadership.

Course Objectives: At the end of the course, the student should be able to:

- ❖ Explain and articulate the various theoretical frameworks and research findings in the study of leadership; and,
- ❖ Explain the contribution of the leadership factor in organizational performance.

Course Outline:

1) Introduction: Concepts and Context of Leadership

Week 1

- a) Key concepts
 - i) Leader
 - ii) Manager
 - iii) Supervisor
 - iv) Administrator
- b) The setting of leadership
 - i) formal organization
 - ii) informal organization
 - iii) small groups
 - iv) person to person

References:

Available at the UP Open University Library:

Abraham Zaleznik, 2005. 'Managers and Leaders: *Are They Different?*' in Harvard Business Review on the Mind of the Leader. Pp75-96.

Barbara Kellerman. 2005. 'Leadership – Warts and All. In Harvard Business Review on The Mind of the Leader. Pp1-14.

Warren G. Bennis. 2005. 'The Seven Ages of the Leader'. In Harvard Business Review on The Mind of the Leader. Pp15-36.

W.C. H. Prentice. 2005. 'Understanding Leadership'. In Harvard Business Review on The Mind of the Leader. Pp149-168.

- 2) Anatomy of Leadership **Weeks 2-3**
- a) Leadership theories and frameworks
- i) Traits theories
 - ii) Behavioral theories
 - iii) Contingency theories
 - iv) Situational theories

3) Readings: available with me

- ◆ Focus on James M. Kouzes and Barry Z. Posner. 1975. The Leadership Challenge. How to Keep Getting Extraordinary Things Done in Organizations. San Francisco: Jossey-Bass Publishers **Weeks 4-5**
- ◆ Focus on Warren Bennis
Warren Bennis. 1989. On Becoming a Leader: USA: Addison-Wesley Publishing Company, Inc. **Weeks 6**

Available at the UP Open U

Warren Bennis. 2003. 'The Future Has No Shelf Life'. In Warren Bennis, et. Al. (eds.). The Future of Leadership. Today's Top Leadership Thinkers Speak to Tomorrow's Leaders. San Francisco: Jossey-Bass. A Wiley Company

The Organization of the Future.

Thomas H. Davenport. 2003. 'Knowledge Work and the Future of Management'. In Warren Bennis, et. Al. (eds.). The Future of Leadership. Today's Top Leadership Thinkers Speak to Tomorrow's Leaders. San Francisco: Jossey-Bass. A Wiley Company

Thomas A. Stewart. 2003. 'Trust Me on This: Organizational Support for Trust in a World Without Hierarchies'. In Warren Bennis, et. Al. (eds.). The Future of Leadership. Today's Top Leadership Thinkers Speak to Tomorrow's Leaders. San Francisco: Jossey-Bass. A Wiley Company.

Week 7

The Leader of the Future.

James M. Kouzes and Barry Z. Posner. 2003. 'Bringing Leadership Lessons from the Past into the Future.' In Warren Bennis, et. Al. (eds.). The Future of Leadership. Today's Top Leadership Thinkers Speak to Tomorrow's Leaders. San Francisco: Jossey-Bass. A Wiley Company

Cathy I. Gressnberg-Walt and Alastair G. Robertson. 2003. 'The Evolving Role of Executive Leadership,' In Warren Bennis, et. Al. (eds.). The Future of Leadership. Today's Top Leadership Thinkers Speak to Tomorrow's Leaders. San Francisco: Jossey-Bass. A Wiley Company

Some Closing Thoughts

Gretchen M. Spreitzer and Thomas G. Cummings. 2003. 'The Leadership Challenges of the Next Generation.' In Warren Bennis, et. Al (eds.). The Future of Leadership. Today's Top Leadership Thinkers Speak to Tomorrow's Leaders. San Francisco: Jossey-Bass. A Wiley Company

Week 8

◆ Focus on John Maxwell

The 21 Indispensable Qualities of a Leader

Week 9

Developing the Leader Within You

Week 10

Developing the Leaders Around You

Week 11

The 21 Irrefutable Laws of Leadership.

Week 12

◆ Focus on Dale E. Zand. 1997. The Leadership Triad. New

York: Oxford University Press

Knowledge, Chapters 1-5

Week 13

Trust, Chapters 6-8

Week 14

Power, Chapters 9-11

Week 15

Integration

Week 16

Evaluation Criteria

Student's point of view on the books/chapters discussed to be submitted 2 weeks after the item has been discussed. The point of view is written as a text document taking into account a synthesis at the beginning and then the elaboration of the student's point of view.

(For the class, please take a look at the syllabus and the evaluation criteria. Discuss in the yahoo groups that lea will create and finalize this so that by next meeting, i.e., December 7 we will be able to finish the first 3 modules – just learned that the last day before Christmas break is December 15). So, when we meet by December 7, our task section 1 and 2. Starting January we begin with section 3.

DM 299 (Graduate Seminar)

Course Title : Graduate Seminar

Course Description : Overview of social science research; field research study methodologies, proposal preparation

Course Outline

1. Introduction and Course Overview
2. Overview of Social Research
 - A. Characteristics of science
 - B. Conceptualization and Operationalization
 - C. Research Designs
 - a. Experiments
 - b. Survey research
 - c. Field research
 - d. Unobstrusive research
 - D. Selecting Unit (s) of Observation
 - E. Data Interpretation
3. Field Study Methodology
 - A. Strengths and weaknesses of field research
 - B. Sampling in field research
 - C. Asking questions
 - D. Recording observations
 - E. Data Processing and Analysis
 - F. Drawing Conclusions
4. Designing a Field Study
 - A. Problem Identification
 - B. Setting of objectives
 - C. Methodology
 - D. Proposed analysis
 - E. Prescribed formal of proposal
5. Presentation of Proposal

Course Requirements and Evaluation

A satisfactory grade (S) will be given to the student upon fulfillment of the course requirement of presenting a field study proposal.

Reference

1. Babbie, E. (1983). The Practice of Social Research (3rd ed.) California: Wadsworth Publishing Company.
2. Taylor, C. (1980). Understanding in Human Science. Review of Metaphysics. 34, 3-23.
3. Kidder, L.H. (1981). Research Methods in Social Relations. (4th ed.). New York: Holt, Rinehard and Winston (Chapter 2,3,4, and 5).
4. Campbell P. T. and Stanley, J.C. (1963). Boston: Hough Mifflin Company.
5. Kerlinger, F. (19____) Foundation of Behavioral Research, chapter 3).
6. Lofland, J. (1971). Analyzing Sound Setting, Belmont, CA. Wadsworth Publishing Company.
7. Morgan, G. and Smuach, L. (1980). The Case for Quantitative Research. Academy of Management Research 5(4), 491-500.
8. Siegel, S. (1956). Non-parametric Statistics for the Behavioral Sciences. New York: Mc. Graw-Hill Book Company.

**PROPOSAL FOR THE INSTITUTION OF DMG 300 –
MASTER’S THESIS**

Master’s Thesis

I. Identifying and Descriptive Information

A. Course Catalogue Description

- | | |
|------------------------|---|
| 1. Course Number: | DMG 300 |
| 2. Course Title: | Master’s Thesis |
| 3. Course Description: | Master’s Thesis in Development
Management and Governance |
| 4. Prerequisite: | COI |
| 5. Semesters Offered: | First and Second Semesters |
| 6. Course Credit: | 6 units |
| 7. Number of Hour: | |
| 8. Course goal: | |

To develop the capacity of students in building, creating, deconstructing and reconstructing the knowledge base on development management and governance.

B. Rationale

As a final course requirement in the Master of Science in Development Management and Governance, the student shall help build, create, deconstruct and reconstruct the discourse of development management and governance through the preparation and writing of the a Master’s thesis.

**PROPOSAL FOR THE INSTITUTION OF DMG 230
MICROFINANCE, MICROINSURANCE AND DEVELOPMENT**

I. IDENTIFYING AND DESCRIPTIVE INFORMATION

A. Course Catalog Description

1. Course Number : DMG 230
2. Course Title : Microfinance, Microinsurance and Development
3. Course Description : Concepts, models and management of microfinance and microinsurance institutions and their role in development
4. Prerequisite : COI¹
5. Semester Offered : First and Second Semesters
6. Credit : 3 units
7. Number of Hours : 3 hours in a week (3 class)
8. Course Goal :
To enhance the level of competency of students in managing microfinance institutions(MFI) and microinsurance institutions (MII).

B. Rationale

Today, a vibrant microfinance and microinsurance industry offers a variety of services designed for poor and low-income clients. The challenge for MFIs and MIIs today is to ensure quality services to millions of underserved customers; to balance social and commercial objectives and to generate positive effects to the individuals, community and society. The course is designed to increase the student's understanding of the role of MFIs and MIIs, as development institutions in providing services to poor and low-income customers in developing countries. The course also intends to develop a cadre of human resources that could effectively and efficiently manage MFIs and MIIs to meet their developmental objectives.

C. Course Outline

1. Specific Course Objectives

At the end of the course, the students should be able to:

- a. discuss concepts and models of microfinance and microinsurance service/ institutions and their roles in development;
- b. analyze current organization and management practices of MFIs and MIIs; and
- c. design a framework for assessing the impacts of MFIs and MIIs.

2. Course Content

	Topics	No. of hours
1.	Concepts and Models of Microfinance and Microinsurance	6
	1.1 Concepts and Theory (Moral Hazard, Risk and Uncertainty)	
	1.2 Models (ASA Model, Self Help Group (SHG), Joint Liability Group, The Grameen model and its variants and Other models)	
2.	The Role of Microfinance and Microinsurance in Development	9
	2.1 Evolution of Microfinance Services in Developing Countries: Formal, Semi-Formal and Informal Institutions	

¹ Students lacking in basic skills needed by this course will be required to take Summer Program on Management or its equivalent.

2.2	Extent of Microfinance Services in Developing Countries	
2.3	Microfinance Institutions and Microinsurance Institutions and the Development Agenda: Sectoral vis-à-vis Thematic Contexts	
2.4	Considerations in Making Microfinance and Microinsurance as Development Strategies (community structure, values, institutions, resources, social setting, resilience and livelihood)	
2.5	Opportunities, Threats and Future Directions of MFIs and MIIs as Development Instruments	
3.	Organization and Management Analysis of MFIs and MIIs	18
3.1	Key Factors in Microfinance and Microinsurance Service Provision (institutional and governance, people, market and financial factors)	
3.2	Organization and Management of MFIs and MIIs	
3.2.1	Board Governance, Organizational and Operational Structure	
3.2.2	Strategic Planning	
3.2.3	Service Delivery Assessment	
3.2.4	Fund Sourcing and Financing	
3.2.5	Savings and Credit Management	
3.2.6	Program Operational Policies and Procedures	
3.2.7	Service Development	
3.2.8	Human Resource Management	
3.2.9	Risk Management System	
4.	Impact of MFIs and MIIs	9
4.1	Performance Measurements and Impact Assessments	
4.2	Levels of Impact Analysis	
4.3	Common Sets of Indicators Used In Practice	
4.4	Participatory Tools and Techniques	
II.	Course Integration And Synthesis	3
	Examination	<u>3</u>
	Total No. of Hours:	48
3.	Course Requirements	
a.	Two (2) examinations	
b.	Case analysis/ fieldtrip	
c.	Individual/group report (design a framework for assessing the impact of MFIs and MIIs)	

4. References

- "ACCION Poverty Assessment Framework" InSight Number 1. Keren Horn Welch. October 2002. (Retrieved from http://www.accion.org/micro_pubs_list.asp on June 11, 2010).
- Alip, J. A. B. 2009. Collective Action for Poverty Alleviation through Microfinance: The CARD-MRI Experience. In Rola, A.C., L.M. Penalba, W.B. Carada and M.M. Paunlagui (Eds). *The Social Sciences in Agriculture and Community Development: A Changing Paradigm*. UPLB, College, Laguna.pp.237-240.
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- Campion, A. 2000. Improving internal control. A practical guide for MFIs. Microfinance network with GTZ, Technical Guide No. 1 Germany.
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- DfiD. 2005. Banking the Underserved: New Opportunities for Commercial banks. Exploring the Business Case. London: Department for International Development, Financial Sector Team, Policy Division.
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- Holzmann, R. 2001. Risk and vulnerability: The forward looking role of social protection in a globalizing world. The keynote speech for the World Bank poverty forum held in Manila from 5-9 February 2001.
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- Jaramillo, M. 2004. Leveraging the Impact of Remittances through Microfinance Products: Perspectives from Market Research: InSight 10. (Retrieved from http://www.accion.org/micro_pubs_list.asp on June 11, 2010)
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- "Leveraging the Impact of Remittances through Microfinance Products: Perspectives from MicroBanking Bulletin: Reaching the Poor. Issue No. 5. September, 2000.
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- Robinson, M. S. 2001. *The Microfinance Revolution. Sustainable Finance for the Poor*. Volume 1. Washington D.C. and New York: The World Bank and Open Society Institute.
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Steinward, D. 2001. The Alchemy of Microfinance. Verlag fuer Wissenschaft und Furrshung (VWF). Berlin.

Stephens, B. 2005. Sustainability in sight: An analysis of MFIs that Became Sustainable. Microbanking Bulletin, No. 10. (Retrieve from www.themix.org on December 2, 2009)

Valenzuela, E. B., Austria, M. M. and Dimaculangan, A. M. 2008. Responding to Needs Sustaining the Vision: CARD-MRI's Strategic Management Approaches. CARD-MRI, Laguna, Philippines.

Yunus, M. 2003. Banker to the Poor: Micro-lending and the Battle Against World Poverty. Public Affairs: New York.

Zeller M. and Meyer R.L. (ed) 2002. The Triangle of Microfinance: Financial Sustainability, Outreach and Impact. The Johns Hopkins University Press and London.

II. ANALYTICAL INFORMATION

A. Instructional Model

1. Teaching Method:

Type of session	Preferred class size	Staff Required	No. of hours per week	No. of Credits
Lecture (relay teaching)	10-15	At least 2	3	3

(relay teaching: all professors will attend the first and last meetings and a faculty will be assigned to coordinate and integrate inputs of other professors. Grading system will be agreed by the group)

2. Mode of delivery: Lecture, Field Trip, case studies and problem solving exercises

B. Special or additional resources and personnel requirement

1. Special Facilities: None
2. Library and other learning resources: Books, journals, computers and videos
3. Special staff competencies required: None
4. Name of staff qualified to teach part/s of the course

From the College of Public Affairs

Eulogio Castillo, PhD Agricultural Economics

Rufino S. Mananghaya, Doctor of Business Administration

Mimosa C. Ocampo, PhD Development Studies

From other units of UPLB

Daylinda P. Cabanilla, PhD Anthropology

Lutgarda L. Tolentino, PhD Sociology

From other Institutions

Jaime Aristotle B. Alip, PhD Community Development (CARD-MRI)

Alexander M. Dimaculangan, EMBA (CARD-MRI)

Enrique L. Navarro, PhD Human Resource Management (CARD-MRI)

Flordeliza Sarmiento, EMBA (CARD-MRI)

Dorie Torres, EMBA (CARD-MRI)

Ramon C. Yedra, PhD Community Development (ACPC)

- C. Relation to other courses**
1. Offered by the College of Public Affairs
 - a. Courses replaced by this course: None
 - b. Prerequisite courses: COI
 - c. Courses for which this course is a prerequisite: None
 - d. Courses covering the same content
 2. Offered by other Colleges
 - a. Courses replaced by this course: None
 - b. Prerequisite courses: None
 - c. Courses for which this course is a prerequisite: None
 - d. Courses covering the same content: AERS 267- 10%
- D. Size and Source of enrollment**
1. Department majors: 10 - 15
 2. Majors in other departments, curricula, and Colleges: 5 - 10
 3. Anticipated enrollments in first and second year of offering: 15 - 25
- E. Estimated funds required by addition of this course**
1. Salaries: One Faculty
 2. Supplies and Materials: PhP 5,000 per semester
 3. Equipment: None

**PROPOSAL FOR THE INSTITUTION OF DMG 231
GOVERNANCE OF MICROFINANCE INSTITUTIONS**

I. IDENTIFYING AND DESCRIPTIVE INFORMATION

A. Course Catalog Description

1. Course Number : DMG 231
2. Course Title : Governance of Microfinance Institutions
3. Course Description : Concepts, approaches and tools in the governance of microfinance institutions
4. Prerequisite : DMG 230 or COI
5. Semester Offered : First and Second Semesters
6. Credit : 3 units
7. Number of Hours : 3 hours in a week (3 class)
8. Course Goal:
To apply governance concepts and tools in the management of microfinance institutions (MFIs).

B. Rationale

With the growth of microfinance institutions, there is a need to address issues related to their regulation and supervision. The set of rules that direct and restrict the actions of the stakeholders in the microfinance community need to be properly understood, executed and complied with. This course is designed to provide practical grounding on governance concepts and instruments in the regulation and supervision of MFIs as development institutions.

C. Course Outline

1. Specific course objectives

At the end of the course, the student should be able to:

- a. explain concepts in governance as applied to the regulation and supervision of MFIs;
- b. discuss the different approaches and instruments in regulating and supervising MFIs;
- c. analyze different regulatory environments in MFIs; and
- d. formulate measures towards good governance of MFIs.

2. Course Content

Topics	No. of hours
1. Governance of Microfinance Institutions	9
1.1 Governance: Concepts and Diagnostic Tools	
1.2 Microfinance Theory	
1.3 Foundation and Approaches in the Governance of MFIs	
1.4 Governance in MFIs: From Shareholders to Stakeholders	
1.5 Role of Governments and International Bodies in Creating an Enabling Environment	
1.6 Analysis of the State of Governance of MFIs	
1.7 Key Issues and Challenges	
2. Regulations and Supervisions of MFIs	3
2.1 Key Concepts and Objectives	
2.2 Approaches in the Regulation and Supervision of MFIs	
2.3 Experiences in Regulating and Supervising MFIs	
2.4 Challenges and Trends in the Regulation and Supervision of Microfinance Institutions (Local, Cross-countries or Multi-cultural Settings)	

2.5 The Role of Other Stakeholders (i.e., donors, networks, etc.) in the Regulation and Supervision of MFIs

3. Instruments for Regulation and Supervision of MFIs	6
3.1 Principles of Regulation	
3.2 Regulatory Instruments	
3.3 Supervisory Methods	
3.4 Idealized Regulatory and Supervisory Approaches	
3.5 Regulation by Banking Law	
3.6 Regulation by a Special MFI Law	
3.7 Self-regulation	
3.8 Volunteerism VS Professionalism	
4. Analysis of Existing Regulatory Environment for MFIs	6
4.1 Background/ Historical Perspective	
4.2 RA 8791 - General Banking Law	
4.3 RA 8425 - Social Reform Agenda	
4.4 RA 9178 - Barangay Micro Business Enterprise Act	
4.5 EO 138 s1999 - National Credit Council	
4.6 Relevant Circulars of Bangko Sentral ng Pilipinas (BSP)	
4.7 Standards Set by: Microfinance Council of the Phil., Inc. (MCPI)	
4.8 Cooperative Development Authority (CDA)	
5. Analysis of Measures towards Good Governance of MFIs	9
5.1 Use of Different Assessment Tools	
5.2 Formulation of Regulatory Framework	
6. Course Integration	3
7. Field Visit (around 9 hours)	9
Examination	<u>3</u>
Total No. of Hours	48

3 Course Requirements

- a. Two (2) examinations
- b. Class/ individual project (Development of a Framework to better supervise and regulate MFI)
- c. Case Analysis

4 References

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- Otero, M. and E. Rhyne, (Eds.) 1994. The New World of Microenterprise Finance, Building Healthy Financial Institutions for the Poor. West Hartford, Connecticut: Kumarian Press.
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- Wright, G. 2000. Principles and Practice: Myths of Regulation and Supervision. Consultative Group to Assist the Poor (CGAP), Washington, D.C.

II. ANALYTICAL INFORMATION

A. Instructional Model

1. Teaching Method

Type of session	Preferred class size	Staff Required	No. of hours per week	No. of Credits
Lecture (relay teaching)	10-15	At least 2	3	3

(relay teaching: all professors will attend the first and last meetings and a faculty will be assigned to coordinate and integrate inputs of other professors. Grading system will be agreed by the group)

2. **Mode of delivery:** Lecture, Field Trip, case studies: Relay Teaching and problem solving exercise

B. Special or additional resources and Personnel Requirements

1. Special Facilities: None
2. Library and other learning resources: Books, journals, computers and videos
3. Special staff competencies required: None
4. Name of staff qualified to teach part/s of the course
From the College of Public Affairs
 Eulogio T. Castillo, PhD Agricultural Economics
 Rufino S. Mananghaya, Doctor of Business Administration
 Severino I. Medina, MS Development Communications
 Mimosa C. Ocampo, PhD. Development Studies

From other Institutions:

Center for Agriculture and Rural Development- Mutually Reinforcing Institutions (CARD-MRI)

Jaime Aristotle Alip, PhD Community Development

Alexander Dimaculangan, PhD

Enrique L. Navarro, PhD Human Resource Management

Flordeliza Sarmiento, EMBA

Dorie Torres, EMBA

Agricultural Credit Policy Council (ACPC)

Ramon C. Yedra, PhD Community Development

C. Relation to other courses

1. Offered by the College of Public Affairs
 - a. Courses replaced by this course: None
 - b. Prerequisite courses: COI
 - c. Courses for which this course is a prerequisite: None
 - d. Courses covering the same content
2. Offered by other Colleges
 - a. Courses replaced by this course: None
 - b. Prerequisite courses: None
 - c. Courses for which this course is a prerequisite: None
 - d. Courses covering the same content: None

D. Size and Source of enrollment

1. Department majors: 10 - 15
2. Majors in other departments, curricula, and Colleges: 5 - 10
3. Anticipated enrollments in first and second year of offering: 15 - 25

E. Estimated funds required by addition of this course

1. Salaries: Faculty Salary
2. Supplies and Materials: Php 5,000 per semester
3. Equipment: None

**PROPOSAL FOR THE INSTITUTION OF DMG 232
GOVERNANCE OF MICROINSURANCE INSTITUTIONS**

I. IDENTIFYING AND DESCRIPTIVE INFORMATION

A. Course Catalog Description

1. Course Number : DMG 232
2. Course Title : Governance of Microinsurance Institutions
3. Course Description : Concepts, approaches, and tools in the governance of microinsurance institutions
4. Prerequisite : DMG 230 or COI
5. Semester Offered : First and Second Semesters
6. Credit : 3 units
7. Number of Hours : 3 hours a week (3 class)
8. Course Goal:
To enhance understanding of the concepts and governance practices of microinsurance institutions.

B. Rationale

Traditional social insurance seldom meets the needs of low income and disadvantaged groups. Recently, civil society and the private sectors have started to design insurance policies and products that cater to the insurance demands of these groups. As more and more players are joining the microinsurance market, people with competencies in the management and governance of microinsurance institutions are highly needed. This course will enable the students to understand the concepts, approaches, tools, and regulatory framework in the governance of microinsurance institutions.

C. Course Outline

I. Specific Course Objectives

At the end of the course, the student should be able to:

- a. explain key terms and concepts in the governance of microinsurance institutions;
- b. discuss the evolution and status of microinsurance in the Philippines and other selected countries;
- c. analyze the regulatory and governance framework in the operation of microinsurance institutions;
- d. assess the performance of microinsurance institutions; and
- e. design a governance framework for microinsurance institutions.

2. Course Content

	Topics	No. of hours
1.	Governance of Microinsurance Institutions:	6
	1.1 Key Governance Concepts	
	1.2 Key Microinsurance Concepts	
	1.3. Organization and Management of Microinsurance Institutions	
	1.4 Application of Governance Concepts to Microinsurance Institutions	
2.	History and Evolution of Microinsurance Institutions	6
	2.1 State of the Art of Microinsurance	

2.2 Evolution of Microinsurance in Developing Countries

3.	Analysis of the Legal and Regulatory Environment for Insurance and Microinsurance in the Philippines	9
3.1	Insurance Code	
3.2	Cooperative Code of the Philippines	
3.3	MC 9-2006 and MC 31-2005 (Insurance Commission)	
4.	Analysis of the Performance of Microinsurance Institutions	15
4.1	Key Principles and Performance Indicators	
4.2	Performance of Specific Microinsurance Products (health, life, property, disaster and crop/livestock insurance)	
4.3	Case Studies and field visits in Microinsurance Governance and Management (such as: Bhartiya Samrudhi Finance Limited-BASIX (India), DHAN Foundation – People Mutual (India), Friends of Women's World Banking-FWWB (India), PAKISAMA (Philippines), TYM's Mutual Assistance Fund (Vietnam), YASIRU (Sri Lanka), CARD Mutual Benefits Association (Cambodia and Philippines and RIMANSI Organization of the Philippines, Inc.)	
5.	Design of a Governance and Service Delivery Framework for Microinsurance Institutions	6
6.	Course Integration	3
	Examination	3
	Total No. of Hours	48
3.	Course Requirements	
a.	Two examinations	
b.	Case studies/Field visit report (written and oral presentation) In the case study/field visit and investigation requirements, student should be able to: (1) analyze the regulatory and governance framework in the operation of micro insurance; (2) assess the performance of MIs; (3) and then from 1 and 2, design a governance framework.	
4.	References	
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Useful Websites

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www.worldbank.org

II. ANALYTICAL INFORMATION

A. Instructional Model

1. Teaching Method

Type of session	Preferred class size	Staff Required	No. of hours per week	No. of Credits
Lecture (relay teaching)	10-15	2	3	3

(relay teaching: all professors will attend the first and last meetings and a faculty will be assigned to coordinate and integrate inputs of other professors. Grading system will be agreed by the group)

2. Mode of delivery: Lecture, field visit and documentation, case studies and problem solving exercises

B. Special or additional resources and personnel requirements

1. Special Facilities: LCD projector and computer
2. Library and other learning resources: UPLB and CPAF libraries
3. Special staff competencies required: None
4. Name of staff qualified to teach part(s) of the course

From the College of Public Affairs

Eulogio T. Castillo, PhD Agricultural Economics

Rufino S. Mananghaya, Doctor of Business Administration
Mimosa C. Ocampo, PhD Development Studies

From other UPLB Institutions:

College of Arts and Sciences

Zita V.J. Albacea, PhD Statistics

Maria Cristeta N. Cuaresma, PhD Mathematics

From Other Institutions

**Center for Agriculture and Rural Development-Mutually Reinforcing Institutions
(CARD-MRI)**

Jaime Aristotle B. Alip, PhD Community Development

Alexander M. Dimaculangan, EMBA

Enrique Navarro, Ph.D Human Resource Management

書式変更: 英語 (米国)

C. Relation to other courses

1. Offered by the College of Public Affairs
 - a. Courses replaced by this course: None
 - b. Prerequisite courses: COI
 - c. Courses for which this course is a prerequisite: None
 - d. Courses covering the same content: None
2. Offered by other Colleges
 - a. Courses replaced by this course: None
 - b. Prerequisite courses: None
 - c. Courses for which this course is a prerequisite: None
 - d. Courses covering the same content: None

D. Size and Source of enrollment

1. Department majors: 10 - 15
2. Majors in other departments, curricula, and Colleges: 5 - 10
3. Anticipated enrollments in first and second year of offering: 15 - 25

E. Estimated funds required by addition of this course

1. Salaries: Faculty Salary
2. Supplies and Materials: PhP 5,000 per semester
3. Equipment: None

COURSE ANALYSIS

LGD 210

Governance and Development

I. IDENTIFYING AND DESCRIPTIVE INFORMATION

A. Rationale

Studying the exercise of political, economic and administrative authority to manage a nation's affair has become more and more interesting and necessary than before. The mechanisms, processes, relationships and institution of governance have become more complex. More and more, citizens, organized citizenry and the business sector are articulating their interests, exercising their rights and shaping the distribution of powers and the management of public affairs.

This course is designed to improve the knowledge and understanding of students about governance, development and their environment. This understanding is expected to make them more involved and more innovative in their work.

B. Catalogue Course Description

1. Department Number	:	LGD 210
2. Descriptive Title	:	Governance and Development
3. Description of the course	:	Forms, models, levels, approaches, practices, issues, trends and prospects in governance and development
4. Prerequisite courses	:	None
5. Semester offered	:	Second Semester
6. Credit	:	3 units
7. Number of hours	:	3 hours a week/class

C. Course Outline

1. Objectives

At the end of the course, students are expected to:

- Discuss the meanings, forms and framework and approaches for effective governance for development;
- Explain the role of civil society and commercial sector in governance and development;
- Illustrate the role differentiation and complementation of various levels and sector of governance;

- d. Discuss the issues, best practices, trends and prospects in governance and development; and
- e. Write a case study or case analysis in governance and development

2. Topics	No. of Hrs.
1. Definition, Multi-Disciplinary Foundations, Forms, Models and the Emerging Framework for Governance and Development	3
2. Changes in the Relationship Between the State and Society	6
2.1 The Emerging Theories of the State	
2.2 Civil Society Involvement in Public Affairs Management	
2.3 Business Sector Participation	
2.4 Regionalization and Globalization	
2.5 New Localism	
2.6 The State and the Transformation of Interests	
3. Institutional/Legal Bases and the Enabling Environment for State and Society Relationship	3
4. Governance, Development and the Civil Society	6
4.1 Concept of Civil Society and its Participation in Public Affairs Management	
4.1.1 history of the discourse/typologies and political theory	
4.1.2 present and future context	
4.1.3 indigenization and internalization	
4.1.4 regionalization and globalization	
4.1.5 new location	
4.1.6 the state and the transformation interests	
4.1.7 development of civil society: examples in SEA	
4.2 The Growth of Philippine Civil Society	
4.2.1 the American colonial period to post-World War II	
4.2.2 the emergence of private foundations and cooperativism	
4.2.3 the period of rural construction and community	
4.2.4 the social movements	
4.2.5 politicalization and ideologicalization	
4.2.6 expansion and innovation	
4.2.7 professionalization	

5. Governance, Development and the Business Sector	6
5.1 Business Sector Evolvment in Public Affairs	
5.1.1 the emergence of social corporate foundation	
5.1.2 strengthening the Philippine privatization program	
5.1.3 case studies of corporate foundation	
5.2 Innovative Modalities of Public-Private Partnership	
5.2.1 Build and Transfer (BT)	
5.2.2 Build-Lease-and-Transfer (BLT)	
5.2.3 Build-Operate-and-Transfer (BOT)	
5.2.4 Build-Own-and-Operate (BOO)	
5.2.5 Build-Transfer-and-Operate (BTO)	
5.2.6 Contract-Add-and-Operate (CAO)	
5.2.7 Develop-Operate-and-Transfer (DOT)	
5.2.8 Rehabilitate-Operate-and-Transfer (ROT)	
5.2.9 Rehabilitate-Own-and-Operate (ROO)	
6. Indigenous Governance	3
7. Levels of Governance and Inter-governmental Relations	3
8. Issues, Trends, Prospects and Initiatives	6
8.1 Political Governance	
8.2 Economic Governance	
8.3 Environmental Governance	
8.4 Administrative Governance	
9. Approaches and Best Practices in Good Governance and Development	3
10. What Makes Good Governance	3
10.1 Rule of Law	
10.2 Transparency	
10.3 Responsiveness	
10.4 Consensus	
10.5 Equity	
10.6 Effectiveness and Efficiency	
10.7 Accountability	
10.8 Strategic Vision	
11. Emerging Trends in Governance and Development	3
12. EXAMINATION	3
TOTAL	48 hours

Recommended Reference (partial)

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- Abueva, Jose V. and Roman, Emerlinda R. eds. 1992. ***The Aquino Presidency and Administration (1986-1992): Contemporary Assessments and the Judgment of History?*** U.P. Public Lectures on the Aquino Administration and the Post-EDSA Government (1986-1992), Volume 2, Quezon City: University Press, Inc., and the International Economic Association, 296 pp
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- Bell, Daniel A; Brown, D; Jayasuriya, K.; and Jones, D.M. 1995. ***Towards Illiberal Democracy in Pacific Asia***. New York: St. Martin's Press.
- Bello, Walden F. 1990. ***Dragons in Distress: Asia's Miracle Economies in Crisis***. San Francisco: the Institute for Food and Development Policy.
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- Bermeo, Nancy, ed. 1992. ***Liberalization and Democratization: Change in the Soviet Union and Eastern Europe***. Baltimore, Maryland: The Johns Hopkins University Press, 205 pp.
- Binder, Leonard, et. Al. (contributors) 1971. ***Crises and Sequences in Political Development***. With a foreword by Lucian Pye. New Jersey: Princeton University Press.

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II. ANALYTICAL INFORMATION

A. Instructional model

1. Mode of delivery

- a) No. of persons involved in the delivery : 1 Lecturer

- b) Activities involved in the delivery : lecture-discussion, student reporting, case study analysis, field study visits to local government units, work plan preparation

B. Special or additional resources and personnel required:

1. Special facilities : None
2. Library and other learning resources : Purchased of recent books and journal on management and local governance
3. Special staff competencies required
 - a) Names of persons now on staff who are qualified to teach the course
 - 1) Prof. Rufino S. Mananghaya, Doctor in Business Administration
 - 2) Prof. Aser B. Javier, MM-Development Management
 - 3) Prof. Rufo R. Mendoza, MM-Development Management
 - b) Staff in other units who can be invited to give lecture on special topics
 - 1) Prof. Edna K. Management, MM-Agribusiness Management
 - c) New staff requirements and individual competences required – None

C. Relation to other courses

1. Offered by the College
 - a) Courses replaced by this course : None
 - b) Prerequisite courses : None
 - c) Course for which this course is prerequisite : None
 - d) Course(s) covering the same content : CED 227 (5%)
(Administrative Theory)
2. Offered by other Colleges
 - a) Courses replace by this course : None
 - b) Prerequisite courses : None
 - c) Course for which this course is prerequisite : None
 - d) Course(s) covering the same content : MGT 213 (5%)
(Managerial Accounting)

D. Size and source of enrolment

1. Department majors : 5-10 students
2. Majors in other department, curricula or colleges : 5-10 students
3. Anticipated enrolment in first and 2nd years of offering : 20 students

E. Estimated funds required by the addition of this course

1. Salaries : None
2. Supplies and materials : P1,000
3. Journals, library materials : P5,000
4. Equipment : None

COURSE SYLLABUS

Course Name/Title	:	LGD 211 Delivery Systems for Public Services
Course Development/ Facilitator	:	Wilfredo B. Carada Telefax: 536-3382;
Course Description	:	Delivery of Public Services with focus on Local Government Units (LGUs)
Learning Objectives	:	At the end of this course, learners should be able: <ol style="list-style-type: none">1. To explain the concepts and principles of public service delivery systems;2. To evaluate service delivery systems employed by local government units;3. To recommend improvements to existing delivery systems employed by local government units.
Learning Approach:	Lecture – seminar- discussion; individual reporting; illustrative case studies; field immersion and research project	

Course Assessment

1. Meaningful participation in class discussion (including class attendance) – 40%
2. Four short reflection paper/project work (15% each) – 60%

Rating: 95-100 = 1.0 Excellent; 85-89 – 1.5 Very Good; 75-79 = 2.00 Good;
65-69 = 2.50 Satisfactory; 55-59 = 3.00 Pass

Part I. Decentralized Service Delivery

1. Political and Governance Structure
2. Decentralization
3. Decentralization and Service Delivery
 - Mode of Service Delivery
 - Health Service
 - Agriculture Services
 - Welfare Services
 - Infrastructure Services
 - Poverty Reduction Strategies

Part II – Improving Decentralized Services

- Planning
 - Implementation Management
 - Performance Evaluation
 - Monitoring and Control
1. Best Practices in Service
 2. Challenges in Service Delivery

Part II – Individual Project Work

COURSE ANALYSIS

LGD 213 Local Fiscal Management

I. IDENTIFYING AND DESCRIPTIVE INFORMATION

A. Rationale

The success or failure of LGUs depends to a large extent on their ability to develop and manage their financial resources. The focus of this course is to improve the capacity of LGUs to generate financial resources and to manage them efficiently and effectively. Students taking this course will gain a deeper understanding and improve their skills to help strengthen/improve revenue generation, revenue allocation, revenue utilization and accountability

B. Catalogue Course Description

1. Department Number : LGD 213
2. Descriptive Title : Local Finance and Budgeting
3. Description of the Course : Scope, legal bases, role and organization for local revenue generation; central grant and allotment system, utilization and accountability
4. Prerequisite Courses : None
5. Semester Offered : Second Semester
6. Credit : 3 units
7. Number of hours : 3 hours a week

C. Course Outline

1. Objectives:

At the end of the course, students should be able to:

- a. Explain the scope, legal bases and role of fiscal administration in local government management
- b. Describe the state of local revenue generation, allocation, utilization and accountability in the Philippine local government units or a particular local authority;
- c. Design and workplan to improve local revenue generation and local budgeting system
- d. Describe internal control system for local authorities;
- e. Analyze the issues in local fiscal administration in the Philippines and other developing countries

2. Topics	No. of Hours
1. Introduction to Local Fiscal Administration	3
1.1 Scope of Local Fiscal Administration	
1.2 Significance of Local Fiscal Administration	
1.3 Legal Bases of Local Fiscal Administration	
2. Central Grant to Local Authorities	6
2.1 The Internal Revenue Allotment	
2.2 Shares from National Taxes/Wealth	
2.3 Other Central Grant	
3. Local Revenue Generation	9
3.1 Local Taxing and Revenue Raising Powers	
3.2 Real Property Tax Administration	
3.3 Operation of Economic Enterprises	
3.4 Non-traditional Sources of Revenue	
3.4.1 Credit financing	
3.4.2 Loans	
3.4.3 Bonds	
3.4.4 Private sector participation	
3.4.5 Grants and donations	
3.4.6 Foreign assisted project	
3.4.7 Congressional development fund/presidential social Fund/calamity fund, etc.	
4. Organization for Local Finance	6
4.1 Revenue of the Philippine Local Government System	
4.2 Organization and Functional Set-UP of Offices Responsible For Local Fiscal Administration	
5. Revenue Allocation/Local Budgeting System	6
5.1 Budgeting Principles and Policies	
5.2 Planning and Budgeting Linkage	
5.3 Budget Calendar and Budget Cycle	
5.4 Budget Accountability	
5.5 Organization for Local Budget Management	
5.6 Issues and Problems in Revenue Allocation	

6. Management Control and Audit System	
6.1 Principles and Concepts of Financial Management Control System and Accountability vis-à-vis Revenue and Disbursements	9
6.2 Financial Management and Control Strategies	
6.3 Fiscal Accountability	
7. Trends, Issues and Best Practices in Local Fiscal Administration	6
7.1 In the Philippines	
7.2 In Developing Countries	
Examination	3

	48 hours

3. Recommended References (Partial)

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The Philippine Constitution, 1935.

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Philippines. Commission on Audit. Memorandum No. 80-249 – Guidelines on Internal Control Review and Evaluation, November 10, 1980.

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_____. Republic Act No. 7160. The Local Government Code of 1991, October 10, 1991.

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Philippines. Department of Budget and Management. Local Budget Circular No. 61 – Revised Index of Occupational Services, Position Titles and Salary Grades (IOS) in the Government March 18, 1996.

Philippine. Department of Finance. Local Finance Circular No. 1-93 - Guidelines Governing the Power of Municipalities and Cities to impose a Business Tax on Banks and Other Banking Institutions Pursuant to Section 143 (f) and 151 of the Local Government Code of 1991, June 16, 1993.

Philippines. Department of Interior and Local Government. Memorandum Circular No. 95-216 – Policies and Guidelines on the Utilization of the 20% Development Fund and Other Related matters, 1995.

_____. Memorandum Circular No. 97-30 – Amending Memorandum Circular No. 95-216, 1997.

Philippines. Office of the President. Presidential Decree No. 632 - Providing of the Budgetary Administration of the Integrated Police Forces; January 6, 1975.

_____. Presidential Decree No. 1296 – The 1978 Election Code of the Philippines, January 30, 1978.

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Philippines. Congress. Republic Act No. 6557 – The Comprehensive Agrarian Reform Law, 1987.

Philippines, Department of Finance. Local Finance Circular No. 1-93, June 16, 1993.

_____. Department of Finance Opinion, March 19, 1993.

_____. May 3, 1993.

_____. June 26, 1993.

_____. January 31, 1995.

_____. March 24, 1995.

_____. June 15, 1995.

_____. February 19, 1996.

_____. August 27, 1996.

Philippines. Office of the President. Memorandum Circular No. 153, June 4, 1992.

_____. Presidential Decree No. 231 – Enacting a Local tax Code for Provinces, Cities, Municipalities and Barrios, June 28, 1973.

Philippines. Department of Finance. Local Assessment Regulation 1-92 - Rules and Regulations Relative to the Conduct of General Revision of Real Property Assessments Pursuant to Sections 201 and 219 of RA 7160, October 6, 1992.

Philippines. Office of the President. Presidential Decree No. 464 – Real Property Tax Code (as amended), May 20, 1974.

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Primer of Multinational Investment Bancorporation on Bond Issuance.

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Ursal, Sofronio B., Philippine Laws on Local Government Finance Annotated (Vol. 1), San Juan, Metro Manila: Rogelio C. Lepana Group of Companies, 1984.

Ursal, Sofronio B. Local Government Taxation, Manila: Mary Jo Educational Supply, 1992.

II. ANALYTICAL INFORMATION

A. Instructional Model

- | | | |
|----------------------------|---|--|
| 1. Type of session | : | This will be taught using a combination of Lecture-Discussion, student reporting, case study analysis and field visits to local government units. Written examination and other requirements will become the bases for evaluating a student. |
| 2. Prepared class | : | 5-10 |
| 3. Number of hrs. per week | : | 3 |
| 4. Number of credit | : | 3 |

B. Special or Additional Resources Required

1. Special facilities
2. Library and other teaching resources
3. Special staff competencies required:
 - a. UPLB staff who are qualified to teach the course
 - 1) Dr. Rufino S. Mananghaya
 - 2) Prof. Aser B. Javier
 - 3) Prof. Rufo R. Mendoza
 - b. Staff of other institutions qualified to teach the course
 - 1) Prof. Edna K. Mananghaya

C. Relation to Other Courses

1. Offered by the department/other departments
 - a. course replaced by this course : None
 - b. prerequisite course : None
 - c. course for which this course is a prerequisite : None
 - d. course covering some of the same content : None

D. Size and Source of Enrollment

1. Department majors : 5-10
2. Certificate program : 5-10
3. Anticipated enrollment : First year - 10 Second year – 10-15

E. Estimated Funds Required by Addition of this Course

1. Salaries of Adjunct Professor
2. Course materials development

COURSE ANALYSIS

LGD 215 Human Resource Management In Local Government Units

I. IDENTIFYING AND DESCRIPTIVE INFORMATION

A. Rationale

The success or failure of the operation of LGUs depends to a great extent on the quality of their human resources. The management of human resources is therefore of utmost importance to LGUs. The focus of this course is on the improvement of the quality of human resources of LGUs. In this course, students are taught about the concepts and processes of human resource management in order to improve their understanding and skills in human resource planning, recruitment, selection, placement, development, movement and retirement.

B. Catalogue Course Description

- | | | |
|------------------------------|---|---|
| 1. Department Number | : | LGD 215 |
| 2. Descriptive Title | : | Human Resource Management in Local Government Units |
| 3. Description of the Course | : | Concepts, scope, principles, processes, functions, strategies, tools and techniques and best practices in HRM in Local Government |
| 4. Pre-requisite courses | : | |
| 5. Semester offered | : | |
| 6. Credit | : | 3 units |
| 7. Number of Hours | : | 3 hours a week/class |

C. Course Outline

1. Objectives

At the end of the course, students should be able to:

- a. Explain the concepts, principles, structures and processes of HRM in local government;
- b. Appreciate the state of the art and best practices of HRM in local government; and
- c. Design and review/assessing a Human Resource Development Program in their respective LGU.

2. Topics

No. of Hours

2.1 Overview of Human Resource Management in Local Government 3

2.1.1 Definition, scope and origin of Human Resource Management

2.1.2	Growth and Importance of Human Resource Management in Local Government	
2.1.3	The Human Resource Management Functions	
2.1.4	The Environment of Human Resource Management	
2.1.5	Competitive Advantage Through Human Resources	
2.2	External Environment	3
2.2.1	Legal bases	
2.2.2	Technological advancement	
2.2.3	Globalization	
2.2.4	Economic development	
2.2.5	People's initiative	
2.3	Internal Environment	3
2.3.1	Leadership style and preferences	
2.3.2	Financial resources	
2.3.3	Organizational values, vision and mission	
2.3.4	Dynamic workforce and changing work environment	
2.4	Human Resource Organization	
2.4.1	The structure of the office	
2.4.2	Staffing the office	
2.4.3	HRMO: Competencies and evolving role	
2.4.4	Challenges for the HRMO	
3.	Functions of Human Resource Management	
3.1	Human Resource Planning	3
3.1.1	Formulation of a strategic plan	
3.1.2	Forecast of human resource needs	
3.1.3	Determination of human resource availability	
3.1.4	Determination of gaps	
3.1.5	Development of human resource information system	
3.1.6	Best practices case studies	
	Recruitment and Selection	1.5
3.1.7	Methods of recruitment	
3.1.8	Alternatives to recruitment	
3.1.9	Selection standards	
3.1.10	Personnel selection board	
3.1.11	Selection process	
3.2	Placement and Orientation	1.5
3.3	Compensation and Benefits Administration	3

3.3.1	Position classification and pay plan	
3.3.2	Monetary and non-monetary benefits	
3.3.3	Best practices case studies	
3.4	Performance Evaluation Process	3
3.4.1	Best practices case studies	
3.5	Handling Grievances and Disciplinary Actions	1.5
3.5.1	Grievances procedure	
3.5.2	Grounds and type of disciplinary action	
3.5.3	Best practices studies	
3.6	Management – Labor Relations (Unionism in the Bureaucracy)	1.5
3.7	Human Resource Development	9
3.7.1	Human Resource Development Cycle	
	<ul style="list-style-type: none"> • Training-needs assessment • Training programme design preparation • Program implementation and monitoring • Training evaluation and follow-up 	
3.7.2	Methods and techniques in HRD	
	<ul style="list-style-type: none"> • Self-development methods • Experiential and action learning • Group work and discussion methods • Simulation methods • Case method • Lectures and promotion methods • Audiovisual, computer and communication technologies 	
3.7.3	Career Planning and Counseling	
3.7.4	Best Practices	
3.8	Employee Health and Safety	
3.9	Promotion and Reward System	3
3.10	Separation and Retirement Scheme	3
4.	Trends and Issues on Human Resource Management	3
4.1	Meritocracy	
4.2	Public ethics	
4.3	Autonomy and competence of civil servants	
4.4	Strategies for Improving Competitiveness: Quality, Productivity, and Quality of Work Life	
	Examination	3

5. References

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II. ANALYTICAL INFORMATION

A. Instructional Model

Type of session : Lecture cum student reporting of a specific perspective and analysis of cases presented in class. Internship or practicum will also be done. Examination will also be done. Examination will be used to evaluate the students basic learning of the course

1. Preferred class size : 5-10
2. Number of hrs. per week : 3
3. Number of credit : 3
- 4.

B. Special or Additional Resources Required

1. Special facilities : None
2. Library and other teaching resources : Purchase of recent books and journals relevant to the course particularly those relating to the field of institutional economics and the new political economy
3. Special staff competencies required :
 - a. UPLB staff who are qualified to teach the course
 - 1) Dr. Romeo B. Obedoza, Jr.
 - 2) Prof. Mimosa C. Ocampo
 - 3) Prof. Aser B. Javier
 - b. staff of other institutions qualified to teach the course (partial list)
 - 1) Dr. Manuel T. Mancebo
 - 2) Dr. Marilyn B. Perlas
 - 3) Dr. Virginia R. Cardenas

C. Relation to Other Courses

1. Offered by the department/other departments
 - a. Course replaced by this course : None
 - b. Prerequisite course : None
 - c. Course for which this course is a prerequisite: None
 - d. Course covering some of the same content : None

D. Size and Source of Enrollment

1. Department majors : 5-10
2. Certificate program : 5-10
3. Anticipated enrollment : First year – 10
Second year – 10-15

E. Estimated Funds Required by Addition of this Course

1. Salaries of Adjunct Professor
2. Course materials development

COURSE ANALYSIS

I. IDENTIFYING AND DESCRIPTIVE INFORMATION

A. Rationale

The devolution process has exerted tremendous pressure on Local Government Units (LGUs) to perform their functions in a more effective, efficient, equitable and sustainable manner. Towards this end, well designed and functional management structure improve is a must for local authorities. Building a pool of people at the local government level is necessary for the task of modernizing the organization and management of local authorities. Students taking this course are expected to enhance their knowledge and skills in diagnosing and designing organizational structure and management process for local government units.

B. Catalogue Course Description

- | | | |
|-----------------------|---|--|
| 1. Course Number | : | LGD 216 |
| 2. Descriptive Title | : | Organizational Development in Local Government Units |
| 3. Course Description | : | Theories, concepts and processes in organizational development and improvement of local government units |
| 4. Prerequisite | : | None |
| 5. Semester offered | : | Second Semester |
| 6. Credit | : | 3 units |
| 7. Number of Hours | : | 3 hours a week (class) |

C. Course Outline

1. Objectives

At the end of the course, students are expected to be able to:

- a) analyze the organizational structure and management processes in local government units;
- b) Assess the applicability of modern management tools in the practice of organizational development for the LGUs; and
- c) Formulate strategic plan and, work processes and standard operating procedures for LGUs.

- | 2. Topics | No. of Hrs |
|--|------------|
| I. Introduction | 3 |
| A. Framework in developing an LGU organization | |
| B. The environment of LGU (external organization) | |
| C. Organizational culture | |
| II. Current organizational structure of local government units | 3 |
| A. In the Philippines | |
| B. In comparative perspective | |

III.	Organizational development for LGUs	6
	A. Concepts, principles and processes in organizational Development	
	B. Practices in strengthening local government organizations	
IV.	Management of local government units	6
	A. Application of management concepts, principles and processes in the operation and management of LGUs	
	B. Managing performance and developing work processes in LGUs	
	1. Work processes/standard operating procedures	
	2. Local government processes	
	2.1 communication and information management	
	2.2 problem solving and decision making	
	2.3 exercise of leadership and flow of authority	
	2.4 roles and functions	
	2.5 working relationship	
	2.6 monitoring and feedback	
	3. Performance indicators	
	4. Process analysis and process mapping	
	5. Process-focusing vs. task-focusing	
	6. Evaluating and re-designing work processes	
	C. Managing local government services	
	1. Implementation	
	2. Delivery system	
	3. Evaluation	
	4. Change and impact	
	D. New ways of managing people	
V.	Strategic planning for local government units	6
	A. Elements of strategic management	
	B. The strategic planning process	
	C. The application of strategic planning and management in local government units	
VI.	Modern tools in local government management	6
	A. Performance budgeting	
	B. Flexible performance frameworks	
	C. Competitive bidding	
	D. Corporatization	
	E. Enterprise funds	
	F. Internal enterprise management	
	G. Competitive public choice systems	
	H. Vouchers and reimbursement programs	

I.	Total quality management	
J.	Business process re-engineering	
K.	Community governance bodies	
VII.	Strategies for reinventing local government	6
A.	Core strategy (clarity of purpose, role and direction)	
B.	Consequences strategy (managed competition, enterprise management and performance management)	
C.	Customer strategy (customer choice, competitive choice and customer quality assurance)	
D.	Control strategy (organizational – employee - and community empowerment)	
E.	Culture strategy (breaking habits, touching hearts and winning minds)	
VIII.	Issues and trends in the improvement of local government unit's organization and management	3
IX.	Formulation of strategic plan and work processes/ Standard operating procedures	6
	EXAMINATION	3
	Total No. of Meetings	48 hours

3. REFERENCES

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II. ANALYTICAL INFORMATION

A. Instructional Model

1. Mode of delivery

- | | | |
|--|---|---|
| a) No. of persons involved in the delivery | : | 1 Lecture |
| b) Activities involved in the delivery | : | Lecture-discussion, case studied, field trips |

B. Special or additional resources and personnel required:

- | | | |
|---|---|---|
| 1. Special facilities | : | None |
| 2. Library and other learning resources | : | Purchase of recent books and journals on organization and management and on local government. |

3. Special staff competencies required :

- | | |
|--|--|
| a) Names of staff qualified to teach the course | |
| 1) Prof. Wilfredo B. Carada, Master of Public Administration, MS-Administrative Sciences | |
| 2) Prof. Eduardo K. Araral, Master of Public Policy: MM-Development Management | |

- 3) Prof. Aser B. Javier, MM-Development Management
 - 4) Prof. Ma. Susan J. Lucero, MM-Development Management
 - 5) Prof. Nelson J.V. Querijero, MM-Rural Development Management
 - 6) Prof. Constanca Z. Rosacia, MS-Agricultural Economics
 - 7) Prof. Gener L. Talatala, MM-Rural Development Management
- b) Staff invited to give lecture on special topics
- 1) Prof. Marilyn B. Perlas, Ph.D. Community Education
 - 2) Prof. Ernesto L. Bumatay, MS-Education Management
- c) New staff requirements and individual competencies required - None
- C. Relation to other courses
1. Offered by the College
 - a) Course replaced by this course : None
 - b) Prerequisite courses : None
 - c) Course for which this course is a prerequisite : None
 - d) Course(s) covering the same content : CED 253 – Comparative Local Government (10%)
DM 224 – Public Affairs Management (5%)
 2. Offered by the Colleges
 - a) Course replaced by this course : None
 - b) Prerequisite courses : None
 - c) Course for which this course is a prerequisite : None
 - e) Course(s) covering the same content : MGT 201 – (15%) (Organization & Management)
MGT 231 (15%) (Human Behavior in Organization)
- D. Size and source of enrollment
1. Department majors : 5-10 students
 2. Majors in other department, curricula and colleges : 5-10 students
 3. Anticipated enrollment in first and second years of Offering : 20 students
- E. Estimated funds required by the addition of this course
1. Salaries : None
 2. Supplies and materials : PhP 5000/year
 3. Journals, library materials : PhP 10,000/year
 4. Equipment : None

PAf 203
Data Analysis and Modeling for Public Affairs

Introduction

Conceptual Framework of Public Decision Making

The concept of Data Analysis

- Definition of indicators
- Data generation
- Data uses

Secondary data: sources, uses and methods of data collection

Primary data:

- When and why do we use these?
- Design of data collection instrument
- Primary data collection methodologies, e.g. sample surveys, focus group discussions, key informant surveys, participatory rural appraisal (PRA)

Analytical Tools and Decision Models

Trends Analysis

- Index numbers
- Growth rates

Descriptive statistics

- Measures of central tendency
- Measures of dispersion
- Frequency distribution

Inferential statistics

- Population and samples
- Test (t, X^2)
- Simple regression analysis

Mid Term examination

Introduction to geographic information system (GIS)

Data Analysis of Policy Variables

Analysis of Socio-demographic data

- Population growth rates
- Age-sex composition
- Fertility, mortality and migration

- Measures
- Labor force and labor force
- Participation rates
- Human development index

Analysis of economic data

- Poverty threshold and poverty incidence
- Gross domestic product and gross national product
- Resources (Tax and non-tax) trends
- Overall deficit/surplus

Paper presentation – Analysis of cases for Policy
Decision making

Final examination

Course Requirements:

1 Mid term examination	30%
1 Final examination	30%
1 Group paper	20%
Lab exercises	<u>20%</u>
	100%

Laboratory exercises:

1. Secondary data: use and source
2. Design of survey instrument
3. Index numbers
4. Growth rates
5. Descriptive statistics
6. Population and samples
7. Simple regression
8. Intro to GIS
9. Population growth rates, fertility, mortality and migration measures
10. Human development index
11. Poverty threshold and poverty incidence
12. GNP and GDP growth trends