PRIME

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION
REPORT ON PROGRESS
(2015-2016)
EXECUTIVE SUMMARY

The Colegio de San Juan de Letran Calamba is a Catholic, private, non-stock and non-profit higher educational institution established in March 1979. It was initially part of Letran Manila (established in 1620). However, in 1986, Letran Calamba became the first autonomous institution of higher learning established by the Dominican Province of the Philippines. Letran Calamba envisions itself as a university, a center of science and technology, as well as a vital formation center in the religious and socio-economic development of the region by 2025. It is committed to the total human development, and better quality of life of its students, faculty, and employees, and the promotion of a genuine community through an education that is Filipino, Dominican, and Christian in orientation.

To realize the institutional vision and to fulfill its mission, Letran Calamba commits itself to deliver consistently high quality education to its students and quality service to its stakeholders through relevant, outcomes-based instruction, sustained research, community extension culture, and continually improved quality management systems. For the last three decades, Letran Calamba has significant accomplishments in quality learning and instruction, infrastructure development, research undertakings, environment-related advocacies, and community service, among others.

For the past 24 months as signatory to the UN Principles for Responsible Management Education (PRME), the Colegio, through its Office of the Vice President for Academics, and the three business and management schools namely: School of Business, Management, and Accountancy (SBMA); School of Tourism and Hospitality Management (STHM); and Graduate School and Professional Services (GSPS), has actively promoted the principles through emphasizing responsible leadership, social responsibility, and care for the environment, among others in its academic program curricula (Principles 1, 2, & 3) Students, faculty, administrators, and employees, sustained their support to institutional community services programs addressing the needs of its adopted local community and other partner local government units (Principle 2). Related researches with social responsibility, responsible leadership, and environment were also conducted and presented in various symposia/colloquia/fora that were held in the Philippines and abroad (Principle 4). The Colegio continues to forge partnership and collaboration with business corporations within its vicinity and in nearby provinces to determine their challenges in meeting social and environmental responsibilities and contribute as well to the enhancement of their business process (Principle 5). It also spearheaded orientation and awareness campaign on the principles to the Colegio’s administrators, community and extension services moderators, faculty and students, and to the network of community and extension services directors in Southern Luzon, Philippines (Principles 6).

The Colegio reiterates its understanding of the principles, in that its organizational practices would continue to serve as an example of the values and attitudes we convey to our administrators, faculty, students and employees.
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Renewal of Commitment to the Adoption of the PRME

Six PRME Principles
PHILOSOPHY AND OBJECTIVES

Institutional Principles

A Culture of Conscience, Discipline, and Excellence inspired by Filipino, Dominican, and Christian ideals and values.

Vision

In a Culture of Conscience, Discipline, and Excellence, we envision Letran Calamba as a university, a center of science and technology, as well as a vital formation center in the religious and socio-economic development of the region.

Mission

We, the Colegio de San Juan de Letran Calamba, a Catholic educational institution, commit ourselves to the total human development, and better quality of life of our students, faculty, and employees, and the promotion of a genuine community through an education that is Filipino, Dominican, and Christian in orientation.

Institutional Quality Policy

To realize the institutional vision and to fulfill the mission of Letran Calamba, the Colegio commits itself to deliver consistently quality education to its students and quality service to its stakeholders through a relevant outcomes-based instruction, sustained research and community extension culture, and continually improved quality management systems.

Institutional Quality Objectives

1. To develop qualified and productive professionals who can effectively contribute to the growth of the nation
2. To maintain and continually strive for a corps of competent administrators, faculty, employees and alumni who shall endeavor to attain the Colegio's mission and vision
3. To promote solidarity with the larger community through programs that are responsive to its needs
4. To provide a wholesome and conducive educational environment for the Letran community

Core Values

Based on the supreme ideals of Deus, Patria, and Letran, the Colegio embraces the following core values:

1. Espousing a Sense of Community;
2. Valuing and Respecting Others;
3. Delivering Results;
4. Doing What is Right;
5. Maintaining a Deep Affection for Life;
6. Executing a Visionary Leadership;
7. Promoting Customer-Driven Excellence;
8. Being Adaptable and Agile; and
Principle 1 | Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Brief History of the Institution

Colegio de San Juan de Letran Calamba was once described as a fusion between “tradition and vision.” Let this host of stories unfold as a testimony to that contradictory blend.

Its story started in March 1979 when it was founded by its mother-institution, Letran Intramuros. It is the first institution of higher learning established by the Dominican Province of the Philippines; the rest having been put up by the Spanish Dominicans. The idea of putting up a Dominican school in Laguna was triggered by the move to decentralize DPPI schools in Manila. Further, a close consideration was also that of bringing Letran to another home place of a hero—our national icon: Dr. Jose Rizal. Letran Manila was touted as the alma mater of our great heroes, such as Manuel Quezon, Sergio Osmeña, Apolinario Mabini, Gregorio Del Pilar, Francisco Balagtas, and Emilio Aguinaldo. From 1979, Letran Calamba has established a good name in quality education, strong research efforts, and responsive community service and extension activities. Hence, in 1986, it was granted autonomy by Letran Manila. It has since become a respected higher educational institution. It operates within the principles of a Filipino, Dominican, and Christian education—within the contexts of excellence, conscience, and discipline. Its curricular programs range from its flagship engineering courses to specialized offerings on information technology, business management, hospitality management, education, arts and sciences, nursing, and professional studies.

The Academic Division

Brief Description

The Academic Division oversees and supervises the educational managers of various academic and academic-support departments that will assist in achieving the institution’s mission and vision. It performs the following duties and responsibilities: (1) puts in place and institutionalizes the best possible curricula, and their corresponding teaching personnel, and the institutional support system through instruction and in coordination with other offices; (2) formulates, reviews, approves, or endorses to the Rector and President for final approval relevant academic policies, systems, and procedures; and (3) monitors and evaluates program and system implementation and other related practices.
Philosophy and Objectives

Vision
A robust Letran Calamba learning community advancing toward a university of faith, science, and technology by 2019.

Mission
We, the members of the Academics Division, in pursuit of a holistic, meaningful and glocal development, commit ourselves to promote curricular and alternative learning programs that will enhance the quality of life of its stakeholders through an authentic, Filipino, Dominican, and Christian learning community of productivity and quality.

Quality Objectives
1. To form conscientious, disciplined, and excellent students and graduates through Dominican programs which are quality-focused, industry-aligned, competency based, and glocally competitive
2. To sustain the academic program’s high standards of quality, excellence, and relevance to promote the Colegio as one of the nationally and internationally recognized educational institutions
3. To continually prepare and improve the administrators, faculty members, and staff to deliver quality instruction and support services that will effectively and efficiently contribute to the delivery of programs

The Business and Management Schools

School of Business, Management, and Accountancy

Brief Description

The School of Business, Management, and Accountancy (SBMA) shall provide quality and relevant business education to its students and eventually produce graduates more responsive and industry ready in both local and international settings. It performs the following duties and responsibilities:

1. Manages the curricular program: Bachelor of Science in Accountancy, Bachelor of Science in Business Administration Major in Human Resource Development Management and Major in Marketing Management;
2. Manages the administrative and physical support and services for the curricular program e.g. relevant policies and procedures, classrooms and equipment laboratories and supplies and materials;
3. Manages the human resource support in the administration of the curricular program: Administrators, staff and employees, faculty – internal and external;
4. Manages the office operations in support of the curricular program: Dean and Chair’s office, materials and supplies, budget and inventory;
5. Manages records and documents – student records, faculty records and administrative records and regulatory (CHED) records;
6. Manages of quality improvement activities – internal audit – ISO, PACUCAOA and CHED Regional Quality Assessment;
7. Supports/participates in research and community extension service or programs of the Colegio;
8. Supports/participates in development and program planning for the Colegio – strategic and operation planning; and
9. Carries out marketing plans for the curricular program and viability.

Philosophy and Objectives

Vision

A recognized business school in the ASEAN region by 2020.

Mission

The School of Business, Management and Accountancy commits to develop responsive and productive professionals and entrepreneurs by providing quality business curricular programs that are imbued with Filipino, Dominican and Christian attitudes and principles.

Quality Objectives

1. To continually deliver quality business education through outcomes-based instruction and quality departmental services to the stakeholders.
2. To continually elevate the accreditation level of the business education curricular programs.
3. To strengthen the technical and professional competencies of administrators, faculty members, and support personnel.

School of Tourism and Hospitality Management

Brief Description

The School of Tourism and Hospitality Management (STHM) provides quality and relevant Tourism and Hospitality education to its students and eventually produce graduates that are more responsive and industry ready in both local and international settings. It performs the following duties and responsibilities: (1) to offer tourism and hospitality curricula that are relevant to the industry and community; (2) to prepare tourism and hospitality students in acquiring the knowledge and values needed in their chosen careers; and (3) to provide Tourism and HRM graduates with lifelong learning opportunity.
Philosophy and Objectives

Vision

The School of Tourism and Hospitality Management envisions itself to be recognized as the School of International Tourism and Hospitality Management and the Center of Development in Tourism and Hospitality Management in the region in the Year 2020.

Mission

In line with the Colegio’s mission, the School commits to provide Tourism and Hospitality Management education imbued with Filipino Dominican, and Christian values. The School endeavors to produce globally competitive graduates in the field of Tourism and Hospitality Management through competency-based curriculum, industry-simulated facilities, and specialized instruction.

Quality Objectives

1. To provide students with quality programs in the fields of tourism and hospitality education that are in demand and responsive to the national and international industry needs.
2. To deliver relevant and quality tourism and hospitality curricular programs that promote the Colegio as one of the nationally and internationally recognized educational institutions.
3. To continually prepare and improve the administrators, faculty members, and staff to deliver quality instruction and support services that will effectively and efficiently contribute to the delivery of programs.

Graduate School and Professional Services

Brief Description

Since its establishment in 1993, Letran Calamba Graduate School and Professional Services (GSPS) has established postgraduate programs that aim to groom a new breed of industry leaders capable of excelling in a rapidly changing and dynamic world. Its curriculum is tailored to meet the challenges of an increasingly complex global market. To deliver this, GSPS faculty has been handpicked to advance knowledge in teaching and research. Aside from recruiting some of the best academic instructors, Letran Calamba also taps successful business professionals for their specific expertise and skills.

GSPS offers relevant, innovative, and integrative courses that draw on academic foundations and cutting-edge research strengths across all major disciplines. Its programs are built on ideas and research coupled with proven teaching methods. GSPS promotes a comprehensive approach to advance the teaching-learning process. Courses are facilitated through a forum that encourages exchange, synthesis to emerge a well-rounded and in-depth
understanding of the various concepts, theoretical underpinning of the course granting an opportunity for the students to question, validate previously acquired knowledge and learning. Such exercise endows them a broader perspective about the course.

**Philosophy and Objectives**

**Vision**

The leader and center of excellence in graduate studies and professional services in Region IV-A.

**Mission**

To provide the professionals in the region with advance, innovative, needs-based, and responsible business and management education for continuous improvement, lifelong learning, and integral human development.

**Quality Objectives**

1. To provide the students with quality focused, industry-aligned, competency-based, and gloally competitive graduate programs that are anchored on the core principles of conscience, discipline and excellence
2. To deliver graduate curricular programs that promote the Colegio as one of the nationally and internationally-recognized educational institutions
3. To continually develop professionals in the field of business, management, and education through training and development and other relevant capability-building services
4. To continually prepare and improve the administrators, faculty members, and staff to deliver quality instruction and support services that will effectively contribute to the delivery of graduate programs

**Accreditations and Recognitions**

Letran Calamba is directed towards the attainment of quality students and graduates who bear the institution’s thrust of conscience, discipline and excellence. It continues to evolve and transform itself into a world class institution of quality learning by being a recipient of ISO 9001:2008 Recertification, local accreditation of curricular programs by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), Philippine Quality Award (PQA) recognition for Commitment to Quality Management (modeled after the US Malcom Baldridge Quality Award), and the 2016 Asia Pacific Quality Organization (APQO) Global Performance Excellence Best in Class Award.
Letran Calamba is the first educational institution in the Philippines to be given the prestigious Global Performance Excellence Award. The awarding ceremonies were hosted on November 21, 2016 at Rotorua, New Zealand by the Asia Pacific Quality Organization (APQO). GPEA is a strategic enabling tool for global performance excellence. It strengthens the strategies and performance of organizations to succeed in the fast evolving global market place. Its process builds up awareness on performance excellence as an increasingly important tool towards global business success and sustainability. GPEA is managed by APQO, which is organized by National Quality Organizations in Asian and Pacific Rim countries, including the American Society for Quality. It was incorporated in the Philippines in 1985.

Principle 2 | Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

The Core Tenets of Social Responsibility in Letran Education

Education primarily serves as a catalyst of change, development, and innovation. It is integral in nature, as it concerns total human development—improvement in all dimensions. Students as learners are God’s creations, made to His image and likeness, and entrusted the task of being a steward of creation.
Letran Calamba is an institution of higher learning, which envisions to be center of science and technology in the region. At its core is a continuous quest to hone its students and graduates to become innovative workers and leaders, especially in bringing about significant impact to the community that Letran Calamba serves, and to the society as a whole.
Specific to community service, Letran Calamba has managed to implement *Makipamuhay (living in the community)*, a three-day social immersion program for students and school personnel, since year 2000. Letran Calamba, in collaboration with local and international partners, has also developed its community engagement mother program called *Hayuma* which offers extension and community services in forms of education, disaster risk reduction management, nutrition, livelihood and public health projects.

**Nutriskwela**

Nutriskwela was established as a community and extension program of the School of Hospitality and Tourism Management (STHM) for its HRM students and faculty members. It is a five-month supplementary feeding program which aims to benefit fifty under-nourished school children aged 3-5 years old, residing at the adopted nearby community.
Community-Based Capacity Building Training.

For a more holistic community engagement and invoking as well the expertise of the faculty and the program, the School of Business, Management, and Accountancy (SBMA) directed its effort to strengthen the Hayuma Multipurpose Cooperative (HMPC)- a partner-cooperative. Capacity building training on finance, marketing and human resources were given to the concerned stakeholders of the cooperative. Leanings of students from the IBP and product management were presented to the community.

To date, the community and extension service is centered in Brgy. Masili, City of Calamba where the Hayuma Cooperative’s members are located. Income generation projects are now being drawn to help improve the members’ economic conditions. Community engagement efforts of the Colegio are now concentrated on the Barangay Masili and a five-year Memorandum of Agreement was drawn in July 15, 2015. BSBA alumni who had their IBP were invited by the CES moderator to present their products to the community through the Community – Based Capacity Building Training given to HAYUMA members.

A Nurturing and Caring Community to its Environment

Letran Calamba keeps pace with current trends and developments in delivering quality education, such as use of virtual educational platforms, high-end laboratories, and exposures to advanced industry-based facilities of partner organizations in various science and technology parks in the region. These help shape and hone the skills of its graduates not only in seeking but also in generating new knowledge. Amidst these technological developments, Letran Calamba remains a nurturing and caring community to its environment. The institution believes that no amount of effort can compensate the harm that innovations and advancements can cause the environment. As such, it is always a premise to act with responsibility and accountability. This is what a Letran Calamba graduate embodies and this is our place in the changing landscape of education.
Letran Calamba is an environmental advocate, promoting environmental protection by implementing practices such as maintaining a waste water treatment facility, proper waste segregation, avoidance of the use of plastics and styrofoams, energy conservation by adapting LED lights and Programmable Logic Circuits (PLC) in controlling air-conditioning units, and 7S implementation – an upgraded 5S.

Letran Calamba Waste Water Treatment Facility

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**LETTRAN CALAMBA IS IMPLEMENTING THE 7S METHODOLOGY**

*A PLACE FOR EVERYTHING AND EVERYTHING IS IN PLACE*

1. **SORT**
   - to separate needed materials from unnecessary materials

2. **SET IN ORDER**
   - to organize the necessary items and dispose the unnecessary

3. **SYSTEMATIZE**
   - to conduct a line-up campaign

4. **STANDARDIZE**
   - to sort, sweep, and systematic at frequent intervals to maintain an ideally efficient place

5. **MAINTAIN SAFETY**
   - to ensure that the environment is free from safety hazards

6. **PROMOTE SECURITY**
   - to ensure that documents and records are safe from unwanted events

7. **SUSTAIN SELF-DISCIPLINE**
   - means to form the habit of always following the 7S methodology
**Principle 3 | Method**

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

**Making Sense of the School’s Advocacy and Efforts to Shape and Nurture Students Towards Social Orientation and Care of Creation: The Graduate School as Case in Point**

Through its Graduate School and Professional Services (GSPS), Letran Calamba has embraced a noble mission of providing professionals with advanced, innovative, needs-based, and responsible business and management education for continuous improvement, lifelong learning, and integral human development. The school commits itself to nurture and shape its graduate students who are predominantly professionals and holder of key managerial positions in their respective organizations to be responsible managers – stewards of God’s creation and leaders who maintain a deep sense of affection and empathy to those who belong to the less privileged and marginalized sectors of the society.

The GSPS, being an Outcomes Based Education (OBE) believer, would like to see its faculty members carry out the very essence and purpose of this undertaking without sacrificing academic freedom in their domain. With this as the guiding principle, each faculty member must be able to provide better approaches and methodologies in the respective courses they handle. As such, guided by the identified Graduate Attributes, Course Intended Learning Outcomes (CILOs), and Intended Learning Outcomes (ILOs), the preparation of the course syllabus specifically their subject matters/contents, teaching and learning activities, course assessment, course requirement, course policy, textbook and references, including research journals, and its delivery are in place.

Graduate students are exposed to the concepts, principles, and practices of corporate sustainability and global social responsibility, and the value of business as a force for good. This is reflected in the formulation of learning outcomes and in the learning activities of all the courses mentioned. In the Transformational Leadership Course as an example, students were tasked to engage in research through systematic review and analysis of literature and studies related to the practice of corporate sustainability and accountability and relation to transformation leadership. The outcome of this research project was the ability to produce new frameworks and models for echoing responsibility, accountability, and sustainability in the transformation process at the individual, organizational, and societal levels. Indicators and outcomes per attributes were also formulated with recommendation to be tested in the workplace setting.

**Social Responsibility and Good Governance: Deepening the Professionals’ Social Orientation and Community Engagement**

The course “Social Responsibility and Good Governance is a core course in five master-level programs namely: (1) Master in Business Administration (MBA); (2) Master in Management (MM) major in People Management (MM-PM); (3) MM major in Information Technology

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1 Lifted from *Chapter III - The Colegio De San Juan De Letran Calamba, Philippines: Nurturing and Shaping Professionals Toward Social Orientation and Care of Creations, In Swamy, R (ed) (July-August 2017)*

*Responsible Management Education: Some voices from Asia, Business Expert Press, New York (for publication)*
Management (MM-ITM); (4) MM major in School Management (MM-SM); and (5) MM major in Engineering Management (MM-EM).

The course examines the value and trends of engaging stakeholders in the identification of their new accountability boundaries and establishing governance systems, structures, processes and policies to provide companies with an overall management quality needed to compete successfully.

The course revisits how companies that perform better with regard to these issues can increase shareholder value by, for example, properly managing risks, anticipating regulatory action or accessing new markets while at the same time contributing to the sustainable development of the societies in which they operate.

To provide meaningful outcomes, the Social Responsibility and Good Governance course tackles a substantial discussion on ethics, values and environmental awareness. It orients students to different social issues through socially responsive on- and off-campus activities. It emphasizes how a company needs to protect its stakeholders to build a continuing exchange flow with its resource suppliers (e.g., employees, customers, suppliers, the environment or the community where they exist, the government, and shareholders). The course also requires the students to conceptualize community engagement and other activities with social relevance as part of the final course assessment. This enables students to provide inputs back in their respective organizations both in theory and in practice.

During the classroom sessions, groups of students are given a topic and asked to deliver an oral argument about it. The oral argument includes sharing of their respective organization’s best practices/ experiences and additional information through web search about the best practices of the top corporations who excel in the field. The web search part however, is not the sole responsibility of the reporting group. Other students not assigned to said topic are likewise advised to do the same to ensure lively class proceedings and a critique by the class for possible improvement if any. With this, the class will be able to provide inputs that can be adapted by the employing organization of the presenter.
The school allows an off-site session for each class so that alternate activities can be scheduled. The offsite sessions give time for students to meet and brainstorm, conduct inspections in the potential engagement sites. For example, on a visit to Home for the Aged as a final project, students of the course collaborated with other classes through the school’s graduate school society, and with people in other sectors for assistance (eg., doctors, nurses, pharmaceutical company for some medicines and for food to be served for lunch during the engagement). It is very interesting to note that students were able to apply their learning from other courses they are enrolled to the project.

In order to process the learning of the engagement, faculty-in-charge conducted an evaluation activity immediately after the engagement. This session was for the students to share their insights regarding the conducted activity. Students also had a chance to assess the activity through an individual reflection paper submitted a week after the engagement. A rubric that assessed the project in terms of planning, participation, record keeping, reflection output, and value of service or initiative was prepared exclusively for this kind of engagement. Table 1 shows the constructive alignment of the course’s learning outcomes with the set graduate attributes.
Table 1. Constructive alignment of the course’s learning outcomes with the set graduate attributes.

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<td>A globally competent leader</td>
<td>Develop leadership in one’s field of study</td>
<td>CILO 1: Practice leadership skills in making ethical decisions and resolving conflict involving the corporation’s stakeholders.</td>
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<td>A critical thinker</td>
<td>Adopt a multi-level view of the world</td>
<td>CILO 2: Differentiate organizations based on their corporate social responsibility and good governance practices.</td>
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<td>A sensible communicator</td>
<td>Articulate arguments clearly and sensitly</td>
<td>CILO 3: Argue on the pros and cons in implementing Corporate Social Responsibility (CSR) in the organization.</td>
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<td>A lifelong learner</td>
<td>Engage in research and continuous learning</td>
<td>CILO 4: Critique well-known corporations on the way they implement Corporate Social Responsibility (CSR) to benefit their stakeholders.</td>
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<td>A reflective steward of God’s creation</td>
<td>Show Dominican values in caring for the earth</td>
<td>CILO 5: Analyze the way corporations practice good governance principles as well as implement Corporate Social Responsibility</td>
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Environmental Technology Management: Espousing a Deeper Sense of Responsibility and Accountability for Care of Creations

The course “Environmental Technology Management is offered under the Master in Management major in Engineering Management (MM-EM) program. It prepares the students to understand and address ecological and social systems through exposure to various activities that involve the transformation of material and energy for the benefit of the community/ society. It helps them to make sense of the economic and environmental impact of these activities to society.

The course also prepares them to understand the new challenges as they arise, identify possible mitigation strategies and formulate implementation policies for more efficient/sustainable use of resources and the prevention of industrial wastes. They learn to develop and implement an effective environmental management system to address these challenges. During the classroom sessions, students are engaged in dynamic learning strategies through comprehensive presentations, lectures, research and discussions, application-based approaches such as case analysis, article review on related and relevant environmental issues, and live projects at a selected firm. Skills in auditing environmental management are also introduced and enhanced through field projects at a selected firm. Table 2 shows the course framework.
Table 2. Environmental Technology Management course’s learning outcomes with the set graduate attributes.
Transformational Leadership is a core course of all the four doctoral programs being offered by the Graduate School. These programs are (1) Doctor of Philosophy in Management (PhD-M); (2) Doctor of Philosophy in People Management (Ph.D-PM); (3) Doctor of Philosophy in Information Technology Management (Ph.D.-ITM); and (4) Doctor of Philosophy in School Management (Ph.D-SM).

The course deals with the examination of various theoretical groundings, processes, concepts, and a number of encompassing leadership styles, values, principles forwarded by transformational leadership. The course illumines leverages/potentials, and shortcomings of the concept in relation to various organizational contexts/climate. It underscores how leaders and followers raise one another to higher levels of morality and motivation. In particular, it surveys the organizational culture that transformational leadership nurtures, the priorities and concerns it attends, and the rewards it allocates.

Transformational leadership is specifically designed and offered in the doctoral programs as it necessitates a higher level theoretical grounding, and presentation of constructs which could lead to new discourses in the underlying topics/subject matters. Since the students are engaged in developing new frameworks and models and testing said models through practical research and case studies, this further encourages them to continue venturing in similar research undertakings and at the same time in facilitating trainings on topics which are relevant to their organizations.
The course is anchored predominantly on the four components of transformational leadership, sometimes referred to as the 4 I’s. These are: (a) idealized influence (II) - the leader serves as an ideal role model for followers; the leader "walks the talk," and is admired for this; (b) inspirational motivation (IM) - transformational leaders have the ability to inspire and motivate followers. Combined, these first two I’s are what constitute the transformational leader’s charisma; (c) individualized consideration (IC) - transformational leaders demonstrate genuine concern for the needs and feelings of followers. This personal attention to each follower is a key element in bringing out their very best efforts; and (d) intellectual stimulation (IS) - the leader challenges followers to be innovative and creative. A common misunderstanding is that transformational leaders are "soft," but the truth is that they constantly challenge followers to higher levels of performance. (Northhouse, 2001, cited in Hall, J. et.al, 2012)

To be able to deliver the course based on its definition and components as mentioned above, the course has adopted three student learning outcomes namely: (1) critically analyze the transformational leadership in both the theoretical and conceptual perspectives; (2) implement and evaluate strategic practices based on various theories, models, and approaches for achieving organizational transformation; and (3) manifest the characteristics of a responsible leader in the workplace, community, and society as a whole. Table 3 shows a sample of the one of the modules course framework.

Table 3. Course outline of Transformational Leadership sub-module
Linking the Graduate School’s Initiatives to PRME Principles

Letran Calamba became a signatory to the PRME principles on January 19, 2015. True to its declaration of willingness to progress in the implementation of the set principles and given the three courses as mentioned, the institution believes that through its graduate education program, it is able to link its effort to mainstream the professionals in responsible management to wit:

**Principle 1 | Purpose**: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

**Principle 2 | Values**: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

**Principle 4 | Research**: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Graduate students are exposed to the concepts, principles, and practices of corporate sustainability and global social responsibility, and the value of business as a force for good (Principles 1 and 2). This is evident in the formulation of learning outcomes and in facilitating the learning activities of all the courses mentioned. In the Transformational Leadership Course as an example, students were tasked to engage in research (Principle 4) through systematic review and analysis of literature and studies related to the practice of corporate sustainability, responsibility, and accountability and their characteristics as attributes of transformation leadership. As an outcome, the research project was able to produce new frameworks and models for echoing responsibility, accountability, and sustainability in the transformation process at the individual, organizational, and societal levels. Indicators and outcomes per attribute were also formulated with recommendation to be tested in the workplace setting.

**Principle 3 | Method**: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

The specific module on responsible leadership under the Transformational Leadership course enable the students to demonstrate understanding of the characteristics of a responsible leader following the constructivist perspective. Constructivism as a methodology facilitates learning in terms of building “constructs” or ideas in a synthesized manner brought about by the articulation of the topic’s basic premise, weaving of ideas drawn from existing knowledge base, and providing synthesis or innovative perspective through various themes as drawn from the underlying processes in constructivism.

**Principle 5 | Partnership**: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

The Letran Calamba Graduate School is situated in an area near the industrial zones, which serves as a great opportunity to establish linkages for joint projects such as research, seminars, and other related undertakings. Graduate students are mostly coming from these industrial zones and also instrumental in facilitating the institution’s partnership with them. Formal agreements are forged through a memorandum of understanding. In most cases, companies serve as research site, venue for internship/practicum, and places identified for study tour (i.e. plant visit).
Challenges and Lessons Learned

The preparation and delivery of the graduate courses discussed above have their share of challenges. Such challenges continue to serve as basis for continual improvement especially when the courses will be offered again in the succeeding trimesters.

The common belief is that a course on social responsibility needs to have a community outreach component as give back to society. The challenge is how to re-orient students to different paradigms that extend beyond community outreach and the like. Students need to understand that social responsibility is not only the engagement of the firm in a community outreach program. Rather, such an outreach should be seen as an entry point to further appreciate a bigger picture about the other problems and issues that beset a society as a whole. With such a challenge, the different topics and the corresponding intended learning outcomes should be carefully identified and matched with both the initial understanding of the students about social responsibility, and mainstreaming them as well as other thoughts beyond such an initial understanding.

A second challenge is to promote the idea that what is learned should be applied at the workplace. For the course Transformation Leadership, students should be continuously challenged to apply the underlying theories and concepts in their respective workplaces. This could be in the form of process mapping where one can situate a particular process in their company where transformation is necessary, or a social audit of their respective organizations to determine where are they situated in the CSR pyramid. Discourses among various perspectives are helpful and therefore need to be continued as part of the course’s teaching and learning activities. With the introduction of Sustainable Development Goals (SDGs), this could serve as a very rich source of arguments as they relate to social responsibility, corporate sustainability, and environmental consciousness.
In the process of teaching the course Environmental Technology Management, on the other hand, while most of the students have knowledge in auditing (having been exposed in ISO 14001 Environmental Management System), the real essence of its implications, somehow, has yet to be expounded. Learning the process of environmental impact assessment could be significant as it would enable students to actively participate in the environmental compliance and certification process in their respective organizations. It is quite challenging to help them become more conscious on their responsibility in managing waste, especially in the manufacturing setting.

Most of the students have inadequate understanding of the waste water treatment operation. In order to reinforce the learning process, students need to be exposed to actual waste water treatment facility which could be an opportunity for them to clarify some related concepts as applied in the field from those technical people who are operating said facility. In essence, through this course, students must be able to demonstrate understanding of different perspectives and develop more approaches to minimize if not totally eradicate pollution in their working environment and in their respective communities.

**Implications, and Recommendations**

The country and the world, in general are experiencing different social and environmental challenges. Students are challenged to be engaged and involved in a socially-oriented projects and activities that will create a positive impact either on the lives of poor/marginalized sections of society or on the environment.

In the course *Social Responsibility and Good Governance*, students planned, organized, implemented, and evaluated a community-based activity in their final project. This is a pivotal academic exercise that paves a way to manifest one of the graduate attributes that the institution has stated and publicized - of being an ethical and responsible citizen of the world by acting prudently and conscientiously on matters affecting the welfare of others. Other forms of engaging in the community such as in settlement areas (those affected by calamities) and to bring in information and know-how about livelihood projects for those in the affected areas, is a welcome development. Sustainability of the project intervention must be emphasized also as part of the course delivery itself- for example, the students’ employers could be encouraged to contribute and help provide the needed resources in a sustainable manner. More importantly, beneficiaries of the interventions, should be educated also in terms of their crucial role in the project intervention, the need for them to own the project and sustain it.

With the combination of conceptual and application-based learning, the Environmental Technology Management as a course, continues to evolve. The challenge is to swiftly immerse the students in the emergent technologies applied in their employing organizations to address environmental challenges. A continuing challenge for the students is to advocate environmental consciousness in their respective organizations, especially when it deals with compliance to both government and international regulatory frameworks and protocols. Through this course, the students are prepared to be ethical and responsible citizens of the world, and reflective stewards of God’s creations. These attributes may not be manifested immediately after completing the program. It is necessary to assess the extent to which they have succeeded in nudging their companies to be environmentally sound.

The final paper prepared by the students for the course Transformational Leadership enabled them to critically dissect related literatures and deduce theoretical, conceptual and pragmatic models to best explain the tenets of sustainability, accountability, and responsibility at the
individual level, and eventually model their own paradigm as contribution to the body of knowledge of said course. Here, the students were able to relate the cases in point from various organizations representing different industries to the prevailing theoretical, and conceptual paradigms as forwarded by the course itself. In addition, students were able to realize the multi-dimensional perspectives of transformational leadership, challenging them to explore how these can be implemented in their respective organizational affiliations. For the enhancement of the course, students themselves recommended to include role playing, inviting resource persons who are currently engaged and active in the field, and more case studies with Asian flavor.

The effectiveness of the delivery of any course can be gauged, among others, from the feedback of the learners themselves. Results of the assessment of the teacher’s performance especially in the delivery of teaching and learning activities, and the realization of the set learning outcomes, are key information which the teacher, in particular, and the school, in general can use to effect continual improvement. The students’ account of their learnings and insights about the respective courses that they went through have focused on the following themes: (a) their perspective on the teaching and learning activities (TLAs; (b) the learning outcomes and the realization of such outcomes; (c) self-reflection about the key learnings and (d) bringing the skills and knowledge gained from the courses into the workplace and community. These reflections are indication that indeed, these courses have been life-changing and have inspired them to seek additional knowledge and eventually apply this to address challenges in the real world.
In final analysis, it is of utmost concern for graduate education to deliver the best for its students and ultimately, help them make their knowledge work in diverse workplaces and communities where they belong. The three courses prepare students to become responsible managers or employees to champion the environmental opportunities at their workplaces, and act as catalysts in their respective organizations by transforming the organizational culture of their companies to better align with society’s expectations.

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Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

Related researches on social responsibility, responsible leadership, and environment were also conducted and presented in various symposia/colloquia/fora that were held in the Philippines and abroad.

Graduate Education for Business and Community Development: Thematic Emphasis on Social Responsibility, Good Governance, Ethics and Accountability, and Transformational Leadership: A Case Study

Main Author: Prof. Ruel V. Maningas, Ph.D
Assistant Vice President for Academics
Colegio de San Juan de Letran Calamba

Co-Authors: Asst. Prof. Melchor C. Morandarte, Faculty, Graduate School, Letran Calamba
Asst. Prof. Maressan V. Garcia, Faculty, Letran Calamba
Assoc. Prof. Narciso N. Garciso, Ph.D., Faculty, Graduate School, Letran Calamba
Atty. Eleno O. Peralta, Ph.D. Faculty, Graduate School, Letran Calamba

ABSTRACT

The Graduate School and Professional Services of Colegio de San Juan de Letran Calamba, Philippines, has for its mission, the provision of innovative and needs-based advanced studies in business and management for continual improvement, lifelong learning, and integral human development. Its program of studies advocates for the students to acquire the needed professional competencies and responsibilities to perform critical and value adding roles in their respective workplaces and communities.

In support of its institutional quality objectives, Letran Calamba Graduate School delivers and implements courses which aim to develop graduate students as professionals who are oriented in effectual service and solidarity with the larger communities. Among these are: Social Responsibility and Good Governance, and Laws, Ethics and Accountability in Government (under the masterate programs), and Transformational Leadership (under the doctorate programs).

This case study presented and characterized the various courses mentioned above which Letran Calamba Graduate School offers in the margin of its advocacy to contribute to responsible management of business and community-oriented programs and services. It also discussed the courses’ intended learning outcomes and how the corresponding teaching and learning activities are delivered and assessed. In essence, the study provided the analysis and synthesis of the role of graduate education institution in preparing the professionals to be ethically sound, morally and socially responsible in performing their respective duties and responsibilities in their workplaces, and in the society and larger communities as a whole.
The Graduate School and Responsible Management Education: Nurturing and Shaping Professionals Towards Social Orientation and Care of Creations: A Case Study

Main Author: Prof. Ruel V. Maningas, Ph.D
Assistant Vice President for Academics
Colegio de San Juan de Letran Calamba

Co-Author: Asst. Prof. Melchor C. Morandarte, Faculty, Graduate School, Letran Calamba
Engr. Reynaldo R. Robles, MM, Faculty, Graduate School, Letran Calamba

ABSTRACT

This case study shows how the school’s advocacy to contribute to responsible management education is translated into relevant courses that deal with social orientation and care for the environment. For this study, three core graduate courses from three different academic programs are described: (a) Social Responsibility and Good Governance, a core course in all the masteral program in the graduate school; (b) Environmental Technology Management, a major course under the Master in Management and Master in Management major in Engineering Management and (c) Transformational Leadership, a core course in all the Doctorate Programs. The three courses are described in terms of their underlying pedagogies, the manner by which the learning activities are facilitated, the learning outcomes and their assessments; and the challenges and opportunities for continual enhancement of said courses. Insights and learnings from the courses - on how the three courses contribute to the graduate students’ quest to advocate social responsibility- are based on the discussion with students and their feedback.

Transformational Leadership: Echoing Responsibility, Accountability, and Sustainability Attributes in the Transformation Process

Main Authors: Ms. Aileen K. Balba, Ph.D in School Management Student, Letran Calamba
Ms. Eileen Lorena M. Mamino, Ph.D in Management Student, Letran Calamba
Ms. Mary Grace Reyes, Ph.D. in School Management Student, Letran Calamba

Secondary Authors: Prof. Ruel V. Maningas, Ph.D, Assistant Vice President, Letran Calamba
Asst. Prof. Evangeline T. Pasion, DBA, Dean, Graduate School, Letran Calamba

ABSTRACT

The challenges brought about by globalization, technology advancements and competitive environment have strongly supported the need for effective leadership among higher learning institutions. Successful academic institutions do not only constitute well outlined VMGOs, neither having attractive projects and programs, nor an increase in the number of clients nor having good caliber of faculty and staff. This success may not be realized without highly effective school leaders. Leadership ability of the academic institutions is considered to be the pillar and one of the keys to success of achieving the institutional VMGOs.

The challenge now is to determine whether the leaders in HEIs are competent enough to exhibit the transformational leadership behaviors echoing responsibility, accountability and sustainability, known as the threefold attributes of transformational process. This dialectical paper on
transformational leadership is aimed to provide awareness and guidance among the middle managers of higher education institutions by providing theoretical and philosophical groundings, as well as conceptual bases to determine if these leaders exhibit the ideal transformational behaviors necessary to overcome issues and challenges in echoing responsibility, accountability and responsibility.

This paper is also aimed to explore on the different levels (individual, organizational, global) where the leaders have to develop transformational behaviors and provide innovative perspective. The study focused on a dialectical exploration of the transformational leadership characteristics as a leadership style that is ideal for higher education institutions. The study also provides discourses on identifying indicators of an effective transformational leader in the middle management such as the deans, campus directors, coordinators and administrators in echoing responsibility, accountability and sustainability.

Various sources of data and information that were used as bases for developing models/frameworks for echoing responsibility, accountability and sustainability attributes were taken from established descriptive theories and philosophical groundings/literature reviews (50%), case studies (20%), theoretical and conceptual frameworks/models (30%). Academic leaders and other educational sectors local and international are trying to embed values and ethics which will be the effective weapon against the threat of downfall in any endeavour. It must be one of the initiatives of leaders on how to integrate responsibility, accountability and sustainability among their people as individuals, as members of the organization and part of the global society. Being globally competitive does not only speak about profit, international linkages and partnerships or standards, rather it refers to the holistic qualities of an ideal organization: responsibility, accountability and sustainability.

In the different discourses presented on echoing responsibility, accountability and sustainability in adopting the transformational process, the significance of being an ethical leader has somehow been reiterated. Thus, as the schools pursue a sustainable path, they will have to involve ethical considerations for parents, students, their culture and societal factors.

**Other Related Researches**

The School of Business, Management, and Accountancy (SBMA) conducted two studies on the effects of the Hayuma Multi-Purpose Cooperative to its stakeholders were conducted. These were “The Effects of Business Administration Extension Project to the HMPC Stakeholder’s Project Implementation capabilities” and “Buhay Hayuma: Mga Kwento at Patotoo”. A need assessment was also conducted in 2014-2015.

Two faculty members from the School of Tourism and Hospitality Management (STHM) namely Ms. Esmeralda S.P. Alhambra and Ms. Carmel N. Hemedez presented their research paper entitled “A Local Solution to Malnutrition: An Assessment of Nutriskwela as a School Feeding Program” during the 10th Network of CALABARZON Educational Institutions (NOCEI) Research Forum held on October 28, 2015 at Letran Calamba.
Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Strengthening Partnership with Industry

The Letran Calamba Graduate School is situated in an area near the industrial zones, which serves as a great opportunity to establish linkages for joint projects such as research, seminars, and other related undertakings. Graduate students are mostly coming from these industrial zones and also instrumental in facilitating the institution’s partnership with them. Formal agreements are forged through a memorandum of understanding. In most cases, companies serve as research site, venue for internship/practicum, and places identified for study tour (i.e. plant visit).
Sustaining Letran Calamba’s Involvement to Global and Regional PRME Activities

As the 8th HEI signatory from the Philippines through a confirmatory letter dated 19 January 2015, Letran Calamba has actively participated in some of its major activities. In June 2015, Dr. Ruel V. Maningas, Letran Calamba’s Representative, also serving as its Ambassador to the UN-PRiME attended the 6th PRME Global Forum in New York on June 23-25, 2015. As a new signatory HEIs, Dr. Maningas was given the opportunity to share his insights on being part of the advocacy to push forward the six principles.
During the 6th Principles for Responsible Management (PRiME) Asia Forum held on November 26-28, 2015 at Goa, India, Dr. Maningas, the Colegio’s Assistant Vice President for Academics and Representative to PRME presented the school's case study entitled “Nurturing and Shaping Professionals Towards Responsible Management”. Together with Dr. Ben Teehankee, DLSU Associate Professor and Manila Standard columnist, Dr. Maningas facilitated a workshop on mapping the concept of responsible management by various stakeholders in the Asian Region during the 2nd day (1st day of forum proper). Around 100 participants listened, shared, and exchanged their thoughts about responsible management. The forum was hosted by Goa Institute of Management.
Dr. Maningas participated also in the 7th PRME Asia Forum held on July 6-7, 2016 at Hyatt Regency, Hong Kong. The Colegio is also an active member of the PRME ASEAN chapter steering committee.
Principle 6 | Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

The Colegio spearheaded various orientation and awareness campaign on the principles to the Colegio’s administrators, community and extension service moderators, faculty and students, and the network of community and extension service directors in Southern Luzon, Philippines.

A New Mission Statement of the Graduate School

During the Colegio’s Strategic Planning (Charting the 2015-2020 Strategic Plan), it was resolved that the mission statement of the Graduate School and Professional Services be revised with the inclusion of essence of responsible management to wit:

“To provide the professionals in the region with advance, innovative, needs-based, and responsible business and management education for continuous improvement, lifelong learning, and integral human development.”

Executive Session on Human Governance

The Colegio’s Administrators also attended the “Executive Session on Human Governance” on August 10, 2016 with Mr. E.T. Suleyman, Chief Operating and Finance Office of Putra Business School, Malaysia as resource speaker.
Orientation and Awareness Campaign on PRME

Dr. Maningas presented the PRME and 17 Sustainable Development Goals (SDGs) during the Academic Board Meeting held on August 1, 2016. The Community and Extension Services Moderators from the different academic departments were invited for a briefing on the same topic on September 1, 2016. The administrators, faculty, and students of Letran Calamba Graduate School were also oriented on the Six Principles during its General Assembly held on November 12, 2016.
To extend the PRME to the Colegio’s partners, Dr. Maningas was invited to present the PRME and 17 SDGs to the Community and Extension Directors from various schools under the Network of CALABARZON (Southern Luzon, Philippines) Educational Institutions (NOCEI) on September 29, 2016 at Letran Calamba.
FUTURE DIRECTION AND STRATEGIC GOALS

In the next 24 months, Letran Calamba will continue its effort to promote and advocate the six principles, capitalizing on the gains and lessons learned during the initial phase of its involvement. It will keep its pace with the updates on PRME activities, both at the regional and global levels, especially in response to the 17 Sustainable Development Goals (SDGs) of the United Nations. Anchoring on the Six Principles, Letran Calamba commits to engage on the following strategic actions:

Principle 1 – PURPOSE
We will continue to enhance and update our program curricula to prepare the students, as future managers, in generating sustainable value for business and society. Students will be oriented on both local, regional, global sustainable development frameworks to effect holistic understanding of their importance as blueprints for human, economic and societal development.

Principle 2 – VALUES & Principle 3 – METHODS
We will reiterate in our program curricula and in our learning outcomes the values of social responsibilities. As we prepare our students as future managers, we will keep them aware and keen on responsible leadership and management alongside with our nine core values.

Principle 4 - RESEARCH
We will continue to engage in research undertakings that will address the knowledge gaps on responsible management education, to include impact assessment of related initiatives.

Principle 5 - PARTNERSHIP
We will sustain our linkage and collaboration with business organizations and jointly develop programs, projects, and activities that will address corporate, social, and environmental challenges. This in turn, could contribute to Letran Calamba’s vision as a vital formation center in the socio-economic development in the region.

Principle 6 - DIALOGUE
We will reach out to more stakeholders to orient them on the six principles, the 17 SDGs and facilitate dialogues and for a towards better understanding of associated issues.
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17 April 2017
OR:00-00-LE-09

PRME Steering Committee

Thru:

Mr. Jonas Haste
Head, PRME Secretariat at United Nations
Global Compact Office
801 2nd Avenue, 2nd Floor
New York, New York 10017

Renewal of Commitment to the Adoption of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers, Colegio de San Juan de Letran Calamba, Philippines expresses its continued support and commitment to the implementation of the Principles for Responsible Management Education.

For the past 24 months, the Colegio, through its Office of the Vice President for Academics and the three business and management schools namely: School of Business, Management, and Accountancy (SBMA), School of Tourism and Hospitality Management (STHM), and Graduate School and Professional Services (GSPS), has actively promoted the principles through emphasizing responsible leadership, social responsibility, and care for the environment, among others, in its academic program curricula (Principles 1, 2, & 3). Students, faculty, administrators, and employees, sustained their support to institutional community service programs addressing the needs of its adopted local community and other partner local government units (Principle 2). Related researches on social responsibility, responsible leadership, and environment were also conducted and presented in various symposia/colloquia/ fora that were held in the Philippines and abroad (Principle 4). The Colegio continues to forge partnership and collaboration with business corporations within its vicinity and in nearby provinces to determine their challenges in meeting social and environmental responsibilities and contribute as well to the enhancement of their business process (Principle 5). It also spearheaded orientation and awareness campaign on the principles to the Colegio’s administrators, community and extension service moderators, faculty and students, and the network of community and extension service directors in Southern Luzon, Philippines (Principles 6).

We reiterate our understanding of the principles, in that our organizational practices would continue to serve as an example of the values and attitudes we convey to our administrators, faculty, students and employees.

REV. FR. HONORATO C. CASTIGADOR, O.P.
Rector and President
As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:

**Principle 1**
Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

**Principle 2**
Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

**Principle 3**
Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

**Principle 4**
Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

**Principle 5**
Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

**Principle 6**
Dialogue: We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.
UNITED NATIONS GLOBAL COMPACT

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION
REPORT ON PROGRESS
(2015-2016)

Main Author : Dr. Ruel V. Maningas
Contributing Authors : Dr. Evangeline T. Pasion
Dr. Zandra N. Maningas
Ms. Marife P. Sarmiento
Mr. Alex Macario C. Cecilio

Editorial Adviser : Dr. Ma. Rhodora G. Odejar
Layout Artist : Ms. Gladys Joy P. Reboton
Production Assistants : Ms. Rodelyn A. Badulis
Mr. Jejomar T. Vicencio