



University of Brawijaya

Faculty of Administrative Sciences

Department of Business and Public Administration

STUDY PROGRAM:

SEMESTER LEARNING PLAN (RPS)

SUBJECT	CODE	COURSE CLUBS	WEIGHT (credits)	SEMESTER	DATE OF COMPILATION
Introduction to Administrative Science	FIA60003		3	Odd	June 24, 2021
AUTHORIZATION	RPS Developer Lecturer		RMK Coordinator	Head of Study Program	
	1. Prof. Dr. Kusdi Raharjo, DEA 2. Dr. Drs. Fadillah Amin, MAP, Ph.D 3. Arik Prasetya, S.Sos, M.Si, Ph.D		Prof. Dr. Kusdi Raharjo, DEA		
Learning Outcomes (CP)	Study Program Graduate Learning Outcomes (CPL-Prodi)				
	1. Working in a team efficiently and effectively with diverse social backgrounds and cultural roots 2. Applying logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise. 3. Making decisions appropriately in the context of solving problems in his/her field of expertise, based on the results of analyzing information and data. 4. Able to be responsible for achieving group work results and supervise and evaluate the completion of work assigned to workers under his/her responsibility. 5. Deep understanding of theoretical concepts related to administration theory, good governance, and decision making 6. Mastery of theories: entrepreneurship, innovation as part of knowledge creation theory, motivation (motivation theory), change (social and management), especially social behavior in entrepreneurship, cross-cultural in business and public organizations, and stakeholder theory.				
	Graduate Learning Outcomes charged to the course (CPL-MK)				

	<ol style="list-style-type: none"> 1. Mastering the concepts of administration, management and governance of both public and business organizations 2. Understanding the objectives, principles and approaches to organizational governance, both public and business. 3. Understanding the organizational governance organs: Board of Commissioners and Committees: audit, remuneration, recruitment, etc. 4. Understand and implement management principles 5. Understanding the classical school of administration: Taylor, Weber, Marry Parker Follet, Barnard
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	<ol style="list-style-type: none"> 6. Understanding the behavioral flow and human relations approach 7. Understanding and making plans, the importance of planning and types of planning 8. Using planning tools 9. Understanding organizing, organizing principles, and contingency factors in organizational design 10. Designing/planning organizational structure 11. Understanding leadership, leadership theory and communication functions in organizations 12. Understanding motivation in organizations 13. Understanding the importance of control and control techniques in organizations
Brief Description of Course	<p>The introductory administration course aims to provide students with knowledge about administration as an instrument for running organizations (both public and business), changes (evolution) in the concept of administration, and how to design an appropriate administration system.</p> <p>The main topics of this course include the concept of administration, organizational governance (both public and business), administrative flows, administrative processes (planning, organizing, directing, controlling), and change management.</p> <p>After taking this course, students are expected to be able to explain the concept of administration and its differences compared to management, the evolution of the concept of administration, and the process of administration. In addition, students are expected to be able to design an appropriate administration system for the organization and be able to manage the changes that occur.</p>
Learning Materials / Topics	<ol style="list-style-type: none"> 1. Concept of Administration, administrative processes, and governance 2. Corporate governance 3. Principles of management 4. Classical management 5. Behavioral approach management and human relations 6. Planning 7. Organizing 8. Leadership 9. Motivation 10. Control
Library	Main :

	<ol style="list-style-type: none"> 1. Management, Robbins and Coulter, 2018 2. The Evolution of Corporate Governance, Tricker, 2020 3. Organizational and Administrative Theory, Kusdi, Salemba Empat (KR) 4. Administration Unraveled, Mc Cleskey 2011 (MC) 5. Lead by GCG, Mas Achmad Daniri, Business Ideas, 2014 6. Corporate governance guidelines in Indonesia, OJK 2018 (OJK)
	Supporters : <ol style="list-style-type: none"> 1. Principles of Management, Salior Foundation

		2. Administration and Management Theory and Technique, Ina R Barrett, 2012 (IRB)						
Instructional Media		Software :		Hardware :				
		Meeting room application System management learning(VLM), Google Classroom PPT Slides		Computer / Laptop, inFocus / Screen, Drawing Pad.				
Name of Lecturer								
Course Requirements		-						
Week To	Planned Final Ability (Sub-CP-MK)	Study materials (Learning Materials)	Forms and Methods Learning	Estimated Time	Learning Experience Student	Assessment Criteria & Forms	Assessment Indicators	WeightEvaluation (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Students are able to explain in their own language precisely the relationship between the introductory administration subject and other subjects as well as the relationship between study materials.	Introduction and explanation of RPS	Lecture, Q&A	150 minutes	Searching for literature, reading, discussing, working on assignments (independent and/or group)	Student activeness in discussions	Accuracy in explaining the relationship with the Constitutional Court, the relationship between study materials, and evaluation of achievements. learning.	5%

2	Students are able to explain in their own language the concept of administration, administrative processes (management) and corporate governance accurately.	Administration, management, governance Ref: Kusdi, Mc Cleskey, and Robbins and Coulter	Lecture, Q&A, group discussion, independent assignment	150 minutes	Searching for literature, reading, discussing, working on assignments (independent and/or group)	Student activity in discussions and completing assignments	Accuracy in explaining the concept of Administration, administrative processes (management) and governance company	5%
3	Students are able to explain in their own language precisely the terms manager, management, function	Management in organizations Ref: Robbins and Coulter chp. 1	Lecture, Q&A, group discussion, independent assignments	150 minutes	Searching for literature, reading, discussing, working on assignment (independent)	Student activity in discussions and completing assignments	Accuracy in explaining manager, management, functions management,	5%

	management, evolution of management theory: classical.				and or group)		evolution of management theory: classical	
4	Students are able to explain in their own words the evolution of management theory: behavioral, quantitative, and contemporary..	Management in organizations Ref: Robbins and Coulter chp. 1	Lecture, Q&A, group discussion, independent assignment	150 minutes	Searching for literature, reading, discussing, working on assignments (independent and/or group)	Student activity in discussions and completing assignments	Accuracy in explaining the evolution of management theory: behavioral, quantitative, and contemporary	5%

5	Students are able to explain in their own language correctly planning, the importance of planning, the relationship between planning and performance, the relationship between goals and plans, goal setting and planning, contemporary planning.	Planning Ref: Robbins and Coulter chp. 8	Lecture,Q&A, group discussion, independent assignments	150 minutes	Searching for literature, reading, discussing, working on assignments (independent and/or group)	Student activity in discussions and completing assignments	Accuracy in explaining planning, the importance of planning, the relationship between planning and performance, the relationship between goals and plans, goal setting. – compilation plan, planning contemporary	10%
6	Students are able to explain in their own language precisely the organization, structure as a coordination mechanism, main dimensions of structure, mechanical structure and organic structure along with its characteristics.	Organizing Ref: Robbins and Coulter, ch. 11	Lecture,Q&A, group discussion, independent assignments	150 minutes	Searching for literature, reading, discussing, working on assignments (independent and/or group)	Student activity in discussions and completing assignments	Accuracy in explaining organization, structure as a coordination mechanism, main dimensions of structure, mechanical structure and	10%

							organic structure along with its characteristics.	
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7	Students are able to explain in their own language the process of designing organizational structures, factors that influence the choice of structure, forms of structural design: functional, divisional, matrix, mixed.	Organizing Ref: Robbins and Coulter, ch. 11	Lecture,Q&A, group discussion, independent assignments	150 minutes	Searching for literature, reading, discussing, working on assignments (independent and/or group)	Student activity in discussions and completing assignments	Accuracy in explaining the process of designing organizational structures, factors that influence the choice of structure, design forms structure: functional, divisional, matrix, mixture	10%
8	MIDTERM EXAM							
9	Students are able to explain in their own language precisely the concepts of behavior in organizations, attitudes, personality, perception, and learning.	Organizational behavior Ref: Robbins and Coulter, ch. 15	Lecture,Q&A, group discussion, independent assignments	150 minutes	Searching for literature, reading, discussing, working on assignment (independent) and or group)	Student activity in discussions and completing assignments	Accuracy in explaining the concept of behavior in organizations, attitudes, personality, perceptions, and learning	5%
10	Students are able to explain in their own language the concept of motivation, early theories of motivation: Maslow's, McGregor's, Herzberg's, and McClelland's theories.	Motivation Ref: Robbins and Coulter, ch. 17	Lecture,Q&A, group discussion, independent assignments	150 minutes	Searching for literature, reading, discussing, working on assignment (independent) and or group)	Student activity in discussions and completing assignments	Accuracy in explaining the concept of motivation, early motivation theory: Maslow's theory, McGregor, Herzberg, and McClelland	5%

11	Students are able to explain in their own language, precisely and clearly, contemporary motivation theories and current issues regarding motivation.	Motivation Ref: Robbins and Coulter, ch. 17	Lecture,Q&A, group discussion, independent assignments	150 minutes	Searching for literature, reading, discussing, working on assignments (independent and/or group)	Student activity in discussions and completing assignments	Accuracy and clarity in explaining contemporary motivation theories, and current issues in motivation.	5%
12	Students are able to explain in their own language precisely the concept and importance of control, control processes, employee and organizational performance control, organizational performance measurement tools, contemporary issues in control.	Control Ref: Robbins and Coulter, ch. 18	Lecture,Q&A, group discussion, independent assignments	150 minutes	Searching for literature, reading, discussing, working on assignments (independent and/or group)	Student activity in discussions and completing assignments	Students are able to explain in its own language precisely the concept and importance of control, control process, employee and organizational performance control, organizational performance measurement tools, contemporary issues in control	5%
13	Students are able to explain in their own language appropriately the planning and control techniques: environmental scanning, forecasting, benchmarking; techniques	Control Ref: Robbins and Coulter, ch. 18	Lecture,Q&A, group discussion, independent assignments	150 minutes	Searching for literature, reading, discussing, working on assignments (independent	Student activity in discussions and completing assignments	Accuracy and clarity explaining the technique planning and control: environmental scanning,	10%

	resource allocation				and/or group)			
	power: budgeting, scheduling, break-even analysis, linear programming; contemporary planning and control techniques: project management and scenario planning						forecasting, benchmarking; resource allocation techniques power: budgeting, scheduling, break-even analysis, linear programming; technique contemporary planning and control: project management and scenario planning	
14	Students are able to explain in their own language the concept and evolution of corporate governance accurately.	Corporate governance Ref: Bob Tricker	Lecture, Q&A, group discussion, independent assignments	150 minutes	Searching for literature, reading, discussing, working on assignments (independent and/or group)	Student activity in discussions and completing assignments	Accuracy in explaining the concept and evolution of corporate governance	5%

15	Students are able to explain in their own language precisely the objectives, principles and approaches to corporate governance in Indonesia, Board of Commissioners Committees: audit, remuneration, nomination	Corporate governance and corporate governance organs in Indonesia Ref: Indonesia CG Manual, OJK 2018	Lecture,Q&A, group discussion, independent assignments	150 minutes	Searching for literature, reading, discussing, working on assignments (independent and/or group)	Student activity in discussions and completing assignments	Accuracy in explaining the purpose, principles, and approach to governance manage company in Indonesia, Board of Commissioners of the Committee-committee: audit,	10%
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							remuneration, nomination	
16	FINAL EXAMS							

Assessment Matrix

1. Mapping Student Category

Mark Number	Quality Letters	Quality Score	Ability Group
>80 – 100	A	4	Very good
>75 – 80	B+	3.5	Between Very Good and Good
>69 – 75	B	3	Good
>60 – 69	C+	2.5	Between Good and Enough
>55 – 60	C	2	Enough
>50 – 55	D+	1.5	Between Enough and Not Enough
>44 – 50	D	1	Not enough

0 – 44	E	0	Fail
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