

HCM, 01 – August – năm 2020

COURSE SYLLABUS

BUSINESS ETHICS AND COPORATE CULTURE

A. GENERAL INFORMATION

1. **Course name (Vietnamese): Đạo đức kinh doanh và văn hoá doanh nghiệp**
2. **Course name (English) : Business Ethics and Coporate Culture**
3. **Course Code : MAG302**
4. **Level: : Graduate**
5. **Degree : Business Management**
6. **Credits: 03**
 - Theory : 5/3 credit
 - Discussion and exercises : 1 credit
 - Other : 1/3 credit
7. **Time allocation: :**
 - In class : 45 class hours
 - Other: Reading materials, doing individual assignments and group exercises takes at least twice the time spent studying in class
8. **Faculty : Business Management**
9. **Prerequisite : Principle of management**
10. **Course description**

The course is built to include the scientific foundations of business ethics and organizational culture in the business, which is a module of business knowledge and behavioral skills (business ethics standards create trust and confidence in businesses, the cultural system to create a team to work in the enterprise) the basis of the industry is to supplement knowledge for students of the economic sector in general and students of the Faculty of Business Administration in particular. The subject provides students with an understanding of (1) ethical issues in economic fields such as concepts, roles, needs, standards and ways to build ethics including social responsibility. in business in today's volatile business conditions; (2) issues of corporate culture such as concepts, necessity,

forming factors, models and necessary skills to build, maintain and change corporate culture when becoming a manager important in the business.

11.1. Learning outcomes

Course objectives	Objectives Description	Expected learning outcomes assigned to the course	Program's expected learning outcomes
(a)	(b)	(c)	(d)
CO1	In a 3-credit course, the course provides and motivates students to master in-depth knowledge of the nature of business ethics and corporate culture, working in a business organization and core issues related to business ethics and corporate culture.	Critical thinking ability	PLO2
		Show a sense of compliance with the law, professional ethics and social responsibility	PLO5
		Ability to apply ethical standards, communication and communication skills, and professional behavior in a global business environment.	PLO6
CO2	Apply theories of ethics and corporate culture to specific situations.	Ability to apply ethical standards, communication and communication skills, and professional behavior in a global business environment	PLO6

11.2. Expected learning outcomes of the course distributed to expected learning outcomes of the training program

Course' expected learning outcomes	Program's expected learning outcomes	Competence level (The Bloom Scale)	Objectives	Expected learning outcome of the program
(a)	(b)	(c)	(d)	(e)
CLO1	Completing the module, students <i>explain</i> the role,			PLO2

	nature, and at the same time outline and practice issues of business ethics and corporate culture for individuals/working groups in business organizations;	3	CO1 CO2	PLO5 PLO6
CLO2	Completing the module, students can perform thorough consideration, actively absorb, objectively <i>discuss</i> viewpoints, and approach a variety of business ethics and corporate culture; <i>analyze and evaluate</i> factors affecting the formation of ethics and culture in enterprises;	3	CO1 CO2	PLO5 PLO6
CLO3	Completing the module, students are able to establish ethical and cultural criteria for an enterprise; <i>Explain</i> clearly about the process of building ethics and business culture of an enterprise through discussion.	3	CO2	PLO6

11.1. CLOs contributed to PLOs matrix

Code of program's expected learning outcomes	PLO2	PLO5	PLO6
Code of <i>course</i>' expected learning outcomes			
CLO1	3	3	3
CLO2	3	3	4
CLO3	3	3	4

11. Teaching and learning methods

The training philosophy of "student-centered" is applied. Therefore, the interactive teaching strategy is applied; Accordingly, the teaching activities of the lecturers are always oriented on: encouraging students to be interested in careers; promote knowledge acquisition, form behavioral patterns. The teaching environment is geared towards timely encouragement, positive motivation, teamwork, and open discussion. Expected learning outcomes are expected to be achieved through a competency-based teaching method, with 40% of the time lecturers giving theoretical lectures, 50% of students giving presentations and discussions with lecturers. members, groups and classes, 10% do individual assignments.

Active teaching methods are implemented. Lecturers mainly play the role of disseminating scientific knowledge, organizing, mentoring, assisting learners in discovering and mastering knowledge, developing problem-solving abilities related to business ethics and corporate culture in business organizations. The lecturer explains and analyzes the concepts, principles and nature of the science of business ethics and corporate culture; answer students' questions; raise problems for students to self-study, self-study, discover and master related knowledge. Lecturers apply group teaching method: organize group learning (collaborative learning form) to enhance coordination to help students implement and improve their ability to debate and discuss knowledge. scientific knowledge, strengthen teamwork capacity, create opportunities for students to experience small groups. In addition, lecturers also apply problem-based teaching methods to develop thinking capacity, ability to recognize and solve problems related to business ethics and corporate culture in business organizations for students.

Students need to promote their positivity, self-discipline, and initiative in the learning process at the lecture hall and at home in order to master basic knowledge, form and develop self-study capacity (using textbooks, resources, etc.) reference materials; listening, taking notes, searching for information, discussing, asking and answering...), on that basis cultivates the qualities of flexibility, independence, creativity, originality in thinking, occupying acquire and master knowledge related to business ethics and corporate culture in business organizations. Students need to arrange a reasonable time for self-study at home to prepare lessons, do in-depth self-study to discover and master knowledge about business ethics and corporate culture.

Students need to have teamwork skills, promote the spirit of mutual support, have

a serious attitude and high responsibility to participate in activities to complete the tasks of the study group.

12. Course requirements

- Students will only be assessed for passing the course when: (1) they have a progress score, (2) they have a final exam score (in case a student receives a score of 0 due to absenteeism, it will not be recorded as having a test score). , (3) have a total course score of 4 or higher.
- Depending on the number of students, the lecturer decides the number of members of study groups, the total number of which should not exceed 8 groups.
- Students attending the class must comply with the School's code of conduct; Students must come to class on time, ensure class time, have a serious and proactive attitude, be active in learning and research.
- Students must be conscious of preparing textbooks, learning materials, personal computers (when necessary) to serve the learning process.

13. Course materials

14.1. Required textbooks

[1]. Nguyen Van Tien, Ho Thien Thong Minh, Truong Đình Thai, Business ethics and corporate culture, Banking University, Ho Chi Minh City , 2018

14.2. Additional reading material

[2]. Nguyen Manh Quan, Business ethics and corporate culture, Labor and Social Publishing Unit, 2007.

[3]. Duong Thi Lieu (2012). Business Culture, 2012

B. COURSE ASSESSMENT METHODS

1. Components of course assessment

Component	Assessment method	Course' expected learning outcomes	Weight
A.1. Mid-term assessment	A.1.1. Diligence	CLO1, CLO2	10%
	A.1.2. Test	CLO1, CLO2, CLO3	20%
	A.1.3. Group essay	CLO1, CLO2, CLO3	20%

A.2. Final assessment	A.2.1. Multiple choice	CLO1, CLO2	50%
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2. Content and assessment methods

A.1. Evaluation of the process

A.1.1. Diligence

➤ Content

The content of the attendance assessment includes: the frequency of student presence and participation in the learning process at the lecture hall.

➤ Methods and organization of the assessment

Evaluation of the learning outcomes of the course is done by the method of attendance and recording the participation in learning the contents of the module. Attendance is done according to the official list of classes provided by the School. The recognition of the process of participating in learning the contents of the module is done when: (1) the lecturer invites the students to answer questions or assigns them to solve the exercises/discussion topics (refer to the topic of discussion). passive participation), (2) students voluntarily (volunteer) answer questions or participate in solving exercises/discussion topics (active participation); The number of lessons and the number of times of participating in activities are recorded in the lessons to accumulate points for attendance and participation in class activities.

A.1.2. Group essay

➤ Content

The evaluation content of the form of assessment of learning outcomes by group essay is the amount of knowledge of the course specified in this outline, specifically shown through the topics of the group essay.

➤ Methods and organization of the assessment

Assessment of learning results by group essays is done in the form of content assessment, in the form of essays performed by groups of members (depending on the number of class members to divide the number of members for each group). each group), the groups report their essays and hold a whole class discussion. The format of the essay and the method of presentation are prescribed by the lecturer in the first lesson.

Teachers organize students to form essay writing groups. The topic of the essay, time and method of submitting the essay (by file via email and by hard copy at the presentation) are informed to groups of students directly in class by the lecturer in the first week of the module. Student groups organize essay writing during self-study at home; then present in class according to schedule and submit the essay to the lecturer right in the presentation. Lecturers

organize presentations, mark essays, give marks and provide comments for groups to learn from and better understand the knowledge to be acquired.

A.1.3. Personal test

➤ Content

The assessment content of the individual test is the amount of knowledge tested corresponding to the amount of knowledge of the prescribed teaching progress. Test questions are prepared by lecturers and are responsible for their expertise; at least 02 questions; The maximum test time is equal to the final exam time.

➤ Methods and organization of the assessment

Assessment of learning results by individual tests is carried out by organizing centralized tests at the lecture hall in the form of essays and using documents (in case of necessity, it can be replaced by the form of online test; in this case, the lecturer will inform the students in detail at least 1 week before the test date about the assignment time, the time of the test, the method of taking and submitting the test. check over the internet).

A.2. Final exam

➤ Content

The evaluation content of the form of assessment of learning results by multiple-choice test is the amount of knowledge of the course specified in the chapters of this outline..

➤ Methods and organization of the assessment

The final exam is conducted by the University by organizing the exam at the lecture hall according to the announced schedule in advance. Exam format: multiple choice and not using documents according to the regulations of the University. Exam time is 60 minutes. The exam questions are drawn from the question bank. Each exam consists of 50 multiple-choice questions and is scored on a 10-point scale; The answer is divided into 50 options (choose 1 out of 4 questions) with each correct answer being specified as 0.2 points.

3. The rubric rating

A.1.1. Diligence

➤ Rubric

Evaluation Criteria	Weight	The Scale			
		<i>Less than 5</i>	<i>5 – less than 7</i>	<i>7 – less than 9</i>	<i>9 - 10</i>
Attendance frequency of students	50%	Attending the lecture hall less than 40% of the lessons	Present in the lecture hall over 60% of the lessons	Present in the lecture hall over 70% of the lessons	Present in the lecture hall over 80% of the lessons
Participation in the learning process at the lecture hall	50%	Do not participate in the discussion of the lesson content during the course	Participate in discussion about the content of the lesson throughout the course	Actively participate in the discussion about the lesson content throughout the course	Actively participate very actively in the discussion about the content of the lesson throughout the course

A.1.2. Group essay

Evaluation Criteria	Weight	The Scale			
		<i>Less than 5</i>	<i>5 – less than 7</i>	<i>7 – less than 9</i>	<i>9 - 10</i>
The structure of the essay	10%	The essay lacks the part of scientific theoretical basis, lacks references	The essay lacks a list of references, a list of tables - pictures	Essay lacks automatic table of contents	The essay has all the required sections
Introduction to the problem	10%	Failure to present the urgency (importance..) of the problem	Presentable but not enough about the urgency (importance..) of the problem	Presenting the urgency (importance..) of the problem but not convincing the reader	Clear, very convincing analysis of the urgency (importance..) of the problem

Theoretical	20%	Unable to present relevant scientific theory	Relevant scientific arguments are presented, but not convincing enough	Correct use of relevant, persuasive scientific reasoning	Accurate, very convincing use of relevant scientific reasoning
Organize arguments to solve problems	20%	There is no logic in the argument; lack of proof	Acceptable arguments and evidence	Relatively rigorous argument; convincing proof	Rigorous reasoning; convincing proof
Form	10%	Not formatted according to any criteria	Error: No full text formatting, font inconsistency	Error: missing page numbering; Missing cover or incorrect cover presentation	Correctly format all required criteria
Coordinate presentations	15%	Essay cannot be reported	The report is attractive and persuasive; poor interaction; time management is not good	The report is attractive and persuasive; good interaction; time management is not good	The report is attractive and persuasive; good interaction; control time well
Answer the question	15%	Unable to answer questions	Answer fully, clearly, and satisfactorily 1/2 of the questions or more; The rest of the questions are unanswered	Answer fully, clearly, and satisfactorily from 1/2 of the questions correctly asked; The rest of the questions have acceptable answers	Answer fully, clearly, and satisfactorily to all questions correctly asked

A.1.3. Personal test

Evaluation Criteria	Weight	The Scale			
		<i>Less than 5</i>	<i>5 – less than 7</i>	<i>7 – less than 9</i>	<i>9 - 10</i>
Theoretical	60%	Unable to present relevant scientific theory	Relevant scientific arguments are presented, but not convincing enough	Correct use of relevant, persuasive scientific reasoning	Accurate, very convincing use of relevant scientific reasoning
Reasoning to solve the problem	20%	There is no logic in the argument; lack of proof	Acceptable arguments and evidence	Relatively rigorous argument; convincing proof	Rigorous reasoning; convincing proof
Style and presentation	20%	Obscure writing in main body parts	The writing is confusing but the reader can still understand the content	Good writing, sometimes with errors in expression	Clear and coherent writing

A.2. Multiple choice

The following rubric is used to mark the answers that must be answered for each question on the test.

Criteria	Weight	Thang điểm	
		<i>Number</i>	<i>Score</i>
Chapter 1	20%	10	2
Chapter 2	20%	10	2
Chapter 3	10%	5	1
Chapter 4	20%	10	2
Chapter 5	20%	10	2
Chapter 6	10%	5	1
Cộng	100%	50	10

C. NỘI DUNG CHI TIẾT GIẢNG DẠY

Period (hours)	Content	Outcome standard of the course	Teaching and learning activities	Criteria	Course materials
(a)	(b)	(c)	(d)	(e)	(f)

08	<p>CHAPTER 1. OVERVIEW OF BUSINESS ETHIC</p> <p>1.1. CONCEPT</p> <p>1.1.1. Morality</p> <p>1.1.1.1. Concept</p> <p>1.1.1.2. Characteristic</p> <p>1.1.1.3. Nature</p> <p>1.1.1.4. Basic ethical categories</p> <p>1.1.2. Business ethic</p> <p>1.1.2.1. Concept</p> <p>1.1.2.2. Principles and standards of business ethics</p> <p>1.2. NEED OF BUSINESS ETHIC</p> <p>1.2.1. Ethical issues in business</p> <p>1.2.2. The origin of the problem of business ethics</p> <p>1.2.2.1. Aspects of Contradictions</p> <p>1.2.2.2. Areas where there are often conflicts</p> <p>1.2.3. Identify business ethics issues</p> <p>1.3. ROLE OF BUSINESS ETHIC</p>	CLO1 CLO2 CLO3	<p>LECTURERS:</p> <ul style="list-style-type: none"> - Introduction of course objectives - Introduction of course content and course references - Announcement on the method of assessing learning results - Organize subgroups - Organize the selection of topics according to the orientation of the lecturers for groups <p>STUDENT:</p> <ul style="list-style-type: none"> - Actively select members and form groups. - Actively choose the topic of group exercises under the advice of the lecturer - Listening to lectures; join the discussion - Students read chapters 1 and 2 at home to actively exchange and ask questions for the next lesson. - Groups are assigned to look for situations related to business ethics to discuss in class for the next lesson. 	A1.1 A1.2 A1.3 A2.1	[1]. Chapter 1 [2]. Chapter 1 [3]. Chapter 1
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<p>1.3.1. Contributing to regulating the behavior of business subjects</p> <p>1.3.2. Contributing to affirm the quality of the business</p> <p>1.3.3. Contribute to employee commitment and dedication</p> <p>1.3.4. Contributing to customer satisfaction</p> <p>1.3.5. Contributing to creating profits for the business</p> <p>1.4. CONCEPTS AND ASPECTS OF OBLIGATIONS IN SOCIAL RESPONSIBILITIES OF ENTERPRISE</p> <p>1.4.1. The concept of social responsibility</p> <p>1.4.2. Aspects of obligation</p> <p>1.4.2.1. Economic obligations</p> <p>1.4.2.2. Legal obligations</p> <p>1.4.2.3. Moral obligations</p> <p>1.4.2.4. Obligations on humanity</p> <p>1.4.3. Perspectives and approaches in implementing social responsibility in business ethics</p> <p><i>1.4.3.1. Opinion</i></p> <p>1.4.3.2. Approaches</p>				
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08	<p>CHAPTER 2. RESEARCH AND ACCESS TO BUSINESS ETHICAL BEHAVIOR</p> <p>2.1. Aspects of manifesting business ethics in the enterprise</p> <p>2.1.1. In terms of business functions</p> <p>2.1.1.1. Ethics in human resource management</p> <p>2.1.1.2. Ethics in marketing activities</p> <p>2.1.1.3. Ethics in financial accounting activities</p> <p>2.1.2. Considering the relationship of stakeholders and ethical issues</p> <p>2.1.2.1. Related object concept</p> <p>2.1.2.2. Ethical stakeholders (owners, employees, customers, competitors)</p>	CLO1 CLO2 CLO3	<p>LECTURERS:</p> <ul style="list-style-type: none"> - Lecture on theoretical issues of chapter 2, combined with presentation of real-life situations to serve as a premise for students to discuss in class. <p>STUDENT:</p> <ul style="list-style-type: none"> - Read chapter 1 and chapter 2 in 2 curriculum. - Learn practical situations to ask questions, raise problems in class. - Remind groups to prepare, assign group members to perform tasks related to the presentation. - The content of the presentation selected in the first session continued to improve gradually through the theoretical parts. - Read Chapter 3, Chapter 4 (textbook) at home. 	A1.1 A1.2 A1.3 A2.1	[1]. Chapter 2, Chapter 3 [2]. Chapter 2; Chapter 3 [3]. Chapter 2; Chapter 3
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	<p>2.2. DECISION PROCESS WITH ETHICAL BUSINESS BEHAVIOR</p> <p>2.2.1. Make decisions on ethical issues in business</p> <p>2.2.1.1. Approaches to the decision-making process</p> <p>2.2.1.2. The decision-making process carries business ethics</p> <p>2.2.2 Decision-making factors</p> <p>2.2.2.1. The pressing state of ethical issues</p> <p>2.2.2.2. The state of moral consciousness of the individual</p> <p>2.2.2.3. Factor "business ethics" and "organizational culture"</p>				
08	<p>CHAPTER 3. BUILDING ETHICAL BUSINESS BEHAVIORS</p> <p>3.1. ETHICAL ACTIVITIES IN BUSINESS</p> <p>3.3.1. Engine, motivation</p> <p>3.3.2. Purpose, goal</p> <p>3.3.3. Vehicle</p> <p>3.3.4. Consequence</p> <p>3.2. BUILDING ETHIC IN BUSINESS</p> <p>3.2.1. Build an effective ethics program</p> <p>3.2.2. Develop and communicate effective ethical standards</p> <p>3.2.3. Establish an operating system,</p>	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p>	<p>LECTURERS:</p> <ul style="list-style-type: none"> - Lecture and explain the content of chapter 3 issues. - Organize presentations for Group 1 and Group 2. <p>STUDENT:</p> <ul style="list-style-type: none"> - Listen to lectures, participate in discussions, express ideas to build lessons. - Answer the teacher's questions. - Start the presentation of the first 2 groups (Group 1 and Group 2). 	<p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>A2.1</p>	<p>[1]. Chapter 3; Chapter 4</p> <p>[2]. Chapter 3; Chapter 4</p> <p>[3]. Chapter 4</p>

	<p>implement and check ethical compliance</p> <p>3.2.3. Continually improve the ethics compliance program</p> <p>3.3. Case study</p>		<ul style="list-style-type: none"> - Read chapter 5; chapter 6 of the textbook. - Read chapter 1; chapter 2; chapter 3 of the references. 		
	<p>CHAPTER 4: CORPORATE CULTURE</p> <p>4.1. CONCEPT AND CHARACTERISTICS OF CORPORATE CULTURE</p> <p>4.1.1. Concept</p> <p>4.1.2. Characteristic</p> <p>4.2.SYMPTOMS OF CORPORATE CULTURE</p> <p>4.2.1. Visual logos (characteristics, rituals, anecdotes, symbols, languages, typical publications)</p> <p>4.2.2. Non-visual logos (ideals, values, beliefs and attitudes)</p> <p>4.3. TYPES OF CORPORATE CULTURE</p> <p>4.3.1. Types of Corporate Cultures by Harrison/Handy</p> <p>4.3.2. Deal and Kennedy's Corporate Cultures</p> <p>4.3.3. Quinn and McGrath's Corporate Cultures</p> <p>4.3.4. Scholz's corporate cultures</p> <p>4.3.5. Daft .'s corporate cultures</p> <p>4.3.6.Types of corporate cultures of Sethia and Klinow</p>	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p>	<p>LECTURERS:</p> <ul style="list-style-type: none"> - Lecture and explain the content of chapter 4 issues. - Organize presentations for Groups 3 and 4. <p>STUDENT:</p> <ul style="list-style-type: none"> - Listen to lectures, participate in discussions, express ideas to build lessons. - Answer the teacher's questions. - Start the presentation of the next 2 groups (Group 3 and Group 4). - Read chapter 5; chapter 6 of the textbook. - Read the next chapter of the reference. 	<p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>A2.1</p>	<p>[1]. Chapter 5</p> <p>[2]. Chapter 5; Chapter 6</p> <p>[3]. Chapter 4;</p> <p>[4] Chapter 5;</p>

	<p>4.4. FACTORS AFFECTING CORPORATE CULTURE</p> <p>4.4.1. Leadership style</p> <p>4.4.1.1. Formative nature of corporate culture</p> <p>4.4.1.2. Shaping leadership style</p> <p>4.4.2. Image management</p> <p>4.4.3. Systems in the organization</p> <p>4.4.3.1 Common organizational systems</p> <p>4.4.3.2. Formal systems of ethics</p> <p>4.4.3.3. Formal ethical value system of the organization</p> <p>4.4.3.4. The system of groups in the enterprise</p>				
08	<p>CHAPTER 5: CREATION AND BUILDING CORPORATE CULTURE</p> <p>5.1. CREATE CORPORATE CULTURE IDENTITIES</p> <p>5.1.1. Concept</p> <p>5.1.2. The essence of corporate culture</p> <p>5.1.3. Create corporate cultural identity</p>	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p>	<p>LECTURERS:</p> <ul style="list-style-type: none"> - Lecture and explain the content of chapter 5 issues. - Organize presentations for Groups 5 and 6. <p>STUDENT:</p> <ul style="list-style-type: none"> - Listen to lectures, participate in discussions, express ideas to build lessons. - Answer the teacher's questions. - Start the presentation of the next 2 groups (Group 5 and Group 6). - Read chapter 6 of the textbook. - Read the next chapter of the reference. 	<p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>A2.1</p>	<p>[1]. Chapter 5; Chapter 6</p> <p>[2]. Chapter 5; Chapter 6</p> <p>[3]. Chapter 4, Chapter 5</p>

<p>5.2. COMPLETE ORGANIZATION SYSTEM</p> <p>5.2.1 Concept of organizational form, organizational system</p> <p>5.2.2. Design point of view, choosing an organization model</p> <p>5.2.3. Environmentally oriented organizational perspective</p> <p>5.2.3.1. Organization is a "living organism"</p> <p>5.2.3.2. Organization as a "psychological ditch"</p> <p>5.2.3.3. Organize as a "flow of transformation"</p> <p>5.2.4. People-oriented organizational perspective</p> <p>5.2.4.1. Organization is a "machine"</p> <p>5.2.4.2 . Organization is a "brain"</p> <p>5.2.4.3. Organization as a "culture"</p> <p>5.2.4.4. Organized as a "political system"</p> <p>5.2.4.5. Organization as a "tool of domination"</p> <p>5.2.4.6. Organizational - people perspective</p> <p>5.2.5. Basic systems in the organizational structure</p> <p>5.2.5.1. General organization system</p>				
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	<p>5.2.5.2. Formal system of ethics</p> <p>5.2.5.3. Formal ethical value system of the organization</p> <p>5.2.5.4. The system of groups in the enterprise</p> <p>5.3. BUILDING CULTURE ORIENTED MANAGEMENT STYLE</p> <p>5.3.1. Perspectives on the role of management</p> <p>5.3.1.1. The "limitless power" view of management</p> <p>5.3.1.2. The "symbolic" view of management</p> <p>5.3.2. Leadership capacity and power of managers</p> <p>5.3.2.1. Leadership capacity</p> <p>5.3.2.2. Power</p> <p>5.3.3. Leadership style</p> <p>5.3.4. Applying in management</p> <p>5.3.4.1. Decentralization</p> <p>5.3.4.2. Shaping leadership style</p> <p>5.3.4.3 Image management</p> <p>5.4. BUILD ORGANIZATIONAL CULTURE</p> <p>5.4.1. Content to build corporate culture</p> <p>5.4.2. The process of building corporate culture</p>				
05	CHAPTER 6: MAINTAIN AND CHANGE CORPORATE CULTURE				

<p>6.1.MAINTAINING CORPORATE CULTURE</p> <p>6.1.1. The concept and meaning of maintaining corporate culture</p> <p>6.1.1.1. Concept</p> <p>6.1.1.2. Roles and meanings</p> <p>6.1.2. How to implement and maintain corporate culture (selection, training, training, evaluation, reinforcement of traditional values?)</p> <p>6.2.CHANGING CORPORATE CULTURE</p> <p>6.2.1. Concepts, forms and models of change and change management</p> <p>6.2.1.1. Concept of change, change management</p> <p>6.2.1.2. Forms of change, when to change, how to change</p> <p>6.2.1.3. Theoretical models and change and change management</p> <p>6.2.2. How to change corporate culture?</p> <p>6.2.2.1. Unhealthy manifestations of corporate culture</p> <p>6.2.2.2. Issues to consider when changing corporate culture</p> <p>6.2.2.3. Challenges when changing corporate culture</p> <p>6.2.2.4. How to change corporate culture?</p> <p>6.3. SOME REAL SITUATIONS OF SUCCESS AND FAILURE WHEN CHANGING CORPORATE CULTURE</p>	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p>	<p>LECTURERS:</p> <ul style="list-style-type: none"> - Lecture and explain the content of chapter 6 issues. - Ask questions, general problems to systematize the entire knowledge of the subject. - Pose practical situations and ask students to state their views, opinions, and ways of solving problems. - Notify students of the score columns accumulated during the study and receive feedback from students. - Answer students' questions. - Organize test execution. <p>STUDENT:</p> <ul style="list-style-type: none"> - Listen to lectures, participate in giving speeches to build lessons, - Answer the teacher's questions. - View scores, suggest correction of errors (if any) and confirm scores. 	<p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>A2.1</p>	<p>[1]. Chapter 6</p> <p>[2]. Chapter 6;</p> <p>[3]. Other</p>
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HEAD OF DEPARTMENT

**LECTURE IN CHARGE OF THE
COURSE**

NGUYEN VAN THUY

TRUONG DINH THAI

HEAD OF FACULTY

PRESIDENT

NGUYEN VAN TIEN

