

Ho Chi Minh City, December, 2021

COURSE SYLLABUS

FUNDAMENTAL OF MANAGEMENT

A. GENERAL INFORMATION

- 1. Course name (Vietnamese) : Quản trị học**
- 2. Course name (English) : FUNDAMENTAL OF MANAGEMENT**
- 3. Course code : MAG301**
- 4. Level : Graduate**
- 5. Major : Business Administration and others**
- 6. Number of credits : 3**
 - Theory : 1,5 credits (or 22,5 class hours)
 - Discuss & assignment : 1,5 credits (or 22,5 class hours)
 - Practice : none
 - Others : none
- 7. Time allocation :**
 - In class : 45 class hours
 - Self - study : 90 class hours
 - Others : none
- 8. Department/ Faculty in charge of course: Business Administration Faculty**
- 9. Prerequisite requirements : none**
- 10. Course description**

The subject belongs to the basic knowledge of the sector. The subject provides learners with basic knowledge of management such as: history of development, concepts, roles and functions of management; basic management skills. Through the study of management situations, learners better understand the theoretical content and at the same time gradually apply the learned knowledge to solve problems in management activities. Besides, the subject also introduces the development trends of new management theories in the current period.

11. Objectives and learning outcomes of the course

11.1. Objectives of the course

Course objectives	Objectives Description	Learning outcomes of the training program allocated to the course	Program Learning Outcomes
(a)	(b)	(c)	(d)
CO1	<i>Explain</i> the basic concepts of management; <i>discussion:</i> history of management science development; management theories; management environment; basic functions of management; management skills.	Ability to apply basic knowledge of natural and social sciences in the field of economics	PLO1
CO2	<i>Apply</i> theories and principles to practice management skills; <i>Apply</i> management knowledge to solve management situations.	Show initiative, be active in learning and research, meet lifelong learning requirements	PLO4
CO3	<i>Actively</i> participate in <i>discussion groups, prepare and organize</i> presentations on assigned issues	Ability to organize, work in a team and communicate effectively in an international integration environment	PLO3

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

Expected learning outcomes of the course	Description	Competence level (The Bloom Scale)	Course objectives	Expected learning outcome of the program
(a)	(b)	(c)	(d)	(e)
CLO1	<i>Explain</i> the concepts: organization, management, managers, levels of management, management environment, management functions, skills of managers. <i>Explain and be aware of</i> the role of management for the organization, the	2	CO1	PLO1

	role of management levels, the relationship between management functions.			
CLO2	<i>Discuss</i> the advantages and disadvantages of schools of management, the role of managers in organizations, and challenges for managers in the current context.	2	CO1	PLO1
CLO3	<i>Identifying</i> the environmental factors of a business operating in a particular industry, challenges for managers in the 21st century.	2	CO1	PLO1
CLO4	<i>Discuss</i> management situations, <i>argue and propose</i> solutions.	3	CO2	PLO4
CLO5	<i>Actively contribute ideas</i> when participating in professional groups or as an individual to solve problems within the subject area as well as situations raised by class members, problems that arised in the teaching and learning process.	3	CO3	PLO3, PLO4

Note: CLO – Course learning outcome; CO – Course objective; PLO –program learning outcome;

11.3. CLOs contributed to PLOs matrix

PLO –Program learning outcome	PLO1	PLO3	PLO4
CLO – Course learning outcome			
CLO1	2		
CLO2	2		
CLO3	2		
CLO4		3	3
CLO5		3	3

12. Teaching and learning methods

With the training philosophy of "**student-centered**" to help learners actively acquire knowledge. Therefore the specific methods used are as follows:

Interactive teaching strategy: teaching activities of lecturers always encourage students to be interested in careers; promote the acquisition of knowledge, form behavioral patterns. The teaching environment is geared towards timely encouragement, positive motivation, teamwork, and open discussion.

Active teaching methods are implemented: Lecturers mainly play the role of disseminating scientific knowledge, organizing, mentoring, assisting learners in discovering and mastering knowledge, and developing management-related problem-solving abilities.

Teaching method in groups and presentations: organize group learning to enhance coordination to help students implement and improve their ability to debate and discuss scientific knowledge, and strengthen their ability to work in teams, creating opportunities for students to experience in small groups.

13. Course requirements

Students will only be assessed for passing the course when they have 2 components: (1) have a process evaluation score, (2) have a final exam score and have a total course score of 4 or more.

- Depending on the number of students, the lecturer decides the number of members of the study groups, the number of which should not exceed 8 groups to ensure the distribution of class time.

- Students attending the class must comply with the University'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 arrange self-study time at home for not less than 90 hours, consciously prepare textbooks, learning materials, personal computers (when necessary) to serve the learning process.

14. Course materials

14.1. Main textbook

1/ Tran Duc Thuc, Nguyen Van Thuy, Truong Dinh Thai, Ho Thien Thong Minh (2017). *Management*. Youth Publishing House.

14.2. Additional reading materials

1/ Richard L. Daft (2016). *The New Era of Management - 11th Edition* (Vietnamese Translation). Hong Duc Publishing House.

2/ Le Gioi et al (2007). *Management*. Finance Publishing House.

B. ASSESSMENT METHODS

1. Assessment factors

Assessment factors	Methods	CLOs	Weight (%)
A.1. Process assessment	A.1.1. Diligence	CLO5	10%
	A.1.2. Group essay	CLO1, CLO2, CLO3	20%
	A.1.3. Individual or group test	CLO3, CLO4, CLO5	20%
A.2. Final assessment	A.2.1. Multiple choice questions	CLO1, CLO2, CLO3	50%

2. Content and assessment method

A.1. Process assessment

A.1.1. Diligence

➤ Content

Assessment of student presence and engagement in the learning process at classes

➤ Method and organization of the assessment

Evaluation of the process is done by the method of attendance and recording the learning process of the contents of the module. Attendance is done according to the official list of classes provided by the University. 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 (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.

➤ Method 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. Individual or group test

➤ Content

The test is used to evaluate the learning process of students, so the content of the test is the amount of knowledge corresponding to the amount of knowledge of the prescribed teaching progress.

➤ Method and organization of the assessment

This is a process assessment, so this form of testing can be done in two ways:

1/ The test is carried out continuously in many lessons. With a large class, the test can be done in groups, and the outstanding individuals or groups receive bonus points. Students need to complete all the exercises and situations of each chapter as required by the lecturer to get a high score.

2/ The personal test is done at the last session, the essay test is prepared by the lecturer and has from 01 to 02 questions; Testing time is from 30 to 60 minutes.

A.2. Final exam

- *Format:* Multiple-choice questions are randomly selected from the test bank, each case has 2 questions. Each exam consists of 50 multiple choice questions. Multiple choice questions have 4 options and only one is correct. Exam time is 60 minutes.

- *Content:* multiple-choice questions to test the ability to understand and explain issues in the field of management. Exam content covers all chapters of the subject.

- *Organization of assessment:* Exam and grading directly on the computer network system. The test scores are graded according to the answer key parem of the exam question bank.

3. Các rubrics đánh giá

A.1.1. Diligence

Evaluation criteria table (rubric)

Criteria	Weight (%)	Grade			
		Below 5	5 – below 7	7 – below 9	9 - 10
Attendance frequency of students	50%	Absent from 4 sessions or more	Missing from 2-3 sessions, participating in building lessons in class	Missing 1 session, participating in building lessons in class	Attend fully sessions, actively participate in building lessons in class
Participation in the learning process at the class	50%	Not participating or not completing the quests	Missing 2-3 sessions or completing basic tasks	Missing 1 session, completing the task well on schedule	Actively participate in full team work and complete the task very well

A.1.2. Group essay

Criteria	Weight (%)	Grade			
		Below 5	5 – below 7	7 – below 9	9 - 10
Essay structure	10%	The essay lacks the part of scientific theoretical basis, lacks references	The essay lacks a list of references, a list of tables - figures	Essay without table of contents	The essay has all the required sections
Introduction	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 basis (scientific background/ theory)	20%	Unable to present relevant scientific theory	Relevant scientific arguments are presented, but not convincing enough	Proper use of relevant, persuasive scientific reasoning	Accurate, very convincing use of relevant scientific reasoning

Organize arguments to solve problems	30%	There is no logic in the argument; lack of proof	Acceptable arguments and evidence	Relatively rigorous argument; convincing proof	Rigorous arguments; convincing proof
Form and layout	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
Presentation coordination	10%	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 questions	10%	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. Individual test

Criteria	Weight (%)	Grade			
		Below 5	5 – below 7	7 – below 9	9 - 10
Theoretical basis (scientific background/theory)	30%	Not using relevant scientific theories	Presenting relevant scientific theories, but not convincing enough	Proper use of relevant, persuasive scientific reasoning	Accurate, very convincing use of relevant scientific reasoning
Arguments to solve problems	60%	There is no logic in the argument; lack of proof	Acceptable arguments and evidence	Relatively rigorous argument;	Rigorous reasoning; convincing proof

				convincing proof	
Style and presentation	10%	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 questions

Structure: 50 questions / 10 points. Time to do the test: 60 minutes

Level Chapter	Mix the quest ions	Level 1: Know				Level 2: Understanding				Total	Total score
		Multiple-choice				Multiple-choice					
		Quanti ly	Point			Quantil y	Point				
1		4	0.2			2	0.2			6	1.2
2		4	0.2			2	0.2			6	1.2
3		4	0.2			3	0.2			7	1.4
4		3	0.2			3	0.2			6	1.2
5		3	0.2			3	0.2			6	1.2
6		4	0.2			3	0.2			7	1.2
7		3	0.2			3	0.2			6	1.2
8		3	0.2			3	0.2			6	1.2
Total		28				22				50	
Total score		5.6				4.4					10

C. DETAILED TEACHING PLAN

Class hours	Detailed teaching contents	Course learning outcomes	Teaching and learning activities	Assessment methods	Course materials
(a)	(b)	(c)	(d)	(e)	(f)
5	<p>CHAPTER 1: OVERVIEW OF MANAGEMENT</p> <p>1.1. Management and organization</p> <p>1.1.1. The concept and nature of management activities</p> <p>1.1.1.1. Management concept</p> <p>1.1.1.2. The nature of management activities</p> <p>1.1.2. Organization</p> <p>1.1.2.1. Organization concept</p> <p>1.1.2.2. Organizational resources</p> <p>1.2. The importance of management</p> <p>1.2.1. The need for management</p> <p>1.2.2. Improve management efficiency</p> <p>1.3. Management functions</p> <p>1.4. Managers</p> <p>1.4.1. Manager concept</p>	CLO1	<p>LECTURER:</p> <ul style="list-style-type: none"> - Divide students into groups, guide students to make group management records. - Subject study guide - Lecture Chapter 1 - Organize case discussion (can use the situation in the textbook or outside the textbook, the lecturer chooses) <p>STUDENT:</p> <ul style="list-style-type: none"> - Read the material before going to class - Participate in group work - Participate in class discussions. 	A1.1 A1.2 A2.1	[1]. Ch1

	<p>1.4.2. Management levels in an organization</p> <p>1.4.3. Manager's skills</p> <p>1.4.4. Manager's role</p> <p>1.4.5 Factors that help managers succeed</p> <p>1.5. Some characteristics of management</p> <p>1.5.1. The popularity of management</p> <p>1.5.2. The science and art of management</p> <p>1.6. Ethics and social responsibility of managers</p> <p>1.6.1. Business ethic</p> <p>1.6.2. Social responsibility</p>				
5	<p>CHAPTER 2: HISTORY DEVELOPMENT OF THE THEORY OF MANAGEMENT</p> <p>2.1. Background of the birth of management theories</p> <p>2.2. The Classical School of Management</p> <p>2.2.1. Scientific management theory</p> <p>2.2.2. Administrative management theory</p> <p>2.3. School of social psychology in management</p> <p>2.4. Quantitative management school</p> <p>2.5. Modern management perspectives</p>	<p>CLO2</p> <p>CLO5</p>	<p>LECTURER:</p> <ul style="list-style-type: none"> - Lecture Chapter 2 - Organize case discussion (can use the situation in the textbook or outside the textbook, the lecturer chooses) <p>STUDENT:</p> <ul style="list-style-type: none"> - Read the material before going to class - Participate in group work 	<p>A1.1</p> <p>A1.2</p> <p>A2.1</p>	[1]. Ch2

	<p>2.5.1. System management perspective</p> <p>2.5.2. Process management perspective</p> <p>2.5.3. Random Situation Perspective</p> <p>2.5.4. Japanese management perspective</p> <p>2.5.5. Excellent management attitude</p> <p>2.5.6. Creative management perspective</p>		<p>- Participate in class discussions.</p>		
5	<p>CHAPTER 3: MANAGEMENT ENVIRONMENT AND CHANGING TRENDS</p> <p>3.1. The concept of environment and the meaning of studying the management environment</p> <p>3.1.1. Environmental concept</p> <p>3.1.2. The significance of studying the management environment</p> <p>3.1.3. Environmental research methods</p> <p>3.1.4. Environmental management measures</p> <p>3.2. Environmental classification</p> <p>3.2.1. Based on scope and environmental level</p> <p>3.2.2. Classification based on the complexity and volatility of the environment</p>	<p>CLO3</p> <p>CLO5</p>	<p>LECTURER:</p> <p>- Lecture Chapter 3</p> <p>- Organize case discussion (can use the situation in the textbook or outside the textbook, the lecturer chooses)</p> <p>STUDENT:</p> <p>- Read the material before going to class</p> <p>- Participate in group work</p> <p>- Participate in class discussions.</p>	<p>A1.1</p> <p>A1.2</p> <p>A2.1</p>	<p>[1]. Ch3</p>

	<p>3.3. The impact of environmental factors on the organization</p> <p>3.3.1. Macro environment</p> <p>3.3.2. Microenvironmental factors</p> <p>3.3.3. Internal environment</p> <p>3.4. The change of environmental factors in the trend of globalization</p> <p>3.4.1. Features of the globalized economic environment</p> <p>3.4.2. International affiliate alliances</p> <p>3.4.3. Multinational companies</p> <p>3.4.4. The impact of the global environment on organizational management</p> <p>3.4.5. The objective inevitability of change in management</p>				
5	<p>CHAPTER 4. MANAGEMENT DECISIONS</p> <p>4.1. Fundamentals of management decisions</p> <p>4.1.1. The concept and nature of decisions in management</p> <p>4.1.2. The role of decisions</p> <p>4.1.3. Functions of decisions</p> <p>4.2. Objectives and basis for decision-making</p> <p>4.2.1. Management decision-making goals</p> <p>4.2.2. The scientific basis of decision making</p>	<p>CLO4</p> <p>CLO5</p>	<p>LECTURER:</p> <p>- Lecture Chapter 4</p> <p>- Organize case discussion (can use the situation in the textbook or outside the textbook, the lecturer chooses)</p> <p>STUDENT:</p> <p>- Read the material before going to class</p>	<p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>A2.1</p>	<p>[6]. Ch6</p>

	<p>4.3. Content and form of decisions</p> <p>4.3.1. Contents of decisions</p> <p>4.3.2. Form of decisions</p> <p>4.4. Decision making process</p> <p>4.4.1. Principles of decision making</p> <p>4.4.2. Decision making environment</p> <p>4.4.3. Decision making process and model</p> <p>4.5. Decision making techniques</p> <p>4.5.1. Probability theory and decision trees</p> <p>4.5.2. Delphi technique</p> <p>4.5.3. Group decision making techniques</p> <p>4.6. Organizing the implementation and control of the decision</p> <p>4.6.1. Implement the decision</p> <p>4.6.2. Ensure physical conditions</p> <p>4.6.3. Guarantee the feedback</p> <p>4.7. Improve decision making efficiency</p> <p>4.7.1. The art of decision making</p> <p>4.7.2. Qualities needed for decision making</p>		<p>- Participate in group work</p> <p>- Participate in class discussions.</p>		
5	<p>CHAPTER 5: PLANNING FUNCTION</p> <p>5.1. Concept and purpose of planning</p> <p>5.1.1. Planning concept</p>	<p>CLO3</p> <p>CLO4</p> <p>CLO5</p>	<p>LECTURER:</p> <p>- Lecture Chapter 5</p>	<p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>A2.1</p>	<p>[1]. Ch4&5</p>

<p>5.1.2. Purpose and importance of planning</p> <p>5.2. Classification of planning</p> <p>5.2.1. Strategic planning</p> <p>5.2.2. Tactical planning</p> <p>5.2.3. Operational planning</p> <p>5.3. Objective: The foundation of planning</p> <p>5.3.1. Concept of vision, mission and goals</p> <p>5.3.2. Classification and role of the objective</p> <p>5.3.3. Goal/Objective Setting</p> <p>5.3.3.1. Characteristics and requirements of goal setting</p> <p>5.3.3.2. Criteria for defining goals</p> <p>5.3.3.3. Analyze and evaluate goals</p> <p>5.3.3.3.4. Goal Setting Assistant (SMART)</p> <p>5.4. Strategic planning</p> <p>5.4.1. Strategic planning concept</p> <p>5.4.2. Meaning of strategy formation</p> <p>5.4.3. Strategic planning process</p> <p>5.4.4. Technical tools to support strategic planning</p> <p>5.4.4.1. Market Development Matrix (BCG)</p>		<p>- Organize case discussion (can use the situation in the textbook or outside the textbook, the lecturer chooses)</p> <p>STUDENT:</p> <p>- Read the material before going to class</p> <p>- Participate in group work</p> <p>- Participate in class discussions.</p>		
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	<p>5.4.4.2. Michael Porter's Competitive Matrix</p> <p>5.4.4.3. SWOT Matrix and Strategies</p> <p>5.4.5. Michael Porter's General Competitive Strategies</p> <p>5.5. Operational planning</p> <p>5.5.1. Single-use plan</p> <p>5.5.2. Multi-use plan</p> <p>5.6. Organize the planning process</p> <p>5.6.1. Delegation of planning authority</p> <p>5.6.2. Deploy strategy into various types of operational plans</p>				
5	<p>CHAPTER 6: ORGANIZING FUNCTION</p> <p>6.1. The concept and goals of the organizational function</p> <p>6.1.1. Concept</p> <p>6.1.2. Purpose and role of the organization</p> <p>6.2. Organizational issues</p> <p>6.2.1. Specialization</p> <p>6.2.2. Scope of administration</p> <p>6.2.3. Authority in administration</p> <p>6.2.4. Delegation and authorization in administration</p> <p>6.2.4.1. Centralization and decentralization</p> <p>6.2.4.2. Authorization in administration</p>	<p>CLO3</p> <p>CLO4</p> <p>CLO5</p>	<p>LECTURER:</p> <ul style="list-style-type: none"> - Lecture Chapter 6 - Organize case discussion (can use the situation in the textbook or outside the textbook, the lecturer chooses) <p>STUDENT:</p> <ul style="list-style-type: none"> - Read the material before going to class - Participate in group work - Participate in class discussions. 	<p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>A2.1</p>	[1]. Ch7

	<p>6.3. Design the management organization structure</p> <p>6.3.1. The concept and necessity of organizational structure design</p> <p>6.3.2. Requirements to ensure an effective organizational structure in governance</p> <p>6.3.3. Factors affecting the organizational structure of management</p> <p>6.3.4. Divisions and levels in the organizational structure</p> <p>6.3.5. Criteria for forming divisions in an organization</p> <p>6.4. Common organizational structure models</p> <p>6.4.1. Simple structural model</p> <p>6.4.2. Online structural model</p> <p>6.4.3. Functional structure model</p> <p>6.4.4. Online structural model - function</p> <p>6.4.5. Matrix structure model</p> <p>6.4.6. Structure model by geography</p> <p>6.4.7. Structure model by product</p> <p>6.4.8. Structure model according to customer</p> <p>6.4.9. Model of organic structure</p>				
5	CHAPTER 7. LEADING FUNCTION	CLO3	LECTURER:	A1.1 A1.2	[1]. Ch9&10

	<p>7.1. Leadership concepts and basics</p> <p>7.1.1. Leadership concept</p> <p>7.1.2. The importance of leadership</p> <p>7.1.3. Leadership theories</p> <p>7.2. Leadership style</p> <p>7.2.1. Choosing a leadership style</p> <p>7.2.2. Specific skills of the leader</p> <p>7.2.3. Interaction between leaders and employees</p> <p>7.3. Employee encouragement</p> <p>7.3.1. Engine basics</p> <p>7.3.1.1. Concept</p> <p>7.3.1.2. Types of engines</p> <p>7.3.2. Theories of motivation</p> <p>7.3.2.1. Motivation from a content point of view</p> <p>7.3.2.2. Motivation from a process point of view</p> <p>7.3.3. Applying motivational theories to the workplace</p>	<p>CLO4</p> <p>CLO5</p>	<p>- Lecture Chapter 7</p> <p>- Organize case discussion (can use the situation in the textbook or outside the textbook, the lecturer chooses)</p> <p>STUDENT:</p> <p>- Read the material before going to class</p> <p>- Participate in group work</p> <p>- Participate in class discussions.</p>	<p>A1.3</p> <p>A2.1</p>	
5	<p>CHAPTER 8. CONTROLLING FUNCTION</p> <p>8.1. Concepts and issues related to control</p> <p>8.1.1. The concept of control</p>	<p>CLO3</p> <p>CLO4</p> <p>CLO5</p>	<p>LECTURER:</p> <p>- Lecture Chapter 8</p> <p>- Organize case discussion (can use the situation in the</p>	<p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>A2.1</p>	[1]. Ch12

	<p>8.1.2. The importance of control</p> <p>8.1.3 Planning and Controlling</p> <p>8.1.3.1. The relationship between planning and controlling</p> <p>8.1.3.2. The difference between planning and controlling</p> <p>8.2. Types of control</p> <p>8.2.1. Preventive control</p> <p>8.2.2. Simultaneous control</p> <p>8.2.3. Feedback control</p> <p>8.2.4. Financial performance control</p> <p>8.3. Control process</p> <p>8.3.1. Set control standards</p> <p>8.3.2. Measure performance</p> <p>8.3.3. Compare the results with the standard</p> <p>8.3.4. Perform correction operation</p> <p>8.4. Change in control philosophy</p> <p>8.4.1. Bureaucratic control</p> <p>8.4.2. Decentralized control</p>		<p>textbook or outside the textbook, the lecturer chooses)</p> <p>STUDENT:</p> <ul style="list-style-type: none"> - Read the material before going to class - Participate in group work - Participate in class discussions. 		
5	Presentation	CLO3	LECTURER:	A1.3	Essays of groups

		CLO4 CLO5	- Organize for students to give presentations and grade essays. STUDENT: - Prepare presentations in advance and present in groups. - Participate in class discussions.		
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HEAD OF DIVISION

Dr. Nguyen Van Thuy

HEAD OF FACULTY

Dr. Nguyen Van Tien

**LECTURER IN CHARGE OF
SYLLABUS**

Dr. Tran Duc Thuc

**CONFIRMATION OF THE
RECTOR**