

*Ho Chi Minh City, September, 2020*

**COURSE SYLLABUS**  
**INTRODUCTION TO BUSINESS ADMINISTRATION**

**A. GENERAL INFORMATION**

- 1. Course name (Vietnamese) : Nhập môn Ngành Quản trị Kinh doanh**
- 2. Course name (English) : Introduction To Business Administration**
- 3. Course code : MAG319**
- 4. Level : Graduate**
- 5. Major : Business Administration**
- 6. Number of credits : 02**
  - Theory : 1 credits (or 15 class hours)
  - Discuss & practice : 2/3 credits (or 10 class hours)
  - Assignment : 1/3 (or 05 class hours)
  - Others : none
- 7. Time allocation :**
  - In class : 30 class hours
  - At home assignment : 60 class hours – lesson preparation, self-studying, group
  - Others : none
- 8. Department/ Faculty in charge of course : Business Administration Faculty**
- 9. Prerequisite requirements : Principle of management**

**10. Course description**

The course introduces learners to the management training program business, including the structure and main content of the program, the building blocks basic knowledge and specialized knowledge. This course provides learners basic knowledge of management, including basic functions of management activities, the impact of environmental factors on business activities of enterprises business, administrative functions, human resource management activities, strategic management of marketing management, financial management, and production management.... Learners will have an overview, understanding of business operations and be able to identify the environment business school, thereby orienting, defining tasks and solutions for learning activities

practice to achieve the training goal of business administration

## 11. Course objectives and Learning outcome of program

### 11.1. Course objectives

| <b>Course objectives</b> | <b>Description</b>  | <b>PLOs assigned to the course (description)</b>   | <b>PLO</b> |
|--------------------------|---|--|------------|
| <b>(a)</b>               | <b>(b)</b>  | <b>(c)</b>   | <b>(d)</b> |
| CO1                      | Students understand the management training program business, including the structure and main content of the program, the blocks general knowledge and specialized knowledge   | Understand the concept of business, enterprise; Identify and explain the role of business administration activities, the success of businesses and organizations, career opportunities in the field of business administration   | PLO3       |
| CO2                      | Provide students with business concepts business, enterprise; the role of business administration activities; the success of businesses and organizations; career opportunities in the field of business administration   | Understand the concept of business, enterprise; Identify and explain the role of business administration activities; the success of businesses and organizations; career opportunities in the field of business activities, administration   | PLO4       |
| CO3                      | Provide students with basic knowledge about management, including basic functions of management activities, the impact of environmental factors on business activities of enterprises, management functions, activities of human resource management, strategic management, marketing management, financial management, and production management.... | Apply understanding and thinking about business administration to analyze and compare the appropriateness of the knowledge of the training program with the set training objectives. Collect documents, self-research and present contents associated with production, business activities and business administration | PLO5       |

### 11.1. Course learning outcome and program learning outcome

| Course learning outcome | Description   | Competence level<br>(The Bloom Scale) | Course objectives | Expected learning outcome of the program |
|-------------------------|---|---------------------------------------|-------------------|--|
| (a)                     | (b)   | (c)                                   | (d)               | (e)                                      |
| CLO1                    | Introduction of the business administration training program framework with full contents of items according to the prescribed program structure  | 3                                     | CO1               | PLO3                                     |
| CLO2                    | Present the knowledge, skills and attitudes required by the Business Administration training program  | 3                                     | CO1               | PLO3                                     |
| CLO3                    | Plan, organize and carry out learning activities suitable to their own conditions in order to achieve the training program objectives.  | 3                                     | CO1               | PLO3                                     |
| CLO4                    | Understand the concept of business, enterprise; Identify and explain the role of business administration activities; the success of businesses and organizations; career opportunities in the field of business activities, administration                                      | 3                                     | CO2               | PLO4                                     |
| CLO5                    | Apply understanding of management thinking, set up a learning plan to ensure good absorption of management knowledge of the training program. Collect documents, self-research and present contents associated with production, business activities and business administration | 3                                     | CO3               | PLO5                                     |

### 11.2. CLOs and PLOs matrix

| PLOs | PLO3 | PLO4 | PLO5 |
|------|------|------|------|
| CLOs |      |      |      |
| CLO1 | 3    |      |      |
| CLO2 | 3    |      |      |
| CLO3 |      | 3    |      |

|             |  |  |   |
|-------------|--|--|---|
| <b>CLO4</b> |  |  | 3 |
| <b>CLO5</b> |  |  | 3 |

<sup>1</sup> Note: CO – Course objective; PLO –program learning outcome; CLO – Course learning outcome

## **12. Teaching and learning methods**

Encourage students to be interested in careers; promote knowledge acquisition, form behavioral patterns. Motivating, creating positive motivation, team spirit in group activities and open discussion. Expected learning outcomes are expected to be achieved through a capacity development-oriented teaching method, with 50% of the time lecturers giving theoretical lectures, 50% of students presenting, discussing and doing individual exercises

## **13. General rules**

– Students are only evaluated for passing the course when: (1) have progress scores, (2) have final exam score (in case a student receives a score of 0 due to absence, it will not be accepted) recorded as having a test score), (3) having a total course score of 4 or more.

- Depending on the number of students, the lecturer decides the number of members study groups.

- 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 attitude

## **14. Course materials**

### **14.1 Main textbook**

[1] Assoc. Dr. Nguyen Ngoc Huyen (2013). Text book of Business Administration. National Economics University Publisher

### **14.2 Additional reading materials**

[2] Dennis, Richard, Kristi (2011). Introduction to Business, 3rd(eds). Association Global View

## **B. ASSESSMENT METHODS**

### **1. Assessment factors**

| <b>Assessment factors</b> | <b>Methods</b>         | <b>CLO</b>                         | <b>Weight (%)</b> |
|---------------------------|------------------------|------------------------------------|-------------------|
| A.1. Process assessment   | A.1.1. Diligence       | CLO1, CLO2,<br>CLO3, CLO4,<br>CLO5 | 10%               |
|                           | A.1.2. Exercises/ Test | CLO3, CLO4,<br>CLO5                | 20%               |

|                       |                           |                           |     |
|-----------------------|---------------------------|---------------------------|-----|
|                       | A.1.3. Group presentation | CLO2, CLO3,<br>CLO4, CLO5 | 20% |
| A.2. Final assessment | A.2.1. Essay              | CLO3, CLO4,<br>CLO5       | 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***

Assessment of learning outcomes by attendance assessment is carried out by the method of attendance and recording of the learning process of the course's contents. Attendance is done on 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); Students with a frequency of participating in more than 50% of the lessons with most of the answers close to the answer to the problem are determined to be actively participating in the learning process in the classroom.

#### ***A.1.2 Exercise/Test***

##### **❖ *Content***

The evaluation 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 01 question; test time is equal to 1 lesson

##### **❖ *Method 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 student in detail at least 1 week before the test date about the time to take the test, the method of taking the test and submitting the test via the internet)

#### ***A.1.3 Group presentation***

❖ *Content*

The assessment content of the group presentation values the amount of knowledge of the course specified through the topics of the group.

❖ *Method and organization of the assessment*

The form of content assessment is done by a group of no more than 10 members, the group presents the lesson in front of the class for the whole class to discuss. The format of the presentation is prescribed by the lecturer in the first lesson.

**A.2 . Final assessment:** The form of assessment at the end of the course is replaced by a group essay

**A.2.1 Essay**

❖ *Content*

The content of the assessment is based on the amount of knowledge shown specifically through the topics of the essay

❖ *Method and organization of the assessment*

Assessment of learning outcomes by essays is carried out in the form of content assessment, and in the form of essays performed by each student. The format of the essay is prescribed by the lecturer in the first lesson. Students make essays during self-study at home and submit them according to the subject exam schedule.

**3. Rubrics**

**A.1. Process assessment**

**A.1.1 Diligence**

**Evaluation criteria table (rubric)**

| Criteria      | Weight (%) | Grade                           |                                       |                                      |   |  |
|---------------|------------|---------------------------------|---------------------------------------|--------------------------------------|---|--|
|               |            | 0 - 3,9                         | 4,0 – 5,4                             | 5,5 - 6,9                            | 7,0 – 8,4                                 | 8,5 - 10                                       |
| Presence      | 40%        | Less than 40% of the period     | More than 50% of the period           | More than 60% of the period          | More than 70% of the period               | More than 80% of the period                    |
| Participating | 60%        | Not engaging in all discussions | Passively engaging in all discussions | Actively engaging in all discussions | Very actively engaging in all discussions | Extremely actively engaging in all discussions |

**A.1.2 Exercise/Test**

**Evaluation criteria table (rubric)**

| Criteria                             | Weight (%) | Grade  |   |  |   |   |
|--------------------------------------|------------|--|---|--|---|---|
|                                      |            | 0 - 3,9  | 4,0 – 5,4   | 5,5 - 6,9  | 7,0 – 8,4   | 8,5 - 10                                    |
| Theoretical basis                    | 40%        | Do not use relevant scientific theories          | Use few theories that are relevant but unexactly                      | Use theories that are good but unconvincingly                            | Use theories that are good and convincingly       | Use theories that are very and convincingly |
| Organize arguments to solve problems | 40%        | There is no logic in the argument; lack of proof | The argument is still weak; unconvincing evidence.                    | Arguing and proving acceptable proof.                                    | Relatively rigorous argument; convincing proof    | Rigorous reasoning; convincing proof        |
| Coheren and cohesion                 | 20%        | Obscure writing in main body parts               | Poor writing makes it difficult for readers to understand the content | The writing is confusing but the reader can still understand the content | Good writing, sometimes with errors in expression | Clear and coherent writing                  |

**A.1.3 Group presentation**

**Evaluation criteria table (rubric)**

| Criteria                       | Weight (%) | Grade  |  |   |  |  |
|--------------------------------|------------|--|--|---|--|--|
|                                |            | 0 - 3,9  | 4,0 – 5,4  | 5,5 - 6,9   | 7,0 – 8,4  | 8,5 - 10   |
| The structure of the report    | 10%        | The article is missing one of two parts: the theoretical basis of science and related authors list | Essay lacks conclusion   | The article lacks a list of references, a list of tables - pictures         | Essay lacks automatic table of contents  | The article has all the required sections                                    |
| The introduction in the report | 10%        | Failure to present the urgency (importance..) of the problem                                       | Misrepresentation of the urgency (importance..) of the problem | Presentable but not enough in terms of urgency (importance..) of the matter | Can express urgency (importance) of the problem but not yet convinced the reader | Clear, very convincing analysis of the urgency (importance..) of the problem |
| Theories in the report         | 20%        | Do not use relevant scientific reasoning   | There is use but not the correct scientific theory related     | Presenting relevant scientific arguments, but not convincing enough         | Correct use of relevant, persuasive scientific reasoning                         | Accurate, very convincing use of relevant scientific reasoning               |
| Organize arguments to solve    | 20%        | There is no logic in the argument; lack of proof   | The argument is still weak; unconvincing                       | Arguing and proving acceptable  | Relatively rigorous argument;  | Rigorous reasoning; convincing   |

|                        |  |   |  |  |   |  |
|------------------------|--|---|--|--|---|--|
| problems in the report |  |   | evidence.  | proof.   | convincing proof  | proof  |
| Coheren and cohesion   | 10%  | Obscure writing in main body parts      | Poor writing makes it difficult for readers to understand the content                        | The writing is confusing but the reader can still understand the content   | Good writing, sometimes with errors in expression   | Clear and coherent writing   |
| Plagiarism             | 10%  | More than 50%                           | 46 %– 50 %   | 31% - 45 %   | 15% - 30%   | Less than 15%  |
| Format                 | 10%  | Not formatted according to any criteria | Error: not aligned, consistent with formatting paragraph, wrong paper size                   | Error: No full text formatting, inconsistent font  | Error: missing page numbering; missing cover or incorrect cover presentation  | Correctly formatted all required criteria  |
| Presentation           | <i>only reports that meet requirements</i> |   |  |  |   |  |
| Presentation skills    | 5%   | Cannot present the report               | The presentation is less convincing; poor interaction; time management is not good           | The presentation is engaging and persuasive; poor interaction; time management is not good                                   | The presentation is attractive and persuasive; good interaction; time management is not good  | The presentation is attractive and persuasive; good interaction; time management is good |
| Answer the question    | 5%   | Unable to answer questions correctly    | Answers fully, clearly, and satisfactorily to less than 1/2 of the questions correctly asked | Answer fully, clearly and satisfactorily from 1/2 of the questions correctly asked. 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                               |

**A.2. Final assessment:**

**A.2.1. Essay:** The following rubric is used to grade the detailed content that must be answered for each question in the test

| Criteria  | Weight (%) | Grade             |                                 |
|---|------------|-------------------|---------------------------------|
|   |            | 4,0               | 6,0                             |
| Format of presentation and structure of content are appropriate | 40%        | Form              | Structure                       |
| Content: theoretical basis, practicality, logic and science     | 60 %       | Theoretical basis | Practicality, logic and science |



**C. DETAILED TEACHING PLAN (content of lesson)**

| Class hours | Detailed teaching contents  | Course learning outcomes | Teaching and learning activities   | Assessment methods                                  | Course materials |
|-------------|---|--------------------------|--|---|------------------|
|             | <p><b>CHAPTER 1: AN OVERVIEW OF BUSINESS ADMINISTRATION</b></p> <p>1.1. Overview of the business administration program of Banking University of Ho Chi Minh City. Ho Chi Minh City</p> <p>1.2. Research object and method</p> <p>1.3. The basic concepts</p> <p>1.3.1. Administration, Business and Enterprise</p> <p>1.3.2. Management roles and functions</p> <p>1.3.3. Business classification</p> <p>1.4. Nature and characteristics of business</p> | <p>CLO1</p> <p>CLO2</p>  | <p><b>LECTURER:</b></p> <ul style="list-style-type: none"> <li>- Introduction of the course (textbook, midterm exam schedule, lesson topics group presentations).</li> <li>- Lectures on basic concepts.</li> <li>- Organize group discussion on "business, business, enterprise, administration enterprise", the role of management</li> <li>- Assign students to prepare lessons Chapter 2.</li> </ul> <p><b>STUDENT:</b></p> <ul style="list-style-type: none"> <li>- Listen to lectures, participate in discussions, give comments to build the article. - Answer the teacher's questions</li> </ul> | <p>A.1.1</p> <p>A.1.2</p> <p>A.1.3</p> <p>A.2.1</p> |                  |

|   |  |  |  |  |
|---|--|--|--|--|
| <p><b>CHAPTER 2: BUSINESS ENVIRONMENT AND STRATEGIC ORIENTATION</b></p> <p>2.1. Business environment analysis</p> <p>2.1.1. Macro environment</p> <p>2.1.2. Micro environment</p> <p>2.1.3. Internal environment</p> <p>2.2. Strategic direction of the enterprise</p> <p>2.2.1. The definition and role of business strategy</p> <p>2.2.2. Basic process of strategic planning</p> <p>2.2.3. Types of business strategies</p> <p>2.3. Strategic planning tools in businesses</p> | <p>CLO1<br/>CLO2<br/>CLO3<br/>CLO4</p> | <p><b>LECTURER:</b></p> <ul style="list-style-type: none"> <li>- Review</li> <li>- Give new lesson.</li> <li>- Organize discussion on business environment analysis</li> <li>- Assign students to prepare lessons Chapter 3.</li> <li>- Answer students' questions.</li> <li>- Guide students to self-study and self-study research (section 2.2.3).</li> <li>- Assign students to prepare topics: business strategy</li> </ul> <p><b>STUDENT:</b></p> <ul style="list-style-type: none"> <li>- Listen to lectures, participate in discussions, give comments to build lessons.</li> <li>- Answer the teacher's questions</li> </ul> | <p>A.1.1<br/>A.1.3<br/>A.1.2<br/>A.2.1</p> |  |
| <p><b>CHAPTER 3: ORGANIZING BUSINESS ACTIVITIES</b></p> <p>3.1. Business organization work</p> <p>3.1.1. Human resource management activities</p> <p>3.1. 2. Business leadership activities</p> <p>3.1.3. Organizational activities and business culture building</p> <p>3.2. Organization of production activities</p> <p>3.2.1. Arrangement of production and business</p>  | <p>CLO2<br/>CLO3<br/>CLO4</p>          | <p><b>LECTURER:</b></p> <ul style="list-style-type: none"> <li>- Review</li> <li>- Give new lesson</li> <li>- Organize discussion on the topic of organizing business activities.</li> <li>- Assign students to prepare lessons</li> </ul>   | <p>A.1.1<br/>A.1.2<br/>A.1.3<br/>A.2.1</p> |  |

|  |   |                               |  |                                  |  |
|--|---|-------------------------------|--|----------------------------------|--|
|  | <p>premises 3.2.2. Management of production, quality and technology</p> <p>3.3. Market development and sales</p> <p>3.3.1. Market analysis</p> <p>3.3.2. Target market segment</p> <p>3.3.3. Organization of sales and service provision activities</p>   |                               | <p>Chapter 4.</p> <ul style="list-style-type: none"> <li>- Answer students' questions.</li> <li>- Organize midterm exam (day 4)</li> </ul> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>- Listen to lectures, participate in giving speeches to build lessons</li> <li>- Answer the teacher's questions.</li> <li>- Participate in class discussions on the topic of organizing business activities</li> </ul> |                                  |  |
|  | <p><b>CHAPTER 4: ACCOUNTING AND FINANCIAL MANAGEMENT</b></p> <p>4.1. Fundamental about accounting</p> <p>4.1.1. Definition, role and meaning</p> <p>4.1.2. Accounting in the business</p> <p>4.2. Corporate financial management issues</p> <p>4.2.1. The role and meaning of corporate financial management</p> <p>4.2.2. Asset and capital management</p> <p>4.2.3. Property investment activities</p> <p>Business Report</p> | <p>CLO1<br/>CLO2<br/>CLO3</p> | <p><b>LECTURER:</b></p> <ul style="list-style-type: none"> <li>- Listen to lectures, participate in discussions, give comments to build lessons.</li> <li>- Answer the teacher's questions.</li> <li>- Make/participate in group presentations; ask/answer questions that need to be answered by the lecturer/group.</li> </ul>  | <p>A.1.1<br/>A.1.3<br/>A.2.1</p> |  |

**HEAD OF DIVISION**

**LECTURER IN CHARGE OF SYLLABUS**

**Dr. Nguyen Van Thuy**

**Dr. Nguyen Van Tien**

**HEAD OF FACULTY**

**CONFIRMATION OF THE PRESIDENT**

**Dr. Nguyen Van Tien**